

Міністерство освіти і науки України
Національний університет водного господарства та
природокористування
Кафедра іноземних мов

06-09-52М

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
та навчальні завдання
для практичних занять з дисципліни
«Інтенсивний курс англійської мови»
для здобувачів вищої освіти першого (бакалаврського)
та другого (магістерського) рівнів усіх спеціальностей НУВГП

Схвалено науково-
методичною радою НУВГП
протокол № 4
від 23.06.2021 р.

Рівне – 2021

Методичні рекомендації та навчальні завдання для практичних занять з навчальної дисципліни «Інтенсивний курс англійської мови» для здобувачів вищої освіти першого (бакалаврського) та другого (магістерського) рівнів усіх освітньо-професійних програм спеціальностей НУВГП денної і заочної форм навчання [Електронне видання] / Зошук Н. В. – Рівне : НУВГП, 2021. – 34 с.

Укладач: Зошук Н. В., к.філол.н., доцент кафедри іноземних мов.

Відповідальний за випуск: Купчик Л. С., кандидат педагогічних наук,
доцент, в.о. завідувача кафедри іноземних
мов.

Вчений секретар
науково-методичної ради

Костюкова Т. А.

© Зошук Н. В.,
© НУВГП, 2021

Передмова

Методичні рекомендації та навчальні завдання для практичних занять з дисципліни «Інтенсивний курс англійської мови» адаптовані для здобувачів першого та другого (бакалаврського/магістерського) рівнів вищої освіти усіх спеціальностей НУВГП мають на меті допомогти організувати самостійну та індивідуальну роботу студентів для набуття навичок практичного володіння англійською мовою на середньому рівні.

Тематичне наповнення завдань, різноманітні лексичні й мовні вправи та діалоги представляють ключові та актуальні для повсякденного спілкування теми. Текстовий та граматичний матеріал укладено із сучасних зарубіжних і вітчизняних друкованих та Інтернет-видань.

Для досягнення зазначеної мети передбачається виконання таких завдань:

- оволодіння найбільш уживаною лексикою в межах визначеної тематики і сфери спілкування;
- засвоєння основних граматичних категорій англійської мови в межах визначеного курсу;
- розпізнавання відомого лексичного і граматичного матеріалу під час роботи з текстами;
- вивчення нового граматичного та лексичного матеріалу окресленої тематики та оволодіння навичками його застосування на практиці;
- оволодіння технікою читання навчальних адаптованих з автентичних джерел текстів, використання прийомів ознайомлювального та навчального читання;
- правильне написання слів, словосполучень, речень і текстів.

У результаті вивчення навчальної дисципліни студент повинен:

знати: базові граматичні структури, що є необхідними для вираження відповідних функцій та понять, а також для розуміння і відтворення почутої фрази чи інформації; основні правила синтаксису, розуміти та сприймати тексти у сфері повсякденного спілкування; базовий діапазон словникового запасу, що є необхідним для рецептування та реагування на відповідну інформацію у різних сферах культурного та соціального характеру.

вміти: сприймати та відповідати на запитання середнього рівня знання іноземної мови, для того, щоб досягти порозуміння зі співрозмовником; застосовуючи відповідні засоби вербальної комунікації.; знаходити нову текстову, графічну інформацію, що міститься в іншомовних матеріалах; користуватися двомовними, тлумачними словниками.

LESSON 1. FAMILY & RELATIONS

1. Learn the words and word combinations:

extended family – велика родина (NUCLEAR FAMILY)

generation – покоління *younger/older generation*

aunt - тітка *Aunt Alice*

uncle - дядько *Uncle Ian*

grandparents – дідусь, бабуся

great-grandparents – прабабуся, прадідусь

cousins - двоюрідні

an only child – одна дитина в сім'ї *I am an only child*

couples (pl) пари *married couples*

stepmother - мачуха

stepfather - вітчим

half-brother – звідний брат

single-parent families – неповні сім'ї

in laws (father-in-law / mother-in-law, son-in-law, daughter-in-law)-тесть/
свекор, теща/ свекруха, зять/невістка

1. Read the text below and answer the questions

FAMILIES HAVE A GREAT-GREAT FUTURE

Twenty years ago, the typical extended family was 'wide'. It usually consisted of two or three generations, with many children in each 'nuclear family'. People had lots of aunts and uncles but often didn't know their grandparents. However, according to a new study by the British research group Mintel, the family is changing shape. The family groups of the future will be 'long and thin', with three or four small generations.

Here some of their predictions:

1. Most children will know their great-grandparents (and even great-great grandparents) because people are living longer.
2. Very few children will have brothers or sisters, and it will be common to be an only child. As a result, future generations will not have many cousins either.
3. Many children will grow up isolated from other children and young adults. This will make them more selfish and introverted.
4. More couples will divorce and re-marry, some more than once. They may have children with their new partners; so many children will have a stepmother or stepfather and half-brothers or sisters.

5. There will be many ‘boomerang children’. These are children who leave home to get married, but then divorce and return to live with their parents.
6. There will be more single-parent families.
7. Because houses are now so expensive, different generations may decide to live together, so parents, grandparents, and adult children may co-own their houses, and many couples will have to live with their in-laws.

(Adapted from: Clive Oxenden, Christina Latham-Koenig (Eds.). (1997). *New English File. Student’s Book*. Oxford University Press. P. 12)

☞ **‘Nuclear family’** n. a family that consists of father, mother and children, when it is thought of as a unit in society: *Not everybody nowadays lives in the conventional nuclear family.* Compare EXTENDED FAMILY

2. Complete the sentences with words from the vocabulary:

1. My _____ lives in Canada. She is my father’s sister.
2. My _____ have grown up without the experience of World War.
3. I am going to visit my _____. My mum is his sister.
4. I am _____ in my family. I have no brothers no sisters.
5. Several _____ we on the dance floor.

3. Read the article and match the underlined words with definitions:

1. _____ your grandparents’ parents.
2. _____ a child who doesn’t have any brothers or sisters.
3. _____ families where the mother or father is bringing up the children on his/her own.
4. _____ your uncle’s or aunt’s children.
5. _____ the family of your husband/wife.
6. _____ all your relatives including aunts, grandparents, etc.
7. _____ your grandparents’ grandparents.
8. _____ boys who have (for example) the same father as you but a different mother.
9. _____ the new wife of your father.
10. _____ people who are having a relationship.

