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Институт языка и литературы
Кафедра профессионального иностранного языка
для естественно-научных специальностей

**ENGLISH FOR STUDENTS OF
ENVIRONMENTAL ENGINEERING
Part I**

английский язык
для студентов направления
«Природообустройство и водопользование»

Учебно-методическое пособие



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Учебно-методическое пособие содержит тексты, грамматические и лексические упражнения, аудио и видео задания. Работая с предложенным в пособии материалом, студент нарабатывает навыки чтения, перевода, словообразования, говорения. Данное пособие может быть использовано как на практических занятиях со студентами первого курса, так и для организации их самостоятельной работы.

Пособие предназначено для студентов направления «Природообустройство и водопользование» уровня бакалавриата.

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Введение

Подготовка студентов направления «Природообустройство и водопользование» в высшем учебном заведении включает в себя обучение иностранному языку. На сегодняшний день проблемы связанные с экологией захватывают все континенты и страны, обсуждение данных проблем происходит на международном уровне ежедневно, проводятся многочисленные форумы, соответственно, владение иностранным языком, в частности английским, позволит студентам отслеживать современную ситуацию и быть в курсе текущего экологического положения, а также даст возможность принимать участие в мероприятиях данного формата.

На первом курсе в процессе обучения студенты-бакалавры приобретают коммуникативные навыки, необходимые для профессионального взаимодействия: учатся рассказывать о своем институте и направлении, говорить об экологических проблемах.

Данное учебно-методическое пособие направлено на закрепление грамматического материала, закрытие пробелов, оставшихся после обучения в школе. Пособие содержит разноплановые упражнения и задания для приобретения навыков перевода, говорения и написания на английском языке. Предложенные в пособии тексты отражают как грамматический, так и лексический материал. Тексты и упражнения заимствованы из различных учебных пособий и прошли апробацию на занятиях со студентами, что позволило оценить интерес студентов к данным тематическим областям. Так же в пособие включены задания к аудио и видео материалам.

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SEMESTER I

Environment

What can you see on the pictures?



Ex. 1. Write the words underneath the correct picture. Try to explain them in English.

alternative energy / deforestation / global warming / endangered species / organic food / pesticides / pollution / recycling bin

Ex. 2. Complete the following sentences with suitable words.

The panda, tiger and polar bear are They are in danger to become extinct. We must try to save these animals from extinction.

Farmers use to kill insects.

Deforestation is when you

Factory smoke, chemical waste, cars and rubbish cause

Wind turbines and solar panels are sources.

Global warming is

Recycling bins are there for

Organic food is food that is

Ex. 3. Read the extracts and match the pictures and these extracts.

What can you tell about grammar constructions in the sentences from the 2d exercise and in these extracts?

1. Factories and cars release poisonous chemicals into the air, the polluted rain that forms later damages trees, water sources, has a harmful effect on human health.
2. Much of our energy supply comes from coal, oil, natural gas, or radioactive elements. The undesirable effects of pollution both from burning fossil fuels (as well as their depleted resources) and from nuclear waste by-products encourage using renewable energy sources (solar, wind, geothermal power and others).
3. There is less and less wildness in the world. An increasing human population is taking up ever more land for agriculture and urban areas.

4. In the last 50 years we have lost 300,000 species. One of four mammal species and one in eight bird species face a high risk of extinction in the near future.
5. The amount of water in the world is limited. Water covers about two-thirds of the Earth's surface. But most is too salty for use. Water crises is one of the most worrying problems for new millennium. Today, one person in five across the world has no access to safe drinking water.
6. Water in sea, rivers and lakes are polluted by wastes and toxic chemicals. Sea animals, fish and birds are killed by oil spills.
7. The global warming induced by greenhouse gases (largely by burning fuels) leads to the climate change. The area covered by sea ice is decreasing. The ice at the North and South Pole can melt causing serious floods in many parts of the world and turning into deserts others. Some scientists think that there is a definite link between the global warming and the hurricanes, the number of which has considerably increased recently.

Verbs to be/to have

Местоимения	Настоящее время	Прошедшее время	Будущее время
I	am	was	will be
you	are	were	
he she it	is	was	
we they	are	were	
Местоимения	Настоящее время	Прошедшее время	Будущее время
I you	have (got)	had (got)	will have (got)
he she it	has (got)		
we they	have (got)		

A. To be:

1. Fred _____ thirteen now.
2. «_____ you English? «No, I _____.»
3. Her name _____ Ann.
4. «_____ David a good friend?» «Yes, he _____.»
5. _____ these men doctors?
6. «You _____ from Belarus, _____ you?» «Yes, that _____ right.»
7. There _____ a nice lake in the forest. Let's go!
8. There _____ no more questions, _____ there?
9. «When you _____ a small child, _____ you happy?» «Yes, I _____.
I _____ very happy.»
10. They (not) _____ ready for the lesson last Tuesday.
11. The days _____ cold and wet last September.
12. There _____ 20 pupils in our class last year.
13. He _____ 13 years old tomorrow.

14. I _____ back home at 6 o'clock.
15. We _____ at the library at that time.
16. They _____ here at 3 o'clock.
17. They _____ happy to see us.
18. The animals _____ in danger.
19. There _____ only a few mountain gorillas in the world now.
20. It _____ the thirty-first today.
21. The wind _____ strong yesterday.
22. We _____ at the end of Cliff Road when Alan fell down.
23. What _____ the weather like yesterday?
24. I hope your leg _____ better soon.
25. _____ you _____ at home tomorrow?
26. _____ you ever _____ to London?
27. I _____ ill for a week.

B. The weather _____ sunny. There _____ many people on the beach. We had a good time. I hope next summer it _____ sunny and warm, too. There _____ a lot of nice days. I _____ never _____ to other countries. Some day in future I _____ lucky to visit London and my holidays _____ great.

C. I. 1. Мой дядя – ученый. 2. Я родом из Бразилии. 3. Супермаркет находится недалеко от нашего дома. 4. Джон не был голоден. 5. Мы болеем. 6. Дети были в школе. 7. Билеты не будут дешевыми. 8. Стулья не были удобными. 9. Ключи будут на столе. 10. Эта футболка была подарком моей мамы.

II. 1. Меня зовут Катя. 2. Мне 14 лет. 3. Я русская. Я из Санкт-Петербурга. 4. Я ученица. 5. Мой любимый вид спорта – теннис. 6. Я интересуюсь музыкой. 7. Мой любимый предмет – английский язык. 8. Мой папа – программист. Он не интересуется политикой. 9. Моя мама – зубной врач. Она интересуется искусством. 10. Мы всегда заняты, но мы очень счастливы быть вместе. 11. Чья это ручка? – Это моя ручка. 12. Чья это книга? – Это ваша книга. 13. Чей это

стол? – Это стол моего брата. 14. Чья это сумка? – Это сумка моей мамы. 15. Чей это карандаш? – Это карандаш моей сестры. 16. Это твоя тетрадь? – Да. 17. Это тетрадь твоего брата? – Нет, это моя тетрадь. 18. Где ваш стол? – Он посередине комнаты. 19. Где твоя ручка? – Она в моем кармане. 20. Где твоя тетрадь? – Она на столе. 21. Где твоя мама? – Она на работе. 22. Где твой брат? – Он в школе. 23. Где твоя сестра? – Она дома. 24. Чей это карандаш? – Это мой карандаш. – А где мой карандаш? – Он на столе. 25. Чьи это часы? – Это мои часы. – А где мои часы? – Они на столе.

D. To have (got)

1. The child a new beautiful toy. 2. They eight beautiful flowers. 3. Ann a nice black piano. 4. You two beds in your room. 5. The woman a very nice dress. 6. Tim three bananas. 7. I seven cousins. 8. Diana and George four children. 9. Jane two uncles. 10. We five English books.

E. 1. her parents got five sons?
2. the dog got a puppy?
3. Sue got friends?
4. your sisters got toy elephant?
5. the bird got corn?
6. Ben got a new schoolbag?
7. the table got four legs?
8. the boys got bicycles?
9. our friends got a new CD?
10. those boys got balls?

F. 1. Jim hasn't got a pen. (Why) 2. I have got eight oranges. (How many) 3. Peter has got a funny monkey. (Who) 4. We have got a big ball. (What) 5. They have got five children. (How many) 6. Sally has got a beautiful doll. (What) 7. The pupils

have got textbooks. (Who) 8. They have got two beautiful vases.(How many) 9. She hasn't got a handbag. (What) 10. The girl hasn't got a skirt. (Who)

G. 1. got , the dog , how , many , puppies , has ?

2. you , got , a , have , camera ?

3. has , who, TV set , got , a ?

4. hasn't , Sue , a , pencil ,why , got ?

5. his , what , has , brother , got ?

6. your , children , many , parents , got , how , have ?

7. brother , got , a , her , blue , has , ruler .

8. haven't , got , bicycles , they .

