

Міністерство освіти і науки України
Мелітопольський державний педагогічний університет імені
Богдана Хмельницького
Кафедра англійської мови

Т.М. Камишова, Т.А. Устінова, О.Ф. Христова

МОВЛЕННЄВИЙ ПРАКТИКУМ
ДЛЯ ПРОВЕДЕННЯ САМОСТІЙНОЇ РОБОТИ
З ПРАКТИКИ УСНОГО ТА ПИСЕМНОГО МОВЛЕННЯ

для студентів I курсу

денної форми навчання
спеціальність: географія

Мелітополь
2015

УДК 811.111
ББК 81.432.1
М 15

Затверджено Вченою радою
Мелітопольського державного педагогічного університету імені
Богдана Хмельницького
Протокол № __ від «__». _____ 20__ р.

Рецензенти:

_____, кандидат філологічних наук, доцент
кафедри

_____, кандидат філологічних наук, доцент
кафедри

*Рекомендовано до друку Вченою радою Мелітопольського
державного педагогічного університету імені Богдана
Хмельницького*

(протокол № __ від «__». _____ 20__ р.)

Камишова Т.М., Устінова Т.А., Христова О.Ф.

М 15 Мовленнєвий практикум для проведення самостійної роботи з практики усного та писемного мовлення для студентів І курсу природничо-географічного факультету спеціальності географія. – Мелітополь: Мелітопольський державний педагогічний університет імені Богдана Хмельницького, 2015. - _____ с.

У практикумі пропонуються завдання для самостійного опрацювання студентами І курсу спеціальності географія. Завдання практикуму розподіляються за уроками, граматичний матеріал яких співпадає з темами, які вивчаються за робочою програмою курсу «Англійська мова за професійним спрямуванням». Запропонований комплекс тестів, вправ та завдань реалізується за принципом професійної орієнтованості навчання та формування іншомовної мовленнєвої компетенції, враховує вікові особливості студентів, сприяє індивідуальному вирішенню проблем, які виникають у процесі самостійної підготовки до занять.

УДК 811.111
ББК 81.432.1

Камишова Т.М., Устінова Т.А.,
Христова О.Ф., 2015
МДПУ імені Б. Хмельницького

ЗМІСТ

Передмова.....
..... 4

Lesson

1.....
..... 7
Grammar: The Article
Topic: Geography of Ukraine

Lessons

2.....
.....14
Grammar: The Plural of Nouns
Topic: The United Kingdom

Lesson

3

.....
..... 23
Grammar: The Pronoun
Topic: Climate of the British Isles.

Lesson

4.....
..... 31
Grammar: The Degrees of Comparison of Adjectives
Topics: Tourism in Ukraine

Lesson

5.....
..... 41
Grammar: The Present Indefinite Tense
Topic: The United States of America

Lesson

6.

.....
..... 50

Grammar: The Past Indefinite Tense
Topic: Some parts of the USA

Lesson

7.....
.....60

Grammar: The Future Indefinite Tense. The Future-in-the-Past
Topic: Solar radiation

Lesson

8.....
.....67

Grammar: The Present Continuous Tense
Topic: The Earth and its Structure

Lesson

9.....
.....72

Grammar: The Past Continuous Tense
Topic: Wonders of Water

Lesson

10.....
.....80

Grammar: The Future Continuous Tense
Topic: The Atmosphere Makes Life on the Earth Possible

Література

.....
.....91

ПЕРЕДМОВА

Основна задача сучасної вищої освіти полягає у формуванні творчої особистості спеціаліста, здібного до саморозвитку, самоосвіти, інноваційної діяльності. Вирішення цієї задачі навряд чи можливо тільки шляхом передачі знань у готовому вигляді від викладача до студента. Необхідно перевести студента від пасивного споживача знань до активного їх творця, який вміє формулювати проблему, аналізувати шляхи її вирішення, знаходити оптимальний результат та доводити його правильність. Реформа вищої освіти у відповідності до Болонського процесу пов'язана за своєю суттю з переходом від парадигми навчання до парадигми освіти. У цьому плані слід визнати, що самостійна робота студентів є не просто важливою формою освітнього процесу, а повинна стати її основним чинником.

Це передбачає орієнтацію на активні методи оволодіння знаннями, розвиток творчих здібностей студентів, перехід від поточного до індивідуалізованого навчання з урахуванням потреб та можливостей особистості. Підсилення ролі самостійної роботи студентів означає принципіальний погляд на організацію учбово-виховного процесу, який спрямований на саморозвиток студентів, творче застосування отриманих знань, а також способи адаптації до професійної діяльності у сучасному світі.

Дослідники, які займаються проблемою, яка нас цікавить, стосовно вищої школи (С. І. Архангельський, М. Г. Гарунов, У. Я. Голант, Б. Г. Юганзен, С. І. Зінов'єв, А. Г. Молібог, Р. А. Німазов, Н. Д. Нікандров, П. І. Підкасистий та інші), вкладають у термін «самостійна робота» різний зміст. Так, поняття «самостійна робота» трактується як самостійний пошук необхідної інформації, набуття знань, використання цих знань для рішення учбових, наукових та професійних задач (С. І. Архангельський); як діяльність, яка складається з багатьох елементів: творчого сприйняття та осмислення учбового матеріалу у ході лекції, підготовки до занять, екзаменам, залікам, виконання курсових та дипломних робіт (А. Г. Молібог); як різні види індивідуальної, групової та пізнавальної діяльності студентів на заняттях або у поза аудиторний час без безпосереднього керівництва, але під спостереженням викладача (Р. А. Німазов). Організація самостійної роботи у вищій школі розглядається як система мір по вихованню

активності та самостійності як рис особистості (Б. Г. Іоганзен). Самостійна робота розуміється також деякими авторами як система організації педагогічних умов, які забезпечують управління учбовою діяльністю, яка відбувається під час відсутності викладача (В. Граф, І. І. Іл'ясов, В. Я. Ляудіс). Іноді самостійна робота ототожнюється з самоосвітою (С. І. Зінов'єв).

Як видно з наведених вище визначень, самостійна робота розглядається, з одного боку, як вид діяльності, який стимулює активність, самостійність, пізнавальний інтерес, та як основа самоосвіти, поштовх до подальшого підвищення кваліфікації, а з другої – як система заходів або педагогічних умов, які забезпечують керівництво самостійною діяльністю студентів.

Модернізація учбового процесу спрямована на зміщення акценту на самостійну підготовку студента. Досвід викладачів свідчить, що вивчення будь-якої програмної теми може бути продовжено у самостійній роботі. Самостійні заняття демонструють студентам результати оволодіння мовою і сприяють подальшому вдосконаленню вмінь та навичок.

Однак результативність діяльності визначається правильною та систематичною організацією самостійної роботи. Викладачу потрібно вибрати ті з них, які найбільш повно допомагають у рішенні практичних загальноосвітніх та виховних задач і разом з тим економічні за часом, не громіздкі, сприяють створенню вмотивованих ситуацій мовного зразка, відповідають інтересам студентів, вдало поєднуються з усією системою учбово-виховного процесу.

Актуальність самостійної роботи полягає у цілеспрямованому формуванні комунікативних вмінь та навичок, розширює кругозір студентів, виховує естетичне відношення до літератури країни, мова якої вивчається, та до самої мови.

Самостійна робота студентів - це запланована учбова, учбово-дослідна, науково-дослідна робота студентів, яка виконується у поза аудиторний час за завданням або під методичним керівництвом викладача, але без його безпосередньої участі.

Об'єм самостійної роботи студентів визначається державним освітнім стандартом, навчальним планом, робочими та типовими програмами.

Під час визначення змісту самостійної роботи студентів слід враховувати рівень самостійності абітурієнтів.

Для організації самостійної роботи ми визначили наступні умови:

1. готовність студентів до самостійної праці;
2. мотив до отримання знань;
3. наявність та доступність всього необхідного учбово-методичного та довідкового матеріалу;
4. система регулярного контролю якості виконаної самостійної роботи;
5. консультаційна допомога.

Контроль за самостійною роботою та оцінювання її результатів організується як єдність двох форм:

1. самоконтроль та самооцінка студента;
2. контроль та оцінка з боку викладача.

Самостійна робота на заняттях з практики усного та писемного мовлення дозволяє залучити студентів до науково-дослідної діяльності засобами іноземної (англійської) мови, розвиває такі важливі вміння, як пошук інформації, її аналіз та виділення головного, оцінювання інформативності матеріалу та професійно-орієнтоване спілкування на основі отриманої інформації. Таким чином, необхідно вмотивовувати відповідальність студентів за хід та результати їхньої самостійної учбової діяльності щодо оволодіння іноземною мовою, зокрема англійською.

Метою самостійної роботи студентів з іноземної мови є формування навичок роботи з іншомовними професійно-орієнтованими джерелами інформації (читання, переклад, творче переосмислення інформації, її особиста оцінка та подальше використання), а також формування навичок усного мовлення у рамках загальноосвітніх тем та професійної тематики.

Застосування самостійної роботи в учбовій діяльності дозволяє 1) оптимізувати процес навчання іноземній мові (англійській) з точки зору економії аудиторного учбового часу; 2) актуалізувати та активізувати пошук нових знань того, хто навчається; 3) підвищити якість засвоєння запропонованих учбових програм.

Підготовленість студентів до самостійної діяльності щодо вивчення запропонованого матеріалу визначається: 1) наявністю базових учбових навичок з усіх видів мовленнєвої діяльності, а саме: говорінню, аудіюванню, читанню, письму (у більшій ступені,

безумовно, читанню та письму, тому що основними засобами перевірки виконання самостійної роботи є усне та письмове виконання вправ за самостійно пройденим матеріалом); 2) наявністю навичок перекладу та методами роботи зі словником та довідковою літературою; 3) вмінням працювати з комп'ютерним програмним забезпеченням та Інтернетом.

Навчальний посібник, який розрахований на 236 години самостійної роботи, складається з 10 уроків на основі підручника «Англійська мова для повсякденного спілкування» за редакцією Шпака В.К. Кожен урок містить тексти за професійним спрямуванням, певний граматичний матеріал та комплекс вправ. До кожного тексту пропонується низка завдань, більшість яких має творчий характер і спрямовані на розвиток навичок вживання граматичних явищ у розмовній мові. Студенти, працюючи над текстом, зважають не тільки на його зміст, але й на ті чи інші граматичні конструкції у ньому. Різноманітні граматичні вправи та тексти і діалоги до них сприятимуть збагаченню лексики загалом і повторенню та закріпленню граматичного матеріалу зокрема, а це поліпшить опанування англійською мовою.

Весь теоретичний граматичний матеріал і комплекс вправ до нього сприятимуть виробленню навичок практичного вживання граматичних структур у процесі мовлення.

Lesson 1

Grammar: The Article.

Topic: Geography of Ukraine.

• Grammar

The Article (Артикль)

Артикль – це службова частина мови, яка ставиться перед іменником та допомагає визначити його число, а також визначеність або невизначеність.

Артикль в англійській мові ставиться виключно перед іменником.

Існує три види артиклів в англійській мові:

- 1) «the» – визначений артикль (the definite article);
- 2) «a/an» – невизначений артикль (the indefinite article);
- 3) «-» – нульовий артикль (the zero article).

ВИЗНАЧЕНИЙ АРТИКЛЬ «the»

Визначений артикль «the» вживається в однині та в множині перед обчислювальними та необчислювальними іменниками.

Визначений артикль потрібно використовувати:

- 1) коли ми говоримо про одну конкретну річ (when there is only one of something):

The Pope lives in Vatican.

- 2) якщо мова йде про моря, гори, річки, озера, групи островів, пустині, океани, канали (with rivers, lakes, oceans and seas, mountain ranges, groups of islands, wilderness, channels):

The Nile is the longest river in Africa

3) перед словом, яке передає найвищу ступінь чогось (with superlatives):

Kate is the best teacher.

4) з винаходами (with inventions):

When was the telephone invented?

5) з назвами тварин (with species of animals):

The dog is a man's best friend.

6) з національними групами (with national groups):

The French drink a lot of wine.

7) з унікальними іменниками (with unique nouns):

the Earth, the sun.

8) з назвами газет, театрів, кінотеатрів, музеїв, кораблів, організацій (with the names of newspapers, theatres, cinemas, museums, ships, organizations):

The Daily Express, the Ambassador Theatre Group.

9) з країнами, якщо вони включають в себе слова States, Kingdom, Republic:

the USA, the United Kingdom.

10) зі сторонами світу (with the parties of the world):

the North, the East, the South, the West.

11) з назвами музичних інструментів та танців:

the guitar, the salsa.

12) зі званнями (with titles):

the Queen, the President.

Виняток – якщо додається ім'я, тоді артикль не вживається:

Queen Victoria.

13) зі словами day, morning, afternoon, evening:

It was early in the morning when they left.

14) якщо говоримо про історичний період (historical period):
the last Ice Age, the Vietnam war.

Виняток:
World War I.

15) зі словами *only, last, first* у випадку, якщо вони використовуються у ролі прикметників:
She was the only one who came.

16) коли йдеться про вибір між двома речами (choosing between two things) або можна це також трактувати як у випадку, коли раніше вже згадувався іменник (with previously mentioned nouns):
There is a red marker and a black marker. I want the red marker.
There is an apple and an orange. I want the apple.

17) якщо ясно, що ми маємо на увазі (when it is clear what we are referring to):
Could you open the window, please?

НЕВИЗНАЧЕНИЙ АРТИКЛЬ «a/an»

Невизначений артикль походить від давньоанглійського «an», яке означало «один». Тому невизначений артикль ми використовуємо у тому випадку, коли мова йде про одну річ – тобто однину.

Чому ми два артикля – «a» і «an» розглядаємо в одній групі – невизначені артиклі, та використовуємо в одних і тих самих випадках? Все дуже просто – насправді це один артикль! Якщо слово, перед яким повинен ставитися невизначений артикль, починається на приголосну, то вживаємо артикль «a», а якщо на голосну, то відповідно використовуємо «an».

Невизначений артикль «a/an» вживається в однині перед обчислювальними іменниками.

А зараз давайте детально розглянемо випадки використання невизначеного артикля «a/an»:

1) якщо мова йде про будь-який предмет зі всієї групи однорідних предметів (any object from a group of similar items), тобто якщо про предмет ми говоримо в контексті «представник всього класу» (representative of the class):

A cadet is a student of a military school.

My elder brother lives in a big city.

2) при першому згадуванні предмета (the first mention of the subject):

I have got a car.

A boy is standing at the window.

3) часто використовується після дієслів *to be* і *to have*:

I have got a pen.

She is a teacher.

Let's have a rest!

4) після слів *rather, quite, such, what* в окличних реченнях:

He was such a good student!

5) після *there* + *to be* перед обчислювальними іменниками:

There is a forest near our village.

6) в словосполученнях *once a day (week, month, year), at a time, in a minute, not a word* – тобто коли невизначений артикль має значення «один»:

I'll be back in a minute.

7) в словосполученнях *a great deal (of), a number (of), a great many, a little, a few*:

I had waited a few hours.

НУЛЬОВИЙ АРТИКЛЬ

Ну і, звичайно, нам залишилось розглянути випадки, коли ми не вживаємо жодних артиклів:

1) перед незліченними (uncountable), множинними (plural) або абстрактними (abstract) іменниками:

He likes music.

There are books on the table.

2) перед незліченними іменниками, які означають речовину/масу:

I prefer strong coffee to tea.

3) якщо перед іменником стоять уже такі слова *last, next*:

I'll come to your place next week.

4) перед назвами вулиць, міст, країн, а також перед іменами та прізвищами:

I live in Gorky Street in Moscow.

5) перед назвою конкретної гори:

Elbrus is the highest mountain in the Caucasus.

6) перед назвами пір року, місяців, днів тижня:

Usually students have no classes in summer.

7) перед іменниками *dinner, breakfast, supper, tea, day, night, evening, morning, school, college, hospital*, у випадку, якщо вони мають абстрактне значення:

Dinner is always ready at two.

My son goes to school.

- **Grammar exercises**

I. Insert the appropriate articles:

1. This is ... clock. 2. This is ... Kiev. 3. ... Kiev is ... big city.
4. Mary is ... girl. 5. She is ... my sister. 6. This is ... room. 7. Is ... newspaper in ... bag? 8. She is in ... room. 9. Is ... teacher in ... classroom? 10. Is ... your room large? 11. Is ... pen in ... bag? 12. Are you ... students? 13. My friend has ... children. 14. ... sportsmen are always in good form. 15. ... children we saw in ... street are schoolboys. 16. She lives in ... 1st street. 17. This is ... book. It is my ... book. 18. Is this your ... pencil? — No, it isn't my ... pencil, it is my sister's ... pencil.

19. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. 20. I have no ... handbag. 21. Is this ... watch? — No, it isn't ... watch, it's ... pen. 22. This ... pen is good, and that ... pen is bad. 23. I can see ... pencil on your ... table, but I can see no ... paper. 24. Give me ... chair, please. 25. They have ... dog and two ... cats. 26. I have ... spoon in my ... plate, but I have no ... soup in it.

II. Use the appropriate articles:

My uncle Andy lives in ____ England. He is ____ shopkeeper. He has ____ small shop in ____ small village near ____ Oxford by ____ River Thames. ____ shop sells everything from ____ bread to ____ newspapers. It is also ____ post-office. Every day ____ children stop on their way to and from ____ school to spend ____ few pence on ____ sweets and ____ ice-cream. My uncle does not have ____ car so sometimes he goes by ____ bus to ____ Oxford and has lunch at ____ Grand Hotel. After work he sits outside his house and looks at ____ moon. He is one of ____ happiest men I know.

III. Insert articles where necessary:

1. ____ sun has set. ____ sky was dark. And against this sky suddenly ____ very little figure appeared.
2. H.G. Well's best novel is " ____ first Man on ____ Moon".
3. Was there ____ forest near ____ village you lived in ____ last year?
4. ____ Neva is ____ very beautiful river.
5. ____ Mont Blanc, ____ highest mountain in ____ Alps, is ____ highest mountain in ____ Europe.
6. ____ "Time" is ____ one of ____ English newspapers.
7. Which is ____ highest mountain in ____ North America?
8. I like to drink ____ coffee in ____ morning. In ____ evening I drink ____ strong tea.
9. Please, pass me ____ tea or it will get cold.
10. ____ lemons you bought yesterday are very nice.

• Topic

Text 1

Geography of Ukraine

The geography of Ukraine varies greatly from one region of the country to another, with the majority of the country lying within the East European Plain. Ukraine is the second-largest country by area in Europe after the Russian Federation. Its various regions have diverse geographic features ranging from the highlands to the lowlands as well as climatic range and a wide variety in hydrography.

Ukraine has a strategic position in East Central Europe, lying on the northern shores of the Black Sea and the Sea of Azov, it borders a number of European countries Poland, Slovakia and Hungary in the west, Belarus in the north, Moldova and Romania in the south-west and Russia in the east. Most of its territory lays within the Great European Plain, while parts of western regions reach into the Pannonian Plain. The southern shores of Crimea are located within a unique subtropical biome which is separated from most of Ukraine by a range of Crimean Mountains. In general Ukraine is split between two biomes mixed forest towards the middle of continent and grassland towards Black Sea littoral. The western regions located in the alpine-like country that is dominated by the Carpathian Mountains.

The northern part of the Carpathian Mountains reach into Ukraine in the western part of the country. The highest peak is Hoverla, which is 2061 m or 6762 ft tall. Most of Ukraine's area is taken up by the steppe-like region just north of the Black Sea. Ukraine is divided almost in half by the Dnipro river, which traverses Ukraine north to south. It empties into the Black Sea, just west of the Crimea and near the mouths of the Bug and the Dnister rivers. The border with Russia is the country's longest border, and it runs through the Sea of Azov.

Approximate depiction of the biomes lying north of the Black and Caspian Seas. The bright green belt girdling the Black Sea's southern coast, extending westwards, denotes a region of the subtropics.

The total geographic area of Ukraine is 603,550 square kilometers (233,030 sq mi). The land border of Ukraine totals 4,558 kilometers (2,832 mi). The border lengths with each country are: Belarus 891 kilometers (554 mi), Hungary 103 kilometers (64 mi), Moldova 939 kilometers (583 mi), Poland 428 kilometers (266 mi), Romania 169 kilometers (105 mi) on the south and 362 kilometers (225 mi) on the west, Russia 1,576 kilometers (979 mi), and Slovakia 90 kilometers (56

mi). Ukraine is also bordered by 3,783 kilometers (2,351 mi) of coastline.

Most of Ukraine consists of fertile plains (or steppes) and plateaus. In terms of land use, 58% of Ukraine is considered arable land; 2% is used for permanent crops, 13% for permanent pastures, 18% is forests and woodland, and 9% is other.

Mountains are limited to the west, the southern tip of Ukraine on the Crimean Peninsula, and near the Sea of Azov. The western region has the Carpathian Mountains, the Crimean Peninsula has the Crimean Mountains, and some eroded mountains from the Donets Ridge are in the east near the Sea of Azov. The highest elevation in Ukraine is located at the peak of Mount Hoverla which is 2,061 meters (6,762 ft) above sea level.

Most of Ukraine consists of regular plains with the average height above sea level being 175 metres (574 ft). It is surrounded by mountains to its west and extreme south. Wide spaces of the country's plains are located in the south-western part of the East European Plain. The plains have numerous highlands and lowlands caused by the uneven crystallized base of the East European craton. The highlands are characterized by Precambrian basement rocks from the Ukrainian Shield.

The territory of Ukraine is bordered by the waters of the Black Sea and the Sea of Azov. 90% of the rivers are part of those two seas' drainage basins. A few rivers are part of the Baltic Sea basin. There are seven major rivers in Ukraine: Desna, Dnipro, Dnister, Danube, Prypiat, Siverian Donets, and Southern Buh.

Ukraine has a temperate continental climate with cool winters and relatively hot summers. Only the southern Crimean coast of Ukraine has a humid subtropical climate. Ukraine's climates are influenced by the humid air from the Atlantic Ocean. Precipitation in Ukraine is disproportionately distributed, with the most falling in the west and the north, and much less falling in the east and the southeast. June and July are usually the wettest months, while February is usually the driest. Winters vary from cool along the Black Sea to cold farther inland; summers are warm across the greater part of the country, and tend to be very hot in the south.

Significant natural resources in Ukraine include: iron ore, coal, manganese, natural gas, oil, salt, sulfur, graphite, titanium, magnesium, kaolin, nickel, mercury, timber, and arable land.

Ukraine does have many environmental concerns. Some regions lack adequate supplies of potable water. Air and water pollution affects the country, as well as deforestation, and radiation contamination in the northeast stemming from the 1986 accident at Chernobyl Nuclear Power Plant.

I. Translate into Ukrainian the following words and word combinations:

Region, country, majority, within, the East European Plain, area, diverse, geographic features, range, highlands, lowlands, climatic range, hydrography, shore, to border, to reach, to locate, unique, subtropical biome, to separate, in general, mixed forest, grassland, steppe-like region, to divide, to traverse, to empty, border, to run through, the Sea of Azov, approximate depiction, to extend, subtropics, fertile plains, plateau, arable land, permanent crops, pastures, elevation, sea level, regular plains, to surround, drainage basin, temperate continental climate, humid air, to influence, precipitation, to distribute, natural resources, iron ore, coal, manganese, natural gas, oil, salt, sulfur, graphite, titanium, magnesium, kaolin, nickel, mercury, timber, environmental concerns, supplies, potable water, pollution, to affect, deforestation, radiation.

II. Answer the following questions:

1. Where does Ukraine lay?
2. What countries does Ukraine border?
3. What mountains are there in Ukraine?
4. What is the highest peak in Ukraine?
5. Where is the steppe-like region located?
6. What are the main rivers in Ukraine?
7. What can you say about the Dnipro river?
8. What climate does Ukraine have?
9. What are significant natural resources in Ukraine?
10. What environmental concerns does Ukraine have?

III. Insert the appropriate articles:

1. ... Carpathian mountains lay in ... west of ...Ukraine.

2. ... highest peak is ... Hoverla.
3. ... Ukraine is divided almost in half by ... Dnipro river.
4. ... border with ...Russia is ... longest border, it runs through ...
Sea of Azov.
5. There are ... lot of rivers and lakes in ... Ukraine.
6. ... Black sea and ... sea of Azov are in ... south of ... Ukraine.
7. ... most of precipitation falls in ... west and in ... north.
8. ... total geographic area of ... Ukraine is ... 603,5 square
kilometers.