4. Complete the sentences with a family word:

1. Your mother’s brother is your _____.
2. Your grandmother’s mother is your _____.
3. Your uncle’s son is your _____.

4. A girl who has the same mother as you but a different father is your _____.
5. Your husband's or (wife's) brother is your _____.
6. Two people who are together are a _____.
7. Your husband's (wife's) mother is your _____.
8. Your grandfather's grandfather is your _____.
9. Your mother's new husband is your _____.
10. A child who doesn't have any brothers or sisters is an _____.

5. Answer the questions according to the text.

1. What is the typical extended family?
2. How many generations does it consist of?
3. Define the 'nuclear family'?
4. What does 'boomerang children' mean?
5. Why do different generations decide to live together?

(Adapted from: Clive Oxenden, Christina Latham-Koenig (Eds.). (1997). New English File. Student's Book. Oxford University Press. P. 13-15)

I. GRAMMAR: FUTURE FORMS

Be going to+infinitive (My sister is going to adopt a child)

Present Continuous **be +verb+ing** (We are getting married in October)

Will/Shall +infinitive (I shall help you with your homework)

1. Put the verbs into the correct form (future). Use going to.

1. It (snow) _____.
2. I (wear) _____ blue shoes tonight.
3. Sarah (visit) _____ her grandparents.
4. Sue (give / not) _____ her biscuits.
5. I (not / visit) _____ London this year.

2. Circle the correct answer:

1. Oh look! It is *going to/ will* rain soon.
2. Next week I am *going to/ will* travel around Europe.
3. Ring! Ring! I am *going to/ I'll* open the door.
4. I think our group is *going to/ will* win the match.
5. In 2055 space cars are *going to/ will* be common.
6. Tonight we are *going to have/ will* have a meeting.

7. My parents are *going to/ will* go to the cinema tonight.
8. I'm sure that he *is going to/ will* do the English test.

3. Circle the sentence containing the correct future tense form (will / present continuous) for the given situation.

1. a) Let's go riding the horse after school. - Sorry, **I'm playing** basketball with Sally and John.
 b) Let's go eating out after school. - Sorry, **I'll play** basketball with Sally and John.
2. a) Do you think **it's raining** tomorrow?
 b) Do you think **it will rain** tomorrow?
3. a) If he doesn't drive more carefully, **he's crashing** a car.
 b) If he doesn't drive more carefully, **he'll have** a car crash
4. a) What is correct answer to question 6? - Ask Ana. **She's knowing**.
 b) What is correct answer to question 6? - Ask Ana. **She'll know**.
5. a) I think **I'm needing** a new computer. This one is too weak.
 b) I think **I'll need** a new computer. This one is too weak.

4. Put in the verbs in brackets into the gap. Use will-future or going to-future.

1. I am sure, that the sun _____ tomorrow. (*to shine*)
2. Philipp _____ a new computer. (*to buy*)
3. I think my mother _____ this CD. (*to appreciate*)
4. Paul's sister _____ a baby. (*to have*)
5. They _____ at about 4 in the afternoon. (*to come*)
6. Just a moment. I _____ you with the bags. (*to carry*)
7. In 2020 people _____ more hybrid cars. (*to use*)
8. We _____ to Venice in June. (*to travel*)

5. Fill in will or the correct form of be going to

1. Next Saturday we _____ (join) an NBA game.
2. I think the game _____ (be) at the Olympic arena.
3. My parents _____ (buy) tickets tonight.
4. _____ our team _____ (win) the championship?
5. The weather _____ (be) terrible tomorrow. But I doubt that it _____ (rain) in June.

6. In 200 years people _____ (use) flying cars instead of airplanes.

(Adapted from: Clive Oxenden, Christina Latham-Koenig (Eds.). (1997). *New English File. Student's Book*. Oxford University Press. P.13)

VOCABULARY PRACTICE

1. Read and translate types of family

Types of family:

traditional family, unconventional family, nuclear family, extended family, blended family, single parent family, international family, single sex family, close knit family

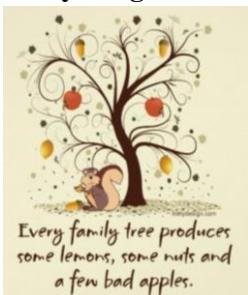
➤ Think and answer the following questions:

- What are the advantages and disadvantages of traditional families?
- What are the advantages and disadvantages of traditional family roles?
- Do you or any of friends have unconventional families?
- Are you close to your extended family?
- To what extent can you rely on your extended family?

Roles in the family:

homemaker, housewife, the heart of the family, househusband, stay at home mum/ dad, breadwinner, provider, leader, wears the trousers, rules the roost, father figure, role model, the black sheep, the apple of my eye

2. Do you agree with the following statements? Explain why.



- People should get married before they have children.
- You're family should support you no matter what.
- There's a black sheep in every family.
- One parent should stay at home and look after the children.
- Bad behaviour in schools is being fuelled by 'overindulgent' parents who don't know how to say no to their children.

- A nanny can never play the part of a mother.
 - Divorce is damaging to children.
 - Now that divorce is so easy, do the words “Till death do us part” mean anything?
 - Marriage is outdated.
 - Spanish families are very close knit.
-
- Children are likely to have the same political views as their parents.
 - Your family is your social safety net.
 - You can never be lonely if you have a large family.
 - Parents should lead by example.
 - A step-parent has an impossible job.
 - It’s healthy for families to argue.
 - Parents shouldn’t take their children to bars and restaurants.
 - The disintegration of the traditional family has led to many societal problems.
 - Household tasks should be shared equally between husband and wife.
 - Parents raise sons and daughters differently.
 - My parents have always set a good example.