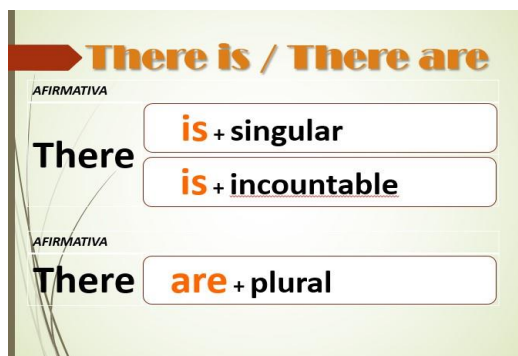
9. homework , got , Dima , hasn't .

10. many , got , their , have , friends , toys .

H. 1. У вас есть. 2. У тебя есть. 3. У него есть. 4. У неё есть. 5. У кошек есть.
6. У нас есть. 7. У меня есть. 8. У тебя есть. 9. У Марка есть. 10. У них есть.

I. 1. У нашей собаки два щенка. 2. У его бабушки семь внуков. 3. У кого есть машина? 4. Сколько конфет у Бена? 5. У Маши три красивые куклы. 6. У них две дочери. 7. Что у девочек? 8. Какие книги у Ани? 9. У их детей есть два кролика. 10. У папы новый компьютер. 11. У него нет тарелки. 12. У меня нет велосипеда. 13. У неё нет яблока. 14. У них нет воздушного змея. 15. У вас есть квартира? 16. У нас есть кружка? 17. У неё есть яблоко? 18. У него есть велосипед?

There is/are



Ex. 1. Read the sentences and tell is it true or not for your apartment:

1-There is a wardrobe in the bedroom	-----
2-There is a table in the kitchen	-----
3-There is a sofa in the living room	-----
4-There is a bathtub in the bathroom	-----
5-There is a window in the living- room	-----
6-There are three chairs in the dining- room	-----
7-There is a fridge in the kitchen	-----
8-There is a bookcase in the living-room	-----
9-There are eight rooms in the house	-----
10-There is a mirror in the bathroom	-----

Ex. 2. Pay your attention to the past and future forms and make the task:

There was/were – прошедшее время // There will be – будущее время

Look through your window and explain what can you see now, what there was/were last year and imagine what there will be in future.

Control Work:

1. Трудно. Тепло. Чисто. Темно. Жарко. Ясно. Облачно. Холодно. Дождь. Прекрасно. Ужасно. Все хорошо. Все хорошо? Как вы? Ты студент Института гражданской защиты? Ты первокурсник или второкурсник? Это твое/ваше/ее/его/их? Как у тебя с английским? Это сложно? Это легко?

2. Самые жаркие дни бывают в июле. Самая дождливая погода в октябре. Март не такой холодный, как февраль. Эта песня самая популярная. Грамматика русского языка труднее, чем грамматика английского языка. И самый долгий день имеет конец. Весной дни длиннее, чем осенью. В горах красивее, чем

в пустыне. Какой самый короткий день в году? Меньше знаешь, крепче спишь. Чем больше у меня друзей, тем я увереннее.

3. У него отличная квартира. У вас есть горячая вода? Сегодня у первого курса медосмотр. У молодых семей есть шанс купить собственную квартиру, и это – ипотека. У Маши куча тараканов в голове. У Миши есть классная идея по поводу выходных. У нас обычно по три пары (не couple!!!) в день.

4. Около нашего дома находится большой парк, и там много белок. Во дворе много детей и их родителей. На нашей улице нет книжного магазина. Сколько студентов в вашей группе? На Удмуртской расположен УдГУ. Рядом с первым корпусом есть стоянка. Перед вторым корпусом находится памятник Пушкину, а рядом с шестым корпусом – памятник Ломоносову.

!!! NOTE!!! (из работ студентов, которые доверяли гугл-переводчику):

There is a nice park near our house and there are a lot of proteins there.

When we saw the fire, we caused the fire brigade immediately.

You cannot stew this fire with water.

I have got three pairs today. = My steams start at 8.20 am every day. = There are no couples tomorrow.

I blinded the great snowman with my sister.

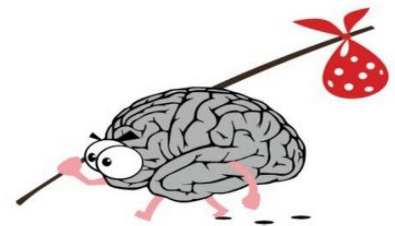


Таблица образования времен

ASPECT	SIMPLE	PROGRESSIVE	PERFECT	PERFECT PROGRESSIVE
MEANING	a common aspect	a process	priority	priority + process
	When?	At what time?	By what time?	Since what time? How long?
Period of time	usually, often, always, seldom, every day (week, month, year)	now, at the moment	ever, never, just, already, nor...yet, by 3p.m.	since 3p.m., for a long time, for a month...
Present	+ V, Vs	am is + Ving are	have + Ved, V3 has	have + been + Ving has
	? do, does... V	inversion	inversion	inversion
	- do, does + not + V	am, is, are + not + Ving	have, has + not + Ved, V3	have, has + not + been + Ving
Period of time	yesterday, last week (month, year), long ago	yesterday at 3p.m., yesterday from 6 till 7, when you came...	yesterday by 3p.m., before some time in the past...	yesterday since 3p.m., for some time in the past
Past	+ Ved, V2	was + Ving were	had + Ved, V3	had + been + Ving
	? did... V	inversion	inversion	inversion
	- did + not + V	was, were + not + Ving	had + not + Ved, V3	had + not + been + Ving
Period of time	tomorrow, next week (month, year)	tomorrow at 3p.m., tomorrow from 6 till 7, when you come	tomorrow by 3p.m., by some time in the future	tomorrow since 3p.m., for some time in the future
Future	+ will + V	will + be + Ving	will + have + Ved, V3	will + have + been + Ving
	? inversion	inversion	inversion	inversion
	- won't + V	won't + be + Ving	won't + have + Ved, V3	won't + have + been + Ving

Present Simple

Present Simple

+ V1/V(+s)

- do/does+not + V

? do/does + subject + V...

Ex. 1. Make negative sentences, questions, answer your questions and correct the sentences:

1. The Sun goes round the Earth.
2. Rice grows in Britain.

3. The sun rises in the west.
4. Flies make honey.
5. Vegetarians eat meat.
6. An atheist believe in God.
7. An engineer translates texts from one language into another.
8. Liars are people who always tell truth.
9. The River Volga flows into the Atlantic Ocean.

Ex. 2. Complete the text with the present simple form of the verbs:

WHAT IS AN ECLIPSE?

A solar eclipse ... (happen) when the moon ... (pass) in front of the sun. This only ... (take) place when there is a new moon. It ... (last) for up to 7,5 minutes. During a solar eclipse, it is dark. The birds ... (not sing), and animals ... (keep) still and quiet. A solar eclipse ... (not happen) very often, and most people ... (enjoy) seeing one.



However, its important not to look straight at the sun. If you ... (not remember) this, you can damage your eyes.

A lunar eclipse ... (occur) when the earth's shadow ... (fall) on the moon. The moon ... (look) dim until it (come) out from the shadow.

Make as many questions as possible.

Ex. 3. Complete the questions with the present simple form of the verbs:

1. Which day of the week...(you/go) to yoga class?	I'm an electrician.
2. What...(you/do)?	On Thursdays.
3. What time...(the post/come)?	About 9.30.

4. How often...(you/see) your brother?	Nearly every weekend.
5. Why...(you/travel) to work by bus?	Because it's cheaper than the train.
6. (your sister/have) a mobile?	Yes, I can give you her number.
7. ...(you/want) a cold drink?	No, thanks, I've just had one.
8. How many hours...(you/work)in a week?	About thirty-five, usually.
9. How long...(you/spend)on your homework?	At least one hour every evening.
10. ...(the paper shop/sell) stamps?	Yes, you can get some there.

Ex. 4. Ask these questions to your groupmates.

Read the text:

Your University and Institute



In 1931 the first higher education institution of Udmurtia, Udmurt State Pedagogical Institute (USPI), was founded. In 1971, under the initiative of the governmental authorities of Udmurtia USPI was granted the university status and acquired its current name of Udmurt State

University (acronym – UdSU). It is located in the capital of Udmurt Republic – the city Izhevsk.

UdSU offers its students to take Bachelor's degree (4–5 years), specialist degree (5–6 years), Master's degree (2 years) and Candidate degree. Students can choose full-time study or part-time study.

As for you, you entered the Institute of Civil Defense! This Institute consists of the following departments:

- Protection in Emergency Situations and Risk Management;
- Environmental Protection Engineering;
- Life safety;
- General Engineering.

Graduates of the Institute are prepared for work in the structural units of the Emergencies Ministry of Russia, Search and Rescue Services, offices of the Federal

Security Service of Russia, departments for Civil Defense and Emergency Situations of municipal administrations, at enterprises and educational institutions as civil defense and emergency engineers.

The Institute actively runs scientific work in following fields:

- Accident Consequences Forecasting and Risk Management;
- Technogenic Safety;
- Engineering of Environmental Technology;
- Personal Psychological and Pedagogical Safety.