IV. Complete the sentences.

1. Ukraine is the second-largest
2. Ukrainian various regions have diverse
3. Most of the territory lays
4. The Dnipro river empties
5. The border with Russia is
6. Most of Ukraine consist of fertile
7. The western region has the Carpathian
8. Ukraine's climate is influenced by
9. Winters vary from cool
10. Summers are warm

V. Translate into English.

1. Різні регіони України мають різноманітні географічні риси.
2. На заході України знаходяться Карпатські гори.
3. Найвища гора Карпат – Говерла, її висота 2 061 метр.
4. Дніпро розділяє Україну на східну і західну частини і тече з півночі на південь.
5. Більша частина України – це рівнини з середньою висотою над рівнем моря 175 метрів.
6. Україна має помірний континентальний клімат.
7. Оподи на території України розподіляються нерівномірно.
8. Україна має сім крупних річок.

VI. Make a summary of the text.

Give the information about

- the location,
- the borders,
- the relief,
- the rivers and the climate of Ukraine.

Lesson 2

Grammar: The Plural of Nouns.

Topic: The United Kingdom.

- **Grammar**

The Plural of Nouns **(Множина іменників)**

В англійській мові множина іменників утворюється за певними правилами, які згруповано в 9 основних категорій. Кожна з категорій визначає конкретний випадок, в залежності від якого ми і додаємо закінчення до іменників.

Правила додавання закінчень до іменників у множині:

1) використовуємо -es до іменників, які закінчуються на -s, -ss, -x, -sh, -ch, -tch:

buses, boxes, benches, classes, dishes, watches;

2) якщо іменник закінчується -у, перед яким стоїть приголосна, то додаємо закінчення -s, а -у змінюється на -іе:

a cherry – cherries, a city — cities;

3) якщо слово закінчується на -у, перед яким стоїть голосна, то просто додаємо закінчення -s:

a toy – toys, a key – keys, a boy – boys;

4) у іменників, що в однині закінчуються на -f та -fe, у множині -f змінюється на -v з додаванням закінчення -s:

a life – lives a shelf – shelves;

Винятки: *a chief – chiefs, a safe – safes, a roof – roofs, a handkerchief – handkerchiefs;*

5) якщо іменник закінчується на -o, то додаємо закінчення -es:

a potato – potatoes, a tomato – tomatoes, a hero – heroes;

Винятки: *a photo – photos, a piano – pianos, a radio – radios;*

6) деякі іменники утворюють множину не за правилами:

a man – men, a foot – feet, a child – children, a woman – women, a tooth – teeth, an ox – oxen, a goose – geese, a mouse – mice, a person – people;

7) деякі іменники зберегли стародавню форму множини, яка збігається з формою однини:

a deer – deer, a sheep – sheep, a swine – swine, a fish – fish, a fruit – fruit;

8) деякі іменники уживаються тільки в множині:

trousers (штани), scissors (ножиці), goods (печі, товар), shorts (шорти), spectacles (окуляри), clothes (одяг);

9) Деякі іменники уживаються тільки в однині:

news (новина, новини), knowledge (знання), luggage (багаж), advice (порада), money (гроші), mathematics (математика), information (інформація), furniture (меблі), athletics (атлетика)

- **Grammar exercises**

I. Give the plural for the following nouns:

- A. story, play, glass, flag, photo, name, match, knife, bush, chief, page, radio, roof, prize, set, key, factory, wolf, piano, class, cup, city;
- B. child, goose, man, foot, mouse, woman, sheep, person, deer, tooth, ox;
- C. criterion, datum, formula, crisis, stimulus, index, phenomenon, medium, oasis, nucleus, memorandum, basis, radius, analysis, symposium, hypothesis;
- D. fellow-worker, merry-go-round, man-of-war, passer-by, sister-in-law, forget-me-not, room-mate, lily-of-the-valley, ticket-holder, commander-in-chief, governor-general

II. Divide the following words into two columns: count nouns and mass nouns:

furniture, coffee, leaf, food, computer, list, blood, job, work, language, country, advice, information, money, progress, permit, permission, baggage, luggage, beach, traffic, weather, window, knowledge, air, water, holiday, damage, accommodation, scenery, scene, pigeon, bread, mountain, kick, news, accident, laugh, flour, laughter.

III. Make the nouns in brackets in plural:

1. They bought two (video), five (piano) and ten (radio) for their casino.
2. At last he found three new (soprano) for his theatre.
3. He is the owner of two big (studio).
4. Andy is fond of (tattoo).
5. He took a lot of (photo) last week.
6. The Browns bought ten (kilo) of cherries.
7. For this case we have (memo) in our office.
8. Tom is famous for organizing different (disco).
9. Only in the (zoo) you can see a lot of wild animals.
10. Their children are fond of small (auto).

IV. Give the singular of the following nouns if they have it:

armchairs; phenomena; clothes; spectacles; photos; shirts; cows; schools; pyjamas; enemies; keys; kisses; wives; loaves; oxen; men;

teeth; grapes; girls; school-girls; vocabularies; people, accents; languages; news; foot.

V. Change the following sentences from singular to plural:

1. The cat caught the mouse.
2. The leaf fell from the tree.
3. The man and woman went to the cinema.
4. The child saw a sheep in the field.
5. The foot of the deer crushed the flower.
6. This sheep has white wool, that sheep has black wool.
7. The bookcase is made of wood.
8. The army went into battle.
9. I have invited my sister-in-law for dinner.
10. I dropped a penny in the beggar's hat.

- **Topic**

Text 2

The United Kingdom

Area

The United Kingdom is a sovereign state located off the north-western coast of continental Europe. With a total area of approximately 243,610 square kilometres (94,060 sq mi), the UK occupies the major part of the British Isles archipelago and includes the island of Great Britain, the north-eastern one-sixth of the island of Ireland and many smaller surrounding islands. The mainland areas lie between latitudes 49°N and 59°N (the Shetland Islands reach to nearly 61°N), and longitudes 8°W to 2°E. The Royal Greenwich Observatory, in South East London, is the defining point of the Prime Meridian.

The UK lies between the North Atlantic and the North Sea, and comes within 35 km (22 mi) of the north-west coast of France, from which it is separated by the English Channel. It shares a 360 km international land boundary with the Republic of Ireland. The Channel Tunnel bored beneath the English Channel, now links the UK with France.

The total area of the United Kingdom is approximately 245,000 square kilometres (94,600 sq mi), comprising the island of Great Britain,

the northeastern one-sixth of the island of Ireland (Northern Ireland) and many smaller islands. England is the largest country of the United Kingdom, at 130,410 square kilometres (50,350 sq mi) accounting for just over half the total area of the UK. Scotland at 78,772 square kilometres (30,410 sq mi), is second largest, accounting for about a third of the area of the UK. Wales and Northern Ireland are much smaller, covering 20,758 and 14,160 square kilometres (8,010 and 5,470 sq mi) respectively.

Physical geography

The physical geography of the UK varies greatly. England consists of mostly lowland terrain, with upland or mountainous terrain only found north-west of the Tees-Exe line. The upland areas include the Lake District, the Pennines, Exmoor and Dartmoor. The lowland areas are typically traversed by ranges of low hills, frequently composed of chalk. The physical geography of Scotland is distinguished by the Highland Boundary Fault which traverses the Scottish mainland from Helensburgh to Stonehaven. The faultline separates the two distinctively different regions of the Highlands to the north and west, and the lowlands to the south and east. Wales is mostly mountainous, though south Wales is less mountainous than north and mid Wales. The geography of Ireland includes the Mourne Mountains as well as Lough Neagh, at 388 square kilometres (150 sq mi), the largest body of water in the UK.

The overall geomorphology of the UK was shaped by the combined forces of tectonics and climate change, in particular glaciation.

The exact centre of the island of Great Britain is disputed. Depending upon how it is calculated it can be either Haltwhistle in Northumberland, or Dunsop Bridge in Lancashire.

Mountains and hills

The ten tallest mountains in the UK are all found in Scotland. The highest peaks in each part of the UK are:

Scotland: Ben Nevis, 1,344 metres

Wales: Snowdon (Snowdonia), 1,085 metres

England: Scafell Pike (Cumbrian Mountains), 978 metres

Northern Ireland: Slieve Donard (Mourne Mountains), 852 metres

The ranges of mountains and hills in the UK include:

Scotland: Cairngorms, Scottish Highlands, Southern Uplands, Grampian Mountains.

Wales: Brecon Beacons, Cambrian Mountains, Snowdonia, Black Mountains, Preseli Hills.

England: Cheviot Hills, Chilterns, Cotswolds, Dartmoor, Lincolnshire Wolds, Exmoor, Lake District, Malvern Hills, Mendip Hills, North Downs, Peak District, Pennines, South Downs, Shropshire Hills, Yorkshire Wolds.

Northern Ireland: Mourne Mountains, Antrim Plateau, Sperrin Mountains.

The lowest point of the UK is in the Fens of East Anglia, in England, parts of which lie up to 4 metres below sea level.

Rivers and lakes

The longest river in the UK is the River Severn (220 mi; 350 km) which flows through both Wales and England.

The longest rivers in the UK contained wholly within each of its constituent nations are:

England: River Thames (215 mi; 346 km).

Scotland: River Tay (117 mi; 188 km).

Northern Ireland: River Bann (76 mi; 122 km).

Wales: River Tywi (64 mi; 103 km).

The largest lakes (by surface area) in the UK by country are:

Northern Ireland: Lough Neagh (147.39 sq mi; 381.7 km²)

Scotland: Loch Lomond (27.46 sq mi; 71.1 km²)

England: Windermere (5.69 sq mi; 14.7 km²)

Wales: Llyn Tegid (Bala Lake) (1.87 sq mi; 4.8 km²)

The deepest lake in the UK is Loch Morar with a maximum depth of 309 metres (Loch Ness is second at 228 metres deep). The deepest lake in England is Wastwater which achieves a depth of 79 metres (259 feet).

Artificial waterways

As a result of its industrial history, the United Kingdom has an extensive system of canals, mostly built in the early years of the Industrial Revolution, before the rise of competition from the railways. The United Kingdom also has numerous dams and reservoirs to store water for drinking and industry. The generation of hydroelectric power is rather limited, supplying less than 2% of British electricity mainly from the Scottish Highlands.

Coastline

The UK has a coastline which measures about 12,429 km. The heavy indentation of the coastline helps to ensure that no location is more than 125 km from tidal waters.

The UK claims jurisdiction over the continental shelf, as defined in continental shelf orders or in accordance with agreed upon boundaries, an exclusive fishing zone of 200 nmi (370.4 km; 230.2 mi), and territorial sea of 12 nmi (22.2 km; 13.8 mi).

Climate

The climate of the UK is generally temperate, although significant local variation occurs, particularly as a result of altitude and distance from the coast. In general the south of the country is warmer than the north, and the west wetter than the east. Due to the warming influence of the Gulf Stream, the UK is significantly warmer than some other locations at similar latitude, such as Newfoundland.

The prevailing winds are southwesterly, from the North Atlantic Current. More than 50% of the days are overcast. There are few natural hazards, although there can be strong winds and floods, especially in winter.

Average annual rainfall varies from over 3,000 mm (118.1 in) in the Scottish Highlands down to 553 mm (21.8 in) in Cambridge. The county of Essex is one of the driest in the UK, with an average annual rainfall of around 600 mm (23.6 in), although it typically rains on over 100 days per year. In some years rainfall in Essex can be below 450 mm (17.7 in), less than the average annual rainfall in Jerusalem and Beirut.

The highest temperature recorded in the UK was 38.5 °C (101.3 °F) at Brogdale, near Faversham, in the county of Kent, on 10 August 2003. The lowest was −27.2 °C (−17.0 °F) recorded at Braemar in the Grampian Mountains, Scotland, on 11 February 1895 and 10 January 1982 and Altnaharra, also in Scotland, on 30 December 1995.

Natural resources

Historically, much of the United Kingdom was forested. Since prehistoric times, man has deforested much of the United Kingdom.

Agriculture is intensive, highly mechanised, and efficient by European standards, producing about 60% of food needs with only 1%

of the labour force. It contributes around 2% of GDP. Around two thirds of production is devoted to livestock, one third to arable crops.

The UK has a variety of natural resources including:

Geological: coal, petroleum, natural gas, limestone, chalk, gypsum, silica, rock salt, china clay, iron ore, tin, silver, gold, lead.

Agricultural: arable land, wheat, barley, sheep.

The UK has large coal, natural gas, and oil reserves; primary energy production accounts for 10% of GDP, one of the highest shares of any industrial nation. Due to the island location of the UK, the country has great potential for generating electricity from wave power and tidal power, although these have not yet been exploited on a commercial basis.

I. Read minding the pronunciation:

The United Kingdom	Scotland
the British Isles	the Highland Boundary Fault
the island of Great Britain,	Helensburgh
Ireland	Stonehaven
the Shetland	the Mourne Mountains
Royal Greenwich Observatory	Lough Neagh
the North Atlantic	Haltwhistle
the North Sea	Northumberland
the English Channel	Dunsop Bridge
Wales	the River Thames
the Tees-Exe line	Ben Nevis
the Lake District,	Snowdon
the Pennines,	Scafell
Exmoor	Slieve Donard
Dartmoor	the Gulf Stream

II. Translate into Ukrainian the following words and word combinations:

A sovereign state, approximately, major part, mainland, latitude, longitude, the Prime Meridian, terrain, chalk, faultline, distinctively, glaciation, diverse, clay, depth, competition, hydroelectric power, coastline, indentation, jurisdiction, in accordance with, temperate, significant, altitude, prevailing, average, annual, county, population, growth, iron ore, divisions, prehistoric times, livestock, petroleum, limestone, gypsum, rock salt, china clay, tin, lead, wheat, barley, pressure, recycle.

III. Answer the following questions:

1. Where is the United Kingdom located?
2. What territory does the United Kingdom occupy?
3. What countries does the United Kingdom consist of?
4. What terrain does England consist of?

5. What is physical geography of Scotland, Wales and Northern Ireland?
6. What is the highest mountain of the United Kingdom, where is it situated?
7. What is the longest river of the UK?
8. What is the characteristic feature of the UK coastline?
9. What is the climate of the UK?
10. How does the average annual rainfall vary on the territory of the UK?

IV. Name and give the information about

1. the highest peaks of the UK and the parts they are located in.
2. the longest rivers of the UK and the countries they flow through.
3. the lowest point in the UK.
4. the deepest lake in the UK.
5. the driest place in the UK.

V. Put 5 questions to the part «Natural resources» and let your friend answer them.

VI. Translate into English.

1. Велика Британія розташована між північною Атлантикою і Північним морем.
2. Велика Британія відокремлена від континента Англійським каналом.
3. Поверхня Великої Британії дуже різноманітна.
4. Територія Англії у своїй більшості – низовина.

5. И Уельсі гірський ландшафт.
6. Десять найвищих гір розташовані у Шотландії.
7. Південь країни тепліше, ніж північ, захід – вологіше, ніж схід.
8. Велика Британія має великі запаси вугілля, природного газу та нафти.
9. Найбільша кількість опадів випадає у Шотландських гірських районах.
10. На клімат Великої Британії впливає тепла течія Гольфстрім.

VII. Make a summary of the text.

Give the information about

- the location,
- the geographical features,
- the rivers,
- the climate,
- the natural resources of the country.

Lesson 3

Grammar: The Pronoun.

Topic: Climate of the British Isles.

- **Grammar**

The Pronoun (Займенник)

Займенник — частина мови, яка заміняє іменник (ім'я, назву сутності) у реченні. Вказує на предмети, ознаки, кількість, але не називає їх. Займенники подібно до іменників, прикметників і числівників, відповідають на питання хто? що? який? чий? скільки? Наприклад: ти, вони, ніщо, жодний, мій, той, всякий, стільки.

Займенники діляться на декілька груп, кожна з яких має свої власні граматичні характеристики.

- **The Personal Pronouns. Особові займенники.**

Особові займенники вказують на осіб, інших істот, предмети, явища і поняття (я, ти, він, вона, воно, ми, ви, вони). Особові займенники змінюються за числами і відмінками; займенник “він” змінюється також за родами. Особовий займенник “я” вказує на розповідача (я це повинен сказати).

Особові займенники мають два відмінки: називний і об'єктний.

Число	Особа	Називний відмінок	Об'єктний відмінок
Однина	1-а	I - я	me - мене, мені
	2-а	you - ти	you - тебе, тобі
	3-а	he - він she - вона it - воно (він, вона)	him - його, йому her - її, їй it - його, йому, її, їй

Множина	1-а	we - ми	us - нас, нам
	2-а	you - ви	you - вас, вам
	3-а	they - вони	them - їх, їм

I am speaking to him. Я розмовляю з ним.

He is speaking to me. Він розмовляє зі мною.

You see them. Ви бачите їх.

They see you. Вони бачать вас.

Особові займенники в називному відмінку виконують функцію підмета:

I (he, she, we, you, they) went to school.

Особові займенники в об'єктному відмінку виконують функцію додатка. Після прийменників особові займенники вживаються лише у формі об'єктного відмінка. На українську мову об'єктний відмінок перекладається різними непрямыми відмінками з прийменниками і без них.

He gave me a red pen. Він дав мені червону ручку.

He showed the book to her. Він показав їй книжку.

Займенник *it* замінює іменники — назви неістот, тварин, а також іменник *baby* немовля. На українську мову особовий займенник *it* залежно від роду відповідного іменника перекладається словами він, вона, воно:

The pencil is on the table.

It is red.

Олівець на столі.

Він червоний.

The bag is under the table.

It is black.

Сумка під столом.

Вона чорна.

The window is small.

Вікно маленьке.

It is open.

Воно відчинене.

The dog is eating.

Собака їсть.

It is hungry.

Він голодний.

• **The Possessive Pronouns (Присвійні займенники).**

Присвійні займенники мають дві форми: відносну, яка вживається лише як означення до іменника та абсолютну, яка вживається самостійно, тобто без іменника.

Особові займенники	Присвійні займенники		Приклад присвійних займенників
	відносна форма	абсолютна форма	
I	my	mine	мій, моя, моє, мої
he	his	his	його
she	her	hers	її
it	its	its	його, її
we	our	ours	наш, наша, наше, наші
you	your	yours	ваш, ваша, ваше, ваші твій, твоя, твоє, твої
they	their	theirs	їхній, їхня, їхнє, їхні

This is my address. Give me yours. *Це моя адреса. Дайте мені Вашу.*

— *Whose book is this?*

Чия це книжка?

— *It is my book. It isn't his.*

Це моя книжка. Це не його.

Take my pen and give me hers.

Візьми мою ручку і дай мені її.

В англійській мові немає такого присвійного займенника, що відповідав би українському займеннику *свій*. Останній перекладається на англійську мову різними присвійними займенниками залежно від особи, якої він стосується:

Я загубив свій олівець.

I lost my pencil.

Ти загубив свій олівець.

You lost your pencil.

Вона пише своїм олівцем.

She writes with her pencil.

Ми дали їм свої книги.

We gave them our books.

- **The Reflexive Pronouns (Зворотні займенники)**

Від присвійних займенників *my, our, your* тощо шляхом додавання закінчень *-self* (в однині) і *-selves* (у множині) утворюються зворотні займенники *myself, ourselves, yourselves* тощо, які часто відповідають українським себе в різних відмінках, сам або зворотним дієсловам з часткою *-ся(-сь)*:

Однина	Множина
<i>myself</i> — себе, сам	<i>ourselves</i> — себе, самі
<i>yourself</i> — себе, сам(а)	<i>yourselves</i> — себе, самі
<i>himself</i> — себе, сам	<i>themselves</i> — себе, самі
<i>herself</i> — себе, сама	
<i>itself</i> — себе, сам, сама, само	

We have done it (by) ourselves.

Ми самі це зробили.

I bought myself a new coat.

Я купив собі нове пальто.

They themselves translated this text.

Вони самі переклали цей текст.

Такі дієслова, як *wash, shave, bathe, dress, hurry, feel, hide* вживаються без зворотних займенників.

He got up at 7 a.m., washed, shaved, dressed and went to the country. *Він прокинувся о сьомій годині ранку, умився, поголився, вдягнувся та поїхав за місто.*

The child hides behind the bushes and trees in the garden. *Дитина ховається поза кущами та деревами у садку.*

- **The Demonstrative Pronouns (Вказівні займенники)**

Однина	Множина
this — цей, ця, це	these — ці
that — той, та, те	those — ті

This umbrella is mine. *Ця парасолька моя.*

That umbrella is hers. *Та парасолька її.*

These are my dictionaries. *Це мої словники.*

Those are his magazines. *То його журнали.*

- **The Interrogative Pronouns (Питальні займенники)**

До питальних займенників відносяться займенники *who?* (хто?), *whom?* (кого, кому?), *whose?* (чий, чия, чие, чиї?), *what?* (що, який, яке, яка, які?) *which?* (котрий, котра, котре, котрі?).

Коли *who* або *what* є підметами, дієслово після *who* або *what* вживається у однині.

Who is going to see the new film? *Хто буде дивитися новий фільм?*

<i>What interests you most of all?</i>	<i>Що вас найбільше цікавить?</i>
<i>Which of you speaks English?</i>	<i>Хто з вас розмовляє англійською?</i>
<i>Whom do you translate this article for?</i>	<i>Для кого ви перекладаєте цю статтю?</i>
<i>Whose children did you see yesterday?</i>	<i>Чийх дітей Ви бачили вчора?</i>
<i>What English books do you read at home?</i>	<i>Які англійські книги Ви читаєте вдома?</i>
<i>Which pencils will you take now?</i>	<i>Котрі олівці Ви візьмете зараз?</i>

• **The Relative Pronouns (Відносні займенники)**

До відносних або єднальних займенників належать такі займенники: *who*, *whom* (хто, котрий); *whose* (чий, котрий), *which* (котрий, який); *that* (котрий), *what* (що). Вони вживаються для з'єднання підрядних речень з головними і можуть виконувати у підрядному реченні різні функції.

Who has done it is unknown. *Хто це зробив, невідомо.*

That is not what I want. *Це не те, що я хочу.*

Who, *whom*, *whose* використовуються відносно осіб; *which*, *what* — відносно неживих предметів.

The man who is sitting next to me is my teacher. *Чоловік, який сидить поруч зі мною, мій вчитель.*

The books, which are on the table, must be read. *Книжки, які лежать на столі, повинні бути прочитані.*

That використовується як з живими, так і з неживими предметами.

The article that (which) I have translated isn't difficult. *Стаття, яку я вже переклав, не важка.*

The doctor that (whom) I saw yesterday is a good specialist. *Лікар, у якого я був учора, гарний спеціаліст.*

• Indefinite Pronouns (Неозначені займенники)

Поділяються на:

А) прості: *all, each, some, any, another, other, much, many, little, few, both, one.*

Б) складні – утворюються від простих займенників *some, any, no, every* з додаванням до них *-body, -one, -thing* (*somebody, anybody, nobody, everybody, someone, anyone, everyone, something, anything, nothing, everything*).

Some і похідні від нього займенники вживаються у стверджувальних реченнях, *any* і його похідні – у питальних і заперечних.

У стверджувальних реченнях *some, somebody, someone, something.*

У питальних реченнях *any, anybody, anyone, anything.*

У заперечних реченнях *not ...any, not ... anybody, not ... anyone, not ... anything, no, nobody, no one, nothing.*

We shall see some plays at this theatre. *Ми подивимося деякі п'єси в цьому театрі.*

• Grammar exercises

I. Complete the sentences using personal pronouns from the list: *he, she, it, you, I, one, we, they, me, you, him, her, it, one, us, them*:

1. Josh lost his hat. ... doesn't know when it happened.
2. We met girls in the cafe, but Bob didn't meet ...

3. Kate was there too. I talked to ... for twenty minutes.
4. Carol bought a new car. ... is a Mercedes.
5. I need some help. Please, help ...
6. My friend and I sold all the trees. ... need some new flowers now.
7. He looked at me. ... couldn't help him.
8. They invited us. ... agreed to come.
9. I want to send ... this present. They will be glad.
10. We lost his documents. ... was very angry.

II. Fill in the possessive pronouns: *mine, yours, his, hers, ours, yours, theirs*:

1. This book is worse. ... is better.
2. It is not my bag. It is ...
3. They lost their copy. It is ...
4. She brought the umbrella. It is ...
5. We have the new books. There are ...
6. You don't have a pen. Is it ... ?
7. I don't need this pencil. I have ...
8. He bought a new picture. It is ...
9. Are these pencils ... ?
10. They have books for home reading. They are ...

III. Choose the correct form:

1. She often sees (he, him) in the office.
2. They live near (she, her) in this house.
3. He teaches (we, us) French this year.
4. You'll sit near (I, me) at this party.
5. I've known (they, them) for five years.
6. She wants to talk with (he, him).
7. He explains the rule to (we, us) very often.
8. You always help (I, me) with my home tasks.
9. He always looks at (she, her) when they meet.
10. We always speak to (he, him) in Japanese.
11. He lost his pen. Give him (your, yours).
12. They bought a new house. It is (their, theirs).
13. Ann gave me this dictionary. It is (her, hers).

14. The children bought a book for Bob. Now it's (his, his).
15. I never ask for pens and pencils. I always have (my, mine).