Remember,
*as far as
 everyone knows
 we are a nice,
 normal family*

3. Family Idioms match up

Match idioms with their definitions and translate into Ukrainian

- | | |
|---|---|
| 1 The apple doesn't fall far from the tree.
He's a chip off the old block.
It runs in the family.
He takes after his mother.
Birds of a feather flock together. | A. The rest of the family like him. |
| 2 They're my own flesh and blood. | B. Children are similar to their parents. |
| 3 She rules the roost.
She wears the trousers in our house. | C. He likes spending time with his family. |
| 4 He's a family man. | D. Religion unites a family. |
| 5 There is bad blood between them.
They hate each other's guts
They are at each other's throats
They fight like cat and dog. | E. The rest of the family don't like him. |
| 6 He's the apple of their eye.
He's their blue-eyed boy. | F. She's the boss. |
| 7 He's the black sheep of the family. | G. We're related. |
| 8 The family that prays together stays together. | H. The family members fight/ argue/ aren't happy with each other. |

LESSON 2. APPEAREANCE AND CHARACTER

I. Learn the words and word combinations

pale complexion – блідий колір обличчя

Mediterranean countries – країни Середземномор'я

flattish nose – приплюснутий ніс

slanting eyes – розкосі очі

to get in touch with – контактувати (з)

repulse people – відштовхувати людей

to depend on – залежати (від)

plump person – пухка (повненька) особа

features of character – риси характеру

double nature – подвійна природа

too reticent – занадто стримані

vice versa – навпаки

1. Read the text below and answer the questions

PEOPLE AROUND THE WORLD

People from different countries don't look the same. For example, people from countries such as Denmark, Norway and Sweden are usually tall. They have fair hair, blue eyes and a **pale complexion**.

Most people in **Mediterranean countries** such as Italy, Spain and Greece are rather short. They have usually got dark wavy hair, brown eyes and light brown skin. Most people from central and southern parts of Africa have got black curly hair and very dark skin. They have also got dark brown eyes, full lips and a wide, **flattish nose**. The Chinese are quite short, with thick black hair and dark, **slanting eyes**. They have got a small nose and a yellowish complexion. Those who live in hot countries wear light clothes like shorts, T-shirts and sandals. People from northern countries such as Canada, Russia and Finland wear too much clothes in winter – coats, hats, scarves, winter boots and other warm things. During our life we **get in touch with** many people. We all know a proverb: “So many characters, so many people” and it is really true. Character is the most important thing in a person which attracts or **repulses other people**. In general, character doesn't **depend on** appearance. So, a very beautiful girl can be angry, nervous person who hates everybody and everything. But an ugly **plump person** can be really nice and friendly. Each of us has good and bad **features of character**. We can say: “He is a bad man as he is rude or unreliable. And he is a good man because he is courageous, generous, kind-hearted.” Some features have **double nature**. For example: modesty, stubbornness, persistency and others. Modest people are usually polite, but sometimes they tend to be **too reticent**. A lot of things can change person's character. If you are a kind man and you have grown up with rude, cruel people you can become the like of them or **vice versa**. Some people have a strong character and they can try to change themselves.

2. Answer the questions according to the text.

1. How do people look in different countries?
2. What complexion do people from Denmark have?
3. How do people live in Mediterranean countries?
4. Are the Chinese people short or tall?
5. What do usually people wear in hot countries?
6. Why do people from northern countries wear too much clothes in winter?
7. What features of character can be of double nature? Why?
8. How does person's character change?

3. Find the following words and word combinations in the text, translate them.

Виглядати однаково, низький, кучеряве волосся, пухкі губи, темна шкіра, носити легкий одяг, приказка, приваблювати людей, залежати від зовнішності, нервова людина, ненавидіти, неприваблива людина, гарні риси характеру, добросердний, скромність, змінити характер, жорстокий, стати схожим на них, намагатися змінитися.

VOCABULARY PRACTICE

1. Match the synonyms in two columns.

- | | |
|-----------|----------------|
| 1.frank | A. silly |
| 2.clever | B. wavy |
| 3.stupid | C. well-built |
| 4.curly | D. intelligent |
| 5.slender | E. honest |
| 6.sad | F. awful |
| 7.ugly | G. boring |

2. Match the antonyms in two columns.

- | | |
|----------------|-----------|
| 1. weak | A. ugly |
| 2. pretty | B. lazy |
| 3. false | C. strong |
| 4. industrious | D. active |
| 5. calm | E. honest |

- 6. sad
- 7. cruel

- F. kind
- G. cheerful

3. Find the definition for each adjective.

- 1. honest A. doesn't like to work or exercise, feels happy doing nothing
- 2. funny B. positive person and positive about the future
- 3. lazy C. thinks things will end badly, the opposite of optimistic
- 4. jealous D. tells the truth
- 5. optimistic E. doesn't say much, prefers to listen
- 6. quiet F. doesn't like to talk about his achievements
- 7. rude G. makes people laugh
- 8. pessimistic H. wants what other people have, doesn't like others to succeed
- 9. modest I. shares what he has with other people
- 10. generous J. not polite and offends people

4. Choose the correct words to complete these sentences.

1. He has such an *innocent* face. He couldn't have done something so awful (*adventurous / inexperienced / innocent*). 2. The little boy's _____ behaviour always gets him into trouble, but he is so cute even when he's bad (*mischievous / active / supportive*). 3. She is a very _____ person; she would never do anything stupid like that (*frank / sensible / supportive*). 4. The director of the company likes me, but she is giving someone else the job because she thinks that I am too _____ (*generous / responsible / inexperienced*). 5. He donated one million dollars to our city's art museum. What a _____ gesture (*frank / generous / responsible*)! 6. I suppose there's one advantage in growing up with _____ parents – you learn how to follow rules (*active / patient / strict*). 7. My grandmother is 74 years old, but she still maintains a _____ lifestyle: she walks a mile every day before breakfast and swims on the weekend (*responsible / sensible / active*). 8. When you are annoyed by a problem at work, it's best to be _____ and look for a solution rather than get angry (*innocent / patient / frank*). 9. She wanted to go mountain climbing since she was a little girl. She always had an _____ nature (*adventurous / mischievous / innocent*).

5. Complete the following sentences.

1. Your sister is a real beauty 2. He was a handsome young man 3. The woman who opened the door was 4. My niece is such a nice little thing 5. The most remarkable thing about her face is 6. She looks the very picture of her mother: she has the same 7. The girl charmed everybody; she 8. Can you describe that man? – Sure, he 9. Is your friend as beautiful as she used to be? – It's a pity, but she is not. She 10. She is 25, she looks

6. Translate into English.

1. Її мати невисокого зросту, повненька, темноволоса та сіроока. Дочка зовсім на неї не схожа. Вона – висока, струнка блондинка з великими блакитними очима, темними бровами та віями. У неї великий, але гарний рот, прямий ніс та чудовий колір обличчя. 2. Мій сусід був високим худорлявим чоловіком п'ятдесяти років. Його обличчя було не надто привабливим. У нього був великий ніс, маленькі темні очі та тонкі губи. Але коли він говорив або посміхався, обличчя одразу ж ставало дуже приємним. 3. Це була літня жінка років за 60, із сивим волоссям, досить огрядна, але все ще красива. 4. Дівчинка чарівна з її круглим обличчям, великими синіми очима й кирпатим носиком.