Today, humankind lives under the influence of a constantly increasing number of threats of anthropogenic, natural and social origin. Such conditions increase social and state demand for professionals who are able to minimize the likelihood of emergencies and reduce damage from accidents and disasters. The Institute of Civil Defense (Protection) effectively meets this demand by providing training in the field of technosphere safety, environmental engineering and water management using modern laboratory facilities, innovative teaching approaches and new information technologies.

Present Continuous

Present Continuous

+ be (am/is/are) + Ving

be (am/is/are)+not + Ving

? Be (am/is/are) + subject + Ving

Ex. 1. Complete the sentences with one of the following verbs in the correct form:

come get happen look for make start stay try work get change rise fall increase

1. "You _____ hard today." "Yes, I have a lot to do."
2. I _____ Christine. Do you know where she is?
3. It _____ dark. Shall I turn on the light?
4. They don't have anywhere to live at the moment. They _____ with friends until they find somewhere.
5. Things are not so good at work. The company _____ money.
6. Have you got an umbrella? It _____ to rain.
7. You are making a lot of noise. Can you be quieter? I _____ to concentrate.
8. Why are all these people here? What _____?
9. The population of the world _____ very fast.
10. The world _____. Things never stay the same.
11. The situation is already bad and it _____ worse.
12. The cost of living _____. Every year things are more expensive.
13. The weather _____ to improve. The rain has stopped, and the wind isn't as strong.

Ex. 2. Use the words in brackets to complete the questions:

1. 'Is Colin working this week?' 'No, he's on holiday.' (Colin/work)
2. Why _____ at me like that? What's the matter? (you/look)
3. 'Jenny is a student at university.' 'Is she? What _____?' (she/study)

4. _____ to the radio or can I turn it off? (anybody/listen)
5. How is your English? _____ better? (it/get)

Ex. 3. Put the verbs into the correct form (sometimes negative):

1. I'm tired. I _____ (go) to bed now. Goodnight!
2. We can go out now. It _____ (rain) any more.
3. "How is your new job?" "Not so good at the moment. I _____ (enjoy) it very much."
4. Catherine phoned me last night. She's on holiday in France. She _____ (have) a great time and doesn't want to come back.
5. I want to lose weight, so this week I _____ (eat) lunch.
6. Angela has just started evening classes. She _____ (learn) German.
7. I think Paul and Ann have had an argument. They _____ (speak) to each other.
8. Sarah: Brian! How nice to see you! What(you/do) these days?
 Brian: I(train) to be a supermarket manager.
 Sarah: Really? What's it like?..... (you/enjoy) it?
 Brian: It's all right. What about you?
 Sarah: Well, actually I (not/work) at the moment. I (try) to find a job but it's not easy. But I'm very busy. I (decorate) my flat.
 Brian: (you/do) it alone?
 Sarah: No, some friends of mine.....(help)me.

Environmental Science – A Global Concern

Read the paragraphs below and match them with the threat they refer to

<p>1. "Environmental racism is inequitable distribution of environmental hazards based on race. The Federal Agency for Toxic Substances and Disease Registry considers lead poisoning to be the number one environmental health problem for children in the United States. Some 4 million children – many of whom are African American, Latino and Native American- have dangerously high lead levels in their bodies.</p>	<p>Animal extinction</p>
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<p>This lead is absorbed from contaminated drinking water and soil polluted by industrial effluents and automobile exhaust.”</p>	
<p>2. “Every year humans kill about 100 million sharks, skates and rays, about half of them caught as unwanted “by-catch” while fishing for other species. Sharks are particularly sensitive to overfishing because they grow slowly, mature late and have few young each generation. As top predators, sharks play a crucial role in the health of the ocean ecosystems and their extermination could lead to major ecological changes in the ocean”.</p>	<p>Acid rain</p>
<p>3. “In February 2002, a huge section of the Larsen B Ice Shelf along The Antarctic Peninsula coast suddenly disintegrated into thousands of icebergs. The total volume of ice released was the equivalent to 29 trillion bags of party ice. Climatologists warn that this dramatic collapse could be a signal of global climate change and an omen of catastrophic events to come.”</p>	<p>Air pollution</p>
<p>4. “A 1 percent loss of ozone results in a 2 percent increase in UV rays reaching the earth’s surface and could result in about a million extra human skin cancers per year worldwide.”</p>	<p>Overpopulation</p>
<p>5. “Every second, on average, four or five children are born somewhere on the earth and two other people die. This difference between births and deaths means a net gain of roughly 2.5 more humans per second in the world population. This means we are adding 9,000 per hour, 217,000 per day, or about 79 million more people per year.”</p>	<p>Water pollution</p>
<p>6. “Sulfur dioxide and sulphuric acid released by industry causes massive destruction of the vegetation. Rains then wash away the exposed soil, leaving a barren moonscape.”</p>	<p>Deforestation</p>

<p>7. "Pollution from factory pipes has been vastly reduced but erosion from farm fields, construction sites, airborne mercury, sulphur and other substances are increasingly contaminating lakes and wetlands."</p>	<p>Ozone depletion</p>
<p>8. "Worldwide, we lost between 9 million and 12 million ha of forest per year from 1990 to 2000. Clear-cutting and burning especially in order to get pasture and cropland have turned many forests into a dry, barren ground".</p>	<p>Global warming</p>
<p>9. "How does the air taste, feel, smell, and look in your neighbourhood? Chances are that wherever you live, the air is contaminated to some degree. Smoke, dust, corrosive gases and toxic compounds are present nearly everywhere."</p>	<p>Toxic waste</p>

Ex. 1. Find in the text Present Continuous.

Ex. 2. Retell the information using the construction There is/are, Present Simple.

Present Simple & Present Continuous

Ex. 1. Correct the mistakes where necessary (Right/Wrong):

1. Water boils at 100 degrees Celsius.
2. The water boils. Can you turn it off?
3. Look! That man tries to open the door of your car.
4. Can you hear those people? What do they talk about?
5. The moon goes round the earth.
6. I must go now. It gets late.
7. I usually go to work by car.
8. 'Hurry up! It's time to leave.' 'OK, I come.'
9. I hear you've got a new job. How do you get on?

Ex. 2. Put the verbs in the correct forms, Present Continuous или Present Simple:

1. Let's go out. It isn't raining (not/rain) now.
2. Julia is very good at languages. She ... (speak) four languages very well.
3. Hurry up! Everybody ... (wait) for you.
4. "... (you/listen) to the radio?" "No, you can turn it off."
5. "... (you/listen) to the radio every day?" "No, just occasionally."
6. The River Nile ... (flow) into the Mediterranean.
7. Look at the river. It ... (flow) very fast today – much faster than usual.
8. We usually ... (grow) vegetables in our garden but this year we ... (not/grow) any.
9. "How is your English?" "Not bad. It ... (improve) slowly."
10. Ron is in London at the moment. He ... (stay) at the Park Hotel. He ... (always/stay) there when he's in London.
11. Can we stop walking soon? I ... (start) to feel tired.
12. "Can you drive?" "I ... (learn). My father ... (teach) me."
13. Normally I ... (finish) work at 5.00, but this week I ... (work) until 6/00 to earn a bit more money.
14. My parents ... (live) in Bristol. They were born there and have never lived anywhere else. Where ... (your parents/live)?

15. Sonia ... (look) for a place to live. She ... (stay) with her sister until she finds somewhere.
16. "What ... (your father/do)?" "He's an architect but he ... (not/work) at the moment."
17. (at a party) Usually I ... (enjoy) parties but I ... (not enjoy) this one very much.
18. The train is never late. It ... (always/leave) on time.
19. Jim is very untidy. He ... (always/leave) his things all over the place.

!!!НЕ ИМЕЮТ ФОРМЫ ДЛИТЕЛЬНОГО ВРЕМЕНИ!!!

Глаголы состояния / Stative Verbs

appear — казаться
 be — быть
 believe — верить
 belong — принадлежать
 contain — содержать в себе
 cost — стоить
 desire — жаждать, сильно желать
 detest — не выносить, питать отвращение
 enjoy — наслаждаться



feel — чувствовать
 fit — быть впору
 forget — забывать
 hate — ненавидеть
 have — иметь
 hear — слышать
 include — включать в себя
 keep — держать, хранить, беречь
 know — знать
 like — нравиться
 look — смотреть, выглядеть
 love — любить
 need — нуждаться
 owe — быть в долгу
 own — владеть

realise — осознавать
 remember — помнить
 see — смотреть
 seem — казаться
 smell — чувствовать запах, пахнуть
 sound — звучать
 taste — иметь вкус
 think — думать, полагать
 understand — понимать
 want — хотеть
 weigh — весить
 wish — желать



Ex. 1. Are the underlined verbs right or wrong? Correct the ones that are wrong:

- 1) I'm seeing the manager tomorrow morning. RIGHT.
- 2) I'm feeling hungry. Is there anything to eat?
- 3) Are you be living in God?
- 4) This sauce is great. It's tasting really good.
- 5) I'm thinking this is your key. Am I right?