IV. Fill in the following reflexive pronouns: *myself, himself, herself, itself, yourself, ourselves, yourselves, themselves*:

1. I can do it
2. The vase broke ... It was of bad quality.
3. The students enjoyed ... at the party.
4. The cat washes ... every morning.
5. She loves ... very much.
6. My brother shaves ... every morning.
7. Kathy likes to look at ... in the mirror.
8. Did you enjoy ... at that party yesterday?
9. The boys taught ... to ride a bike.
10. Ann and I helped ... with this problem.

V. Translate the following sentences into English:

1. Її новий автомобіль дуже дорогий (expensive).
2. Я не можу допомогти йому.
3. Ця книжка не наша.
4. Це не ваш зошит, а його.
5. У тебе немає ручки. Візьми мою!
6. Кішка завжди вмивається сама.
7. У неї гарний характер та зовнішність.
8. Його племінник – продавець.
9. Я виховую трьох дітей сама.
10. Ми робимо домашнє завдання з англійської мови самі.

• **Topic**

Text 3

Climate of the British Isles

It must not be expected that when we travel north or south from the tropics we shall steadily encounter colder and colder weather until we reach the poles. In practice, however, there is by no means always a steady decrease of warmth. In the first place, the climate varies

according to altitude. On the equator at a height of 8,000 metres, it is no warmer than in England at sea level. The highest point is the coldest. The higher we ascend the rarer becomes the atmosphere by the consequence that at great height any heat produced by the sun's rays, instead of warming the ground, escapes so quickly that an object has no chance to become warm.

Another factor is the effect of ocean currents. Thus, the British Isles lie in the way of the warm Golf Stream, which tends to raise the temperature of the winter winds and maintain a more or less equal climate all the year round. It is not sufficiently powerful to counteract the full effects of winter but the warm air rising from the Golf Stream surrounds Great Britain and prevents the freezing of the rivers even on the coldest days. The places nearest the sea have the mildest climate. In spite of lying at the same distance from the equator Moscow and London have a different climate: the average temperature in London is higher than that in Moscow. The third factor affecting the climate is topography. Although the hills in the south-western part of England hardly ever reach one thousand metres over the sea level a great deal of moisture is left there by the wet winds with the effect that rain is reduced in their locality or does not fall at all. Rain clouds often pass over towns on the coast protected by the hills from the west so that such towns instead of having rainy periods enjoy sunshine and fine weather.

Finally, there are effects of prevailing winds blowing across the Atlantic and carrying warm air, which keeps the winter climate mild, moist and foggy. The London fog is the worst and most unpleasant feature of the climate in England.

The climate of a country is one of the factors that influence the style of its architecture. British residential buildings can best illustrate it. The weather in England is often cloudy and there are few sunny days in the winter season, therefore, as a rule, the windows in an English house are of a large size to catch as much light and sunshine as possible. In the houses built in the past century, the windows, besides being large, open upwards which is very convenient on windy days.

Since there is much rain in England, typical British houses have high, steep roofs where rainwater and melting snow can easily flow down.

Assignments

1. You are a tourist in Great Britain. Another tourist asks you about the climate in your country. What would you answer?
2. Give English equivalents for the following. Make up your own sentences with them.
Стикатися, наслідок, течія, у середньому, волога, зменшувати, особливість, полюс, висота над рівнем моря, екватор, нейтралізувати, топографія, місцевість, панувати, житловий будинок, надмірно високий.
3. Provide Ukrainian equivalents for the following proverbs. Say how they characterize the British weather.
 - 1) It never rains but pours.
 - 2) Everybody talks about the weather but nobody does anything about it.
 - 3) March winds and April showers bring forth mayflowers.
 - 4) Winter's thunder is summer's wonder.
 - 5) When the wind is in the west, the weather's always best.
 - 6) One never knows with the weather.
 - 7) Rain at seven, fine at eleven.
4. State what season is described in each of the passages and give your reasons. Retell the passages close to the text.
 - 1) The night was bitter cold. The snow lay on the ground, frozen into a hard thick crust, so that only the heaps that had drifted into by-ways and corners were affected by the sharp wind that howled abroad, which caught it savagely up in clouds, and scattered it in the air. (*Ch. Dickens*)
 - 2) The rich, sweet smell of the hay-ricks rose to his chamber window; the hundred perfumes of the little flower-garden beneath scented the air around; the deep-green meadows shone in the morning dew that glistened on every leaf as if trembled in the gentle air; and the birds sang as if every sparkling drop were a fountain of inspiration to them. (*Ch. Dickens*)
 - 3) From where he sat he could see a cluster of apple-trees, in blossom. Nothing in nature moved him so much as fruit-trees in blossom. Blackbirds sang recklessly in the shrubbery, swallows were flying high, the leaves above him glistened; and over the

fields was every imaginable tint of early foliage, burnished by the sunlight. (*J. Galsworthy*)

4) I opened the glass-door in the breakfast-room; the shrubbery was quite still; the black frost reigned through the grounds...I went out to walk but I found no pleasure in the silent trees, the falling fir-cones, russet leaves. It was a very grey day. Flakes fell at intervals and settled on the hard path and on the leaves without melting. (*Ch. Bronte*)

Lessons 4

Grammar: The Degrees of Comparison of Adjectives

Topic: Tourism in Ukraine

Ступені порівняння прикметників (The Degrees of Comparison of Adjectives)

В англійській мові, як і в українській, якісні прикметники мають три ступені порівняння: звичайний (the Positive Degree), вищий (the Comparative Degree) і найвищий (the Superlative degree).

• Утворення ступенів порівняння прикметників

Форма звичайного ступеня прикметника не має якогось спеціального закінчення: *wide, pleasant, difficult*.

Форми вищого і найвищого ступенів можуть бути простими (вони утворюються за допомогою закінчень) і складними (вони утворюються за допомогою службових слів).

Обидва ці способи утворення ступенів порівняння використовуються і в українській мові.

сильний — сильніший — найсильніший

сильний — більш сильний — самий сильний

Прості форми вищого і найвищого ступенів утворюються додаванням закінчень *-er* (для вищого ступеня) *i -est* [ist] (для

найвищого ступеня) до форми звичайного ступеня прикметника. Перед прикметниками у найвищому ступені стоїть означений артикль.

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
<i>cold</i>	<i>colder</i>	<i>(the) coldest</i>
<i>simple</i>	<i>simpler</i>	<i>(the) simplest</i>
<i>young</i>	<i>younger</i>	<i>(the) youngest</i>

При утворенні простих форм вищого і найвищого ступенів слід додержувати таких правил:

1) Односкладові прикметники, які закінчуються на одну приголосну з попереднім коротким голосним звуком, подвоюють у написанні кінцеву приголосну у вищому і найвищому ступенях:

big— bigger— (the) biggest

hot — hotter — (the) hottest

У всіх інших випадках подвоєння не відбувається:

sweet —sweeter— (the) sweetest

cool —cooler— (the) coolest

2) Прикметники, які закінчуються на букву *y* з попередньою приголосною, у вищому і найвищому ступенях змінюють *y* на *i*:

easy — easier — (the) easiest

happy — happier—(the) happiest

Якщо кінцевій букві *y* передусь голосна, то цієї зміни не відбувається:

gay — gayer — (the) gayest

3) Прикметники, які закінчуються у звичайному ступені на німе *e*, опускають його у вищому і найвищому ступенях:

large — larger — (the) largest

white — whiter — (the) whitest

4) У прикметників *strong*, *young* і *long* перед закінченнями вищого і найвищого ступенів вимовляється звук [g]:

long — longer — (the) longest

strong — stronger — (the) strongest

young — younger — (the) youngest

У прикметників, які закінчуються на букви *-r*, *-re*, перед закінченнями вищого і найвищого ступенів вимовляється звук [r]:

clear — clearer — (the) clearest

pure — purer — (the) purest

Прості форми вищого і найвищого ступенів мають такі прикметники:

1) усі односкладові прикметники;

2) двоскладові прикметники, які закінчуються на *-y*, *-er*, *-le*, *-ow*:

happy — happier — (the) happiest

clever — cleverer — (the) cleverest

simple — simpler — (the) simplest

narrow — narrower — (the) narrowest

Складні форми вищого і найвищого ступенів утворюються додаванням службових слів *more* і *(the) most* до звичайного ступеня прикметника.

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
<i>useful</i>	<i>more useful</i>	<i>(the) most useful</i>
<i>beautiful</i>	<i>more beautiful</i>	<i>(the) most beautiful</i>

Складні форми вищого і найвищого ступенів утворюють такі прикметники:

1) усі багатоскладові (ті, що мають більш як два склади) прикметники:

beautiful — more beautiful — (the most) beautiful

2) двоскладові прикметники, які не закінчуються на *-y, -er, -le, -ow* і мають наголос на першому складі:

careless — more careless — (the) most careless

useful — more useful — (the) most useful

Усі інші двоскладові прикметники можуть утворювати складні форми поряд з простими.

3) усі прикметники, які збігаються за формою з дієприкметником теперішнього або минулого часу (тобто закінчуються на *-ing* та *-ed*):

loving — more loving — (the) most loving

pleased — more pleased — (the) most pleased

tired — more tired — (the) most tired

Деякі прикметники утворюють вищий і найвищий ступені порівняння не за загальними правилами, наприклад:

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
<i>good</i>	<i>better</i>	<i>(the) best</i>
<i>хороший</i>	<i>кращий</i>	<i>найкращий</i>
<i>bad</i>	<i>worse</i>	<i>(the) worst</i>
<i>поганий</i>	<i>гірший</i>	<i>найгірший</i>
<i>little</i>	<i>less</i>	<i>(the) least</i>
<i>маленький</i>	<i>менший</i>	<i>найменший</i>

В значенні маленький за розміром звичайно вживається прикметник *small*, який утворює ступені порівняння за правилами (*small—smaller—the smallest*).

Прикметник *little* часто вживається з пестливим відтінком.

What a nice little bag you've got!

Слово *little* може бути не тільки прикметником, а й неозначеним займенником і прислівником *little* (мало), наприклад:

There is little milk in the glass (неозначений займенник).

She slept very little last night (прислівник).

Деякі прислівники мають по дві форми вищого і найвищого ступенів, які різні за своїм значенням.

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
<i>old — старий</i>	1) <i>older</i> — <i>більш старий, старіший; старший (за ...)</i> 2) <i>elder</i> — <i>старший</i>	1) <i>the oldest</i> — <i>самий старий, старший, найстаріший</i> 2) <i>(the) eldest</i> —

	(у сім'ї)	самий старший у сім'ї
<i>late</i> — пізній	1) <i>later</i> — більш пізній 2) <i>latter</i> - останній з двох (по порядку)	1) <i>(the) latest</i> — самий пізній, останній (за часом) 2) <i>(the) last</i> — самий останній (по порядку); минулий
<i>Far</i> — далекий, дальній	1) <i>farther</i> — більш дальній (далекий) (про відстань) 2) <i>further</i> (а) більш дальній (далекий) (про відстань); (б) дальший, наступний (по порядку)	1) <i>(the) farthest</i> — самий дальній (далекий) 2) <i>(the) furthest</i> — самий далекий
<i>near</i> — близький	<i>nearer</i> — більш близький	1) <i>(the) nearest</i> — самий близький, найближчий 2) <i>(the) next</i> — наступний (по порядку); майбутній

Форми *older, oldest* вживаються, як правило, стосовно осіб, які не є членами однієї сім'ї, або стосовно неживих предметів.

I am not older than you.

Tom is the oldest boy in our form.

This is the oldest building in our town.

Форми *elder, (the) eldest* вживаються стосовно членів однієї сім'ї. Але при наявності слова *than* (порівняння) вживається форма *older*, а не *elder*.

Her elder sister is called Mary.

My elder brother lives in Kyiv.

The eldest son is going to be a teacher.

Але:

Jane is two years older than her sister.

Форми *later, (the) latest* вживаються стосовно часу:

Here is the latest news.

Later events showed that he was right.

Have you read his latest book?

Форми *latter, (the) last* означають порядок послідовності.

John and Nick like winter sports. The former is fond of skating, and the latter prefers skiing.

I saw him on the last day of my holiday.

Вживані сполучення без артикля *last week, last night, last year, last month* і т. п., в яких *last* має значення минулий.

He left last week.

What did you do last night?

Форми *nearer, (the) nearest* вживаються при означенні відстані і часу.

How can I get to the nearest post-office?

Come nearer, please.

Форма *the next* вживається із значенням наступний (по порядку), дальший.

The next train leaves in half an hour.

What is the next thing to do?

Вживані також сполучення без артикля *next day, next Sunday, next week, next month, next winter (year, May)*, в яких *next* має значення майбутній.

I'll see you next week.

Will you come next Sunday?

- **Grammar exercises**

I. Give comparative and superlative forms of the following adjectives:

Old, pretty, young, cold, cheap, big, fat, thin, large, hot, wet, funny, good, bad, far, small, long, lazy, warm, dark, short, heavy, easy, difficult, important, intelligent, beautiful, expensive, strong, interesting, famous, comfortable, nervous, happy, sweet, high, tall.

II. Choose the correct form in the brackets:

1. It is ... joke I've ever heard (funny, funnier, the funniest).
2. This task is ... than that one (simple, simpler, the simplest).
3. Today is ... than yesterday (warm, warmer, the warmest).
4. February is ... month of the year (cold, colder, the coldest).
5. Monaco is ... than Luxembourg (small, smaller, the smallest).
6. Today is ... than yesterday (hot, hotter, the hottest).
7. She is ... in math than I am (smart, smarter, the smartest).
8. Where is ... shop (near, nearer, the nearest)?
9. She is ... person I've ever known (kind, kinder, the kindest).

10. This road is ... than the old one. It's better not to choose it (long, longer, the longest).

III. Put the adjectives in brackets into the correct form:

1. This road was ... than that one (dangerous).
2. This film is ... than that we saw yesterday (interesting).
3. Black is ... this year than white (fashionable).
4. I think Bill is ... boy in our group (intelligent).
5. She is ... person I've ever met (romantic).
6. The cat is ... than a cow (curious).
7. This model is supposed to be one of ... girls in our agency (beautiful).
8. It is one of ... parks in the world (wonderful).
9. This cake is ... than that one we ate yesterday (delicious).
10. Alfred Nobel was one of ... people in the world (interesting).

IV. Fill in the blanks with the correct form of the following adjectives: *big, fat, sad, thin, hot, flat, wet*. Mind that the final consonant doubles in the comparative and superlative forms!

1. The farmer wanted to sell his ... pig.
2. I think it was ... day of the year. It had been raining cats and dogs.
3. July is supposed to be ... month of the year.
4. She looked even ... than yesterday.
5. This book is ... than the new one.
6. It is always ... in summer than in spring.
7. She looks as ... person in the world. She never smiles.
8. This is ... territory over here. There is not even a small hill around.
9. This rabbit looks ... than that one. It is really too thin.
10. Today is ... than yesterday. I hope it is Indian Summer (бабине літо).

V. Complete the following sentences with the following irregular comparatives and superlatives: good — better — the best; bad — worse — the worst; little — less — the least; little(size) — smaller — the smallest; far — farther (further) — the farthest(the furthest); old — older — the old-est (age); elder — the eldest(in the family); many(much) — more — the most; ill — worse — the worst

1. George is one of ... students in his group.
2. Mr. Kincey is one of ... people in the country.
3. Josh is ... than his brothers.
4. We knew that he lives in ... village.
5. Julia is ... talented than Robert.
6. We think it was ... day of our life.
7. We have ... water on the Earth now.
8. Who is ... in your family?
9. My Dad looks ... than his friends.
10. His ... brother is a first-year student.

VI. Translate the following sentences into English:

1. Цей будинок — найвищий в цьому місті.
2. У нього чорні очі та прямий ніс.
3. Мені потрібна більша чашка.
4. Лютий — найхолодніший місяць року.
5. Ця книжка товща від тієї.
6. Цей тест — найпростіший.
7. Моя сестра наймолодша в нашій сім'ї.
8. Ця стежка (path) найвужча в горах.
9. Цей журнал тонший від того.
10. Вона виглядає краще сьогодні.

• Topic

Text 4

Tourism in Ukraine

Ukraine attracts more than 20 million foreign visitors every year. Visitors primarily come from Eastern Europe, but also from Western Europe (6.3 million) and the USA and also Canada. The country is the eighth most popular tourism destination in the world.

Ukraine is a destination on the crossroads between central and Eastern Europe, between north and south. It borders Russia and is not far from Turkey. It has mountain ranges - the Carpathian Mountains

suitable for skiing, hiking, fishing and hunting. The coastline on the Black Sea is a popular summer destination for vacationers. Ukraine has vineyards where they produce native wines, ruins of ancient castles, historical parks, Orthodox and Catholic churches as well as a few mosques and synagogues. Kyiv, the country's capital city has many unique structures such as Saint Sophia Cathedral and broad boulevards. There are other cities well known to tourists such as the harbour town Odesa and the old city of Lviv in the west. The Crimea, a little "continent" of its own, is a popular vacation destination for tourists for swimming or sun tanning on the Black Sea with its warm climate, rugged mountains, plateaus and ancient ruins. Cities there include Sevastopol and Yalta - location of the peace conference at the end of World War II. Visitors can also take cruise tours by ship on Dnieper River from Kyiv to the Black Sea coastline. Ukrainian cuisine has a long history and offers a wide variety of original dishes.

Since 2005 citizens of European Union, USA, Canada and Switzerland no longer require a visa to visit Ukraine for tourism purposes. In addition, no visa has been required for citizens of Russia, and other CIS countries.

Popular tourist city destinations

- Kiev (Kyiv) - The historical capital of Kievan Rus' and modern Ukraine on the river Dnieper. Ancient churches, broad boulevards, beautiful landscapes and a variety of cultural facilities make it fascinating destination.
- Lviv - old city in the west of country, with its medieval old town and unique architecture with Polish and Austrian influences. The top tourist destination in Ukraine, when it comes to architecture and culture.
- Odesa - a harbor city on the Black Sea with a mixture of different cultures, including Jewish, Armenian, German, and Greek cultures along with the native Ukrainian and Russian ones.
- Yalta - a health resort on the Black Sea, where the peace conference took place.
- Sevastopol - a port city on the Black Sea coast of the Crimean peninsula.
- Simferopol - the capital of Autonomous Republic of the Crimea, on the Salhir River. It is a manufacturing, commercial, and transportation center located in a productive agricultural region.

- Chernihiv - a medieval city.
- Kharkiv (Kharkov) - city's history started in the mid-17th century, when the Cossacks created the Slobody settlements; and since then, the city has turned into one of the largest commercial and cultural centers in Ukraine with a population of over 1.7 million people. From December 1919 to June 1934, Kharkiv was the capital of Soviet Ukraine. The Ukrainian cultural renaissance commenced here in the years 1920-1930.
- Ivano-Frankivsk — western Ukrainian city that was recognized as the best city to live in Ukraine.
- Izmail - a historic town near the Danube river in the Odesa Oblast (province) of south-western Ukraine.
- Chernivtsi - the capital of Bukovina offers Balkan atmosphere and fine classical Habsburg architecture in Central-European style, as it was part of Austrian empire (prior to 1918).
- Uzhhorod - the capital of Transcarpathia, one of the oldest cities in Ukraine, attracts tourists because its location is close to the Carpathian Mountains.

Landscapes

- The Crimea – a tropical climate, famous bathing resorts and mountain landscapes.
- The Carpathian Mountains - impressive mountain landscapes with skiing and hiking possibilities, spas with cold and hot springs. Ski resorts include Bukovel, Slavske, Verkhovyna, Vorokhta.
- Hoverla - the highest mountain of Ukraine.
- The Azov coast - bathing resorts.
- The Dnieper - cruises.
- The Dniester — canoeing, boat sailing.
- Shatsk lakes - bathing, camping, hiking.
- Sofiyivsky Park, located in Uman, Ukraine.

Seven Wonders of Ukraine

The Seven Wonders of Ukraine are the seven historical and cultural monuments of Ukraine, which were chosen in the Seven Wonders of Ukraine contest held in July, 2007.

1. Sofiyivsky Park in Uman, Cherkasy Oblast.
2. Kiev Pechersk Lavra (Monastery of the Caves) in Kyiv.
3. Kamianets-Podilskyi Historical Complex in Kamianets-Podilskyi, Khmelnytskyi Oblast.

4. Khortytsia in Zaporizhia, Zaporizhia Oblast.
5. Chersoneses in Sevastopil.
6. Saint Sophia Cathedral in Kyiv.
7. Khotyn Fortress in Khotyn, Chernivtsi Oblast.

Assignments

1. You are writing a letter to your friend abroad. Write him (her) about all the places of interest in Ukraine.
2. Give synonyms for the following words, which are used in the text. Junction, to limit, fitting, mountaineering, seashore, remains, gastronomy, assortment, travel permit, structural design, port, combination, neck of land, competition.
3. Fill in the blanks with the active words given in the box.

Destination, to border, coastline, vacationers, cuisine, visa, facilities, resort

- 1) His _____ had been cancelled.
 - 2) Schengen Convention aims to abolish internal _____ controls for all people.
 - 3) Sanary is an unpretentious seaside _____ on the Riviera.
 - 4) We plug into the research _____ available at the institute.
 - 5) My subsequent _____ was Vienna.
 - 6) The hotel has wonderful views of the rugged _____ .
 - 7) Much Venetian _____ is based on seafood.
 - 8) There are many ways _____ can take money abroad.
4. Translate the following text into elegant English.

Поняття про туризм

Туризм – одне з важливих соціально-економічних явищ сучасності, що підпорядковане дії об'єктивних законів розвитку людського суспільства. Як вид людської діяльності й галузь економіки, туризм активно розвивається, і в майбутньому його значення безсумнівно зростатиме.

Туризм – найдинамічніше галузь сфери послуг. Потреба у відпочинкові стимулюється урбанізацією, науково-технічною революцією, загальним підвищенням життєвого рівня тощо.

Туризм - різновид рекреації, один із видів активного відпочинку. Він відображає характерну тенденцію сучасності, коли перевага віддається розвиткові динамічного відпочинку, у процесі якого відновлення працездатності поєднується з пізнавальною діяльністю.

З економічного погляду туризм – це особливий вид споживання матеріальних та духовних благ, послуг і товарів, що виокремлюється в самостійну галузь господарства.

У деяких країнах туризм став вагомим статтею доходів держави і належить до найперспективніших галузей національної економіки. В Україні туризм визнано однією з галузей, що потребують пріоритетного розвитку.

У законі України “Про туризм” зазначено, що туризм – це тимчасовий виїзд (подорож) осіб з постійного місця проживання з пізнавальною, оздоровлювальною, професійно-діловою, спортивною, релігійною та іншою метою на термін від 24 годин до одного року поспіль, без зайняття оплачуваною діяльністю в місці тимчасового перебування.

На нашу думку, туризм – це вид рекреації, пов'язаний із виїздом за межі постійного місця проживання, активний відпочинок, під час якого відновлення працездатності поєднується з оздоровлювальними, пізнавальними, спортивними і культурно-розважальними цілями.

Task 1. Translate into Ukrainian the following words and word combinations.

Foreign visitors, popular tourism destinations, crossroads, mountain ranges, skiing, hiking, hunting, coastline, vacationers, ancient castles, harbour town, sun tanning, ancient ruins, cruise tours, cuisine, medieval old town, health resort, seven wonders.

Task 2. Answer the questions.

1. How many foreign visitors does Ukraine attract every year?
2. What countries do they come from?
3. What activities are the Carpathian Mountains suitable for?
4. What interesting places does Ukraine have?
5. What is Kyiv famous for?

6. What cities of Ukraine are known to tourists?
7. What are seven wonders of Ukraine?

Task 3. Find and present some more information about interesting places of one of the cities of Ukraine: Kyiv, Lviv, Kharkiv, Odessa, Chernihiv.


Task 4. Complete the sentences.

1. Kyiv is the historical capital ...
2. Lviv has unique architecture with ...
3. Odessa is a harbour city ...
4. Kharkiv was the capital of Ukraine from ...
5. Kharkiv city's history started in ...
6. Chernivtsi is the capital of Bukovina and offers...
7. Uzhhorod attracts tourists because its location is ...
8. The Crimea has famous bathing ...
9. The Carpathian Mountains have impressive mountain ...
10. Sevastopol is a port city on ...

Task 5. Guess and name the place it is said about.

1. It is the highest mountain in Ukraine.
2. It is the place for skiing, hiking, fishing, hunting.
3. It was the capital of ancient Rus'.
4. The peace conference took place in this city.
5. It is the monastery of the caves in Kyiv.
6. It is the island on the Dnipro river in Zaporizhia.
7. It has a lot of warm bathing resorts, children's camps, sand beaches.
8. It is in Uman.
9. It is near the Danube river in the south-western Ukraine.
10. The Cossacks created the Sloboda settlements there.

Task 6. Translate into English.