GRAMMAR

1. Fill in the blanks with *am / is / are / have / has / do / does*.

1. They _____ not young.
2. Where _____ the Masons buy this antique sofa?
3. This _____ a teacher.
4. I _____ late.
5. She _____ a pink bag.
6. He usually _____ coffee in the morning.
7. My brother _____ a puppy.
8. My father _____ 45 years old.
9. Sonia _____ a nice bedroom.

2. Fill in the gaps with *to be (am, is, are)* in the text.

He _____ from Manchester, but his mates _____ from London. Manchester and London _____ cities in England. Hamburg _____ a city in Germany. Jack and Peter _____ her friends. They _____ in the same class. Mr. and Mrs. Baker

_____ on a trip to the USA to visit their cousin Anne. She _____ a nice girl. Peter says, "My grandfather _____ in hospital. I _____ at home with my grandmother." What time _____ it? It _____ 8 o'clock. _____ you tried? No, I _____ not.

3. Fill in the gaps with *am, is, are, was, were* or *weren't*.

1. Her family name is now Jones, but it _____ Smith before she got married.
2. The name of the country _____ previously Rhodesia, but it _____ now Zimbabwe.
3. I _____ hungry. – Let's go to eat.
4. She _____ a very good woman, but her husband _____ a very unpleasant man.
5. I'm sure the twins _____ 18 today: they _____ 17 last year.
6. _____ Ann and Mike at home when you called? – No, they _____, but they _____ at home.
7. It _____ quite unclear tonight, but it _____ far worse last night.

4. Fill in the gaps with *there is / are*.

1. There _____ no snow here at Christmas.
2. _____ there any more cakes? – No, I've eaten it all!
3. _____ there any books you'd like to borrow? – Thanks, but I've read them all already.
4. There _____ a man who wants to speak to you.
5. Sorry, I'm late. There _____ frost on the road and everyone was driving very slowly.
6. Have you done all your shopping yet? There _____ many days left until Easter.
7. There _____ so many errors in your letter.

5. Complete the following sentences by using the right form of *to have* (*have, has, had*).

1. Jack _____ fun at the party last Sunday.
2. I'm sorry, but I _____ to go out.
3. _____ you ever been to London?
4. Dave _____ completed his driving test.
5. Can I _____ the bill, please?
6. The game _____ already started.

7. They _____ breakfast at 7:30 in the morning.
8. Do you _____ a sister?

LESSON 3. HOME IS MY CASTLE

I. Learn the words and word combinations

for industrial purposes – у промислових цілях

public and scientific institutions – громадські й наукові установи

primitive men (ancient people) – первісні (стародавні) люди

stormy weather – негода

to look for protection – шукати захисту

to settle in caves – селитися в печерах

primitive stone structures – примітивні кам'яні споруди

to feel a need – відчувати потребу

within the town walls – у межах міських стін

shop opening on the street – магазин, що відкривається на вулицю

to sell goods – продавати товари

thick walls and narrow windows – товсті стіни та вузькі вікна

to stand up to enemy attack – протистояти ворожій атаці

dried in the sun – висушені на сонці

hearth – вогнище

through the hole in the roof – через отвір в даху

1. Read the text below and answer the questions.

From the History of Human Dwellings

Most of the time people spend within the walls of some building. Houses are built for dwelling; large buildings are constructed **for industrial purposes**; theatres, museums, **public and scientific institutions** are built for cultural activities of the people. The purposes of modern buildings differ widely, but all of them originate from the efforts of **primitive men** to protect themselves from **stormy weather**, wild animals and human enemies. In prehistoric times men **looked for protection** under the branches of trees; others **settled in caves**, dwelling places that storm and cold could not destroy. On the walls of their caves **ancient people** painted pictures. Such decorated caves are found in Europe, Asia and Africa. When man began to build a home for himself, caves were imitated in stone structures; trees were taken as a model for huts built of branches. Such **primitive stone structures** and huts are the earliest

types of human dwellings. In the days of early civilization, once men had learnt how to build simple houses for their families, they began **to feel a need** to have a number of different kinds of houses in one place. At first the difference was mainly in size – the leader had a larger hut or tent than the rest of the people. Much later, when men began to build towns, there grew up a difference between town houses and country houses. The streets in towns were very narrow and there was not much place for building **within the town walls**, and therefore houses had to be built higher than they were in the country. A typical town house consisted of **a shop opening on the street** where the man did his work or **sold his goods**, with a kitchen behind and a bedroom above. The rich people in the country built huge castles with **thick walls and narrow windows**. These castles were built not only as dwellings, but also **to stand up to enemy attack**. The earliest houses of which anything is known are those of ancient Egypt. They were built of bricks **dried in the sun**. Some of them were built around a courtyard or garden with rooms opening into it. The earliest houses in Britain were round, built of wood. In the centre of the house there was the **hearth**; light came in **through the hole in the roof** above it and through the door because there were no windows.

(Adapted from: Freeway English for students of non-linguistic specialities obtaining bachelor degree (intermediate level) / N. Makhynia, O. Lanskykh, Yu. Kurochenko. Черкасу.)

2. Comprehension questions.

1. What is the function of buildings?
2. Where did men of prehistoric times look for protection?
3. Why were the houses in town higher than in the country?
4. What were ancient Egypt houses built of?
5. Were the earliest houses in Britain round?

3. Find the following words and word combinations in the text, translate them.

Громадські й наукові установи, негода, мета, сучасна будівля, відчувати потребу, походити (від), намагання, дикі тварини, у доісторичні часи, у часи ранньої цивілізації, гілки дерев, місце проживання, руйнувати, кам'яні споруди, намет, вузькі вулиці, міський будинок, величезний замок, багатий, стародавній Єгипет, цегляний.