Ex. 2. Put the verbs in brackets in Present Continuous or Present Simple:

1. Are you hungry? _____ you _____ something to eat? (you/want)

2. Jill is interested in politics but she _____ to a political party. (not/belong)
3. Don't put the dictionary away. I _____ it. (use)
4. Don't put the dictionary away. I _____ it. (need)
5. Who is that man? What _____? (he/want)
6. Who is that man? Why _____ at us? (he/look)
7. George says he's 80 years old but nobody _____ him. (believe)
8. She told me her name but I _____ it now. (not/remember)
9. I _____ of selling my car. (think) Would you be interested in buying it?
10. I _____ you should sell your car. (think) You _____ it very often.
(not/use)
11. I used to drink a lot of coffee but these days I _____ tea. (prefer)
12. Air _____ mainly of nitrogen and oxygen. (consist)

Ex. 3. Use the words in brackets to make sentences.

1. (you/not/seem/very happy today)
2. – (what/you/do?)
– Be quiet! (I/think)
3. – (who/this umbrella/belong to?)
– I've no idea.
4. (the dinner/ smell/ good)
5. – Excuse me. – (anybody/sit/here?)
– No, it's free.
6. – Can you ring me back in half an hour? (I/have/dinner?)

SEMESTER II

How green you are!!!



Going Green Quiz

1 – What's the biggest consumer of power in homes?

- Clothes dryer
- Refrigerator
- Iron
- Hair dryer

2 – Which of the following countries has enacted legislation to reduce the use of plastic shopping bags?

- Australia
- Bangladesh
- Italy
- All of the above

3 – Which saves more energy:

- Turning your computer off
- Putting it in sleep mode

4 – Homes in rural areas have less indoor pollution than homes in high industrial areas.

- True
- False

5 – When you want to recycle your old computer, it's 20 times more energy-efficient to... :

- Refurbish it for reuse
- Dismantle it
- Place it in storage
- Ship it to another country

6 – How much household heat is lost through a non-insulated roof?

- 25%
- 10%
- 5%

7 – On average, how long does it take for a person in the UK to produce their own body weight in rubbish?

- 7 weeks
- 7 months
- 7 years

8 – How much energy is saved by recycling an aluminum can instead of making anew?

- 96 %- enough to run a 20 watt CFL (compact fluorescent light) lamp or 100 hours
- 76 %- enough to run a refrigerator for 5 minutes
- 50 %- enough to power an iPhone for a week

9 – What is the most common cause of pollution of streams, rivers, and oceans?

- Dumping of garbage by cities
- Surface water running off gardens, city streets and farm fields
- Trash washed into the ocean from beaches
- Waste dumped by factories

10 – Planting a tree will create oxygen, provide wildlife habitat, and soak up waste CO₂. Which variety should you choose?

- a fast-growing poplar
- a long-lived oak
- a variety native to where you live
- An evergreen

11 – Where does most of the garbage in the U.S. end up?

- Oceans
- Incinerators

- Recycling centers
- Landfills

12 – Which of the following household wastes is considered hazardous waste?

- Plastic packaging
- Glass
- Batteries
- Spoiled food

13 – What's the most common reason for a species becoming extinct?

- Pesticides are killing them
- Their habitats are being destroyed by humans
- There is too much hunting
- They smoked as teenagers

Going Green Quiz Answers.

1. The fridge is first in home energy consumers with the clothes dryer coming in second. Today an Energy-approved refrigerator consumes at least 40 % less energy than a conventional model.

2. All of the above as well as Ireland, South Africa, Taiwan and India have all enacted legislation to ban or reduce the use of plastic bags. Americans alone use an estimated 100 billion plastic shopping bags each year. Less than 1 % of those bags is recycled and the rest of the bags never biodegrade at all.

3. Turning it off. Putting your computer in sleep mode cuts energy by 70 % but turning it off saves even more. The energy spent restarting the computer is negligible, experts say.

4. False. The U.S Environmental Protection Agency has found that about a dozen common pollutants are 2 to 5 times more present inside homes than outside whether the homes were situated in rural or industrial areas.

5. Refurbish it for reuse. But unfortunately, only 2 % of used PCs are given to a second-generation user.

6. 25%.

7. 7 weeks.

8. 96 % – It takes over 20 times the energy to make a can from ore than to recycle it.

9. Water running off. Stopping runoff saves streams.

10. Plant local varieties for global impact

11. Over half our trash ends up in a hole in the ground.

12. Batteries are hazardous waste

13. We are destroying their habitat.

Make the conclusion “Are you green or not?”

Useful vocabulary:

- In my mind
- In my opinion
- I am (completely/absolutely) sure
- I (really) think/reckon/believe/suppose
- What I think is ...
- Likely/Unlikely
- Exactly not
- I would (probably) say
- No doubt that/There is no question
- It seems to me
- On second thought

!!!! Фраза *in my humble opinion* довольно часто встречается в форме аббревиатуры **ИМНО**, особенно в неформальной переписке, например:

That's madness, **ИМНО!** — **ИМХО** (по-моему), это безумие!

Video work: Climate Change



Ex. 1. Before watching the video make sure you understand all these words and word combinations and know how to pronounce them:

To make gas –

CO₂ –

Come from exhaust part –

Float up/go up into the air –

Electricity –

Power station –

Cover –

Blanket –

Heat –

To cause drought –

Cyclone –

Wave –

Coral reef –

Warm up –

Go back –

Switch off –



Ex. 2. Watch the video and answer the questions:

- What do cars, power stations and planes make? What is the name of the gas?
- Do planes produce more or less CO₂ than cars?
- Do we have a lot of CO₂ in the air?
- What is climate change?
- What can smash up the coral reef and make fish go away?

- f) Are there any possible ways to protect plants and animals? What can we do?
- g) Would you like to protect animals and plants from climate change? What would you like to do?

Ex. 3. Tell if these sentences are true or false:

- a) When people use lots of cars CO₂ doesn't go up into the air.
- b) The air is hot because of the CO₂ blanket.
- c) Cyclones are big storms.
- d) We can still use cars instead of cycling and walking the places, planes instead of buses and leave the lights and TV sets switched on when we are not in the room.



Ex. 4. Sum up the video.

<http://www.youtube.com/watch?v=ko6GNA58YOA#t=12>

Tell what is happening on the video using a suitable tense.

Past Simple

PAST SIMPLE

+ V2/ed

did+not + V1

? Did + subject + V1 ...

Ex. 1.

A: Put these verbs in the sentences:

buy catch cost drink fall hurt sell spend teach throw win write

1. Mozart ... more than 600 pieces of music.
2. "How did you learn to drive?" "My father ... me."
3. We couldn't afford to keep our car, so we ... it.
4. I was very thirsty. I ... the water very quickly.
5. Paul and I played tennis yesterday. He's much better than me, so he ... easily.
6. Don ... down the stairs this morning and ... his leg.
7. Jim ... the ball to Sue, who ... it.
8. Ann ... a lot of money yesterday. She ... a dress which ... \$ 100.

B: Make negative sentences:

Mozart didn't write novels.

C: Make questions:

What did Mozart write?

Ex. 2. Complete the sentences:

1. It was warm, so I (take) off my coat.
2. The film wasn't very good. I (not/enjoy) it very much.
3. I knew Sarah was very busy, so I (not/disturb) her.
4. I was very tired, so I (leave) the party early.
5. The bed was very uncomfortable. I (not/sleep) very well.

6. The window was open and a bird (fly) into the room.
7. The hotel wasn't very expensive. It (not/cost) very much.
8. I was in a hurry, so I (not/have) time to phone you.
9. It was hard carrying the bags. They (be) very heavy.
10. Sue wasn't very hungry, so she (not/eat) anything.
11. We went to Kate's house but she (not/be) at home.
12. It was a funny situation but nobody (laugh).

Ex. 3. Complete the following text with verbs from the box in the past:

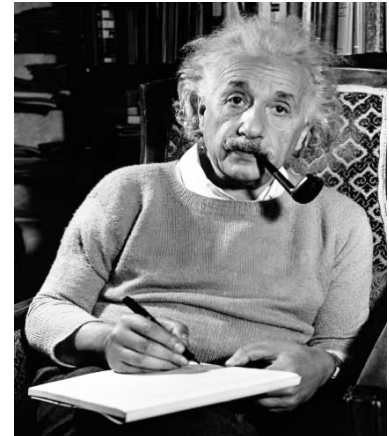
say – drink – go – send – speak – get – forget – eat – hear – buy – can – tell – know –
 put – be(*5) – drive

Last weekend my boyfriend and I _____ to a very nice party. We _____ a mysterious invitation to a party in our mailbox but we _____ (not) who _____ it; anyway we decided to go. John, my boyfriend, _____ a very big present and _____ it in our car; then we _____ for two hours before coming to a very big house. It _____ a very elegant five-story house but all the lights _____ off and there was no noise either. We _____ very confused and a little scared. I _____ John to go back home, but he insisted on staying. When we knocked on the door, I realized it _____ open. I _____ a little noise and when we walked in the house most of my friends and family _____: "HAPPY BIRTHDAY SUSAN!" It was a surprise party for me! We _____ delicious food and _____ lots of wine and beer. I _____ with all my beloved ones all night long and _____ (not) believe how lucky I _____ – they _____ (not) my birthday, they just celebrated it some days later to surprise me!