1. Україна - одна з самих популярних країн світу для туристів.
 2. Київ має багато історичних місць та пам'яток.
 3. Відомі гірські курорти розташовані у Карпатах.
 4. Туристи мають можливість покататись на лижах, піднятись у гори, порибалити у Карпатах.
 5. Гості країни можуть здійснити подорож по Дніпру з Києва до узбережжя Чорного моря.
 6. Харків – це одне з найцікавіших міст в Україні.
 7. Ялта – це відоме місто-курорт на Чорноморському узбережжі.
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Lesson 5

Grammar: The Present Indefinite Tense

Topic: The United States of America

The Present Indefinite Tense (Теперішній неозначений час)

Present Indefinite – одна з часових форм дієслова, що вживається для вираження дії, яка відбувається в тепе-рішньому часі.

Теперішній час передбачає не лише момент мовлення, а й більш тривалий проміжок часу, що включає момент мовлення.

Дія, що відбувається в момент мовлення, порівняно рідко позначається формою Present Indefinite. Для вираження такої дії в англійській мові є інша форма теперішнього часу.

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

I work.

Я працюю.

We work.

Ми працюємо.

You work.

Ви працюєте. (Ти працюєш.)

They work.

Вони працюють.

У третій особі однини в Present Indefinite до інфінітива (без частки *to*) додається закінчення *-s* або *-es*:

to run бігати – he runs

to help допомагати – he helps

to teach навчати – he teaches

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

а) якщо основа дієслова закінчується на -s, -ss, -sh, -ch, -tch, -x:

to dress одягатися – dresses to wash умиватися – washes to teach навчати – teaches to watch спостерігати – watches to mix змішувати – mixes

б) якщо основа дієслова закінчується на -у з попередньою приголосною, при цьому перед -es буква у змінюється на і:

to study вивчати – studies to cry кричати – cries

Але: Якщо перед у стоїть голосна, то до дієслова додається лише закінчення -в:

to play грати – plays to stay залишатися – stays

в) якщо основа дієслова закінчується на -о:

to go іти – goes to do робити – does

Закінчення третьої особи однини в Present Indefinite вимовляється:

[s] – після глухих приголосних звуків, крім [s, ʃ, tʃ];

He works. Він працює.

She writes. Вона пише.

It helps. Це допомагає.

[z] – після дзвінких приголосних, крім [z, ʒ, dʒ], і після ГОЛОСНИХ:

She reads [ri:dz]. Вона читає.

He sees [si:z]. Він бачить.

The bird sings [sɪŋz].

Пташка співає.

[ɪz] – після свистячих і шиплячих звуків [s, z, ʃ, ʒ, tʃ, dʒ] які звуться сибілянтами:

He dresses.

Він одягається.

She washes.

Вона вмивається.

The sun rises.

Сонце сходить.

The weather changes.

Погода змінюється.

Питальна форма Present Indefinite утворюється з допоміжного дієслова *to do* в Present Indefinite та інфінітива основного дієслова без частки *to*. Допоміжне дієслово ставиться перед підметом:

Do I work?

Do we work?

Does he work?

Do you work?

Does she work?

Do they work?

Does it work?

Do you live here in the city?

Ви живете тут у місті?

What does she say?

Що вона каже?

Якщо підмет має одне або кілька означень, що стоять перед ним, допоміжне дієслово в питальній формі ставиться перед усією групою підмета (підметом з означеннями):

Does your younger sister go to school? (Твоя молодша сестра ходить до школи?)

Питальні речення, в яких питальне слово виконує роль підмета або означення до підмета, мають будову розповідного речення. Допоміжне дієслово *to do* у цьому разі не вживається:

Who goes there? (Хто йде туди?)

Whose brother goes there? (Чий брат іде туди?)

Заперечна форма Present Indefinite утворюється з допоміжного дієслова *to do* в Present Indefinite, заперечної частки *not* та інфінітива основного дієслова без частки *to*:

I do not work.

He (she it) does not work.

We (you) do not work.

В усному мовленні замість *do not* і *does not* звичайно вживаються скорочені форми *don't* і *doesn't*:

I don't understand you. Я вас не розумію.

He doesn't recognize me. Він не впізнає мене.

У питально-заперечній формі частка *not* ставиться після підмета:

Do you not know him? Хіба ви не знаєте його?

Звичайно у питально-заперечних реченнях вживаються скорочені форми *don't* і *doesn't*, які ставляться перед під-метом:

Don't you know any news? Ви не знаєте ніяких новин?

Doesn't your son go to school? Хіба ваш син не ходить до школи?

Why don't you go? Чому ви не йдете?

Допоміжне дієслово *to do* у стверджувальній формі *Present Indefinite* вживається також для підсилення висловлюваної думки. У цьому разі воно стоїть між підметом та інфінітивом основного дієслова без частки *to*:

I do know that.

Я дійсно знаю це.

He does work there.
там.

Він таки працює там.

УТВОРЕННЯ РЕЧЕНЬ У PRESENT SIMPLE з дієсловом *TO BE* - бути

(не підлягає загальному правилу і має три форми в *Present Simple* - *am, is, are*)

(+) Стверджувальне речення	(-) Заперечне речення	(?) Питальне речення
I am here. Я тут.	I am not here. Я не тут.	Am I here? Я тут?
You are here. Ти тут.	You are not here. Ти не тут.	Are you here? Ти тут?
He is here. Він тут.	He is not here. Він не тут.	Is he here? Він тут?
She is here. Вона тут.	She is not here. Вона не тут.	Is she here? Вона тут?
It is here. Воно тут.	It is not here. Воно не тут.	Is it here? Воно тут?
We are here.	We are not here.	Are we here?

Ми тут.	Ми не тут.	Ми тут?
You are here.	You are not here.	Are you here?
Ви тут.	Ви не тут.	Ви тут?
They are here.	They are not here.	Are they here?
Вони тут.	Вони не тут.	Вони тут?

Якщо в реченні використовується дієслово *to be* – бути, то частотні прислівники стоять після нього.

Наприклад:

We are always busy on Monday.

- **Grammar exercises**

Ex. 1. Use the verb *to be* in the Present Indefinite.

1. What ... your name? - My name ... Shirley Frank.
2. What ... your address? - My address ... 175 Grand Central Parkway.
3. What ... your phone number? - My phone number ... 718-1930.
4. Where ... you from? - I ... from New York.
5. I ... a pupil.
6. My father ... not a teacher, he ... a scientist.
7. ... your aunt a doctor? - Yes, she
8. ... they at home? - No, they ... not at home, they ... at work.
9. My brother ... a worker. He ... at work.
10. ... you an engineer? - Yes, I
11. ... your sister a typist? - No, she ... not a typist, she ... a student.
12. ... your brother at school? - Yes, he
13. ... your sister at school? - No, she ... not at school.
14. My sister ... at home.
15. ... this your watch? - Yes, it
16. She ... an actress.
17. This ... my bag.

18. My uncle ... an office worker.

19. He ... at work.

20. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in Moscow.

Ex. 2. Choose the right form of the verbs:

1. Every day I (get, gets) up at 7 o'clock.

2. Ann (live, lives) near the Institute.

3. (Do, does) he go to the University every day?

4. We (speak, speaks) English for a long time.

5. When (do, does) you come back home?

6. Who (teach, teaches) you French?

7. My nephew usually (play, plays) tennis at 5.

8. They often (see, sees) us together.

9. (Do, does) the Browns work at a plant? – No, they (don't, doesn't).

10. How many children (do, does) Helen (have, has)?

Ex. 3. Make up the sentences:

1. in the evening, is, my elder son, at 7, at home, usually.

2. stay, we, at home, often, in the evening.

3. in the morning, writes, usually, the secretary, letters.

4. watch, after 10, don't television.

5. your aunt, finish, at 7, sometimes, her work, does?

6. stars, the, the, shine, night, during.

7. in, the, work, afternoon, they, do, finish, in, the, or, evening?

8. every, listens, to, morning, radio, who, the?

9. has, books, fifteen, she.

10. east, the, the, rises, in, sun.

Ex. 4. Make the following sentences negative and interrogative:

E.g.: He studies at the University. He doesn't study at the University.
Does he study at the University?

1. I play the piano very well.

2. You know the answer.

3. She works very hard.
4. They do the same thing every day.
5. It often rains in spring.
6. My friend lives with his parents.
7. The academic year begins on the first of September.
8. He has many books at home.
9. She has her vacations in autumn.
10. We are milling-machine operators.

Ex. 5. Use the verbs from the list in the Present Indefinite Tense:
close, cost, cost, know, go, have, like, meet, open, smoke, teach, wash, live

1. My friend ... in Samara. 2. They ... many interesting stories. 3. Steve ... ten cigarettes a day. 4. We usually ... dinner at 7 o'clock. 5. I ... films I often ... to the cinema. 6. In Britain the banks ... at 9 in the morning. 7. The City Museum ... at 5 o'clock every evening. 8. Food is expensive. It ... a lot of money. 9. Shoes are expensive. They ... a lot of money. 10. Tina is a teacher. She ... mathematics to young children. 11. Your job is very interesting. You ... a lot of people. 12. Peter ... his hair twice a week.

Ex. 6. Insert the pronouns:

1. ... lives in Moscow. 2. ... go into their classroom and sit down at the tables. 3. "Does ... sometimes meet his friends at the office?" - "Yes, ... does." 4. ... have our English in the morning. 5. ... doesn't speak English to her teacher. 6. ... don't learn English, ... learn French. 7. Do ... have lessons in the morning? 8. Does ... have his French in the morning or in the evening? 9. ... doesn't often write sentences on the blackboard. 10. "What do ... usually read in class?" - "... usually read our text-book."

Ex. 7. Put different types of questions (general, disjunctive, alternative, special) to each sentence given below:

1. People often spend more time indoors in winter than in summer.
2. My son usually leaves home at half past eight.
3. Ann is a cashier and works at the nearest supermarket.
4. Their youngest son goes to the technical school.

5. Water freezes at 0 degrees.
6. The nights are longer and colder in autumn.
7. She looks at her watch when she wants to know the time.
8. Some of my friends live in Kyiv.
9. It takes me ten minutes to get there.
10. We often go to the cinema.

Ex. 8. Give short answers to the questions (E.g.: Yes, he does; No, she isn't):

1. Do you smoke? -
2. Do you live in a big city? -
3. Do you drink a lot of coffee? -
4. Does your mother speak English? -
5. Do you play a musical instrument? -
6. Does it rain a lot where you live? -
7. Does Jack play the piano? -
8. Is there a picture on the wall? -
9. Are these children pupils of the fourth form? -
10. Is January the second winter month? -

Ex. 9. Do the exercise according to the model:

Model: a) I'm a doctor (My brother) - My brother isn't a doctor.

b) They're schoolboys (Their friends) - Their friends aren't schoolboys.

1. Peter is a student. (His younger sister)
2. Mother is an accountant. (Father).
3. My uncle is a postgraduate. (His wife)
4. We are turners.(Our friends)
5. Paul's sister is a laboratory-assistant. (His cousin)
6. Mary's mother is a housewife. (Her aunt)
7. My grandfather is an architect. (My uncle)
8. Kitty's sisters are actresses. (Her mother)
9. We are first-year students. (Helen and John)
10. My nephew is a cashier. (My niece)

Ex. 10. Translate the following:

1. Взимку часто іде сніг.

2. Він заводить годинник кожного ранку.
3. О котрій годині вона зазвичай встає на вихідних?
4. З ким вона ходить до університету?
5. Літо – твоя улюблена пора року?
6. Деякі люди полюбляють подорожувати восени.
7. Вересень перший чи другий осінній місяць?
8. Погода навесні часто змінюється.
9. Твій годинник іде невірно, чи не так?
10. Лютий – найкоротший місяць року.

- **Topic**

Text 5

The United States of America

The United States of America has an area of 3,615,122 square miles (9,4 mln square kilometers) almost all of which is on the American continent. Its overseas possessions are mainly small Pacific Islands (Guam, Samoa, etc.) plus Puerto Rico. There are 50 states and one Federal District, created as a site for the Federal Capital, Washington, and known as the District of Columbia.

The USA is considered to be the fourth largest country in the world. The 48 conterminous states extend from latitude 25° N to 50° N and longitude 125° W to 67° W. From New York in the East to San Francisco or Los Angeles in the West, i.e. from the Atlantic coast to the Pacific coast, you have to travel more than 4,500 km and leave behind four time zones. The other two states, Alaska and Hawaii, are situated respectively near the Arctic circle and in the tropical part of the Pacific Ocean (3,200 km from the mainland).

Thanks to these geographical extremes, different parts of the country range from moist rain forest areas to arid desert regions and bald mountain peaks. Mount McKinley in Alaska of 20,320 feet (6,194 meters) above sea level is the highest point in the USA, while part of Death Valley in California is 282 feet (89 meters) below sea level. The West is an extensive mountain area occupying approximately one-third of the United States and is a region of tremendous variety, which can be subdivided into various other areas. It consists of high ranges of the Cordillera parallel to the Pacific Coast culminating on its eastern border in the Rocky Mountains (a high, discontinuous chain of mountains with peaks of 13,000 and 14,000 feet), which, in their turn, stretch from

mountainous Alaska down to Mexico. These mountains are rich in resources such as gold, lead and uranium.

Among high mountains at the western edge of the Cordillera — the Sierra Nevada, the Cascades and the Coastal Ranges — there are broad, fertile valleys and large plateau regions with canyons, cliffs and basins that contain many important metals, oil and natural gas.

The heart of the United States is a vast plain, which extends from Central Canada southwards to Mexico and from the Cordillera eastwards to the Appalachian Mountains. These interior plains, which rise gradually like a saucer to higher land on all sides, are divided into two major parts: the eastern portion is called the Central Plains and the western portion — the Great Plains, both of which have good soil.

The Appalachian Mountains — a chain of low, almost unbroken mountains — are extremely rich in coal and iron. These mountains are at the western edge of the Atlantic coastal plain, which is a long, gently rolling lowland area. These coastal plains are very flat: nowhere in Florida, for example, is more than 350 feet above sea level. The soil is very poor, except in the fertile southern part — the Cotton Belt of the Old South and the citrus country of Central Florida.

Hawaii is a chain of twenty islands, only seven of which are inhabited. The mountainous islands were formed by volcanic activity and there are still a number of active volcanoes.

WEATHER AND CLIMATE

Virtually every type of climate can be found somewhere in the United States — from arctic in Alaska to subtropical in Florida. The climate is not generally temperate, despite the latitude, because the tremendous size of the North American land mass heightens the extreme variations in temperature and precipitation, especially in the central regions (in Dakota temperatures have reached a maximum of 49 °C and a minimum of -60 °C).

Most of the country has a humid continental climate with hot summers and cold winters, while the lack of natural barriers either to the north or south allows cold, dry air to flow south from Canada and warm, humid air north from the Gulf of Mexico, giving rise to spectacular weather of every possible type in the Great Plains and Midwest. Summers are hot and very humid in this region and rainfall decreases to the west as a result of the rain shadow created by the West Pacific Range

and the Sierra Nevada. The southwest portion of the Great Plains is the hottest and most arid region of the United States, with precipitation, mostly in the form of summer showers, averaging less than 250 mm a year.

The Pacific coast is almost rainless in the summer, although there is often fog. In winter there is frequent drizzle, but the climate remains generally warm and dry, especially in California.

The eastern part of the country is moderately rainy, with the precipitation fairly well distributed throughout the year. Summers tend to be extremely humid, especially along the coast of Texas and Florida.

NATURAL RESOURCES

The United States possesses vast non-fuel natural resources. The major resource is iron, three quarters of which comes from the Lake Superior region of the Great Lakes. Other basic metals and minerals mined on a large scale are zinc, copper, silver and phosphate rock (used for fertilizers). This wealth is distributed throughout most of the country, but Texas and the West (especially California) are the most important mineral-producing areas. Mining and quarrying account for only about 2 % of GNP.

The United States produces one quarter of the world's coal and one seventh of its petroleum, with sufficient coal reserves to last for hundreds of years. About half of the nation's electric power comes from coal-fired power stations, while natural and manufactured gas supply more than 33 % of the nation's power. The main gas fields are found near the main oil fields in Texas, Louisiana and Alaska. Nuclear power is also used in many places, using uranium mined in New Mexico and Wyoming, and produces over 10 % of the nation's energy output.

NATIONAL PARKS

No nation had ever done anything like that. Indeed, the very idea of the Federal Government's setting aside a portion of the public domain in the Rocky Mountains for use as a national "pleasuring ground" instead of for private exploitation by farmers, ranchers, or miners had a faintly improper ring, particularly in the "robber baron" era of unbridled private enterprise following the Civil War.

Nevertheless, depictions by artists and photographers, and the reports of official survey teams all pointed to one inevitable conclusion: that the Yellowstone region of the Rockies was of such exceptional beauty, such awe-aspiring dimensions, that this sublime gift of nature was a national treasure, far too valuable for private development, and that it must belong in perpetuity to the entire American people.

Accordingly, Congress passed and President Grant signed legislation establishing Yellowstone National Park, which over the years has been extended to take in 2.2 million acres of breathtakingly beautiful country in Idaho, Montana, and — mainly — Wyoming.

Yellowstone became the first reserve of its kind in the world and the model for US national park system.

Almost two decades passed before new national parks were created, and then, in 1890, Sequoia and Yosemite were both established in California. Subsequently, the pace quickened, particularly during Theodore Roosevelt's conservation-minded administration (1901-1909), when eight new national parks were established.

Today there are 38 national parks, most of them in the West, covering more than 14 million acres. Additional millions of acres have been set aside as national monuments, national recreation areas, national forests and national seashores. Within those sanctuaries millions of vacationing Americans each year enjoy days or weeks of relaxation amid nature's most impressive splendours — preserved by man for posterity.

Task 1. Read and translate into your native language.

Area, overseas, latitude, longitude, coast, time zones, Arctic circle, the Pacific ocean, moist rain forest areas, arid desert regions, above(below) sea level, high ranges, eastern border, fertile valleys, coastal plains, volcanic activity, extreme variations in temperature and precipitation, non-fuel natural resources, mineral-producing areas, coal reserves, coal-fired power stations.

Task 2. Answer the questions.

1. Where is the USA situated?
2. How many states are there in the USA?
3. What oceans wash the coasts of the USA?
4. How does the landscape of the USA vary?

5. What is the highest point of the USA?
6. Where is the lowest place on the territory of the USA?
7. What natural resources is the USA rich in?
8. What types of climate can be found in the United States?
9. What is the climate of the eastern part of the country?
10. Where are the main gas fields found in the country?

Task 3. Find, read and translate the information about...

- 1-the disposition of the states on the territory of the country;
- 2-the geographical features of the West of the USA;
- 3-the interior plains of the country;
- 4-the Atlantic coastal plains;
- 5-the climate on the Pacific coast;
- 6-the climate of the eastern part of the country;
- 7-the non-fuel natural resources.

Task 4. Guess, name and give some more information from the text.

1. It is near the Arctic circle.
2. It is a high chain of mountains with the peaks of 13,000 and 14,000 feet.
3. They are the high mountains at the Western edge of the Cordillera.
4. It is a chain of low mountains.
5. It includes twenty islands.
6. It has a humid continental climate.
7. It is the hottest and the most arid region in the USA.
8. The summers tend to be extremely humid in this region.
9. The most part of iron comes of this region.
10. It is one of the main fuel natural resources of the country, $\frac{1}{4}$ of it in the world is produced in the USA.

Task 5. Read the part of the text "National Parks", put five questions and let your group mates answer them.

Task 6. Translate into English.

1. США - четверта за розміром країна світу.
2. Чотири часові пояси проходять по території США.
3. Аппалачі – надзвичайно багаті такими природними ресурсами, як вугіль і залізо.
4. Багато активних вулканів все ще існує на Гавайських островах.
5. Гавайї знаходяться у тропічній частині Тихого океану.
6. Скелясті гори простягаються з гірської Аляски до Мексики.
7. Клімат Сполучених Штатів дуже різноманітний.
8. Більша частина країни має вологий континентальний клімат.
9. США мають численні природні ресурси.
10. США мають 38 національних парків, більшість яких розташовано на заході країни.

Task 7. Make a summary of the text. Give the information about the disposition, the geographical features of the territory (mountains, coastal and interior plains), the climate and natural resources.

Lesson 6

Grammar: The Past Indefinite Tense.

Topic: Some Parts of the USA.

- **Grammar**

The Past Indefinite Tense **(Минулий неозначений час)**

Утворюється з другої форми значущого дієслова — V2: worked, wrote.

Вживається для вираження:

1) одноразової або повторювальної дії в минулому:

I wrote a letter yesterday. (Вчора я написала листа.)

2) послідовних минулих подій, що відбувалися одна за одною:

Ann came into the room. She put off her coat and sat down on the chair.
(Ганна увійшла до кімнати. Вона зняла пальто і сіла на стілець.)

Час минулої дії може бути виражений неозначеними прислівниками часу: yesterday (вчора), the day before yesterday (позавчора), last week (month, year) (минулого тиждня (місяця, року)), the other day (цими днями), in 1975 (в 1975 році) тощо.

3) Замість минулого тривалого часу із дієсловами, що не вживаються у формі Continuous.

I thought over that problem from morning till night yesterday.
(Я обмірковувала цю проблему вчора з ранку до ночі.)

Особливості вживання:

Заперечна форма речення утворюється за допомогою допоміжного дієслова *did* для всіх осіб та частки *not* при слабкому дієслові, причому форма значущого дієслова з другої змінюється на першу:

I did not write a letter yesterday. (Я не написала вчора листа.)
Скорочена форма заперечення — *didn't*.

Якщо присудок речення виражений сильним дієсловом (*to be* або модальним), то частка *not* додається до присудка без допоміжного дієслова: *He wasn't at school last Monday*. (Він не був в школі минулого понеділка.)

Питальна форма речення утворюється за допомогою допоміжного дієслова *did* (для всіх осіб), що становиться перед підметом, а значуще дієслово змінює другу форму на першу:

Did you write a letter yesterday? (Ти написала вчора листа?)

прислівники частотності (*often, seldom* тощо) вживаються перед значущим дієсловом (якщо воно не *to be* і не модальне):

I often went to the forest last summer. (Я часто ходив у ліс минулого літа.)

Утворення другої форми правильних дієслів (Participle II)

Друга форма **правильних** дієслів утворюється шляхом додавання закінчення *-ed* до першої форми дієслова. При цьому відбуваються такі зміни:

якщо дієслово закінчується на «е», то вона пропускається:

work — *worked*, *dance* — *danced*;

кінцева «у» змінюється на «і», якщо перед нею є приголосний:

try — *tried*,

якщо голосний, то зміни не відбувається: play — played;

кінцевий приголосний подвоюється, якщо перед ним є наголошений короткий голосний:

drop — dropped.

кінцевий «l» подвоюється, якщо йому передуює короткий голосний звук, незалежно від наголосу.

Неправильні дієслова утворюють другу форму шляхом зміни основи дієслова і їх треба просто завчити. У словнику відразу ж за дієсловом в інфінітиві в круглих дужках подаються друга та третя форми неправильних дієслів. Наприклад, write (wrote, written).

Або треба звернутися до таблиці неправильних дієслів, де в другій колонці знаходяться дієслова у другій формі.

УТВОРЕННЯ РЕЧЕНЬ У PAST SIMPLE

з дієсловом *TO BE* - бути

(не підлягає загальному правилу і має дві форми в Past Simple - was, were)

(+) Стверджувальне речення	(-) Заперечне речення	(?) Питальне речення
I was here. Я був тут.	I was not here. Я не був тут.	Was I here? Я був тут?
You were here. Ти був тут.	You were not here. Ти не був тут.	Were you here? Ти був тут?
He was here. Він був тут.	He was not here. Він не був тут.	Was he here? Він був тут?

She was here. Вона була тут.	She was not here. Вона не була тут.	Was she here? Вона була тут?
It was here. Воно було тут.	It was not here. Воно не було тут.	Was it here? Воно було тут?
We were here. Ми були тут.	We were not here. Ми не були тут.	Were we here? Ми були тут?
You were here. Ви були тут.	You were not here. Ви не були тут.	Were you here? Ви були тут?
They were here. Вони були тут.	They were not here. Вони не були тут.	Were they here? Вони були тут?

- **Grammar exercises**

Ex. 1. Put the verb *to be* in Past Indefinite (Simple).

1. Where ... you? - I ... at the cinema.
2. It ... cold and rainy yesterday.
3. ... your husband at work on Friday? - No, he ... not. He ... at home.
4. Where ... my pen? - It ... into my bag.
5. Where ... they yesterday? - They ... at the hospital.
6. ... she a teacher? - No, she ... not. She ... a doctor.
7. He ... a driver.
8. ... you at the factory? - Yes, I
9. I ... interested in music.
10. Where ... Tom? - He ... at work.
11. ... they in Kyiv? - Yes, they
12. Where ... these pencils? - They ... on the shelf.