- | | |
|-----------------|---|
| b. desk | 2. More than one person can sit on this, comfortably,
e.g. to watch TV |
| c. mirror | 3. It is a place where you keep milk, butter and other
foods cold |
| d. carpet | 4. Where you can keep papers and pens, and write
letters |
| e. refrigerator | 5. It's a place where you keep plates, cups or almost
anything |
| f. wardrobe | 6. Where you bake cakes, biscuits, etc. |
| g. clock | 7. It is an object where you can see yourself |
| h. sofa | 8. A thing that shows you the time |
| i. oven | 9. A thick flat piece of cloth on the floor and stairs |
| j. cupboard | 10. It's a gadget for watching or listening to different
programmes |

5. Translate the sentences into English.

1. Я живу у великому новому будинку. 2. Перед будинком є невеликий садок. 3. Будинок мені подобається, а садок – не дуже. Мені більше до вподоби великі сади із фруктовими деревами. 4. У центрі кімнати стоїть великий круглий стіл. Зліва – піаніно, два крісла й торшер. 5. На стіні – три картини і великий настінний годинник. 6. У вітальні – два великих вікна. 7. Кімната вашого друга велика? – Ні, вона маленька, але дуже світла. 8. Якого кольору стіни у вашій вітальні? – Вони жовті. 9. Де ваш стіл? – Він біля вікна. 10. На якому поверсі ваша квартира? – На третьому. Мені не подобаються перший та останній поверхи.

GRAMMAR

Present Indefinite (Simple)

Put the verbs in brackets in Present Simple Tense

1. It _____ (awake) my interest to Mathematics.
2. She always _____ (have) good marks in English.
3. My lessons _____ (start) at half past eight.
4. I _____ (believe) economy is a promising field.
5. Hard work usually _____ (give) to good success.
6. My working day _____ (last) six hours.
7. He _____ (speak) English quite fluently.

2. Choose the correct verb in each sentence.

1. She (*get up, gets up*) at 7:00. 2. They (*eat, eats*) breakfast at 7:30 in the morning. 3. He (*drink, drinks*) coffee. 4. They (*leave, leaves*) for work at 8:00. 5. She (*walk, walks*) to work. 6. She (*work, works*) from 9:00 to 5:00. 7. They (*go, goes*) to school in the evening. 8. They (*get, gets*) home from school at 10:00. 9. He (*watch, watches*) TV after school. 10. They (*go, goes*) to sleep at 12:00.

3. Complete the negative sentences. Use *don't/doesn't* + one of these verbs: *cost, drive, go, know, play, see, sell, smoke, wash, wear*.

1. "Have a cigarette". "No, thank you. I _____". 2. They _____ newspapers in this shop. 3. She has a car, but she _____ very often. 4. I like films, but I _____ to the cinema very often. 5. He smells because he _____ very often. 6. It's a cheap hotel. It _____ much to stay there. 7. He likes football, but he _____ very often. 8. I _____ much about politics. 9. She is married, but she _____ a ring. 10. He lives near our house, but we _____ him very often.

4. Put the words in these questions in correct order.

Model: Don / bus / work / to / Does / ? / the / take.

Does Don take the bus to work?

1. wear / ? / suit / a / Does / Paul / work / to. 2. Michael / does / ? / alone / live. 3. together / Michael / Don / and / Do / ? / drive. 4. Do / to / school / ? / the / take / the / bus / boys. 5. ? / work / Susan / Does / her / house / near. 6. have / Kim / children / and / four / ? / Do / Don. 7. The / ? / the / third / boys / live / Do / floor / on. 8. stay / Kim / ? / home / Does. 9. jeans / boys / ? / school / Do / wear / to / the.

LESSON 4. TIME IS WORTH TO LIVE

I. Learn the words and word combinations.

to take for granted – сприймати як належне

arbitrary – довільний

obvious starting point – очевидна відправна точка

to rotate on axis – обертатися навколо осі

to be tuned in to cycle – бути налаштованим на цикл

shadow – тінь

on a yearly basis – на щорічній основі

ability to predict seasons – здатність передбачати пори року

essential – необхідний, суттєвий

to plant crops – сіяти зернові

to gain – набувати, одержувати

fairly closely – досить близько

to be replaced (with) – бути заміненим

1. Read the text below and answer the questions.

TIME'S ORIGINS

Time is something that most of us **take for granted**. We can't see or sense time – it just happens. People found ways to measure time long ago, but these ways are totally **arbitrary**. Let's study the main principles of dividing time. The day is an **obvious starting point** for time. It's the amount of time necessary for the planet Earth **to rotate one time on its axis**. A day consists of a period of sunlight followed by night. Our bodies are **tuned in to this cycle** through sleep, so each morning we wake up to a new day. Our day consists of two 12-hour periods, for a total of 24 hours. An hour consists of 60 minutes. A minute consists of 60 seconds. We use clocks and watches to divide the day into smaller parts. The earliest known timepiece is a sundial. It was an Egyptian **shadow** clock dating from the 8th century BC. We use calendars to group days together into larger parts – weeks, months and years. Man created the concept of a year because seasons repeat **on a yearly basis**. **The ability to predict seasons is essential** to life if you are **planting crops** or trying to prepare for winter. A year is the amount of time it takes for the Earth to orbit the sun one time. It takes about 365 days to do that.

The moon is where the concept of a month comes from. The Romans started with a 10- month calendar, borrowed from the Greeks. In 46 BC, Julius Caesar changed the calendar. Ignoring the moon the year was divided into 12 months having 30 or 31 days, except February with 28 days. Every fourth year (a leap year) February **gains** an extra day. Days, months and years all have a natural basis. The Romans gave names to the days of the week based on the sun, the moon and the names of the five planets known to the Romans: Sun, Moon, Mars, Mercury, Jupiter, Venus, Saturn. These names carried through to European languages **fairly closely**, and in English the names of

Sunday, Monday and Saturday made it straight through. The other four names in English **were replaced with** names from Anglo-Saxon gods.

(Adapted from: Freeway English for students of non-linguistic specialties obtaining bachelor degree (intermediate level) / N. Makhynia, O. Lanskykh, Yu. Kurochenko. Черкаси.)

2.Comprehension questions.

1. How can we define a day?
2. How many hours are there in a day?
3. Where and when was the first timepiece made?
4. Why is the ability to predict the seasons so important to people?
5. How can we define a year?
6. How many days are there in a year?
7. Who started dividing a year into 12 months?
8. Whose names do the days of the week have?

3.Find the following words and word combinations in the text, translate them.