Ex. 4. Student A should read the text about Albert Einstein and ask questions to Students B to fill the gaps.

Albert Einstein

Albert Einstein (1879- (1) _____) was born in (2) _____ but took out (3) _____ citizenship in his mid-twenties. Surprisingly as a child he wasn't a remarkable student. In fact he failed his first attempt at the entry exam for (4) _____. However two years later he passed and, after his graduation on 1900, he worked as a (5) _____ before getting a job in the Patents office in Bern. He worked there from 1902 to 1909. In 1905 he published three papers on theoretical physics and, in the same year, he obtained his (6) _____.



In 1908, he became a lecture at the University of Bern. His genius brought him respect and he went on to hold various professorships. In 1915 he published the final version of his (7) _____. When his theories were verified four years later, he became world famous and was awarded the Nobel Prize in 1921.

However, in 1933, while Einstein was visiting California, Hitler came to power. Being Jewish, Einstein decided to remain in the USA and continued his research at the Institute of Advanced Study, Princeton where he remained until his death.

During the First World War Einstein had been a pacifist, but prior to the Second World War, he abandoned this idea because German scientists had managed to split the atom, and atomic bomb was now possible. He believed Hitler was a threat to world peace. He therefore persuade (8) _____, in 1939, to develop a US atomic research programme.

Student B should ask questions to Student A to fill the gaps in the table.

<i>Personal information</i>	<i>Publication and awards</i>
Date & place of birth: (a) _____, Germany	1905: Published three papers on (e) _____
Date & place of death: 1955, USA	1905: Obtained a PhD
Education	1915: Published his 'theory of relativity'
Studied at Zurich Polytechnic	1921: Awarded the (f) _____
Work	Other information
1900–1902: schoolteacher	Took out Swiss citizenship in 1901 and American citizenship in 1933.
1902–1909: (b) _____, Bern, Switzerland	The First World War: German scientists had managed to (h) _____ and Einstein believed that Hitler was becoming a threat to world peace. In 1939, he persuaded President Roosevelt to develop a US atomic research programme.
1908: (c) _____, University of Bern	
1909–1914: various professorships	
1933–1955: physicist, (d) _____, Princeton.	

Past Continuous

Past Continuous

+ be (was/were) + Ving

be (was/were)+not + Ving

? Be (was/were) + Ving

Ex. 1. Complete the conversation. Put in the past continuous forms:

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

Vicky: Oh no! What (1) (you / do)?

Jessica: (2) (I / take) it into the kitchen. I bumped into Emma.

(3) (she / come) out just as (4) (I / go) in.

Vicky: I expect it was your fault. (5) (you / not / look) where (6) (you/ go).

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

Ex. 2. Translate into English:

1. Он шел домой через парк.
2. Она печатала доклад весь вечер.
3. Мы крепко спали, когда они стучали в дверь.
4. Дождь шел без остановки.
5. Мы отдыхали на море.
6. Они обедали в ресторане, в то время как их дети устроили вечеринку дома.
7. Молодожены Патэрсоны в прошлом месяце жили у родителей, пока строители делали ремонт в их новой квартире.
8. Она смеялась над этой шуткой как сумасшедшая.
9. Молодая привлекательная девушка сидела на скамейке и читала.
10. Молодой странный человек смотрел на нее не отрываясь.

Past Simple & Past Continuous

Ex. 1. Choose the right form:

1. We met/were meeting when we lived/were living in Spain.
2. What did you do/were you doing when I phoned/were phoning you?
3. I saw/were seeing him in the park he sat/ was sitting on the bench.
4. He slept/ was sleeping in the garden when he arrived/were arriving.
5. She worked/was working quietly at her desk when suddenly the door opened/was opening and her daughter rushed/was rushing in.
6. He stood/was standing up, walked/was walking across the room, and closed/was closing the window.
7. A strange man walked/was walking into the room. He wore/was wearing red trousers and a pink shirt.
8. Didn't you meet/weren't you meeting your wife while you worked/were working in Chile?
9. As soon as I walked/was walking into the room, he handled/was handling me the letter.
10. His father was really angry with him because he took/was taking his car while he was out.
11. Why didn't they visit/weren't visiting me while they stayed/were staying in London?
12. As he passed/was passing the bank, a man in a mask knocked/was knocking him onto the ground.
13. What did you write/were you writing when your computer crashed/was crashing?

Ex. 2. Read:

A Couple who survived an Amazing 66 Days at Sea



A couple from Miami, Bill and Simone Butler, spent sixty-six days in a life-raft in the seas of Central America after their yacht sank. They survived in very good condition.

Twenty-one days after they left Panama in their yacht, Siboney, they met some whales, “They started to hit the side of the boat,” said Bill, ‘and then suddenly we heard water.’ Two minutes later, the yacht was sinking. They jumped into the life-raft and watched the boat go under the water.

For twenty days they had tins of food, biscuits, and bottles of water. They also had a fishing-line and a machine to make salt water into drinking water – two things which saved their lives. They caught eight to ten fish a day and ate them raw. Then the line broke. ‘So we had no more fish until something very strange happened. Some sharks came to feed, and the fish under the raft were afraid and came to the surface. I caught them with my hands.’



About twenty ships passed them, but no one saw them. After fifty days at sea their life-raft was beginning to break up. Then suddenly it was all over. A fishing boat saw them and picked them up. They couldn’t stand up, so the captain carried them onto his boat and took them to Costa Rica. Their two months at sea was over.

Student A: Write down wrong sentences about the couple:

They were from New York.

Student B: Correct the sentences of Student A:

They were from Miami.



The End of the World – 2012

What do you think of this theory?

Do you know people who believe this?

What would you do if you knew that the world was going to end?

Read this text from from an English newspaper. (2009)

A tidal wave engulfs the Himalayas. A tsunami scoops up a warship and dumps it on the White House. The Great Wall of China crumbles and thousands of screaming tourists plummet to their death.

Those who survive the initial onslaught flee in terror, but to run is futile for this is the ultimate catastrophe – the end of the world – as predicted by Hollywood disaster movie 2012.

Is it nonsense or are we really on the brink of Doomsday? This belief is based on a calendar produced by the ancient Mayan civilisation, which lasted for around 2,000 years until it's mysterious collapse in AD900.

With neither telescopes or other equipment at their disposal, the Mayans managed to calculate that a lunar month lasted 29,5305 days, just 34 seconds away from what we know to be its actual length. They also accurately forecast the movements of planets including Jupiter and Mars, and the occurrence of both solar and lunar eclipses for many centuries to come.

Given these very precise predictions, Doomsday theorists are alarmed that the “Long Count” Calendar, as it is known, appears to end abruptly on a date they recorded as 13.0.0.0 or the date we know as December 21, 2012.

The only clue as to what the Mayans thought might happen on that day comes from an ancient stone tablet, discovered during roadworks in Mexico in the 1960's. Carved upon it are hieroglyphics that refer to the year 2012 and an event that involves Bolon Yokte, the Mayan god of war and creation. Weathering and a crack in the stone have made the last part of the inscription illegible, but Mexican archaeologists have interpreted it as saying “He will descend from the sky”.

Scientists don't agree with this idea but say that the world will come to an end eventually. The good news is that it is unlikely to happen for another 4 billion years. So since the aforementioned fate isn't likely to happen for a long time, if at all, we are probably safe to get on with our plans for Christmas 2012.

What do these words mean?

To engulf something	futile
To scoop something up	To be on the brink of something
To crumble	To be at someone's disposal
To plummet	To weather
Onslaught	illegible
	aforementioned

Answer these questions:

1. Do the scientists agree with the end of the world?
2. Did a Tidal Wave really engulf the Himalayas?
3. Why do some people believe in the Mayan calendar?
4. According to the Mayans, what may happen on 21st December 2012?
5. What do you think?

Watch the video and make notes on the following points in the table. If you need to stop the video, you can: www.youtube.com – NASA JPL: 21 Dec 2012 Just Another Day

The Mayan Calendar	Niburu
Nasa Astronomers	Solar storm
Planetary Alignments	Earth Axis shift

In groups, discuss the different theories about the end of the world?



Louis Armstrong
“What a Wonderful World”

Green, red, blue, white, bright, dark, rainbow

I see trees of _____ _____ roses, too
I see them bloom..... for me and you
And I think to myself.... what a wonderful world.

I see skies of _____ clouds of _____
_____ blessed days.... _____ sacred nights
And I think to myselfwhat a wonderful world.

The colors of a _____so pretty in the sky
Are also on the faces.....of people going by
I see friends shaking hands.....saying “how do you do”
They’re really saying.....”I love you’.

I hear babies cry..... I watch them grow
They’ll learn much more.....than I’ll never know
And I think to myselfwhat a wonderful world
Yes, I think to myselfwhat a wonderful world

Present Perfect

Present Perfect

+ **have/has V3/ed**

have/has+not + V3/ed

? **Have/has + V3/ed**

Ex. 1. Write a letter to a friend. In the letter, you give news about yourself and other people. Use the words given to make sentences.