Ex. 2. Open the brackets using the verbs in the Present Indefinite or the Past Indefinite.

1. I (to go) to the gym at seven o'clock every day.

2. I (to go) to the gym at seven o'clock yesterday.
3. John (to clean) his teeth every morning at 7.30 o'clock.
4. Yesterday John (to clean) his teeth at a half past seven in the morning.
5. Jane (not to do) English exercises every day.
6. Jane (not to do) English exercises yesterday.
7. His brother (to drink) coffee with milk every day.
8. His brother (to drink) coffee with milk yesterday.
9. Her husband (to like) his job. He (to go) to his office by bus. He (to go) to the office at 9 am every day.
10. Her husband usually (to go) to his office by bus. He (to come) to the office at 9.30 am yesterday.

Ex. 3. Give the Past Indefinite form of the following regular verbs:

To help, to pick, to live, to produce, to play, to like, to study, to ask, to want, to continue, to join, to cover, to affect, to like, to change, to include, to depend, to receive, to provide, to learn, to predict, to invent, to divide.

Ex. 4. Give the Past Indefinite form of the following irregular verbs:

To come, to go, to set, to take, to be, to leave, to make, to find, to get, to become, to do, to speak, to read, to write, to tell, to see, to know, to put, to have, to build, to grow, to buy, to eat, to drink, to give, to fall, to say, to hear, to understand, to think, to begin.

Ex. 5. Transform the verb into the Past Indefinite Tense:

a) **Model 1:** My cat likes fish.

My cat liked fish.

1. It often snows here.
2. This seems quite easy.
3. He often listens to the music.
4. He always lives in Paris.
5. We enjoy our vacations in Florida.
6. The teacher explains grammar in the class.
7. The girl likes her dog very much.
8. I play the piano rather well.

b) **Model 2:** Classes begin at 8 o'clock
Classes began at 8 o'clock

1. I understand the text quite well.
2. He is in my room.
3. I find many good stories in this magazine.
4. The students spend many hours in the library.
5. He makes many mistakes in dictations.
6. I am glad to meet my friends.
7. We read a lot of books.
8. We have got many magazines.

Ex. 6. Put general questions:

Model: The concert lasted for two hours.
Did the concert last for two hours?

1. He dried his hands carefully.
2. The students went to the club yesterday.
3. They understood the text very well.
4. She enjoyed the performance.
5. Tom wanted to be a sailor.
6. I met my friend at the theatre last night.
7. I told my friends the news.
8. We were glad to get acquainted with him.
9. It rained cats and dogs yesterday.
10. Everything was covered with a hoar-frost.

Ex. 7. Make special questions:

Model: He learned English at school (where?).
Where did he learn English?

1. It snowed heavily during the night (when?).
2. Ann spent her winter holidays in Kiev (where?).
3. We had supper at 8 o'clock (what time?).
4. He wrote three letters last night (how many?).
5. My sister read an interesting book yesterday (what?).
6. They took a plane, because it was faster than a tram (why?).
7. I used Kate's book (whose?).
8. They stayed in Moscow only for two days (how long?).

9. They traveled by sea (how?).
10. She understood the last question (who?).

Ex. 8. Make the sentences negative:

Pattern: In summer she watched the sunrise
In summer she didn't watch the sunrise

1. I saw Peter at the meeting.
2. The children stayed at home all the evening.
3. They spent the summer vacation in the Crimea.
4. I read this newspaper yesterday.
5. They had time to do it.
6. She sent her mother a telegram.
7. They watched TV last night.
8. Peter wanted to wait for a few minutes.
9. You left your umbrella here.
10. Mr. Cook wrote newspaper reports.

Ex. 9. Use the verbs in brackets in the Past Indefinite Tense:

1. We (to see) many books on the shelves of the library.
2. My friend (to study) at the Institute.
3. My son (to ask) many questions.
4. I (to like) this season too.
5. She (to play) various games at the stadium.
6. They (to produce) various goods for our country and for many other countries.
7. It (to be) a hot and stuffy day.
8. In 1980 the 22nd Olympic Games (to take place) in Moscow.
9. Our hotel "Ukraine" is very beautiful. It (to be build) in 1986.
10. We (to take part) in various sport competitions.

Ex. 10. Open the brackets using Present or Past Indefinite:

1. Yesterday (to be) my day off. I usually (to wake up) early on my day off, but yesterday I (to get up) at ten o'clock.
2. " When you usually (to have) breakfast? - I always (to have) breakfast at 7 o'clock in the morning, but yesterday I (to have) a day off and (to eat) at 9."

3. " When you last (to go) to the theatre?" - " Two weeks ago."
4. I usually (to go) to bed at eleven o'clock. Yesterday my friends (to come) to see me, and I (to go) to bed at one.
5. He (to live) in Paris for a long time and (to know) a lot about the city.
6. I got a package in the mail last Friday. When I (to open) it, I (to find) a surprise.
7. I (to call) Roger at nine last night, but he (to be, not) at home. He (to study) at the library.
8. Last January a child (to see) snow for the first time in his life.
9. I (to go) to the Crimea in April 1999, but the weather (to be) very cold and wet all the time. I hope the weather forecast (to be) fine this year.
10. What kind of weather you (to like)? I (to like) all sorts of weather, but when I (to be) a child I (to prefer) a sunny weather.

Ex. 11. Translate the following sentences:

1. У вівторок ми отримали листа з Лондона. Я англійської не знаю, тому мій племінник переклав його на українську мову.
2. Вона любила дивитись на схід сонця влітку.
3. – Що ви робили на уроці вчора?
- Ми читали тексти та робили вправи, розмовляли з нашим вчителем та перекладали речення з української на німецьку.
4. Поговоріть про погоду в столиці з м-ром Смітом. Він вчора приїхав з Києва.
5. Сьогодні не так сиро та холодно, як вчора. Вчора я змок до нитки.
6. Чому ти відкрив вікно? На вулиці нульова температура!
7. Хто показав вам наш фруктовий сад? Дерева там вже почали розквітати.
8. Ви їздили на вихідних за місто? Яка була погода? Холодна чи тепла?
9. Мати попросила брата допомогти їй, але він не зробив цього. Він був дуже зайнятий.
10. Вчора було холодно. Річка вкрилася кригою, чи не так?

• **Торіс**

Text 6

Some Parts of the USA

THE NORTHEAST: MASSACHUSETTS

It is one of New England States with a coastline on the Atlantic. The interior is hilly, rising to over 30,000 feet. The Merrimack and Connecticut are the chief rivers.

Boston is the capital and largest city.

The State became one of the original 13 States. Almost everyone knows at least a little about the early days of Massachusetts. The names of Plymouth, Boston, Cape Cod, Salem, Concord and Lexington are also familiar. Plymouth is the very place where the Pilgrim Fathers on board the "Mayflower" landed in 1620 to found the Plymouth Colony. It is in Lexington that the American Revolution began. This town is matched historically with its Revolutionary twin, Concord. The "shot heard round the world" was fired in Concord.

From earliest colonial days, the Massachusetts men were fishermen. Fish, lobsters, and clams certainly saved some of the settlers from starvation. Fishing is still a big industry. Until the middle of the 19th century Massachusetts sent whaling vessels on voyages to the Pacific Ocean.

Part of Massachusetts is a good farming country. The Connecticut Valley produces general crops, including potatoes, but its successful tobacco farms are more famous. One of the best known specialities of the State is its cranberry crop, grown at the landward end of the Cape Cod.

Early Massachusetts was well forested, and every port had a shipyard where fishing boats were built, and also wooden trading vessels which were sailed by the Massachusetts men to the ports of Europe, Asia and Africa, and to domestic ports farther south on the Atlantic coast. The traders brought back raw materials that gave Massachusetts an early start in manufacturing.

Cotton from the South was the basis of the textile industry in which Massachusetts was a leader until the 20th century. Then the South became the center of cotton manufacture but Massachusetts still has many textile mills, as well as a wide variety of other manufacturing industries.

Now Massachusetts is a highly industrial State. Electrical machinery, including electronics and communications equipment, has become the State's leading product.

Massachusetts has many famous universities and colleges. Across the Charles River, close to Boston, stands Cambridge, where the cultural history of America has developed side by side with the history of Harvard University (the country's oldest). Named after John Harvard, a clergyman, who at his death in 1638 left the institution a few hundred books and half his estate, Harvard has turned into one of the largest, richest, and best universities in the world.

THE SOUTH: FLORIDA

The State is completely different from all other southern States. It consists mainly of a peninsula between the Atlantic Ocean and the Gulf of Mexico. The entire State is flat, with only a very few hills in the interior. In the south there is a swampy region.

Agriculture is the chief industry, and sugar, rice, cotton, tobacco and tropical fruits are grown. Fishing is important, and there are valuable forest reserves. Cattle raising is gaining importance.

Florida was chosen by NASA as a perfect launching place. At Cape Kennedy, formerly Canaveral, is the US Missile Test Center from which satellites are sent into manned space and orbital flights.

Although an agricultural State by geography, inclination and climate, it has been developed primarily as a resort area. The shorelines are sandy, with miles of fine white bathing beaches. So the State's leading business activity is tourism.

Tallahassee is the capital but Jacksonville and Tampa are larger. Miami is a famous resort on the southeast coast. Other resort towns are Palm Beach, Key West, Venice.

Florida was discovered in 1513 and was bought by the USA from Spain in 1819, becoming a State in 1849.

THE SOUTHWEST: TEXAS

It is the largest and most southern state on the Mexican border with a coastline on the Gulf of Mexico. The chief rivers are the Rio Grande

and the Colorado. Much of the central part of the State is flat prairie land.

Cattle raising and poultry are major activities. Texas is also an important agricultural state. Agriculture products include cotton, corn, vegetables, grains, and cereals. Minerals include petroleum and cement. The State's leading manufactures are chemicals, oil and gas, wood products and leather.

Austin is the capital, but Houston, Dallas and San Antonio are much larger. The Capitol at Austin, built in 1888 of red granite, covers three acres and is 311 feet to the top of its dome; it is the largest of the States' Capitols.

There are more than 600 airports in Texas, including about 60 major US Air Force bases.

Texas has more than 130 higher educational institutions, the most famous being the University of Texas at Austin.

Texas became independent in 1836, and entered the Union in 1846. Texas is the only State that was an independent republic recognized by the United States before annexation.

THE CENTRAL NORTHWEST: COLORADO

Colorado is the State in the Rocky Mountains. Being the highest State in the country, it contains some of the highest peaks as well. All in all, there are 52 peaks over 14,000 feet in elevation. Numerous rivers rise in the mountains, the chief being the Colorado and the Arkansas.

Coal, gold, silver, copper, lead and petroleum are mined. Agriculture is becoming important, sugar-beet, wheat, maize and oats being the chief crops.

There are several National Parks. Denver is the capital and largest town; others are Pueblo and Colorado Springs.

Colorado became a State in 1876.

THE SOUTHWEST: ARIZONA

The natural features of this State are the Colorado River with its extensive deserts and famous canyons among which is the world known Grand Canyon.

The soil is not fertile; cattle and sheep are reared, but the chief products are minerals.

Phoenix is the capital.

The Grand Canyon of Arizona has sometimes been called the greatest of the world's wonders. It is, in fact, the world's most spectacular illustration of erosion, being the result of the combined action of a great river, of rain, wind and of frost.

The Grand Canyon is a gigantic chasm, 247 miles long, 4 to 14 miles wide and 1 mile deep. At the bottom is the mighty Colorado River that rushes to the sea and carries an average of nearly half a million tons of silt through the Canyon every day. Rising from the depths of the Canyon are ranges of mountains.

According to geologists' estimates, it has taken 7 to 9 million years to cut the Grand Canyon. Rocks from the first era of geological history are exposed on the Canyon's walls. More than 6,000 prehistoric sites have been found in Grand Canyon National Park.

The colors of the Canyon change through the day. One cannot describe its beauty, and the Grand Canyon is always mysterious.

THE FAR WEST: CALIFORNIA

This State lies north of the Mexican border and has a long Pacific coastline. Except for the south, where there is the California Desert, there are three distinct geographical divisions: the Sierra Nevada, which runs the length of the state and rises to 14,500 feet in Mount Whitney; the Coast Range, a series of ranges; and the great California Valley, containing the Sacramento and San-Joaquin rivers, which unite and flow through the Golden Gate into San Francisco Bay.

Gold, silver, copper, lead and petroleum are produced. The film industry is important.

Sacramento is the geographical capital, but Los Angeles and San Francisco are very important. Los Angeles is the motion picture capital, with major studios in Hollywood, and San Francisco is the biggest Pacific Coast port, a major banking, communications, financial, and industrial center.

California was part of Mexico from its discovery until 1846, when it was claimed by the USA. It became a State in 1850, following the increase in population and property caused by the "gold rash" of 1849.

California is nicknamed the Golden State. The emblem of the State is a golden poppy, and the entrance to its finest harbor is called the Golden Gate. The glamour of Hollywood, a romantic past, snow-topped mountains, rushing streams, the sparkling blue Pacific, mysterious deserts, warm winters — all these make California very attractive for the people who dream of it.

California has about 200 higher educational institutions. Among the world famous are the University of California, Stanford University, University of Southern California, and California Institute of Technology.

Cities and towns

THE CITY OF WASHINGTON

The city of Washington was designed in the late eighteenth century. It is co-extensive with the District of Columbia. When George Washington was elected President of the United States, there was no permanent capital to house the government. Since members of Congress could not agree as to where the capital should be located, it was decided to choose a special place for the new capital. The State of Maryland agreed to allot a wild and marshy area on the Potomac River. The region was called the District of Columbia, after Christopher Columbus, and the capital was called Washington, after George Washington.

Work on the new capital began in 1791. The man who designed the city was Major Pierre-Charles L'Enfant. His grand geometric plan envisioned stately buildings as the city's core and a grassy, park-like mall with uninterrupted vistas west from the Capitol Building to the Potomac River.

Yet, even by the turn of the twentieth century, Washington showed little of the grandeur of this vision. In the crowded area north of the Mall, factories and mills rubbed shoulders with stores, hotels, restaurants, and row houses. The Mall itself had been broken into segments and landscaped with winding carriage roads and varied plantings that destroyed its symmetry. For a time the Mall was also a

transportation center, with railroad tracks crossing at Sixth Street that created an eyesore and safety hazard.

In 1901, as citizens sought to beautify urban areas throughout the United States, the Senate Park Commission (commonly known as the McMillan Commission after its chairman, Senator James McMillan) developed an influential new plan for Washington. This plan aimed to return the city to the formality envisioned in the late eighteenth century and to invest it with a grandeur reflecting the nation's new sense of wealth and stature.

The Mall was to become a wide, formal lawn flanked by rows of trees, against a backdrop of classical buildings, many with domes. At the foot of Capitol Hill, a "Union Square" was to be built with mounted statues of Civil War generals Grant, Sherman, and Sheridan, facing down the Mall.

The McMillan Commission had anticipated the need for a complex of government office building, and with the government's growth during World War I, the need was urgent by the 1920s. It was the financier and art collector Andrew Mellon (1855-1937) who soon became deeply involved in the city's architecture. As Secretary of Treasury, he was responsible for the realization of the so called Federal Triangular Project. The core of the project was to reconstruct the large triangular area north of the Mall between Constitution and Pennsylvania Avenues, from Sixth to Fifteenth Street and to build offices for the government.

To ensure that the project would reflect the dignity and importance of the Federal Government, Mellon established a "Board of Architectural Consultants", which ultimately included John Russell Pope, one of America's most prominent architects. Pope's contribution to the Federal Triangular Project was enormous. Thanks to Pope's plan, Washington today is among the most beautiful cities in the world.

SEEING THE SIGHTS OF WASHINGTON

The Capitol

Located on Capitol Hill, the seat of American legislature dominates the City of Washington. Through the halls of this magnificent structure have passed the leading figures in American history.

The Capitol is the tallest edifice in Washington: no other building is allowed to be taller than the Capitol. It stands 88 feet above the level of

the Potomac River and covers approximately 4 acres. Its length from north to south is 751 feet 4 inches; its width, including approaches, is 350 feet; and its height above the base line on the east front to the top of the Statue of Freedom is 287 feet 5 inches.

Construction of the US Capitol began in 1793. The original plan for the building was drawn by Dr. William Thornton. President John Adams addressed the first joint session of Congress in the Senate Chamber on November 22, 1800.

All interiors of the building were burned by the British in 1814. The Capitol was reoccupied in 1819. The present Senate and House wings were begun in 1851, but the building was not finished until 1867. Since then, numerous changes have been made.

The Washington National Monument

The Washington National Monument is a tapering shaft or obelisk of white marble, 555 feet five and one-eighth inches high.

In 1833 the Washington National Monument Society was organized "for the purpose of erecting a great National Memorial to Washington". Fifteen years later the cornerstone was laid.

After many difficulties and delays, the building was opened to the public in 1888. An elevator takes visitors to the 500-foot level. Return is by elevator as well but if one wishes, he can walk down the 898 steps, from which the 190 memorial stones donated by local, State, and foreign governments can be seen.

The Lincoln Memorial

In 1867, two years after Abraham Lincoln's death, Congress organized the Lincoln Memorial Association to plan a monument to his memory.

Work finally started on February 12, 1914. Henry Bacon was the architect, and Daniel Chester French sculpted the great marble statue of Lincoln.

Carved on the walls are Lincoln's Gettysburg and Second Inaugural Addresses.

The Jefferson Memorial

Thomas Jefferson, besides being President of the United States, was also a gifted amateur architect, political thinker, and founder of the University of Virginia. This memorial, dedicated on April 13, 1943, the 200th anniversary of Jefferson's birth, was designed by the architectural firm of John Russell Pope in the simple classical style admired by Jefferson.

Inside the memorial is a 19-foot bronze statue of Jefferson sculpted by Rudolph Evans. Excerpts from four of Jefferson's writings are carved on the interior walls.

Surrounding the Memorial are cherry trees that the City of Tokyo presented to the City of Washington in 1912.

The Arlington National Cemetery

Arlington National Cemetery was established on June 15, 1864, on land originally the estate of George Washington.

Prominent among the many memorials in this national cemetery is the Tomb of the Unknowns, and among the unknown dead are 2,111 who died on the battlefields in the Civil War.

Many famous Americans were buried here. On November 25, 1963, Arlington Cemetery became the burial ground of John Fitzgerald Kennedy, President of the United States.

The Vietnam Veterans Memorial

The polished black granite walls are inscribed with the names of more than 58,000 men and women who gave their lives or remain missing in the Vietnam War.

Names of the service men and women are inscribed "in the order they were taken from us". Alphabetical directories at the memorial help visitors find specific names by panel and line number.

A flag-staff and bronze statue of three servicemen stand at the entrance plaza.

NEW YORK

New York, N. Y., is the post office designation of the largest metropolis in the United States. Officially it is the City of New York, and popularly it is called New York City.

The City of New York is situated at the mouth of the Hudson River, sometimes called the North River. The five boroughs comprising the city are: Manhattan, on the Manhattan Island between the Hudson and East Rivers; the Bronx, on the southernmost part of the mainland; Queens and Brooklyn, on Long Island, separated from Manhattan by East River; and Richmond on Staten Island in New York Bay.

The City credits Verrazano as first viewing in 1524 the place, where New York now stands. Henry Hudson found Manhattan on September 11, 1609. The first houses were built in lower Manhattan in 1613. On May 6, 1626, Peter Minuit, director general of New Netherland, as the Dutch called the colony, paid the Indians 60 guilders for Manhattan, commonly translated as \$24, actually \$39. When the settlement had around 200 people, it was named New Amsterdam.

In 1653 they erected a wall to protect their settlement from which Wall Street takes its name.

On September 8, 1664, British troops occupied New Amsterdam without resistance, overthrew the Dutch government, and called the place New York. Seven years later the Dutch recaptured the city and called it New Orange, but in 1674 the city was in the hands of the British again who returned the name New York.

The City of New York has always been in the center of political events. It witnessed the American Revolution; the Declaration of Independence was read to the American troops here on July 9, 1776, in the presence of George Washington. It was here on April 30, 1789, that Washington took the oath of office on the balcony of Federal Hall.

Thanks to its geographical position and historical past, New York has grown into a big financial, commercial, and industrial center with the heart in the Borough of Manhattan. America's business and culture are in Manhattan. The Empire State Building, the World Trade Center, Times Square, Rockefeller Center, Central Park, Harlem, Metropolitan Museum of Art, Broadway — all these World famous sights are in Manhattan. What unites them is probably a small street, only a few blocks long, which is the financial center of the whole United States — Wall Street. It provides the nation with centralized credit and banking facilities. It is a sales place for securities; it is also one of the biggest money capitals of the world. Economic and financial power of the

United States is concentrated in the buildings of Wall Street; in the Stock Exchange, one of the world's greatest; in the banks, among them the oldest in the city, the Bank of New York, founded in 1784.

Massachusetts.

Task 1. Read the text, find the English equivalents for the following word combinations.

Узбережжя Атлантики, один з перших штатів, головні річки, те саме місце, давні колоніальні часи, риболовна промисловість, рятувати від голоду, китобійні судна, сільськогосподарська країна, основні сільськогосподарські культури, корабельна верф, вітчизняні порти, сировина, обробна промисловість, центр бавовняної промисловості, текстильні фабрики, виробництво електричного обладнання, один з найкращих університетів світу.

Task 2. Read the statements and say if they are true or false. Correct the false statements using the information from the text.

1. It is situated on the coast of the Pacific ocean.
2. Boston is the capital of the state.
3. The Plymouth Colony was founded by the Pilgrim Fathers in the 15th century.
4. Fishing has never been the important industry for the state.
5. The Connecticut Valley is famous for general crops and tobacco farms.
6. In the early days the Massachusetts men had never travelled far from the country.
7. Massachusetts is a leader of the textile industry.
8. The State's leading product today is electrical machinery.
9. The history of Harvard University is closely connected with the cultural history of America.
10. Harvard University was founded by John Harvard, a clergyman.

Task 3. Name the following.

- 1-the capital of the state;
- 2-the chief rivers;
- 3-the colony the Pilgrim Fathers founded;
- 4-the industry that saved many people from starvation;
- 5-the most famous crop of the Connecticut Valley;
- 6-the industry Massachusetts was a leader until the 20th century;
- 7-the State's leading product of industry today;
- 8-the oldest university of the USA;
- 9-the place Harvard University is situated;
- 10-the place of the state on the map of the USA.

Task 4. Put 5-10 questions to the text and let your group mates answer them.

Task 5. Make a summary of the text.

Florida.

Task 1. Find, read and translate the information from the text dealing with

- 1-the disposition of the state;
- 2-the development of agriculture;
- 3-the development of resort business;
- 4-launching the satellites;
- 5-the history of the state.

Task 2. Answer the questions.

1. Where is Florida situated?
2. What are the geographical features of the state?
3. What are the main agricultural crops in Florida?
4. What are the main cities in the state?
5. What is Miami famous for?

Task 3. Make a summary of the text using the word combinations below:

to consist of a peninsula;

flat landscape;

chief industry;

forest reserves;

launching place;

resort area;

sandy shorelines;

leading business activity;

to be discovered, to be bought.

Texas.

Task 1. Find, read and translate the information from the text dealing with

-the disposition of the state;

-the agricultural production;

-the State's leading manufactures;

-the main cities of the state;

-the history of the state.

Task 2. Answer the questions.

1. What country does Texas border on?
2. In what part of the USA is Texas situated?
3. What are the chief rivers of the state?
4. What is the capital of Texas?

5. What is the Capitol at Austin famous for?

Task 3. Translate into English. Tell about Texas.

1. Техас знаходиться біля кордону з Мексикою.
2. Більша частина центральної території-прерії.
3. Сільське господарство є важливою галуззю економіки штату.
4. У Техасі вирощують бавовну, кукурудзу, овочеві та зернові культури.
5. Остін є столицею Техасу.
6. Більш ніж 130 вищих навчальних закладів знаходяться у Техасі.
7. Техас став незалежним у 1836 році і приєднався до США у 1846 році.

Colorado

Task 1. Read and translate the information about the state Colorado.

Task 2. Make up the sentences using the statements below. Tell about Colorado.

The Rocky Mountains, the highest state, the highest peaks, numerous rivers, the chief rivers, to be mined, chief crops, National Parks, the largest town, to become a state.

Arizona

Task 1. Answer the questions.

1. Where is Arizona situated?
2. What are the natural features of the state?
3. What are the chief products of the state?
4. What is the capital of the state?
5. What is the greatest wonder of the state?
6. How many years has it taken to cut the Grand Canyon?
7. In the result of what actions was the Grand Canyon formed?

Task 2. Read and translate the information about the Grand Canyon.

Task 3. Tell about the Grand Canyon in English.

California

Task 1. Find, read and translate the information about:

1. the parts of California;
2. the main cities of the state;
3. the history of California;
4. the facts which make the state attractive for the people;
5. educational institutions of the state.