Відчувати час, відбуватися, вимірювати час, необхідна кількість, обертатися навколо своєї осі, складатися (з), період сонячного світла, використовувати календар, пора року, згрупувати дні, поняття року, необхідний для життя, готуватися до зими, намагатися, обертатися навколо сонця, місяць (супутник Землі), римляни, запозичити у греків, не звертаючи уваги на місяць, високосний рік, отримувати додатковий день,природне походження, перенести в європейські мови, боги.

VOCABULARY PRACTICE

Telling the time. Learn how to do it correctly.

past

- 3.00 – it’s three o’clock sharp
- 3.05 – it’s five minutes past three
- 3.10 – it’s ten minutes past three
- 3.15 – it’s a quarter past three
- 3.20 – it’s twenty minutes past three
- 3.25 – it’s

3.30 – it's half past three

to

3.35 – it's twenty-five minutes to four

3.40 – it's twenty minutes to four

3.45 – it's a quarter to four

3.50 – it's ten minutes to four

3.55 – it's five minutes to four

4.00 – it's four o'clock sharp

Remember:

☞ We can say quarter past / to six or a quarter past / to six. We don't say fifteen past six. For other times, we say minutes: nineteen minutes past six not nineteen past six.

☞ We can also say the time like this: six fifteen, two thirty, ten forty, six nineteen, etc. but

for 6.05 we say: six oh five not six five.

☞ In American English: 10.05 – five after ten.

1. Tell what's the time:

a) *in words*

9.30, 7.10, 5.00, 10.20, 4.05, 5.45, 11.15, 2.34, 3.52, 8.02 a.m. / p.m.

b) *write the time in figures*

a quarter past three, half past five, a quarter to six, twenty-five to nine, twenty to eleven, ten to four, five to nine, twenty-three minutes to six, twenty-five to two.

2. Put these words in order.

a minute \ a year \ a day \ a week \ an hour \ a second \ a month

3. Read the following dates.

9.05.1945, 24.08.1991, 28.06.2010, 22.01.2001, 4.07.1776, 31.12.1805.

4. Complete the sentences with *at, on, in*.

1. Let's meet ... six o'clock. 2. He was born ... July. 3. She'll be at work ... Friday. 4. I went there ... 2006. 5. We met ... Christmas day. 6. They drove to Rochester ... September 15th. 7. We arrived in this country ... October. 8. I love to go shopping ... Christmas time. 9. We get up early ... the morning. 10. Do

you dream ... night? 11. What do you like doing ... Fridays? 12. He's working on his homework ... the moment. 13. I lived in the US ... the 1990s. 14. I'll see you ... a few weeks. 15. We like going to the movies ... the evening.

5. Match the words in bold with their meaning written in the box.

I am too busy / many times, repeatedly / do it now! / I enjoy myself / late or overdue / do something unnecessary / experience difficulty / a scheduled time/business comes first / be not busy / inconvenience / expired or finished

1. It's time to go to the dentist for your annual check-up.
2. It's high time you learn to iron your clothes for yourself.
3. If you are thinking of tidying your room, there's no time like the present.
4. I've told you time and time again that I don't take sugar.
5. Hello, it's Sam here. I hope I haven't caught you at a bad time.
6. I wasn't really looking forward to this trip but actually I'm having the time of my life.
7. I'm having a hard time getting to the shops and back each day.
8. I'd like to go on talking all day, but as they say, time is money.
9. I'm sorry, Sam, I just can't spare the time to help you with the clearing up.
10. If you've ever got time on your hands, come up and visit us on the 3rd floor.
11. Sorry, your time's up now. Put your pens down and stop writing.
12. You are wasting your time calling me to say you are sorry. Goodbye, Sam.

6. Read and translate the following dialogues. Play these dialogues with the partners

- What time is it now?
- It's a quarter to five.
- Is it? Isn't your watch too fast?
- No, it isn't. It's even slow a little bit.
- I'm afraid I'm late for my lectures.
- *****
- It's about time we make a move.
- Really? Can't we stay a bit longer?
- I'm afraid not. You see, we promised our foreign relatives we'd be back by 12 at the latest.
- I see. What a pity.

- Thank you for a lovely meal.
- I'm glad you enjoyed it. You must come again some other time.

- Are you doing anything special on Saturday night?
- No, I don't think so. Why?
- Well, I'm having a little party and I'd like you to come.
- Thank you. That would be very nice. When?
- Half past seven.
- Fine. I'll see you then.

7. Speak about yourself and your country completing these sentences.

1. On weekdays I usually get up at ... and leave home at
2. I always clean my teeth in
3. I don't go to University on
4. I usually have a holiday on / in
5. I have been in my present University / job for
6. I have been studying English since
7. I haven't spoken English since
8. It takes me ... to get to University / work.
9. You can't get a driving license until
10. It rains a lot during

8. Translate the text into Ukrainian, give it a title.

In the modern calendar, we label all years with B.C. (before Christ) or A.D. (anno domini, or "in the year of our lord"). There is no "zero" year – in this system, the year Christ was born is 1 A.D., and the year preceding it is 1 B.C. This practice was first suggested in the sixth century A.D., and was adopted by the pope of that time. It took quite a while for it to become a worldwide standard, however. Russia and Turkey, for example, did not convert to the modern calendar and year scheme until the 20th century.

9. Write a story on one of the offered topics.

1. In your own words explain the saying "Time is money".
2. Explain why the time different all over the world.
4. Express your idea on the expression "Some people are early birds others are night owls".

GRAMMAR

Past Indefinite (Simple)

1. Supply the past forms of the verbs in brackets

1. As teenagers, we always each other very well. We still _____ each other now. (*understand*)
3. I hardly Ray's wife. Did you _____ her at all? (*know*)
4. We always _____ on Sunday. We last Sunday as usual. (*meet*)
5. I often _____ things on the beach. I this very old bottle yesterday. (*find*)

2. Give answers to the questions using the time references in brackets.

Model : How long ago did you work as a civil servant? (five years ago)

I worked as a civil servant five years ago.