Dear Chris,

Lots of things have happened since I last wrote to you.

1. I/buy/a new car. – I've bought a new car.
2. my father/start/a new job. – _____
3. I/give up/smoking. – _____
4. Charles and Sarah/go/to Brazil. – _____
5. Suzanne/have/a baby. – _____

Ex. 2. Read the situations and write sentences in Present Perfect. Choose one of the following:

arrive, break, go up, grow, improve, lose

1. Mike is looking for his key. He can't find it. He _____.
2. Margaret can't walk and her leg is in plaster. She _____.
3. Maria's English wasn't very good. Now it is much better. _____.
4. Tim didn't have a beard last month. Now he has a beard. _____.
5. This morning I was expecting a letter. Now I have it. _____.
6. Last week the bus fare was 80 pence. Now it is 90. _____.

Ex. 3. Read the situations and write sentences with just, already or yet:

1. After lunch you go to see a friend at her house. She says 'Would you like something to eat?'

You say: No, thank you. I've just had lunch. (have lunch)

2. Joe goes out. Five minutes later, the phone rings and the caller says 'Can I speak to Joe?'

You say: I'm afraid --- (go out)

3. You are eating in a restaurant. The waiter thinks you have finished and starts to take your plate away.

You say: Wait a minute! --- (not/finish)

4. You are going to a restaurant this evening. You phone to reserve a table. Later your friend says 'Shall I phone to reserve a table?'

You say: No --- it. (do)

5. You know that a friend of yours is looking for a job. Perhaps she has been successful. Ask her.

You say: ---? (find)

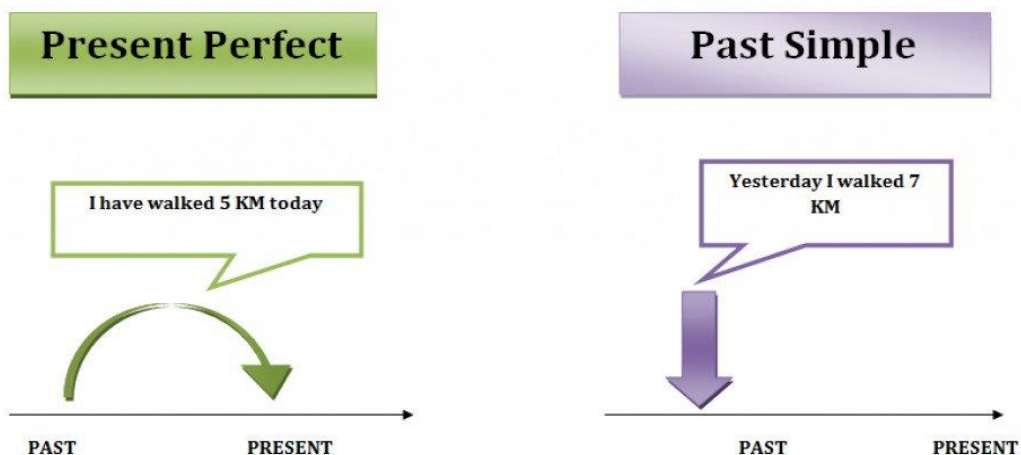
6. Ann went to the bank, but a few minutes ago she returned. Somebody asks 'Is Ann still at the bank?'

You say: No, --- (come back)

Choose one of the dialogues and complete it.



Present Perfect vs. Past Simple



Ex. 1. Put the verbs into the correct form:

1. You (hear) about the restaurant Marquise de Salade? -Yes , we (be) there for my father's birthday.
2. You (be) out of Europe? – Yes, I (be) to Canada, Morocco and Turkey. And which you (like) best?
3. It (stop) raining yet?
4. How long is it since they (be) at your place?
5. You (meet) my fiancée yet?
6. How it (get) into my pocket?
7. You (forget) to book the tickets, ___you?
8. How long is it since you last (talk)?
9. When he (say) he would come?
10. I (see) him the other day.
11. We (run out) of milk.
12. You (pay) the bills? -Not yet. I (have) a spare minute during the day.
13. He certainly meant what he (say).
14. As soon as the match (start) the audience (begin) shouting.
15. It (be) no use arguing with him at that time.

16. You (see) the new Santana video?
17. Why you (call) me?
18. You (remember) to water the plants before we left?
19. You (come) to school by car today?
20. Where you (be) during the meeting?

Ex. 2. Work with vocabulary and grammar

Read the text and make literary translation in writing form. Answer the questions after the text.

Then write down phrases which you like and interest? Make with them your own sentences.

Finally find sentences with Present Perfect Tense and explain their meaning.

A double-edged sword” of Chemistry and Environmental Problem

1. Chemistry is important – there is no doubt about that. It lies at the heart of our efforts to produce new materials that make our lives safer and easier, to produce new sources of energy that are abundant and nonpolluting and to understand and control the many diseases that threaten us and our food supplies. Although a strong case can be made that the use of chemistry has greatly enriched all of our lives, there is also a darkside of the story. Our society has used its knowledge of chemistry to kill and destroy. It is important to understand that the principles of chemistry are inherently neither good nor bad – it’s what we do with knowledge that really matters.

2. Although humans are clever, resourceful, and concerned about others, they also can be greedy, selfish, and ignorant. In addition, we tend to be shortsighted, we concentrate too much on the present and do not think enough about a long-range implication of our actions. This type of thinking has already caused us a great deal of trouble – severe environmental damage has occurred on many fronts. However, it is less important to lay blame than to figure out how to solve these problems.

3. The environment excites growing public concern due to realizing that at present time human activity has become varied and complex that it affects not only at local and national level, but the whole world. Ways of producing energy, using natural resources and build up of waste threaten to destroy Nature irreversibly. To preserve the environment of our planet development and growth in the world must be sustainable. Sustainable means not sacrificing tomorrow's prospects for largely illusory gain today.

4. Solution to environmental problems cannot be found without their scientific understanding. An important part of the answer must rely on chemistry. One of the hottest fields in the chemical sciences is environmental chemistry – an area that involves studying our environmental ills and discovering creative ways to address them.

Comprehension:

1. How do you understand the title of the text?
2. What other titles could you suggest?
3. What is a main reason to think that Nature is certainly under threat?
4. In what way has our view on Nature changed as compared with the view of previous generations?
5. What makes the main difference in perception of the world nowadays and in the past?
6. What kinds of human activities threaten to change fundamentally the balance of our global environment?
7. What is sustainable development?
8. Why does scientific knowledge play an important part in searching solutions to environmental problems?
9. What is the field of environmental chemistry?

Past Perfect

Past Perfect

+ had + V3/ed

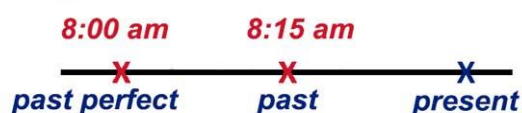
had+not + V3/ed

? Had + V3/ed

Past Perfect - прошедшее совершенное время



When He arrived to the bus stop (8:15),
the bus had left (8:00)



Ex. 1. Read the situation and write sentences from the words in brackets:

1. You went to Jill's house, but she wasn't there. (she/go/out) She had gone out.
2. You went back to your home town after many years. It was not the same as before. (it/change/a lot) _____.
3. I invited Rachel to the party but she couldn't come. (she/arrange/to do something else) _____.
4. You went to the cinema last night. You arrived to the cinema late. (the film/already/begin) _____.
5. I was very pleased to see Tim again after such along time. (I/not/see/him for five years) _____.
6. I offered Sue something to eat but she wasn'thungry. (she/just/have/ /breakfast) _____.


Ex. 2. Read the situation and write sentences ending with before. Use the verbs given in brackets:


1. The man sitting next to me on the plane was very nervous. It was his first flight. (fly) He _____ before.
2. A woman walked into the room. She was a complete stranger to me. (see) I _____ before.
3. Simon played tennis yesterday. He wasn't very good at it because it was his first game. (play) He _____ before.
4. Last year we went to Denmark. It was our first time there. (be) We _____ before.
5. Yesterday I tried to speak Italian but it was difficult. (speak) I _____ before.
6. The child was funny when he was cleaning his teeth on his own. (clean) He _____ before.

Ex. 3 Which action comes first?

1. Russel _____ [] his mistake only hours after he _____ [] the money. (realise, send)
2. When Kris _____ [] at the station, the group _____ []. (arrive, already leave)
3. When Kris _____ [] at the station the group _____ []. (arrive, leave)
4. Mandy _____ [] her father to lend her the car a few times before, but this time he _____ []. (ask, agree)
5. Sam _____ [] in the room for some time before he _____ [] it was the wrong class. (be, realise)
6. By the time builders _____ [] the work, we _____ [] in. (complete, already move)
7. When the builders _____ [] the work, we _____ [] in. (complete, move)
8. Jelena _____ [] the course because she _____ [] a job. (start, find)
9. Kevin _____ [] the job because he _____ [] the best interviewee. (get, be)
10. We arrived at work in the morning and _____ [] that somebody _____ [] into the office during the night. So we _____ [] the police. (find, break, call)

Future Tenses

FUTURE SIMPLE TENSE		
WILL + V		
Affirmative	Negative	Questions 
I You We They He She It } will + play 'll + play	I You We They He She It } will not + play won't + play	I You We They He She It } Will + play ?