Task 2. Answer the questions.

1. Where does the state lie?
2. What are the main parts of the state?
3. What natural resources are mined in the state?
4. What are the main cities of the state?
5. What are they famous for?
6. Why is California nicknamed the Golden State?
7. What are the famous Universities of California?

Lesson 7

Grammar: The Future Indefinite Tense. The Future-in-the-Past.

Topic: Solar Radiation.

• Grammar

The Future Indefinite Tense (Майбутній неозначений час)

Future Indefinite – часткова форма дієслова, що виражає дію, яка відбувається або відбуватиметься в майбутньому.

Future Indefinite утворюється з допоміжних дієслів *shall* і *will* та інфінітива основного дієслова без частки *to*.

Допоміжне дієслово *shall* вживається в першій особі однини і множини, *will* – у другій і третій особі:

I shall work.

We shall work.

He / she will work.

It will work.

You will work.

They will work.

I shall come again soon.

Я скоро знову прийду.

Your father will be back in a moment.

Ваш батько вмиль повернеться.

Примітка. Іноді допоміжне дієслово *will* вживається для утворення Future Indefinite у всіх особах. Особливо часто це трапляється в американському варіанті англійської мови (а також в Шотландії та Ірландії).

В усному мовленні замість *shall* і *will* звичайно вживається скорочена форма *'ll* (апостроф + ll), яка на письмі приєднується до підмета:

I'll tell it to you after dinner.
Я розкажу вам про це після обіду.

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

У питальній формі допоміжне дієслово ставиться перед підметом:

Shall we come back here to sleep?
Ми повернемося сюди на ночівлю?

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

У заперечній формі після допоміжного дієслова вживається частка not:

We shall not go there.
Ми не підемо туди.

He will not stay here.
Він не залишиться тут.

В усному мовленні переважно вживаються скорочені форми — shan't [ʃɑ:n't] замість shall not і won't [wɒn't] замість will not:

I shan't go there.
Я не піду туди.

She won't go to the theatre.
Вона не піде в театр.

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

I'll go over with you to morrow morning.
Я поїду з тобою завтра вранці.

I'll always come back.
Я завжди повертатимусь.

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

У підрядних реченнях часу й умови майбутній час в англійській мові не вживається. Для вираження майбутньої дії в таких реченнях замість Future Indefinite вживається Present Indefinite:

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

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

The Future-in-the-Past (Майбутнє в минулому)

В англійській мові є особливі форми для вираження дій, які є майбутнім з точки зору минулого. Вони називаються формами “the Future in the Past” і утворюються за допомогою допоміжних дієслів *should* і *would* з відповідним інфінітивом (без *to*):

1. the Future Indefinite – the Future Indefinite in the Past
- (Shall / will work – should / would work)
2. the Future Continuous – the Future Continuous in the Past
- (Shall / will be working – should / would be working)
3. the Future Perfect – the Future Perfect in the Past
- (Shall / will have worked – should / would have worked)

Всі три форми “майбутнього в минулому” вживаються в тих же значеннях, як і звичайні форми майбутнього часу, з тією тільки різницею що дія в цьому випадку є майбутнім не з моменту мови в поточний момент, а з якогось моменту в минулому. Граматичне

значення англійських дієслів у формах “майбутнє в минулому” в українській мові передається дієсловами у майбутньому часі:

We knew that we should manage somehow.

Ми знали, що якось справимося.

I expected we should be having coffee after dinner as usual.

Я вважав, що ми, як завжди, будемо пити каву після обіду.

I hoped she would have got supper ready by the time we got home.

Я сподівався, що вона вже приготує вечерю до нашого приходу.

The Future in the Past вживається для вираження майбутніх дій, про які йшла мова в минулому часі.

should / would + V1

+ He would speak.

- He would not speak.

? Would he speak?

Yes, he would. No, he would not. (No, he wouldn't.)

• Grammar exercises

Ex. 1. Put the verbs in brackets in the Future Indefinite (Simple).

1. I think we _____ two return tickets. (to buy)
2. Kate _____ ten tomorrow. (to be)
3. My aunt _____ to Canada next summer. (to go)
4. I _____ you in the evening. (to phone)
5. I'm sure our 3-day tour _____ more than 5000 roubles. (to cost)

Ex. 2. Complete the sentences. Use 'll or won't.

1. Amy's brother is thirteen. He ____ be fourteen on his next birthday.
2. I bought a lottery ticket, but I ____ win.
3. My dad is thirty-nine. He ____ be forty on his next birthday.
4. My sister Mary is fifteen. She ____ be sixteen until next year.
5. My brother's clever. He ____ pass all his exams.
6. It's raining now. But it ____ be sunny later.
7. Debbie and Bob are always late. They ____ arrive until eight o'clock.

Ex. 3. Answer the questions as in the models:

Model 1: Will you go to college tomorrow? – Yes, I shall. I shall go to college tomorrow.

Model 2: Will he go there on Sunday? – No, he won't. He will not go there on Sunday.

1. Will you start at once?
2. Will he return in an hour?
3. Will you have a break at 10 o'clock?
4. Will he give an answer in some minutes?
5. Will Kate come again in the evening?
6. Shall I see you here next Monday?
7. Will you do it the day after tomorrow?
8. Will you study French next year?
9. Will they meet you at the station tomorrow evening?
10. Shall we go home at once?

Ex. 4. Make the following sentences negative and interrogative:

1. There will be a lot of work to do tomorrow.
2. I shall have to stay at home this evening.
3. He will remember us.
4. The manager will answer your question on Saturday.
5. We shall review these rules in some days.
6. This medicine will do her good.
7. We shall return home the day after tomorrow.
8. They will move to a new flat next week.
9. There will be a lot of people at the lecture today.
10. The talk will be very interesting.

Ex. 5. Put general, special, disjunctive and alternative questions to each sentence given below:

1. In a month's time our lessons will be over.
2. She will invite her boyfriend to the theatre tomorrow.
3. Our group will have a meeting at 4 o'clock.
4. Soon people in our country will speak a lot about his new book.
5. I'll get a lot of presents on my birthday next week.
6. They will make a lot of money in two years.
7. You will phone me in a half of an hour.
8. The child will be hungry soon.
9. She'll speak good English in a year.
10. My uncle will be glad to see my friends in his summer house next weekend.

Ex. 6. Open the brackets using the verbs in the Future Indefinite Tense:

1. Next year we (have) a new sports ground at the Institute.
2. Numerous competitions (take place) there.
3. I (take part) in them, too.
4. We (play) various games.
5. They (have) a fine coach.
6. There (be) big and good stadiums in our country.
7. We (take part) in different sport competitions.
8. My brother (be) a teacher.
9. His sister (be) a doctor.
10. It (rain) in spring.
11. It (snow) in winter.
12. We (have) our vacations in autumn.

Ex. 7. Answer the following questions. Pay attention to the use of the Present Indefinite Tense in the subordinate clauses of time and condition.

Model: What will you do if he comes today? (to ask him to help me).

If he comes today, I shall ask him to help me. (I'll)

1. What will you do if you pass your exam? (to go to the cinema).
2. What will she do when she finishes reading the text? (to translate it)
3. What will you do if it doesn't rain? (to go the country).
4. What will you do if he feels bad? (to send for a doctor).
5. What will you do if you receive a letter? (to answer it).
6. What will they do when summer comes? (to go to the seaside).
7. What will the teacher do if you ask him a question? (to answer it)
8. What will the student do if he gets a bad mark? (to pass the test again)
9. What will you do if you have to give a talk? (to get ready)
10. What will you do after you graduate? (to find a job)

11. What will you have to do if you get ill? (to call the doctor)

Ex. 8. Fill in the gaps with the verbs in Future Indefinite Tense or Present Indefinite:

1. If you ... (to return) to Minsk in August, we ... (to meet).
2. When I ... (to see) you, I ... (to tell) you every thing about my work.
3. I ... (to return) the book to the library as soon as I ... (to read) it.
4. We ... (to have) our training practice in summer after our examinations ... (to be) over.
5. If he ... (not to give) me this book I ... (not to prepare) for the lesson.
6. I ... (to stay) on board of a ship till he ... (to come).
7. This girl ... (not to marry) until she ... (to find) a right man.
8. I ... (to get back) home soon if I ... (to take) a taxi.
9. We ... (to stay) at home if the weather ... (to be) bad.
10. We ... (to believe) him when he ... (to show) us his documents.

Ex. 9. Correct the mistakes:

1. Shall she go to the cinema today?
2. We shall have dinner at 6 or at 7 o'clock?
3. It's getting dark. Will you turned on the light?
4. Shall we do the shopping on Monday? – Yes, we do.
5. If the weather will be fine, I'll visit my friend tomorrow.
6. When you be will able to start the work?
7. He didn't invite all his relatives to the party next Saturday.
8. We discusses our nearest plans in two days.
9. Who will helps you with your English?
10. You won't come tonight, won't you?

Ex. 10. Translate the following sentences:

1. Ця сумка важка. Я допоможу тобі перенести її.
2. Мені потрібні гроші. – Не хвилюйся, я дам тобі 100 гривень.
3. Що ви будете робити, якщо він не прийде?
4. Він зробить це, коли повернеться.

5. Я піду на прогулянку, як тільки закінчу перекладати текст англійською.
6. Якщо я побачу його знов, я його пізнаю.
7. Ми покажемо вам ці фото, до того як ви побачите їх у газеті.
8. Моя сестра піде на кухню, коли мати приготує сніданок.
9. Ми переїдемо в нову квартиру, якщо ти не будеш нам заважати.
10. Я дам їй словник, якщо вона дасть мені підручник.

- **Topic**

Text 7

Solar radiation

Solar radiation is a general term for the visible and near visible (ultraviolet and near-infrared) electromagnetic radiation that is emitted by the Sun. It has a spectral, or wavelength, distribution that corresponds to different energy levels; short wavelength radiation has a higher energy than long-wavelength radiation.

We can capture and convert solar radiation into useful forms of energy, such as heat and electricity, using a variety of technologies. The technical feasibility and economical operation of these technologies at a specific location depends on the , available solar radiation or solar resource.

Every location on Earth receives sunlight at least part of the year. The amount of solar radiation that reaches any one "spot" on the Earth's surface varies according to these factors:

- geographic location
- time of day
- season
- local landscape
- local weather

Because the Earth is round, the Sun strikes the surface at different angles ranging from 0° (just above the horizon) to 90° (directly overhead). When the Sun's rays are vertical, the Earth's surface gets all the energy possible. The more slanted the Sun's rays are, the longer they travel through the atmosphere, becoming more scattered and diffuse. Because the Earth is round, the frigid polar regions never get a high sun,

and because of the tilted axis of rotation, these areas receive no sun at all during part of the year.

The Earth revolves around the Sun in an elliptical orbit and is closer to the Sun during part of the year. When the Sun is nearer to the Earth, the Earth's surface receives a little more solar energy. The Earth is nearer the Sun when it's summer in the southern hemisphere and winter in the northern hemisphere. However the presence of vast oceans moderates the hotter summers and colder winters one would expect to see in the southern hemisphere as a result of this difference.

The 23.5° tilt in the Earth's axis of rotation is a more significant factor in determining the amount of sunlight striking the Earth at a particular location. Tilting results in longer days in the northern hemisphere from the spring (vernal) equinox to the fall (autumnal) equinox and longer days in the southern hemisphere during the other six months. Days and nights are both exactly 12 hours long on the equinoxes, which occur each year on or around March 23 and September 22.

Countries like the United States, which lie in the middle latitudes, receive more solar energy in the summer not only because days are longer, but also because v% the Sun is nearly overhead. The Sun's rays are far more slanted during the shorter days of the winter months. Cities like Denver, Colorado, (near 40° latitude) receive nearly three times more solar energy in June than they do in December.

The rotation of the Earth is responsible for hourly variations in sunlight. In the early morning and late afternoon, the Sun is low in the sky. Its rays travel further through the atmosphere than at noon when the sun is at its highest point. On a clear day, the greatest amount of solar energy reaches a solar collector around solar noon.

As sunlight passes through the atmosphere, some of it is absorbed, scattered, and reflected by the following:

- air molecules
- water vapor
- clouds
- dust
- pollutants
- forest fires
- volcanoes

This is called diffuse solar radiation or diffuse insolation. The solar radiation that reaches the Earth's surface without being diffused is called

direct solar radiation or direct insolation. The sum of the diffuse and direct solar radiation is called global insolation. Atmospheric conditions can reduce direct beam radiation by 10% on clear, dry days and by 100% during thick, cloudy days.

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Scientists measure the amount of sunlight falling on specific locations at different times of the year. They then estimate the amount of sunlight falling on regions at the same latitude with similar climates. Measurements of solar energy are typically expressed as total radiation on a horizontal surface, or as total radiation on a surface tracking the sun.

Radiation data for solar electric (photovoltaic) systems are often represented as kilowatt-hours per square meter (kWh/m²). Direct estimates of solar energy may also be expressed as watts per square meter (W/m²).

Radiation data for solar water heating and space heating systems are usually represented in British thermal units per square foot (BTU/ft²).

Task 1. Read the text and find English equivalents for the word combinations below.

Загальна назва, розподіл сонячної радіації, корисні форми енергії, сонячні ресурси, географічне положення, місцевий ландшафт, під різними кутами, нахил вісі обертання, райони північного полюсу, кількість сонячного світла, весняне та осіннє рівнодення, розсіяна сонячна радіація, атмосферні умови, кількість сонячного світла.

Task 2. Match the words in A with the words in B to form the word combinations.

A. Electromagnetic, energy, Earth's, spectral, useful, tilted, diffuse, geographic, water, atmospheric, elliptical, thermal.

B. Distribution, forms of energy, radiation, levels, surface, axis of rotation, units, orbit, insolation, conditions, location, vapour.

Task 3. Supply the geographic term that correctly completes each sentence.

1. The visible and near visible electromagnetic radiation emitted by the Sun is
2. ... has a higher energy than
3. The Earth revolves around the Sun in
4. The Earth is nearer to the Sun when it's summer in ... and winter in
5. Days and nights are both exactly 12 hours long on
6. ... is responsible for hourly variations in sunlight.
7. Scattered sunrays are called
8. The solar radiation that reaches the Earth without being diffused is called
9. The sum of the diffuse and direct solar radiation is called
10. ... can reduce direct beam radiation.

Task 4. Give English equivalents for the Ukrainian words in brackets. Translate the sentences into your native language.

1. When the Sun's rays are vertical, (поверхня Землі) gets all the energy possible.
2. The frigid polar regions receive no sun at all during part of the year because of (нахил вісі обертання Землі).
3. (Весняне рівнодення) occurs each year on or around March 23.

4. Countries like the USA, which lie in (середні широти), receive more solar energy in summer.
5. The sum of (розсіяна та пряма сонячна радіація) is called global insolation.
6. Scientists measure (кількість сонячного світла) falling on specific locations at different times of the year.
7. The amount of solar radiation varies according to (географічне положення, пора року, місцевий ландшафт).

Task 5. Translate into English.

1. Сонце випромінює електромагнітну радіацію.
2. Кількість сонячної радіації, яка досягає земної поверхні, змінюється відповідно таких факторів, як географічне положення, пора року, місцевий ландшафт, погода.
3. Сонячні промені досягають поверхні землі під різними кутами.
4. Якщо сонячні промені падають вертикально, земна поверхня отримує всю можливу енергію.
5. Земля обертається навколо Сонця за еліптичною орбітою.
6. Коли Сонце знаходиться ближче до Землі, земна поверхня отримує менше сонячної енергії.
7. Коли сонячне світло проходить крізь атмосферу, частина його поглинається, розсіюється або відбивається.
8. День дорівнює ночі у періоди весняного та осіннього рівнодення.
9. Весняне рівнодення припадає на 23 березня.
10. 22 вересня-день осіннього рівнодення.

Task 6. Put 5- 10 questions to the text.

Task 7. Make up a plan of the text and write out the key words for each point of your plan.

Task 8. Make a summary of the text in writing.

Task 9. Find some more information on the topic “Solar Radiation”, prepare the report for the scientific conference.

Task 10. Read the text “The Solar System” and answer the questions below it.

THE SOLAR SYSTEM

Nine planets with their moons, many asteroids and the sun make up the solar system. All the planets are moving round sun but they do not all move round at the same rate. The earth takes one year to move round the sun. The earth is 93 million miles from the sun; some of the other planets such as Venus and Mercury are nearer the sun, the others (Mars, Jupiter, Saturn, Uranus and Neptune) are farther away.

Much smaller bodies — the satellites or moons are moving round the planets. The moon is a satellite of the earth. The diameter of the moon is about one-fourth that of the earth. The moon takes about $27\frac{1}{3}$ days to make a complete revolution about the earth. Another planet Neptune has a moon of its own, while others have more than one moon. Jupiter has four chief moons and five smaller ones and Saturn nine.

The earth occupies an intermediate place in the solar family. It is a relatively small planet, yet not the smallest. It is relatively close to the sun, yet not the closest. The earth revolves around the sun once in 365.25 days, while the planet Mercury moves around the sun once in 88 days and Neptune’s period of revolution is 165 (earth) years. The diameter of the earth (7 926.6 miles) is more than twice as great as that of Mercury (3 030 miles) yet it is less than one-tenth that of Jupiter (86 500 miles) and less than one hundredth that of the sun (865000 miles). The mean distance from the earth to the sun is 92 900 000 miles which is nearly three times as great as that of Mercury 36 000 000 miles, but only one-thirtieth that of Neptune, 2 791 600 000 miles.

The density (water = 1) of the earth is 5,5 which is only slightly greater than that of Venus, 4.9 and Mars, 4.4 but is much greater than that of the Sun, 1.4 or of Saturn 0.7.

1. What do we call the solar system?
2. How many planets are there in the solar system?
3. How much time does it take the Earth to make a complete revolution around the Sun?
4. Which planet is the closest to the Sun?

5. Which is the smallest (the biggest) planet?

Lesson 8

Grammar: The Present Continuous Tense.

Topic: The Earth and Its Structure

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- **Grammar**

The Present Continuous Tense (Теперішній тривалий час)

Тривалі часи виражають дію в процесі, що відбувається в певний період або момент часу в теперішньому минулому та майбутньому часах.

Тривалий час можна уявити собі як фотографію, на якій щось відбувається, із позначенням часу, коли саме вона була зроблена, або як «алібі» якоїсь людини — чим вона займалась саме в вищезазначений час.

Утворюється з допоміжного дієслова *to be* в теперішньому часі: *am, are, is* та значущого дієслова у четвертій формі — *to be + VIV (Participle I)*: *I am working /writing*.

Вживається для вираження:

1) теперішньої тривалої дії, що відбувається в момент мовлення із прислівниками часу — *now* (зараз), *at the moment* (зараз), *at present* (зараз):

I am reading now.

(Я зараз читаю.)

2) в певний період теперішнього часу, хоч і не обов'язково в період мовлення:

She is studying at the academy at the moment.

(Вона зараз навчається в академії.)

3) одночасно з іншою дією, яка відноситься до теперішнього часу:

I am bored when I amn't working.
(Мені нудно, коли я не працюю.)

4) в тимчасових ситуаціях:

I'm not working at the moment.
(Я зараз не працюю.)

5) для вираження запланованої дії в найближчому майбутньому:

I'm flying to Lviv next week.
(Я відлітаю у Львів наступного тижня) ((Квитки вже куплені, час виїзду визначений))

Дієслова, що не вживаються у тривалих часах:

дієслова, що виражають розумову діяльність: to think (думати), to know (знати), to forget (забувати), to remember (пам'ятати), to understand (розуміти), to believe (вірити), to suppose (припускати), to recognize (впізнавати);

дієслова, що виражають відчуття: to see (бачити), to hear (чути), to smell (нюхати), to sound (звучати), to taste (куштувати, відчувати смак);

дієслова, що виражають почуття, бажання, волевиявлення: to like /dislike (подобатися /не подобатись), to love (любити), to hate (ненавидіти), to want (хотіти), to wish (бажати), to desire (бажати), to refuse (відмовлятися), to agree (погоджуватися), to prefer (надавати перевагу), to object (заперечувати);

дієслова, що виражають абстрактні відносини: to consist (складатися), to depend (залежати), to belong (належати), to have (мати), to own (володіти);

дієслово to be (бути).

Примітка: дієслово to have має форму Continuous у висловлюваннях:

to have breackfast /lunch /dinner /supper (снідати, обідати, вечеряти);

to have a rest /a talk /a walk /a look (перепочити, поговорити, прогулятися, подивитися).

Особливості:

заперечна форма речення утворюється за допомогою частки not, яка додається до допоміжного дієслова to be (am, are, is):

He isn't reading a book now. (Він зараз не читає.) Скорочена форма заперечення — amn't, isn't, aren't.

питальна форма речення утворюється шляхом інверсії, тобто допоміжне дієслово to be становиться на перше місце в реченні перед підметом:

Is he reading a book now? (Він зараз читає книжку?)

Правила утворення четвертої форми дієслів (Participle I)

Четверта форма дієслова утворюється шляхом додавання закінчення -ing до першої форми значу

щого дієслова (інфінітив без частки to): read + ing = reading.

При додаванні закінчення -ing:

кінцева «-е» випускається: give — giving, come — coming;

дієслова die (вмирати), lie (лежати), tie (зав'язувати) змінюються на dying, lying, tying;

кінцева «у» не змінюється перед закінченням -ing: play — playing, carry — carrying;

кінцевий приголосний подвоюється, якщо перед ним є короткий ненаголошений голосний, а перед кінцевим «i» він може бути як наголошений так і ненаголошений: 'stopping, 'running, 'travelling. Але подвоєння не відбувається, якщо:

дієслово закінчується на два приголосних: helping, working;

дієслово закінчується на два голосних та приголосний: waiting;

дієслово закінчується на «u» або «w»: enjoying, snowing;

дієслово має більше ніж один склад і останній є ненаголошеним: 'happening, 'visiting; але: preferring, beginning.

- **Grammar exercises**

Ex. 1. Open the brackets, using the verbs in the Present Continuous.

1. Timothy (to feed) his dog.
2. Mr. Jones (to clean) his yard.
3. Nancy (to paint) her kitchen.
4. Our neighbours (to wash) their car.
5. I (to wash) my hair.
6. Who (to fix) your sink?
7. What she (to do) now? – She (to dance).
8. The children (to brush) their teeth.
9. What he (to do) at the moment? – He (to fix) his bicycle.
10. They (to have) a big dinner together.
11. The boys (to run) about the garden.
12. I (to do) my homework.
13. John and his friends (to go) to the library.
14. Ann (to sit) at her desk. She (to study) geography.
15. A young man (to stand) at the window. He (to smoke) a cigarette.
16. The old man (to walk) about the room.
17. The dog (to lie) on the floor.
18. You (to have) break?

19. What language you (to study)?
- 20 Who (to lie) on the sofa?

Ex.2. Transform sentences into the Present Continuous Tense:

Model: He prepares his task every day (now).
He is preparing his task now.

1. She often sits here (now).
2. My father works here (now).
- 3 My mother cooks dinner every day (now).
4. It often rains here in autumn (now)
5. The teacher answers his students questions at each lesson (at this moment).
6. He always prepares his exercises (at present).

Ex. 3. Make the following sentences negative and interrogative:

1. I am reading a letter.
2. You are thinking about it.
3. We are playing chess.
4. You are reading about Lomonosov.
5. We are learning foreign languages.
6. He is watching TV.
7. The children are doing their lessons.
8. She is having an English lesson.
9. Ann is reading a letter.
10. He is learning Spanish.
11. I am giving the book to Ann.
12. They are going to London.

Ex. 4. Put different types of questions to the following sentences:

a) **Model 1 – alternative questions:** They are still laughing.
Are they still laughing **or** crying?

1. He is sending a book.
2. She is writing a letter.
3. You are speaking English badly.
4. I'm thinking about it now.
5. We are playing cricket.
6. My father is watching TV.
7. We are listening to the music.

b) **Model 2 – special questions:** The ship is coming from Odessa
(**where?**).

Where is the ship coming from?

1. I'm looking out of my window. (where?).
2. She is listening to the bird (what?).
3. The bus is going to Yalta (where?).
4. We are thinking about the holidays (who?).
5. The boy is laughing at the dog's tricks (what?).
6. The man is running after the train (where?).
7. Her brother is doing his lessons at this time. (when?).

c) **Model 3 – disjunctive questions:** The delegation is arriving on Sunday morning.

The delegation is arriving on Sunday morning, isn't it?

1. The teacher is explaining the new rule now.
2. The students aren't reading a scientific text.
3. The doctor is consulting his patients in this room.
4. They aren't working in the garden.
5. Oleg isn't going to meet his friends in the park.
6. His sister is not studying at school.
7. She is going to open a new office in Kyiv.