1. When did you play chess? (when I was 14)
3. What time did John arrive? (at 4 p.m.)
4. When did you see 'Gone with the Wind'? (last year)
5. How long did you wait at the airport? (till they arrived)

3. Put the correct forms of the Past Indefinite Tense (I did) of the verbs in brackets.

Lizardman

Christopher Davis, a young driver from South Carolina, (to claim) **claimed** a monster (to attack) _____ him while he was driving along a lonely road. The monster (to be) _____ seven feet tall and (to have) _____ red eyes and green, scaly skin. It (to chase) _____ Christopher's car and (to jump) _____ on the roof. Many people (to believe) _____ the story and the newspapers (to call) _____ the monster 'Lizardman'. Seventy hunters recently (to set out) _____ to trap Lizardman and a local radio (to offer) _____ \$1 million to anyone who (to capture) _____ him dead or alive. Lizardman had so much publicity that thousands of people (to visit) _____ South Carolina to find him. No one has found him yet. As everyone knows, monsters may or may not exist, but they are very good for the tourist industry.

4. Correct the following sentences.

1. I did go to the movies last night.
2. She don't ate at the Chinese restaurant.
3. When did they visited San Francisco?
4. What did you do abroad?
5. Why she did called her mother this morning?
6. He had not many money.
7. Where did

fell you? 8. You didn't created your dinner. 9. Did she drunk a glass of juice?
10. Where does was she find the ring?

5. Use *there was / there were* and the past tense of the following verbs: *sing, draw, feed, keep, put, win* in these short conversations.

1. A: How was the concert?

B: We enjoyed it. _____ a very good singer. She _____ four songs.

2. A: That's a wonderful drawing. Who _____ it?

B: I did. _____ two older men sitting near me on the train. I started to draw them on the train. I finished the picture at home.

A: You're really talented!

3. A: Where did you buy that cowboy hat?

B: I didn't buy it. I _____ it.

A: When?

B: Last Saturday. _____ a carnival. I guessed the number of balls in the box.

4. A: We took the children to the Zoo on Sunday.

B: Did they like it? A: Yes, they loved it! _____ lions, tigers and monkeys.

Paul and Jane _____ the monkeys on peanuts and the monkeys clapped their hands.

5. A: Did you listen to the news last night?

B: No, I didn't

A: _____ a con man in Texas. He became friends with older women. They gave him their money to invest, but he _____ their money for himself instead.

B: That's terrible.

A: The police found out about him from the children of one of the women. The police arrested him and _____ him in jail.

(Adapted from: English Exercises [Электронный ресурс]. 2010. Режим доступа: www.englishexercises.org/)

LESSON 5. THERE IS NO BAD AND GOOD WEATHER

I. Learn the words and word combination.

weather phenomena – природні явища
to occur – траплятися, відбуватися
precipitation activity – випадання опадів
average – пересічний, середній, звичайний
bare trees – голі дерева
the application of science – застосування науки
to predict – передбачати
a given location – в даному місці
for millennia – тисячоліттями
collecting quantitative data – збір кількісних даних
the current state – поточний стан
to evolve – розвиватися
a variety of end users – багато кінцевих користувачів
property – власність, майно

1. Read the text below and answer the questions.

Weather is the state of the atmosphere, to the degree that it is hot or cold, wet or dry, calm or stormy, clear or cloudy. Most **weather phenomena occur** in the troposphere, just below the stratosphere. Weather refers, generally, to day-to-day temperature and **precipitation activity**, whereas climate is the term for the **average** atmospheric conditions over longer periods. Weather differs from season to season. In winter we spend more time at home, because it is cold outside. Ponds, lakes, rivers and streams are frozen and the roads are sometimes covered with slippery ice or deep snow. We may get fog, sleet and frost. The **trees are bare** because bitter winds stripped them of all leaves. In spring nature awakens from her long winter sleep. The trees are filled with new life. The weather gets gradually warmer. Fields and meadows are covered with fresh green grass. The sky is blue and cloudless. At night millions of stars shine in the darkness. When summer comes the weather gets warmer and sometimes it's very hot. It's the farmer's busy season. He works in his fields from morning till night. Sometimes the sky is covered with heavy clouds. There are storms with thunder, lightning and hail. Autumn brings the harvest time. The days get

shorter and the nights longer. The woods turn yellow and brown, leaves begin to fall from the trees. The sky is grey and it often rains. Weather forecasting is **the application of science and technology to predict** the state of the atmosphere for a future time and a **given location**. People have been predicting the weather informally **for millennia**, and formally since at least the nineteenth century. Weather forecasts are made by **collecting quantitative data** about **the current state** of the atmosphere and using scientific understanding of atmospheric processes to project how the atmosphere will **evolve**. There are **a variety of end users** to weather forecasts. Weather warnings are used to protect life and **property**. Forecasts based on temperature and precipitation are important to agriculture. On an everyday basis, people use weather forecasts to determine what to wear on a given day.

(Adapted From: English Texts [Електронний ресурс]. – 2010. – Режим доступу: www.englishtexts.ru/)

2. Comprehension questions.

1. What is the weather?
2. What is the climate?
3. Where do most weather phenomena occur?
4. What is the weather like in winter?
5. Describe the peculiarities of spring weather.
6. Why is summer the farmer's busy season?
7. What is the weather like in autumn?
8. What is weather forecasting?
9. When did people start to predict the weather?
10. Why do we need weather forecasts?

3. Find the following words and word combinations in the text, translate them.

Атмосферний стан, загалом, щоденна температура, звичні атмосферні умови, проводити час вдома, слизький лід, покриватися, дощ зі снігом, різкий вітер, позбавляти листя, довгий зимовий сон, сяяти в темноті, поступово теплішати, безхмарний, покриватися свіжою травою, з ранку до вечора, вадкі хмари, град, час збору врожаю, застосування досягнень науки і техніки, прогнозувати стан атмосфери, наукове розуміння, з метою захисту життя та майна, опади, на повсякденній основі, сільське господарство, одягати.

VOCABULARY PRACTICE

1. Match the English weather words with their Ukrainian equivalents

- | | |
|-----------------|-----------------------|
| 1. dew | a) мороз |
| 2. forecast | b) легкий вітерець |
| 3. blizzard | c) повінь |
| 4. thunderstorm | d) роса |
| 5. hurricane | e) засуха |
| 6. earthquake | f) блискавка |
| 7. humidity | g) злива |
| 8. breeze | h) імла, серпанок |
| 9. rainbow | i) гроза |
| 10. shower | j) прогноз погоди |
| 11. frost | к) вологість |
| 12. flood | l) заметіль, завірюха |
| 13. lightning | m) ураган |
| 14. mist | n) землетрус |
| 15. drought | o) райдуга, веселка |

2. Make the given statements opposite.

Model: We are having rough weather. – We are having calm weather.