 MyShared



Ex. 1. Complete the sentences with I'll + suitable verb

Give your own ideas what will you do in these situations:

1. I'm too tired to walk home. I think I'll GET a taxi
2. It's bit cold in this room. Is it? _____ on the heating then.
3. We haven't got any milk. Oh haven't we? _____ and get some.
4. Do you want me to do the washing-up? No it's all right _____ it.
5. I don't know how to use those computers. OK, _____ you.
6. Would you like tea or coffee? _____ coffee, please.
7. Goodbye! Have a nice holiday. Thanks _____ you postcard.

8. Thank you for lending me your camera. _____ it back to you on Monday OK?
9. Are you coming with us? No I think _____ here.

Ex. 2. !!! Before doing this exercise pay your attention how to form Future Continuous and Future Perfect:

FC: will + be + Ving

FP: will + have + Ved/V3

Read about Colin. Then you have to tick (V) the sentences which are true. In each group of sentences, at least one is true:


Colin goes to work every day. He leaves home at 8 o'clock and arrives at work at about 8.45. He starts work immediately and continues until 12.30 when he has lunch (which takes about half an hour). He starts work again at 1.15 and goes home at exactly 4.30. Every day he follows the same routine and tomorrow will be no exception.

<p>At 7.45</p> <p>a. he'll be leaving the house</p> <p>b. he'll have left the house</p> <p>c. he'll be at home (V)</p> <p>d. he'll be having breakfast (V)</p>	<p>At 12.45</p> <p>a. he'll have lunch</p> <p>b. he'll be having lunch</p> <p>c. he'll have finished his lunch</p> <p>d. he'll have started his lunch</p>
<p>At 8.15</p> <p>a. he'll be leaving the house</p> <p>b. he'll have left the house</p> <p>c. he'll have arrived at work</p> <p>d. he'll be arriving at work</p>	<p>At 4 o'clock</p> <p>a. he'll have finished work</p> <p>b. he'll finish work</p> <p>c. he'll be working</p> <p>d. he won't have finished work</p>
<p>At 9.15</p> <p>a. he'll be working</p> <p>b. he'll start work</p> <p>c. he'll have started work</p> <p>d. he'll be arriving at work</p>	<p>At 4.45</p> <p>a. he'll leave work</p> <p>b. he'll be leaving work</p> <p>c. he'll have left work</p> <p>d. he'll have arrived home</p>

Ex. 3. Put the verb into the correct form, will be (doing) or will have (done):

1. Don't phone me between 7 and 8.(we/have) dinner then.
2. Phone me after 8 o'clock.(we/finish) dinner by then.
3. Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So at 4 o'clock,(we/play) tennis.
4. A: Can we meet tomorrow afternoon?
Not in the afternoon.(I/work).
5. B has to go to a meeting which begins at 10 o'clock. It will last about an hour.
A: Will you be free at 11.30?
B: Yes,(the meeting/finish) by that time.
6. Tom is on holiday and he is spending his money very quickly. If he continues like this,(he/spend) all his money before the end of his holiday.
7. Chuck came to Britain from the USA nearly three years ago. Next Monday it will be exactly three years. So on Monday,(he/be) in Britain for exactly three years.
8. Do you think.....(you/still/do) the same job in ten years' time?
9. Jane is from New Zealand. She is travelling around Europe at the moment. So far she has travelled about 1,000 miles. By the end of the trip,(she/travel) more than 3,000 miles.
10. If you need to contact me(I/stay) at the Lion Hotel until Friday.
11. A:(you/see) Laura tomorrow?
B: Yes, probably. Why?
A: I borrowed this book from her. Can you give it back to her?

I AM GOING TO : INTENTION.



Today, I **am going to** drive my new motorcycle, then I **am going to** phone my best friend and finally I **am going to** read my favourite novel. I **am going to** work hard next term.

To be going to – собираться что-то делать, планировать

Ex. 1. Write sentences with going to and the words in brackets.

1. It's Rowland's birthday next week. (send him a card)
2. Look at those dark clouds. (rain very soon).

3. John forgot his wedding anniversary. (be in trouble)
4. This room is a mess. (who\help me tidy up?)
5. Alex and Tony can't afford to stay in a hotel. (buy a tent)
6. This fish tastes horrible. (not come to this restaurant again)
7. I need to get more exercise. (walk to work from now on)
8. I'm very tired this evening. (have an early night)
9. We haven't got any money (how/get home?)
10. I need to use the car early tomorrow morning. (buy petrol tonight)
11. My parents dislike flying. (travel to Prague by train)
12. Leila's lost her CD player. (buy a new one?)

Ex. 2. Choose the correct alternative:

1. The sports club has put up the prices again. I'll cancel/ I'm going to cancel my membership.
2. I've talked to my boss, but he's very unhelpful and won't do / isn't going to do anything about the problem.
3. I'll go / I'm going to go into town this afternoon. Can I get you anything?
4. Will you hold/ Are you going to hold this box for a moment while I unpack it?
5. I hear the government's announced they'll raise / they're going to raise taxes again.
6. My car won't start/ isn't going to start. It must be the cold, I think.
7. I'll start / I'm going to start a new job next week

8. I'm so sorry I forgot your birthday. Why don't you come round tomorrow evening and I'll cook / I'm going to cook you a meal?
9. I took these trousers back to the shop, but they won't change / they aren't going to change them without a receipt.
10. You look tired. Shall we eat / Are we going to eat early this evening?
11. John's sold his car. He'll buy / He's going to buy a bike, he says
12. I've decided what to do for my holiday. I'll go / I'm going to go to Morocco.

Ex. 3. Complete the sentences using will ('ll) or going to:

Example:

A. why are you turning on the television?

B. I'm going to watch the news. (I/watch)

A. Oh, I've just realised. I haven't got any money.

B. Haven't you? Well, don't worry. _____ you same. (I/lend)

A. I've got a headache.

B. Have you? Wait there and _____ an aspirin for you. (I/get)

A. Why are you filling that bucket with water?

B. _____ the car. (I/wash)

A. I've decided to repaint this room.

B. Oh, have you? What colour _____ it? (you/paint)

A. Where are you going? Are you going to shopping?

B. Yes, _____ something for dinner. (I/buy)

A. I don't know how to use this camera.

B. It's quite easy. _____ you (I/show)

A. What would you like to eat?

B. _____ a sandwich please. (i/have)

A. Did you post that letter for me?

B. Oh, I'm sorry. I completely forgot _____ – it now. (I /do)

A. A. The ceiling in this room doesn't look very safe does it?

B. B. No, it looks as if _____ down (it/fall)

A. Has George decided what to do when he leaves school?

B. Oh yes. Everything is planned. _____ a holiday for a few weeks and then _____ a computer programming course. (he/have, he/do)

What can you see in the picture? Explain and describe with the construction 'be going to'.



The Way that we treat your Rubbish is going to Change

Rubbish, waste, garbage, junk, trash, litter... whatever you call it, the amount we produce is increasing every year and putting the environment under serious pressure. When something is thrown away, the natural resources, energy and time used to make the product is lost. The vast majority of resources used to make products cannot be replaced and will eventually run out.

Dealing with our rubbish is everyone's problem – we all create it and we all need to take responsibility for getting rid of it.

- On average each UK household generates 1.2 tonnes of rubbish each year, of which 70 % is biodegradable.
- About four fifths of the UK's household waste is currently sent straight to landfill sites.
- Under European law the UK must, by 2020, reduce the amount of biodegradable household rubbish sent to landfill sites to about 1/3 of the current amount.
- The average household water bill is 250 pounds, but the average household waste bill is only 90 pounds.

What are the options? There are a number of options we can consider to dispose of our rubbish in a safe and environmentally friendly way. Some of them also mean that the process used creates energy which can be used to generate heat or electricity.

Recycling. Energy from waste encompasses a number of different processes where household rubbish that is not recycled is burned at a high temperature in a purpose built industrial plant. These plants are designed to meet strict environmental controls and are heavily regulated to reduce pollution. In addition, these plants produce energy, including electricity. These types of treatment are widely used in such countries as Germany, Denmark and Sweden.

Mechanical – biological treatment. Under this method of treatment, as much as possible of the rubbish is sorted for recycling using screens and magnets. (that's the mechanical side). Then the organic rubbish is broken down by composting (that's the biological side). The remaining rubbish which cannot be recycled or composted is then either burned or landfilled. The rubbish is more stable (doesn't break down) and therefore requires reduced management on a long-term basis. So although landfill would still be used the environmental impact is less and the cost is less. This type of treatment is used extensively in Germany, Italy and Austria and is becoming more popular in the UK.