Ex. 5. Use the verb in brackets in the Present Indefinite or the Present Continuous:

1. Close the window! It ... (to rain) now.
2. Look there, the train ... (to come).
3. I ... (to speak) English well.
4. The weather is fine, the sun ... (to shine) brightly.
5. The sun ... (to shine) brightly in summer.
6. Where is Mary? She ... (to read) the book in the hall.
7. They usually ... (to finish) their work at 5 o'clock.
8. She often ... (to visit) this museum.
9. I ... (to go) to visit my Granny tonight.
10. We ... (to go) to the House of Culture every Sunday.

Ex. 6. Complete the sentences using the Present Continuous Tense:

Model: He never speaks, коли він працює. He never speaks while he is working.

1. My younger brother always moves his lips, коли читає.

2. We always consult a dictionary, коли ми перекладаємо з англійської.
3. My sister always smiles, коли танцює.
4. He is always silent, коли він обідає.
5. The students always listen, коли я пояснюю новий матеріал.
6. Never interrupt other people, коли вони розмовляють.
7. My mother never disturbs me, коли я роблю домашнє завдання.
8. My younger sister likes to laugh, коли я граюсь з нею.
9. I always look serious, коли здаю екзамен з англійської мови.
10. My Grandpa usually falls asleep, коли він дивиться телевізор.

Ex. 7. Write the correct question 'tag' for the following sentences:

1. Nick wanted to write a letter,
2. Mr. Hunt is filling in the register, ...
3. There isn't a new film on television, ...
4. You want to buy some stamps, ...
5. Our guests are arriving on Monday, ...
6. He is not going to vacate the room today, ...
7. Pete was absent yesterday, ...
8. The client will not confirm his reservation, ...
9. You want to have a cheaper room, ...
10. I shan't pay in advance, ...

Ex. 8. Define the time tense of every sentence (Present Indefinite, Past Indefinite, Future Indefinite or Present Continuous):

1. She doesn't speak German.
2. We are having a fantastic time.
3. They aren't listening to the teacher.
4. The baby cried loudly.
5. We open at 9 in the morning.
6. She is learning Japanese
7. Joyce will get angry if you don't come in time.
8. The Browns made a lot of noise when they moved their furniture last night.
9. I shall call you in two hours.
10. Bruce gets a cold every month.

Ex. 9. Put the verb in brackets in the Present Indefinite or Present Continuous Tense:

1. The English teacher always ... (to provide) us with new programs.
2. He ... (to want) to know about the work of tape-recorders.
3. We ... (to want) to improve our pronunciation.
4. We usually ... (to work) in the language laboratory every day.
5. What you ... (to do)?
6. We ... (to listen) to the taped lesson through earphones.
7. This radio station ... (to send) signals twelve hours a day.
8. In summer it ... (to rain) very hard in this place.
9. Ann ... (to write) some notes in her notebook now.
10. Jack never ... (to go) to the lab on Mondays, but now he ... (to go) there.
11. He ... (to study) English in this lab.

Ex. 10. Translate the following:

1. Кого ви чекаєте? – Я чекаю свого друга, він приїжджає сьогодні ввечері. Він збирається зупинитися в готелі. Минулого тижня я замовив для нього номер «люкс».
2. Що ви робите? – Я заповнюю реєстраційний бланк. Мені сплатити рахунок наперед чи від'їжджаючи?
3. Де містер Хант (Mr. Hunt)? – Він збирається забронювати двокімнатний (double-room) номер. У вас є вільні приміщення?
4. Де адміністратор? Він завжди допомагає приїжджим замовляти кімнати заздалегідь (in advance).
5. Будь ласка, подзвоніть покоївці та підтвердіть мій заказ (order). Скажіть їй також, що містер Джонсон чекає на неї у вестибюлі.

• **Topic**

Text 8

THE EARTH AND ITS STRUCTURE

The features of the earth's surface range from vast plains to towering mountain peaks, from table like plateaus to deep ocean floors. For centuries scientists have devised theories to help explain the

diversity of the earth's surface features and the forces that change those features.

The Earth's origin. Scientists have only theories, or scientific guesses, about how the earth appeared. According to one theory, a hot, spinning cloud of dust and gas formed in space. Parts of this dust and gas cloud separated, forming the sun, the earth, and other planets. The part of the dust and gas cloud that became the earth slowly cooled. As it cooled, it gradually became a solid mass. There are scientists who believe the earth became a solid mass about 5.5 billion years ago.

The Earth's interior. Scientists have studied the surface of the earth for centuries. Yet each year brings new information about the earth's surface that is added to the data already known. Direct observation of the earth's deep interior, however, remains impossible. Currently scientists can gather information about the center of the earth only through indirect evidence.

Vibrations of the earth caused by earthquakes, or seismic waves, tell what the earth's inner structure is like. These waves change speeds as they move through different kinds of rocks: faster through solid material, slower through molten material. By studying the wave patterns, scientists can learn a great deal about the earth's interior. From such studies they have concluded that the three major layers of the earth's interior are the core, the mantle, and the crust.

Drifting continents. The earth today is very different from the earth of millions of years ago. The texture of the land, the locations of the landmasses, and the climate have undergone tremendous changes — changes that scientists even now can only begin to understand.

Most scientists are convinced that the earth's continents are slowly moving, or drifting. One of the first proponents of this idea was Francis Bacon, a seventeenth-century British scientist. After studying the latest maps of the earth and trying to piece together the shapes of the continents, Bacon concluded that the continents once were joined, forming one huge landmass.

In 1912 a German geographer named Alfred Wegener proposed the theory of continental drift. Wegener believed that there was once a single supercontinent that he called Pangaea, from the Greek words pan, meaning "all", and "gee", meaning "the earth". According to Wegener, Pangaea split apart millions of years ago to form two huge continents — Laurasia in the Northern Hemisphere and Gondwanaland in the Southern Hemisphere which later broke up to form continents. Wegener

believed that the landmasses drifted for millions of years to their present locations. He also claimed that the continents are still drifting.

Wegener's theory caused a storm of controversy. Despite fossil and geological evidence, most scientists could not accept the idea. They argued that it was scientifically impossible for the continents to move across the solid seafloor. At the time Wegener and his supporters could not conclusively prove their arguments. New studies of the seafloor, however, have given more scientific evidence to support the theory of continental drift.

Task 1. Read the text and find English equivalents for the words and word combinations below.

Поверхня землі, дно океану, гаряча хмара пилу та газу, різноманіття земної поверхні, тверде тіло, внутрішня будова землі, землетрус, розплавлена маса землі, ядро, мантія, земна кора, повільне пересування континентів, зазнавати значних змін, величезний земний масив, геологічні факти, теорія континентального дрейфу.

Task 2. Match the words in A with the words in B to form the word combinations, find the sentences with them in the text and translate into your native language.

- A. Ocean, solid, deep, seismic, three major, Earth's, molten, huge, geological, drifting, tremendous, single, present, storm of.
- B. Origin, controversy, interior, waves, floor, continents, mass, evidence, material, layers, changes, location, supercontinent, landmass.

Task 3. Complete the sentences using the information from the text.

1. The features of the Earth's surface vary from
2. Parts of the dust and gas cloud separated and formed
3. The Earth cooled and gradually became
4. Direct observation of ... remains impossible.
5. Seismic waves move faster through ... and slower through
6. Three major layers of the Earth's interior are
7. Bacon made a conclusion that

8. A. Wegener proposed the theory of
9. A. Wegener supposed that there was once
10. Most of the scientists considered that the continents couldn't move

Task 4. Give English equivalents for the Ukrainian verbs in brackets, put them in the correct tense form.

1. For centuries the scientists (висувати теорії) to explain the diversity of the Earth's surface features.
2. The Earth slowly (охолоджуватись).
3. The seismic waves (змінювати) speeds as they move through different kinds of rocks.
4. The scientists (дійти висновку) that the Earth interior has three major layers.
5. Most of the scientists believe that the continents (повільно рухатись).
6. A. Wegener (пропонувати теорію) of continental drift.
7. Wegener's theory (викликати) a storm of controversy.
8. New studies of the seafloor (надавати докази) to support the theory of continental drift.

Task 5. Translate into English.

1. Існує декілька наукових теорій, які намагаються пояснити появу Землі, як планети.
2. Науковці припускають, що Земля стала твердим масивом приблизно 5,5млрд років тому.
3. Гаряча хмара пилу та газу утворилась у космічному просторі.
4. Науковці вивчали поверхню Землі протягом багатьох століть.
5. Внутрішня структура Землі довго залишалась невивченою.
6. Сейсмічні хвилі мають різну швидкість проникнення крізь тверді та розплавлені породи.
7. А. Вегенер запропонував теорію континентального дрейфу.
8. Теорія А. Вегенера викликала багато суперечок.
9. Пангея, за теорією А. Вегенера, колись була єдиним суперконтинентом, з якого утворились існуючі сьогодні континенти.

10. Новітні дослідження дна океану підтверджують теорію континентального дрейфу.

Task 6. Answer the questions using the information from the text.

1. What main features does the earth`s surface have?
2. What is one of the theories of the Earth`s origin?
3. Why have the scientists concluded that the interior of the Earth consists of different layers of solid and molten materials?
4. What are the three major layers of the Earth?
5. What does the theory of continental drift state?
6. Who first proposed the idea of continental drift?
7. How did A. Wegener support F. Bacon`s theory?
8. Why did Wegener`s theory cause controversy?

Task 7. Make up a plan of the text and write out the key words for each point of your plan.

Task 8. Make up a summary of the text in writing, use Task 7.

Task 9. Read the text “Inner Forces Change the Earth’s Surface” and answer the questions below it.

INNER FORCES CHANGE THE EARTH’S SURFACE

Plate tectonics. In the 1950s scientists began studying the ocean floor in more detail than ever before. Their observations showed that the seafloors were slowly spreading apart along well-defined oceanic ridges. The discovery of seafloor spreading provided the evidence for the theory of plate tectonics. The theory of plate tectonics states that great faults, or cracks in the crust of the earth, divide it into huge sections called plates — 7 larger ones and several smaller ones. According to this theory, these plates, on which the continents and ocean lie, are continuously moving, as they “float” on the heavier rock of the earth’s mantle. The plates move very slowly, perhaps no more than 1 to 6 cm a year.

Some plates move away from each other, while others move closer together. Plates moving closer together sometimes collide. Other plates brush against each other as they move side by side. This movement, for example, takes place along the San Andreas Fault, which separates the two plates in California.

In general, changes on the earth's surface always take place along the edges of the plates. Some of these changes occur in a matter of a few seconds. Others, however, occur over millions of years.

Earthquakes. Any shift in the earth's crust, no matter how small, causes the earth to tremble. About 800,000 earthquakes are recorded each year. But only 50,000 of them are strong enough to be felt by people living in the areas where they occur. Earthquakes usually take place along faults or at the edges of the earth's plates. About three quarters of the world earthquakes occur in a zone which borders the Pacific Ocean from New Zealand to the southern tip of South America. Because of its volcanic activity, this belt is known as the "Ring of Fire".

In 1935 an American seismologist named Richter created a scale for measuring the intensity of earthquakes. The Richter scale uses numbers ranging from 0 to 9 to describe an earthquake's intensity. An earthquake with a force of 8 or more on the Richter scale causes enormous damage. In some cases buildings collapse, dams burst, gas lines break, and roads are destroyed.

Seismologists estimate that the earthquake that shook San Francisco, California, in 1906 measured 8.3 on the Richter scale. That earthquake and the fires that resulted destroyed most of San Francisco. Even smaller earthquakes that take place in heavily populated areas can cause much damage and great loss of lives.

In 1988 a very severe earthquake was responsible for the death of many thousands of people in Armenia in the USSR.

Volcanic eruptions. Like earthquakes, volcanic eruptions usually occur near the boundaries of the earth's plates, either on land or under the sea. During a volcanic eruption, molten rock, or lava, flows out of the crater resulting in the formation of a volcanic cone. These mountains are called volcanoes.

An active volcano is one that always shows signs of volcanic action. Volcanic gas, steam and hot gases may release into the air. This type of activity might signal a forthcoming eruption. At the time of a full-scale eruption ash, lava and volcanic "bombs" might also be thrown out from the crater.

Paricutin, a volcano in western Mexico, erupted suddenly in 1943 and stopped erupting just as suddenly in 1952. The first sign was a crack in the ground of a cornfield, followed by rising hot gas and steam. Thirty minutes later, explosions began. Clouds of gas and ashes shot as high as 6 km into the air. For the rest of its active life, the explosions continued.

The ashes that fell to the ground formed a cone-shaped mountain that now rises 410 m above the level of the cornfield. Because Paricutin has shown no further signs of volcanic actions since 1952, it is said to be dormant, or sleeping. At some future time, it may once again wake up to send more ashes to fall on the earth.

Mount St Helens, located in southwestern Washington, had been dormant for over 100 years when it erupted on May 18, 1980. The eruption blew off 390 m of the mountain's top, sent smoke and ash as high as 18 km, and took 61 lives. It was the first volcanic eruption to take place in the United States since 1917.

Volcanic eruptions have killed nearly 200,000 people in the last 600 years. Despite their destructiveness, volcanic eruptions provide useful materials. Volcanic rock is widely used for road building. Volcanic ash fertilizes land, and some chemicals can be made from volcanic sulfur.

1. What does the theory of plate tectonics state?
2. Where do the changes on the Earth's surface always take place?
3. What causes the earthquakes?
4. Why is the Pacific Rim called the "Ring of Fire"?
5. Who created a scale for measuring the intensity of earthquakes?
6. What earthquake's intensity causes enormous damage?
7. What mountains are called volcanoes?
8. What happens during a volcanic eruption?
9. What facts do you know about Paricutan, a volcano in western Mexico?

Lesson 9

Grammar: The Past Continuous Tense.

Topic: Wonders of Water

.

- **Grammar**

The Past Continuous Tense

(Минулий тривалий час)

Past Continuous вживається для вираження:

1) Тривалих дій, що відбувалися у певний момент у минулому:

I was helping Mary at 6 p. m. yesterday.—
Учора о шостій вечора я допомагав Мері.

2) Двох дій, які тривали одночасно:

Were they dancing while Jane was playing the piano? —
Вони танцювали, в той час як Джейн грала на піаніно?

3) Тривалої дії, яка була перервана іншою

I was watching a film on TV when my mother came.—
Я дивився фільм по телевізору, коли прийшла мама.

Past Continuous вживається, коли момент або період виконання дії чітко зазначено.

The Past Continuous Tense утворюється з допоміжного дієслова *to be* в Past Indefinite (was, were) та дієприкметника теперішнього часу (Present Participle) основного дієслова.

S + was (were) Ving...
He was working in the garden.

- S + was (were) not Ving...
He was not (wasn't) working in the garden.

? Was (Were) S Ving ...?
Was he working in the garden?

?/W was (were) S Ving...?
Where was he working?

Who was Ving ...?
Who was working in the garden?

- **Grammar exercises**

Ex. 1. Open the brackets using the verbs in the Present Continuous or Past Continuous.

1. They (to have) tea when I (to come) home.
2. He (to walk) along the river when a boat (to pass).
3. We (to listen) to an interesting lecture on UFOs yesterday.
4. When I (to enter) the classroom, the teacher (to write) words on the blackboard and the pupils (to copy) them into their exercise-books.
5. They (to get) ready to go out when it (to begin) raining.
6. Yesterday at one o'clock I (to have) lunch.
7. When he (to come) in, I (to do) my exercises.
8. What you (to do) at eight o'clock yesterday?
9. At this time yesterday I (to ride) home by my bicycle.
10. You (to sleep) when I (to go) out.
11. I (to walk) along the street with my friend when a tram (to pass).
12. We (to discuss) our plans for the weekend when Nick (to rush) into the room.
13. I (to copy) files from my flash-card when suddenly the computer (to hang).
14. Yesterday my sister (to celebrate) her birthday. The telephone (to ring) the whole day.
15. The doctor (to examine) the patient the whole week but (not to find) the cause of his pains.

Ex. 2. Write sentences in the Past Continuous Tense:

a) make up statements:

1. We / feed / the birds.
2. Jenny / ride / a horse.
3. my parents / not eat / at / a restaurant.
4. James and Phil / build / a house.
5. Their mother / not cook / dinner.

b) Make up questions:

1. Jane / clean / her / room.
2. Tom / drive / a car.
3. Sue and Jane / sell / fruits.
4. The pupils / write / a test.
5. Your / little / sister / cry.

Ex. 3. Give negative and interrogative forms of the following sentences:

1. He was buying a dictionary when I met him at the book shop yesterday.
2. They were speaking to their teacher.
3. He was writing something the whole evening yesterday.
4. She was showing the new book to the students.
5. We were translating the text "At the Hotel" from 5 till 6 o'clock yesterday.
6. We were waiting for you at five yesterday.
7. I was reading a difficult English book at that time.
8. They were discussing this question when he came in.
9. I was reading when you rang me up.
10. He was having his English lesson at 10 a.m. yesterday.

Ex. 4. Give responses according to the models:

Model 1: Was he leaving when you spoke to him? - No, he wasn't.
He was just going to.

1. Was she reading when you got home? 2. Was it raining when you were driving home? 3. Were the children playing when you came home? 4. Was it showing hard when you left for work?

Model 2: Did you watch TV much yesterday evening? - Yes, I was watching it all evening.

1. Did he play the piano much yesterday morning?
2. Did you translate much last night?
3. Did it rain hard yesterday afternoon?
4. Did you type much last night?

Ex. 5. Transform the sentences according to the model:

Model: He is looking through the “News”. (yesterday morning).
He was looking through the “News” yesterday morning.

1. It's raining hard. (all day long yesterday)
2. Did it often snow last winter? (when you arrived in Helsinki)
3. Ann is skating. (when I saw her)
4. Peter's having lunch. (when his brother came home from school)
5. Are they having an English lesson now? (at eleven o'clock yesterday)
6. Did you bathe yesterday? (when Peter and Ann came to the beach)
6. Phil is translating the document. (at a quarter past six)
7. Sheila is waiting in the park. (for two hours)
8. The pupils talked about the United States. (the whole lesson yesterday)
9. The boss dictates a letter. (for a half of an hour)
10. Barbara is looking for her umbrella. (when I came in)

Ex. 6. Answer the questions paying attention to the Past Continuous Tense:

1. Were you doing your homework at 11 yesterday evening?
2. What were you doing yesterday morning?
3. Where were you hurrying to the University when my friend met you?
4. Who were you talking to when I called you?
5. What were you talking about when I came in?
6. What was your son doing when you got home yesterday?
7. Were you doing your homework or writing to your friend at 10 p.m. yesterday?
8. What were you doing all the time last week?
9. What were you going to do after your classes yesterday?
10. What were you doing during your dinner yesterday?

Ex. 7. Complete the following sentences using the Past Indefinite Tense:

1. When I was doing my hair,
2. When my father was reading a newspaper,
3. When I was making my bed,
4. When we were translating business letters,
5. When my mother was having

tea, 6. When they were watching TV, 7. When I was speaking to a shop-assistant, 8. When men were playing tennis,9. When she was listening to the music, 10. When I was making a report,

Ex. 8. Put the verbs in the correct tense (Past Indefinite or Past Continuous):

1. While Tom (cooked \ was cooking) dinner, the phone (was ringing \ rang).
2. His mother (made \ was making) supper in the kitchen, when I (came \ was coming) in.
3. Your friends (smoked \ were smoking) in the corridor, when we (saw \ were seeing) them.
4. I (hurried \ was hurrying) to the canteen, when I (met \ was meeting) you.
5. George (fell \ was falling) off the ladder, while he (painted \ was painting) the ceiling.
6. Last night I (read \ was reading) in bed, when suddenly I (was hearing \ heard) a scream.
7. I (broke \ was breaking) a plate last night. I (was doing \ did) the washing-up, when it (slipped \ was slipping) out of my hand.
8. (Did you watch \ were you watching) television, when I (phoned \ was phoning) you?
9. Ann (waited \ was waiting) for me, when I (arrived \ was arriving).
10. I (didn't drive \ wasn't driving) very fast, when the accident (was happening \ happened).

Ex. 9. Put the verbs in the correct tense (Past Indefinite or Past Continuous):

When I ... (to get up) yesterday, the sun ... (to shine). It ... (to be) a beautiful morning. So I ... (to decide) to cycle around a little. I ... (to go) to the shed (комopa) and ... (to take) out my bike. While I ... (to cycle) past some villages, I ... (to see) some people in their gardens. One man ... (to water) the grass, while his wife ... (to pick) strawberries. After one hour of cycling in sunshine, a big fat raincloud suddenly ... (to appear) and it ... (to start) to rain. Luckily, a farmer ... (to see) me and ... (to tell) me to come in. While it ... (to rain) outside, I ... (to sit) in the farmer's house. After a while the sun ... (to come) out

again. I ... (to thank) the farmer for his hospitality (гостинність) and ... (to move) on.

Ex. 10. Translate into English.

1. Ми бачили її вчора. Вона працювала в читальному залі.
2. Коли годинник пробив дванадцять, ми всі сиділи за столом.
3. Де ти був о третій годині? Я дзвонив тобі, але ніхто не відповідав. – Я ремонтував велосипед.
4. Коли я зайшов до залу, Ольга декламувала вірш.
5. Що вона робила, коли ви прийшли до неї? – Вона прибирала в кімнаті.
6. Коли я вийшла з дому, йшов сильний дощ.
7. Що робив учитель, коли ви писали твір? – Він перевіряв наші диктанти.
8. Що робив ваш син о дев'ятій годині вечора? – Читав якусь книжку. В цей час він завжди читає книжки, дивиться телевізійні передачі або слухає радіо.
9. Я бачив тебе, коли ти біг вулицею. Куди ти поспішав?
10. Ми поверталися додому пізно. Дощу не було, але дув сильний вітер.

- **Topic**

Text 9

WONDERS OF WATER

Water is everywhere. It covers over three fourths of the earth's surface, lies underground, and is present in the air that surrounds the earth.

Water supports all forms of life — plants, animals, and humankind. Some very simple forms of life can exist without air. But no form of life can exist without water. Two thirds of the human body is made of water. Potatoes consist of about 80 per cent of water, and tomatoes about 90 per cent.

Water shapes and reshapes the crust of the earth. It does this whether it falls as rain, flows in rivers, collects in deep and shallow places, or freezes into ice. Water plays an important role in determining climate, in weathering rock and forming soil, and in making other

natural resources usable. Water does all these things because it has special qualities that few other materials on the earth have. These special qualities make water a wonder on the earth and the earth a fit place on which to live. Water is present on the earth not only as a liquid — its most abundant form — but also as a gas and as a solid.

Qualities of water. One of water's most important qualities is its ability to store huge amounts of heat energy from the sun. Because water releases heat even as it freezes, it helps to keep air temperatures from getting too cold too fast.

Water dissolves materials. Many minerals and other materials that come in contact with water dissolve in it. Plants and animals need these materials to grow and to build healthy bodies. So do humans. All living things take in dissolved materials when they soak up or drink water. And the water that humans and animals drink helps them to digest the foods they eat.

Water-supply problems. Day after day, the movement of water from earth to the air and back again to earth takes place. The water cycle never stops renewing the earth's water supply. As you know, 2 per cent of earth's total water supply is locked in ice caps and glaciers. This is enough fresh water to supply each person on earth with a million gallons of water each year. Then why do people talk about water shortages?

One problem is distribution. Fresh water is not distributed evenly over the earth. Lands along the equator usually receive more than enough rain. But lands north and south of the equator often receive less than they need. There are some places where a dry season and a rainy season follow each other every year. There are other places that are dry all year. Parts of India receive over 200 cm of rainfall each year. But they receive most of it from May to October. From November to April, these parts receive less than 25 cm of rainfall a year. In one part of South America, hardly a drop of rain has fallen in over 20 years.

Another problem is pollution. Where water is available, it often has been polluted by the disposal of wastes from homes and factories. One city dweller out of five does not have safe water to drink. In rural areas, three persons out of four do not have safe drinking water. Every day about 15,000 persons around the world die of illnesses caused by polluted water. To support life, water needs to be kept free from pollution in any form.

Task 1. Find in the text the English equivalents for the word combinations below.

Підтримувати всі форми життя, земна кора, формування клімату, вивітрювання гірських порід, природні ресурси, особливі якості, рідина, тверда форма, розчиняти мінерали, водний цикл, запаси води, льодовик, прісна вода, розподілятися рівномірно, сезон дощу, проблема забруднення, викиди відходів, чиста питна вода, забруднена вода.

Task 2. Match the words in A with the words in B to form word combinations, find the sentences in the text and translate them.

- A. Human, the crust of, special, important, shallow, abundant, natural, heat, living, water, ice, distributed, rainy, city, die of.
B. The Earth, role, resources, body, things, qualities, form, evenly, caps, dweller, places, energy, cycle, seasons, illnesses.

Task 3. Complete the sentences using the information from the text.