1. The weather is really nasty today.
2. It's ten degrees below zero.
3. The roads are dry today, it's not dangerous to drive.
4. The sky is clear.
5. The weather will keep fine.
6. It was a bright day.
7. It's 30 degrees in the shade.
8. There is a bad fog in the mountains.
9. The weather is windless today.
10. The frost is going to kill all the flowers in the garden.

3. Complete the sentences, as in the model.

Model: The Nile is a river.

1. The Buh is _____.
2. The Alps are _____.
3. The Sahara is _____.

4. The London is _____.
5. The Mediterranean is _____.

4. Match the words and their definitions.

- | | |
|------------------------|--|
| 1. forecast | a. the amount of rain, snow etc. that falls |
| 2. precipitation | b. rain, snow, sleet, or hail that falls to / condenses on the ground |
| 3. rain | c. weather conditions of a place or area |
| 4. mist | d. a light gentle wind |
| 5. weather | e. thick water vapor which is difficult to see through |
| 6. climate | f. water falling in drops from the clouds |
| 7. fog | g. small dirty pool of rain water |
| 8. drizzle
than fog | h. water vapor at or near the earth's surface, less thick |
| 9. shower (downpour) | i. a heavy fall of rain |
| 10. breeze | j. rain in small fine drops, thin continuous rain |
| 11. puddle | k. conditions over a particular area, at a specific time with reference to sunshine, temperature, rain and so on |

5. Fill in the gaps with the words below.

atmosphere / fog / evaporate / hail / rainfall / shower / frost / windless / gale / thunder / lightning / damp / blistering / mild / humidity

- The radio has given a _____ and icy warning for car drivers tomorrow.
- _____ is frozen rain drops which fall as little hard balls.
- The day was _____, without moving clouds.
- The sun will _____ the water.
- He could hear _____ over the hills.
- The _____ in the air makes my old bones hurt.
- The _____ in the room was hot and smoky.
- The _____ has been measured and found higher than ever.

6. Translate the following dialogues in English.

- Дощ іде?
- No, it isn't. It has stopped raining.
- Напевно погода зміниться.
- Maybe.

- Сьогодні морозно?
- Так, 10 градусів нижче від нуля.
- Не забудь одягти тепле пальто.
- I won't.

- Погода чудова, чи не так?
- Так. Дуже тепло і сонячно.
- Let's go for a walk.
- Я не проти.

GRAMMAR

Future Indefinite (Simple)

1. Put the following sentences in the Future Indefinite Tense.

1. They came by car. 2. Did you easily find this street? 3. I helped her with her home-reading. 3. He lives on the outskirts of a little town by the sea. 5. Do you study English at the Institute? 6. Where did you buy such a lovely dress? 7. It rains at this time of year. 8. What does your decision depend on?

2. Complete the sentences. Use *will* + one of these verbs: *carry, do, eat, send, show, sit, stay*.

1. My case is very heavy. I _____ it for you. 2. Enjoy your stay. Thank you. I _____ you a postcard. 3. I don't want this banana. Well, I'm hungry. I _____ it. 4. Are you coming with me? No, I don't think so. I _____ here. 5. Did you phone Jack? Oh, no, I forgot. I _____ it now. 6. Do you want a chair? No, it's okay. I _____ on the floor. 7. How do you use this camera? Give it to me and I _____ you.

3. Choose the correct variant.

1. The match _____ at half past nine, so I will be at home by ten o'clock.
a) will finish b) finishes c) is finishing
2. Unless you work hard you _____ your exams.
a) don't pass b) won't pass c) doesn't pass
3. Jack won't be able to do this work unless you _____ him.
a) helps b) help c) will help
4. Will you call on us when you _____ back from London?

- a) will come b) comes c) come
5. He _____ his certificate in a week.
a) receive b) will receive c) receives.
6. Steve will probably phone us this evening if he _____ at home.
a) will be b) be c) is
7. I'll take care of my little sister as soon as she _____ to my place.
a) comes b) come c) will come
8. He won't answer this question till he _____ the work.
a) finish b) finishes c) will finish
9. He _____ in a day or two.
a) comes b) will come c) came
10. We'll all miss you when you _____ away.
a) is b) are c)em

*(Adapted from: English Texts [Электронный ресурс]. – 2010. – Режим доступа: www.english texts.ru/
English Exercises [Электронный ресурс]. 2010. Режим доступа: www.english exercises.org/)*

Література

1. Howard Williams, Deirdre, Wilson Ken. Prospects. Upper-intermediate. Macmillan, 2000. 91 p.
2. John and Liz Soars. New Headway. English Course. Pre-intermediate. Student's Book. Oxford University Press, 2008. 143 p.
3. L.G. Alexander. Longman English grammar practice (intermediate level). Addison Wesley Longman, New York, 1998. 296 p.
4. Mann Malcolm, Taylore-Knowles, Steve Laser, B2-Student's Book. Updated for the received FCE. Macmillan, 2008. 207 p.
5. Michael McCarthy, Felicity O'Dell. English Vocabulary in Use. Upper-intermediate & Advanced. Cambridge University Press, 1999. 300 p.
6. Murphy Raymond. English Grammar in Use. Cambridge University Press, 1998. 327 p.
7. Printha Ellis, Ken Wilson, James Taylor. Move Ahead. Student's Book 3. Macmillan Education, 2008. 128 p.
8. Stuart Redman. English Vocabulary in Use. Pre-intermediate&Intermediate. Cambridge University Press, 1997. 269 p.
9. Taylore-Knowles, Steve Laser, Pre-FCE. Student's Book. Macmillan, 2008. 159 p.
10. Virginia Evans. Click on Ukraine. Culture clips. Express Publishing, 2005. 32 p.

Інформаційні ресурси

11. English Exercises 2010. URL: www.englishexercises.org/
12. English Texts. 2010. URL: www.englishtexts.ru/
13. Native English. 2010. URL: www.native-english.ru/exercises
14. Freeway English for students of non-linguistic specialities obtaining bachelor degree (intermediate level) / N. Makhynia, O. Lanskykh, Yu. Kurochenko. Черкаси. 224 с.
15. English Texts. 2010. URL: www.englishtexts.ru/