Anaerobic digestion is similar to mechanical-biological treatment, but once the rubbish is mechanically broken up and sorted, the organic rubbish is digested, in plants found on sewage treatment works, to produce gas for energy.

In-vessel composting. Kitchen organic rubbish can be collected and composted in large indoor industrial plants. Garden waste can also be composted with special wormeries and composters.

What you can do...It is impossible to eliminate rubbish altogether but there are easy steps we can all take. At home, work and in our local communities, we can all reduce the amount of rubbish we produce. We can all play a part in tackling the problem of waste by practicing the 3Rs in every aspect of our lives:

REDUCE to prevent waste before it's created

REUSE using products over again, e.g. calico bags

RECYCLE making something old into something new, e.g. plastic can be recycled into jewellery and clothes, like fleece jackets.

Next time you are in the supermarket think about the items you are going to buy and recognize how much rubbish they will produce.

Vocabulary Development

Study the comments given in Oxford Advanced Learner's Dictionary.

British English (BrE)	NAme (North American English)
Rubbish is the usual word in BrE for the things that you throw away because you no longer want or need them.	Garbage and trash are both used in NAme inside the home: garbage tends to mean waste food and other wet material, while trash is paper, cardboard and dry material.
In BrE you put your rubbish in a dustbin in the street to be collected by the dustmen.	In NAme, your garbage and trash goes in a trash can in the street and is collected by garbage men/ collectors.

Refuse (n) is a formal word and is used in both BrE and NAmE.

Refuse collector is the formal word for a dustman or garbage collector.

Litter (n) – small pieces of rubbish/ garbage such as paper, cans and bottles that people have left lying in a public place.

Junk (n) – things that are considered useless or of little value.

Waste (n) – materials that are no longer needed and are thrown away.

Ex. 1. Choose the proper word:

1. Streets were littered with rubbish/ refuse/ garbage.
2. Don't forget to take out the litter/ waste/ garbage.
3. This china came from a junk/ waste/ rubbish shop.
4. There will be fines for people who drop rubbish/ litter/ garbage.
5. What is this trash/ garbage/ rubbish you are watching?
6. I've cleared out all that old trash/ litter/ rubbish/ junk in the attic.
7. Waste/ junk/ rubbish water is pumped from the factory into a nearby river.

Ex. 2. Collocations. Read and remember how to use the following words and word combinations. Learn them by heart and get ready to write a terminological dictation.

Rubbish (n): a rubbish bag/ bin; a rubbish dump/ heap/ tip; garden/ household rubbish.

Garbage (n): a garbage man; a garbage collector; a garbage can; garbage disposal; garbage truck.

Litter (n): to drop litter; litter bin (a container for rubbish in a public place or street); litterbug (a person who leaves litter in public places).

Trash (n) – trash can.

Junk (n) – junk food; junk mail; junkyard (= scrap yard) – a place where old cars, machines etc. are collected; junk shop.

Waste (n) – household/ industrial waste; toxic wastes; waste disposal; waste basket/ waste-paper basket; waste bin; waste pipe; waste product.

Ex. 3. Idioms. Match idioms and their meanings. Make up your own sentences using the idioms.

- a. Garbage in, garbage out (GIGO)
- b. A waste of space
- c. Lay smth waste / lay waste (to) smth
- d. Talk rubbish

- 1. Destroy a place completely.
- 2. If wrong or poor quality data is put into a computer, wrong or poor quality data will come out of it.
- 3. Say stupid things
- 4. A person who is useless or no good at anything.

Writing and Speaking Skills

Before saying numbers, fractions, decimals, dates you should study the theory.

Don't use plural 's' after hundred, thousand, million etc. when they are part of a number:

379 – three hundred and seventy-nine

5, 084 – five thousand and eighty-four

3,000,000,000 – three billion

Say years of the 21st century as mathematical numbers:

2018 – two thousand eighteen (not 'twenty eighteen')

Say years of the previous centuries like this:

1997 – nineteen ninety-seven

1905 – nineteen hundred and five / nineteen oh five

In English decimals use dots (not commas!):

0.5 – (nought) point five

0.25 – (nought) point two five

1.5 – one-point five

1.75 – one point seven five

Say fractions in the following way:

$\frac{1}{2}$ – a half (plural halves)

$\frac{1}{4}$ – a quarter

$\frac{3}{4}$ – three quarters

$\frac{1}{3}$ – a third

$\frac{2}{3}$ – two thirds

$1 \frac{1}{2}$ – one and a half

$3 \frac{3}{4}$ – two and three quarters

Ex. 1. Find numbers, dates etc. in the text and read them aloud.

Ex. 2. Read aloud the following extracts:

- A. In Oxfordshire residents throw out 300,000 tonnes of household rubbish every year, a massive 470 kg for every person in Oxfordshire.
- B. Over 500,000 tonnes of junk mail is generated each year which is equivalent to 216 pieces of mail through your letterbox!
- C. 50 % of the 7.5 billion articles (clothing and other household items) discarded annually meet the criteria of the 3 R's, which means 3.75 billion unwanted articles could be reduced, reused or recycled annually.
- D. Over 1/3 of all household waste can be reduced by turning it into compost.
- E. In the UK, we produce more than 430 million tonnes of rubbish per year. This rubbish is created by every sector of society, from the largest industry down to each individual.
- F. Plastic bags take up to 500 years to decay, creating a major problem in landfill sites. We use 150 million plastic carrier bags every week in the UK. Reduce this rubbish by reusing plastic bags each time you go shopping or take your own reusable bag.
- G. If you recycle 25 of your plastic bottles we can make 1 fleece.
- H. By 2025 the rubbish we create needs to be reduced to 50% – that means we have to dispose of 100,000 tonnes of rubbish in a different way.
- I. 100,000 tonnes is roughly equivalent to 125 million loaves of bread or 6600 double decker buses and requires a lot of space!
- J. One average household produces 1.2 tonnes of rubbish per year. Collecting, processing and disposing of 1 tonne costs around 80 pounds. That means that throwing away a full bin bag is the equivalent of throwing away a pound coin.

Ex. 3. How do you say these numbers in English? Write down your answers.

- 1. 468 –
- 2. 3 ½ -
- 3. 2,354 –
- 4. 6.75 –
- 5. 0.25 –

6. $3 \frac{1}{3}$ –
7. 1,250,000 –
8. 10.04 –
9. 47 % –
10. in 2021 –

Video Work “Waste Disposal”

Watch the video:

<https://www.youtube.com/watch?v=42UHIRVwxec>

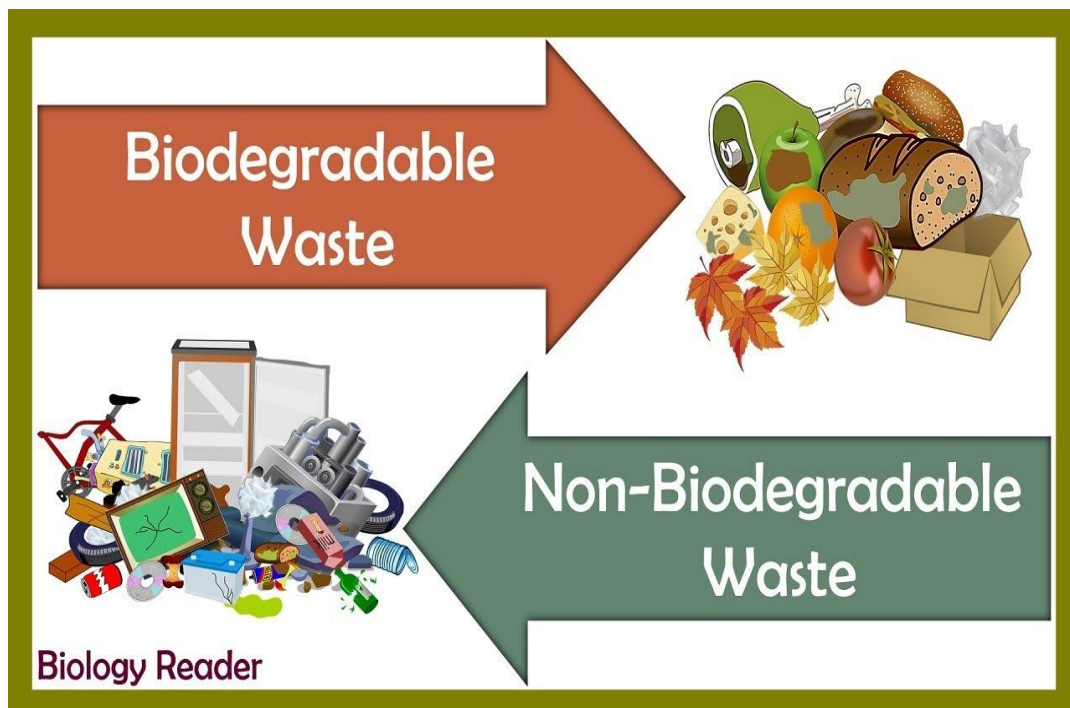
Write down:

kinds of waste from the video

kinds of disposal

methods of recycling

advantages of waste disposal



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