1. Water supports
2. No form of life can exist
3. Water shapes and reshapes
4. Special qualities of water make the Earth
5. Water is present on the Earth as a liquid
6. All living things take in
7. The water cycle never stops
8. 2 per cent of earth total water supply is
9. Fresh water is not distributed
10. Water needs to be

Task 4. Translate the verbs in brackets, use them in the correct tense form.

1. Water (покривати) over three fourth of the earth`s surface.
2. Water (мати) special qualities.
3. Water (розчиняти) different materials.
4. The water cycle constantly (мати місце) on the Earth.
5. The water cycle (відновлювати) the Earth water supply.
6. Ice caps and glaciers (містять в собі) 2 per cent of the Earth`s total water supply.
7. Water distribution (бути не) even over the Earth.

8. The disposal of wastes (забруднювати) the water in the seas and rivers.
9. In rural areas, three persons out of four (не мати) safe water to drink.
10. There are some places where a dry season and a rainy season (міняти) each other every year.

Task 5. Translate into English the sentences below.

1. Вода займає $\frac{3}{4}$ земної поверхні.
2. Вода підтримує всі форми життя на Землі.
3. Вода збирається в глибоких та неглибоких місцях на поверхні Землі.
4. Вода має велике значення у формуванні клімату на певній території.
5. Вода має особливі якості.
6. Вода може перебувати на землі у рідкій, твердій та газоподібній формі.
7. Рослини та тварини потребують мінерали, що розчиняються у воді.
8. Водний цикл постійно оновлює запас води на земній поверхні.
9. Забруднення води – одна із проблем, що призводить до загибелі людей.
10. Прісна вода нерівномірно розподіляється на поверхні Землі.

Task 6. Put 5-10 questions to the text.

Task 7. Make up a plan of the text and write out the key words for each point of your plan.

Task 8. Make up a summary of the text in writing, use Task 7.

Task 9. Read the text “ Rivers and Streams” and answer the questions below it.

RIVERS AND STREAMS

Rain falls on the earth, snow and ice melt, and springs gush out of the ground. The water from these sources flows down mountainsides and hillsides, forming tiny streams that run into bigger ones. These streams join small rivers that flow into still larger rivers. Eventually they

join a main river, one that empties into the sea. A main river and all its tributaries, or branches, form a river system. All of the rivers and streams flowing into a main river form a larger drainage basin, one usually determined by the higher peaks and ridges of a mountain range. Every river and stream has a river source — a place where it begins, a river's mouth — a place where it empties into another body of water and a river's flow.

The work of rivers and streams. Rivers and streams are always at work on the land, destroying rock and soil (erosion), washing them away (transportation), and putting them down some place else (deposition). The first two processes — erosion and transportation — wear down the land, changing highlands into lowlands. The last process — deposition — builds up the land. Together these three processes keep a balance between the high places and the low places of the earth.

As a standing liquid, water changes rocks and soil chemically through its dissolving action. As ice, it breaks up rocks mechanically. But when it moves as ice or flows as water, it does its work of erosion.

Streams and rivers, like mountains, can be described as young or old. Streams flowing down steep slopes are considered young. They have fairly straight courses. Young streams are still cutting into their streambeds and forming their valleys, which are narrow and V-shaped. The land between stream valleys is usually high and broad.

As rivers become older, their currents slow down. Less erosion takes place, and more materials are deposited along their banks. Streambeds gradually widen and flatten out. Then floodplains build up. The soil of floodplains is extremely fertile. The world's four earliest civilizations developed along the fertile floodplains of the Tigris-Euphrates, Nile and Indus rivers. As the rivers advance into old age, they begin to change course. Instead of flowing straight through the land, they move from side to side, forming wide bends. At times of flash floods, old bends may be cut off. As new bends form, the old bends may remain as lakes.

The world's great rivers. There are many different things that make a river great. One thing is length. Even though the Amazon flows through an area where few people live, it is a great river. It is not only about 6,440 km long, but it also carries more water in its system than the Mississippi River, the Nile River, and the Yangtze River put together. The flow of the Amazon River is so powerful that the water of the Atlantic Ocean is fresh to many miles past the river's mouth.

On the other hand, the Rhine River in Europe is only about 1,500 km long. But it, too, is a great river. It flows through an area where great numbers of people live. Its waters are used to manufacture many industrial products, to generate power, to transport goods and people, and to provide water for home use, for sport and recreation, and for agriculture. Use is another measure of a river's greatness.

1. What do erosion, deposition and transportation keep?
2. What does water as liquid do?
3. What does water do in the form of ice?
4. How can you describe the work of the young rivers?
5. What is the current of the older rivers?
6. Where did the world's four civilizations develop?
7. What are the things which make the river great?
8. What are the greatest rivers of the world?
9. What is the Mississippi River famous for?
10. Why is the Rhine Considered to be the great rivers?

Task 10. Find in the text "Rivers and Streams" the definition for the geographical terms below:

Tributaries; a river systems; drainage basin; a river source; a river mouth; a streambed; erosion; transportation; disposition; young rivers; old rivers.

Lesson 10

Grammar: The Future Continuous Tense.

Topic: The Atmosphere Makes Life On Earth Possible.

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- **Grammar**

The Future Continuous Tense (Майбутній тривалий час)

Утворюється із допоміжного дієслова *to be* у майбутньому часі *will be* та значущого дієслова у четвертій формі — *to be* + VIV (Participle I): I will be working /writing.

Вживається для вираження:

1) тривалої дії, що буде відбуватися в певний момент або період часу в майбутньому.

Цей момент буде виражений:

а) прислівниками часу at 5 o'clock (в 5 годин), at noon (у полудень), at midnight (опівночі), at that moment (в цей момент) тощо: I shall be working at 5 o'clock tomorrow. (Я ще буду працювати завтра о 5 годині.) в) іншою дією підрядного речення, часу та умови, в неозначеному часі:

When he comes home, they will be watching TV. (Коли він повернеться додому, вони будуть дивитися телевізор.)

2) майбутньої нетривалої дії (замість Future Indefinite), коли мова йде про намір виконати дію або дія буде виконуватися за попередньою домовленістю:

I'm be waiting him at the airport. (Я буду чекати на нього в аеропорту.)

Примітка: з прислівниками часу: *all day long* (протягом всього дня), *all day tomorrow* (весь день завтра), *all the time* (увесь час), *the whole morning* (увесь ранок), *from 5 till 7* (з 5 по 7) може вживатися як тривалий майбутній час так і майбутній неозначений час. В залежності від того, на чому наголошує той, той хто говорить: дія буде відбуватися як процес (*Future Continuous*), але, якщо він лише констатує факт відбування дії, то буде майбутній неозначений час (*Future Indefinite*):

She will be preparing report all day long. She will prepar report all day long. (Вона буде готувати доповідь цілий день.)

Майбутній тривалий час **не вживається**:

В підрядних реченнях часу та умови, із сполучниками *if* (якщо), *while* (в той час як), *when* (коли) тощо. В цих випадках замість майбутнього тривалого часу вживається тривалий теперешній час:

I shall be watching TV while you are preparing for your exam.
(Я буду дивитися телевізор, поки ти будеш готуватися до іспиту.)

Особливості:

Заперечна форма утворюється: за допомогою частки *not*, яка додається до допоміжного дієслова *will*:

She will not be preparing report all day long. (Вона не буде готувати доповідь цілий день.) Скорочена форма заперечення — *won't*.

Питальна форма утворюється шляхом інверсії, тобто допоміжне дієслово становиться на перше місце в реченні перед підметом:

Will she be preparing report all day long. (Вона буде готувати доповідь цілий день?)

- **Grammar exercises**

Ex. 1. Make the following interrogative and negative.

1. John will be coming soon.
2. We will be flying to Kherson at this time tomorrow.
3. You will be meeting him every day.
4. We will be packing our things when you come.
5. He'll be going to school soon.
6. Jack will be looking for you all afternoon.
7. Mother will be cooking all day tomorrow.
8. We'll be walking among the New York skyscrapers this time tomorrow.
9. He'll be waiting for you.
10. They will be sending you invitations to dinner all summer.

Ex. 2. Turn the following into the Future Continuous.

1. They were having dinner at three.
2. I am doing my morning exercises.
3. The children will ski in the afternoon.
4. The girl was reciting a poem.
5. I will wait for you at the metro station.
6. The boys will play hockey.
7. The students will discuss it on Friday.

Ex. 3. Answer the following questions.

1. What will you be doing at four o'clock tomorrow?
2. What will you be doing at this time tomorrow?
3. What will you be doing at this time on Sunday?
4. What will your mother be doing at this time on Sunday?
5. Suppose I come to your place at nine this evening. What will you be doing?
6. Will you be learning German next year?

Ex. 4. Put questions to the words in bold type:

1. I shall be taking **my friends** out to **dinner tomorrow night**.
2. **We shall be packing** if they come at nine.
3. **They** will be discussing the teacher's **words** at this time **tomorrow**.
4. I **shall be seeing** the engineers tomorrow **afternoon**.
5. **My friends** will be waiting for you at **6 o'clock** at the **railway station**.
6. **We'll be staying** at home all the day **tomorrow**.
7. **This child will be asking** you **questions** all the time.
8. We'll be swimming **in the river** at **12 o'clock** tomorrow.
9. It will be raining **cats and dogs** the **whole day tomorrow**.
10. **I'll be wearing** these **trousers** all the time **at the office**.

Ex. 5. Fill in the gaps using the verbs in the Future Continuous or Present Indefinite:

1. If you ... (to return) home very late, my brother ... (to sleep).
2. If you ... (to call) me tomorrow at 3 o'clock, I ... (to wait) for you till 4.
3. I ... (to work) in the garden, when my parents ... (to come).
4. She ... (to wear) a new white suit, if the weather ... (to be) fine tomorrow.
5. If you ... (to ask) me, I ... (to help) you all the time.
6. If she ... (to get) this book in September, she ... (to use) it the whole year.
7. If my niece ... (to get) ill, she ... (to stay) at home the whole week.
8. I ... (to think over) your conditions all day long tomorrow, before I ... (to agree) to them.
9. We ... (to walk) along the forest for two 2 hours, if our friends ... (to arrive).
10. If they ... (to buy) all necessary things tomorrow, they ... (to bathe) in the pool from 2 till 3 p.m.

Ex. 6. 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 ... (/o 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.

Ex. 7. 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.

Ex. 8. Translate the sentences.

1. С'ю буде робити домашнє завдання завтра в 5:00.
2. Ми будемо загоряти з 9 до 12 години завтрашнього ранку.
3. Нік і Джек буде їхати в Берлін в цей час наступного понеділка.
4. У нас буде конференція з 3 до 5 годин завтра.

5. Мій двоюрідний брат буде тренуватися в тренажерному залі в 7:00 завтра ввечері.
6. Неллі і Діана будуть відпочивати на Гаваях в цей час на наступному тижні.
7. Ми будемо танцювати на вечірці весь вечір завтрашнього дня.
8. Катя буде в гостях у своєї бабусі і дідуся весь день в наступну суботу.
9. Вони будуть готуватися до весілля весь наступний тиждень.
10. Я буду подорожувати по Канаді протягом двох тижнів в наступному місяці.

Ex. 9. 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 ... Pain ... (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 this time tomorrow.
9. Let's meet in front of the cinema tomorrow. I... (to wait) for you at 6 o'clock. – OK. I'll come.
10. At what stadium ... our football team ... (to play) at the 5 o'clock next Tuesday? – They ... (to play) at the central stadium.

Ex. 10. Translate into English.

1. Завтра о шостій я буду дивитись мій улюблений серіал по телевізору.

2. Ми не будемо грати у баскетбол на майданчику завтра о сьомій.
3. У середу з 9 ранку вони будуть складати іспит з англійської мови.
4. Що ти будеш робити завтра о восьмій вечора? — Я буду зустрічати батьків в аеропорту.
5. Який семінар ваша сестра буде відвідувати наступного вівторка о другій? — Вона буде відвідувати семінар з маркетингу.
6. У цей час завтра ми будемо летіти до Лос-Анджелесу.
7. О котрій завтра у вас буде конференція? — У нас конференція буде проходити з десятої ранку до третьої дня.
8. Том буде працювати весь наступний тиждень? — Ні, з наступного четверга він буде відпочивати в горах.
9. Наступної п'ятниці о десятій ранку мої друзі братимуть участь у змаганнях з плавання.
10. Ми будемо прикрашати зал для новорічного свята завтра о дев'ятій ранку.

- **Topic**

Text 10

THE ATMOSPHERE MAKES LIFE ON EARTH POSSIBLE

The Earth is unique among the planets in the solar system. One of the most unique features of the Earth is the presence of a stable atmosphere. The various gases that surround a planet make up its atmosphere. The Earth's atmosphere shapes our weather, climate, and vegetation patterns and makes life as we know it possible. Without air there would be no day-to-day weather changes. It would be extremely hot during the day and very cold at night. And, there would be no oxygen and no carbon dioxide to support human and plant life.

Components of the atmosphere. A great "ocean" of gases surrounding the earth for thousands of miles forms the earth's atmosphere, usually known simply as the air. More than 98 per cent of the gases that make up the atmosphere, however, are found within 26 km of the earth's surface. Farther above the earth, the gases — and the air — gradually thin out. Air in its natural state is a colorless, odorless,

tasteless mixture of gases. Nitrogen makes up 78 per cent of dry air, oxygen makes up 21 per cent, and other gases such as carbon dioxide, helium, and ozone make up the remaining 1 per cent.

Along with gases, air nearly always contains small amounts of water vapor, dust, soot, pollen, seeds, and other particles. Winds, forest fires, and volcanic eruptions sweep many of these particles into the air naturally. Other particles release from chimneys, smokestacks, automobiles, and other polluters. Together, these particles create polluted air, such as the haze and smog that hangs over many cities today.

Weather is the condition of the atmosphere for a short period of time at a specific location. The average of daily weather conditions over a long period of time is known as climate. Certain location and place factors influence the distribution of climates over the earth's surface. These factors, known as climatic controls, are latitude, altitude, and proximity to land and water.

Climate's role in the environment. Climate has relationships to all other parts of the earth — its land, its water, and its atmosphere. These relationships work in two ways. Land, water, and the changes that take place in the air play their parts in shaping climate. At the same time, climate plays its part in helping to shape landforms and soils. Climate helps to keep the water cycle working. Climate, as average weather, also helps to determine what changes take place in the air from month to month and from year to year.

The relationships among land, water, air, and climate go even further. They have a direct influence on the kinds of plants and animals that live in a region. Climate also places limits on people's choices about how they will use the land, the water, and the forms of life found in a region.

Climate probably began to play its central role as a part of the natural environment as soon as the earth took form and settled in its orbit around the sun. Today scientists know some things about climate changes in the past. Lands around the equator have probably always been hot. But, there were periods when climates in the middle and high latitudes were warmer than they are today. There were other periods when climates outside the tropics were much cooler than they are today. These cooler periods usually resulted in the buildup of ice on the earth. Glaciers spread over large parts of the earth's land surface. Packs of ice covered large parts of the world's oceans and lakes. But always, the

glacial periods were followed by warmer periods. This cycle of warming, cooling, and warming again has repeated itself several times in the past. The earth's last glacial period gave way to a warming period about 11,000 years ago.

After the last great continental glaciers withdrew (moved back) to the lands around the poles, the climates we know today emerged. Now we have hot climates around the equator, cold climates around the poles, and — as a general rule — climates with warm and cold seasons in the middle latitudes. Where temperatures are hot to warm and where precipitation is heavy to moderate, forests cover the land. Where temperatures are warm enough but where precipitation is lighter or falls only in one season, tall grasses cover the land. In very hot but dry places, special forms of plants grow by storing water in their stems or by taking moisture from the air. In very cold places, tiny mosses and some very short grasses manage to survive.

Special forms of animal life, too, live in certain climate regions. Animals that swing from branches and climb up and down tree trunks live in forests. Animals that can hide among grasses or can outrun their enemies survive in grasslands. In very dry regions, there are animals that can go without water for long periods of time or that burrow underground to escape the heat. Animals with furs or thick skins live in very cold regions. Finally, every climate region has its own communities of insects and birds.

Task 1. Find in the text the English equivalents for the word combinations below.

Сонячна система, зміна погоди, кисень, двоокис вуглецю, земна атмосфера, підтримувати життя, природний стан, безбарвний газ, без запаху, позбавлений смаку, суміш газів, водяний пар, забруднене повітря, стан атмосфери, певна територія, зміна типів клімату, географічна широта, висота, формування клімату, прямий вплив, природне середовище, льодовиковий період, континентальні льодовики, спекотний клімат, холодний клімат, помірний клімат, опади, певні кліматичні райони.

Task 2. Match the words in A with the words in B to form word combinations, find the sentences in the text and translate them.

A. Unique, Earth's, weather, carbon, various, natural, water, volcanic, climatic, special, middle.

B. Gases, changes, feature, dioxide, forms of plants, state, control, eruption, atmosphere, vapor, latitudes.

Task 3. Complete the sentences using the information from the text.

1. The atmosphere makes life on the Earth
2. Without air there would be no oxygen and no carbon dioxide
3. Air in its natural state is
4. Certain location and place factors influence
5. Climate has relationship to all other parts of the Earth
6. Today the scientists know some things about
7. There were periods when the climates in the middle and
8. Glaciers spread over
9. The glacial periods were followed by
10. Special forms of animal life live

Task 4. Read the statements and say if they are true or false. Correct the false statements.

1. The various gases around our planet make up its atmosphere.
2. Day-to-day weather changes take place without air.
3. Almost all atmosphere gases are found far from the Earth`s surface.
4. Nitrogen makes up 78 per cent of dry air.
5. Air in its natural state is a mixture of gases without color, odor, taste.
6. Climate does not influence the landforms and soils on the Earth`s surface.
7. Winds, forest fires, volcanic eruptions don`t change the conditions of atmosphere.
8. The climate on the Earth has always been the same.
9. The cycle of warming, cooling and warming again has never taken place on the Earth`s surface.
10. Every climate region has its own community of plants, animals, birds and insects.

Task 5. Translate the verbs in brackets, use them in the correct tense form.

1. The Earth atmosphere (формувати) our weather, climate and vegetation patterns.
2. Oxygen and carbon dioxide (підтримувати) life on the Earth.

3. The great amount of gases (утворювати) the Earth`s atmosphere.
4. Oxygen (складати) 21 per cent of dry air.
5. Climate (допомагати) to keep the water cycle working.
6. When the cooler periods came, they (закінчуватися) formation of ice on the Earth.
7. Today`s climate (з`являтися) after the last great continental glaciers moved back.
8. Tiny mosses and some short grasses (вижити) in very cold.
9. In some places precipitation (випадати) only in one season.
10. Special forms of plants and animals (жити) in certain climate regions.

Task 6. Translate into English.

1. Суміш різних газів утворює атмосферу Землі.
2. Життя на Землі не можливе без кисню.
3. 98% атмосферних газів знаходяться на відстані 26км від поверхні Землі.
4. Забруднене повітря розповсюджується над поверхнею землі.
5. Клімат впливає на формування рельєфу нашої планети.
6. Лісові пожежі та вулканічні виверження дуже сильно забруднюють атмосферу Землі.
7. Льодовикові періоди змінювались на теплі декілька разів за час існування Землі, як планети.
8. Клімат допомагає виявити зміни, які з часом відбуваються у повітрі.
9. Температура повітря та опади обумовлюють рослинний покрів регіонів
10. Після останнього континентального зледеніння сформувався клімат, який існує зараз.

Task 7. Answer the questions.

1. What is one of the most unique features of the Earth?
2. How does the Earth atmosphere work?
3. What gases does the atmosphere consist of?
4. What is the air in its natural state?
5. What particles does the air contain?
6. What is the climate`s role in the environment?
7. What has a direct influence on the kinds of plants and animals which live in a region?

8. When did climate begin to play its central role as a part of the natural environment?

Task 8. Make up a summary of the text in writing according to the plan below.

- 1- The title of the text is ...
- 2- The key words of the text is ...
- 3- The text is about ...
- 4- The author starts by telling that...
- 5- The author states that ...
- 6- Then the author says that ...
- 7- Further the author reports that...
- 8- The author comes to the conclusion that....
- 9- I find the text... (interesting, important, dull, of no value, urgent, educational) because...
- 10- In my opinion the text is worth reading because...

Task 9. Read the text “Four Conditions in the Earth Atmosphere Cause Weather” and give the definitions of the terms:

Weather, solar radiation, insolation, heat energy, humidity, saturated air, precipitation, atmospheric pressure, altitude, wind, monsoons.

FOUR CONDITIONS IN THE EARTH’S ATMOSPHERE CAUSE WEATHER

There is a saying: “If you don’t like the weather, wait an hour.” This refers to how quickly weather conditions can change. By its nature, weather changes constantly. The term “weather” describes the condition of the atmosphere for a short period of time in a specific area. Because the atmosphere changes constantly, the weather, too, changes constantly. Four variable conditions in the atmosphere affect an area’s weather: temperature, moisture, atmospheric pressure, and wind.

Temperature. The earth receives its warmth from sunlight, or solar radiation. The process by which sunlight warms the earth is called insolation. Only about 48 per cent of all sunlight actually reaches the earth’s surface. Gases in the atmosphere either absorb or reflect the rest back into space. Land and water absorb the sunlight that reaches the earth’s surface and change it into heat energy. This heat energy radiates

back into the atmosphere, where it warms the air. At night the earth and the air slowly cool.

Moisture. It is the second variable element of weather. The air in the lower atmosphere always contains some amount of moisture. However, air higher than 6.4 km above the earth's surface rarely contains moisture. The amount of moisture in the air is called humidity. Humidity can be measured in two ways: absolute humidity and relative humidity.

As a rule warm air can hold more moisture than cold air. When air contains all the moisture it can, it becomes saturated and has a relative humidity of 100 per cent. If the saturated air cools, the extra moisture condenses to a liquid state, forming clouds and fog. When the drops of water condensing in cooling air become large enough, they form precipitation — rain, snow, sleet, or hail. Rain forms when condensation takes place at temperatures above 0°C. Snow, sleet, and hail form when condensation takes place below 0°C.

Atmospheric pressure. The third variable element of weather is atmospheric pressure, or the weight of the air. The standard pressure exerted by the atmosphere at sea level is 760 millibars. The distance above the earth's surface — altitude — has a major effect on atmospheric pressure. At high altitudes pressure is lower because the earth's gravity holds fewer gas molecules. Temperature also affects air pressure. Warm air weighs less and exerts less pressure than cool air. As the light, warm air rises, a low-pressure center forms below it. Cool air is denser than warm air and tends to sink, forming a high-pressure area. In general, low-pressure areas tend to have unstable weather with clouds, rain, and storms. High-pressure areas tend to have clear, calm weather.

Wind. When air moves from high-pressure areas to low-pressure areas we call it wind. The winds that flow continually between global pressure belts are called prevailing winds. Prevailing westerlies, trade winds and doldrums form part of the global circulation of the atmosphere. But it is only a very general scheme of the atmospheric circulation. The real situation is more complicated due to the influence of various factors. For example, unequal heating of land and sea greatly affects weather conditions and causes the seasonal winds, such as monsoons, and also many types of local winds.

One of these wind patterns is found along the coastlines of large water bodies. During the day, the wind often blows strongly from the

cooler water toward the land. A breeze blowing from the sea may lower temperatures of the adjacent land up to 6 —7°C. As the sun sets, the breeze dies down. During the night the pattern reverses itself. The cooler air over the land then blows toward the water.

Task 10. Answer the questions on the text “Four Conditions in the Earth Atmosphere Cause Weather”.

1. How do you understand the saying “If you don’t like the weather, wait an hour”?
2. Why does the weather change constantly?
3. Why does only 48 per cent of sunlight reach the earth’s surface?
4. What happens if the saturated air cools?
5. When does the rain form?
6. When does the snow form?
7. What is the difference between the pressure at high and low latitudes?
8. What is a prevailing wind?
9. What forms a part of the global circulation of the atmosphere?
10. What is the wind pattern along the coastlines of large water bodies?

Task 11. Find some more information on the topic “The Atmosphere of the Earth” and prepare the report for the scientific conference.

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Навчально-методичне видання

МОВЛЕННЄВИЙ ПРАКТИКУМ
для проведення самостійної роботи
з практики усного та писемного мовлення
для студентів 1 курсу
денної форми навчання
спеціальність: географія

Коректори:

Технічні редактори та комп'ютерна верстка

Підписано до друку . Папір офсетний.
Гарнітура «Times New Roman». Формат
Друкна ризографі. Ум. друк. арк.. Замовлення «» . Тираж 100
прим.

72360, м. Мелітополь, вул. _____, ____
Мелітопольський державний педагогічний університет імені
Богдана Хмельницького
Редакційно-видавничий відділ
т. (0612) _____, т./ф. (0612) _____
Свідоцтво про внесення до Державного реєстру суб'єктів
видавничої справи ДК № від