

ENGLISH FOR BIOLOGISTS



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЧЕРКАСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ БОГДАНА ХМЕЛЬНИЦЬКОГО

ENGLISH
FOR BIOLOGISTS

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Навчальний посібник сформований у відповідності до програми з іноземної мови за професійним спрямуванням для студентів 1 курсу спеціальності «Біологія».

Навчальний матеріал розташований за тематичним принципом (за розділами) та має комплексний характер. Два розділи охоплюють навчальний матеріал з іноземної мови професійного спрямування, два розділи включають теми загального спілкування та два розділи зосереджуються на схематичному повторенні граматичного матеріалу та застосування отриманих знань на практиці.

Робота за темою в межах одного розділу організовується на базі тексту професійного чи загального спрямування, лексичних вправ та завдань комунікативного характеру професійного та загального спрямування, текстів для додаткового читання, системи граматичних вправ репродуктивного та творчого характеру. Посібник вміщує завдання для самостійної роботи студентів та вправи для контролю умінь та навичок студентів.

***Затверджено до друку на засіданні вченої ради
Черкаського Національного університету
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ПЕРЕДМОВА

Навчальний посібник призначається для студентів 1 курсу спеціальності «Біологія». Мета посібника – формувати у студентів навички читання та розуміння літератури фахової професійної тематики на основі активізації знань загальнонавчальної лексики та основ граматики. Поряд з цим у посібнику реалізується мета комплексного оволодіння студентами всіма видами мовленнєвої діяльності на основі комунікативного підходу до вивчення іноземної мови. Посібник базується на різноманітному автентичному матеріалі, який підібрано з урахуванням комунікативного підходу у вивченні англійської мови та спрямовано на розвиток позитивної мотивації до вивчення іноземної мови.

Навчальний матеріал професійного спрямування посібника розподілено на два тематичних розділи “Biology as a Science” та “Biology Branches”, текстовий матеріал яких згруповано за такими темами професійного інтересу студентів, як вступ до біології, ботаніки, екології, зоології, гістології, анатомії, фізіології та інші. Кожний розділ, в свою чергу, вміщує декілька текстів професійного спрямування, які з різних сторін висвітлюють тему, та текстів, які несуть додаткову інформацію за певною тематикою.

Навчальний матеріал загального спрямування має на меті розвиток комунікативних навичок у щоденному спілкуванні, сприяючи розвитку навичок говоріння, аудіювання, читання та письма. Комунікативні вправи мають різноплановий вплив на навчальний процес та стимулюють пізнавальний інтерес особистості студента.

Грамматичні вправи вміщують основні програмні явища англійської мови, які необхідні для розуміння даного лексичного матеріалу, тобто, основну інформацію про частини мови, їх особливості та специфіку вживання. Грамматичні вправи спрямовані на засвоєння необхідного граматичного матеріалу, ефективне його повторення та практичне застосування отриманих знань.

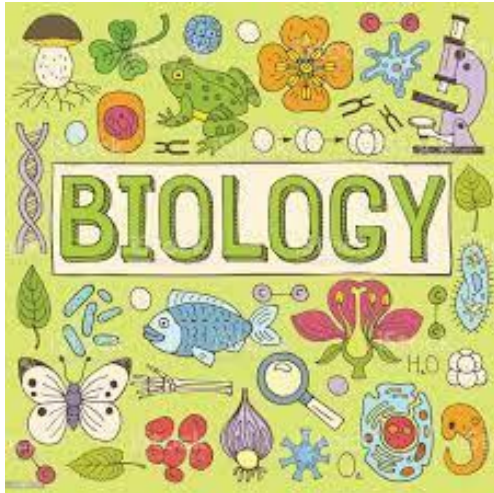
Навчальний посібник включає граматичний довідник, призначений для самостійної роботи студентів з метою повторення раніше вивченого граматичного матеріалу.

UNIT I BIOLOGY AS A SCIENCE

Lesson 1 Biology

(From BYJU'S. Retrieved from: <https://byjus.com/biology/botany/>.)

(From NTNU. Retrieved from: <https://www.ntnu.edu/biology/about-us/what-is-biology>)

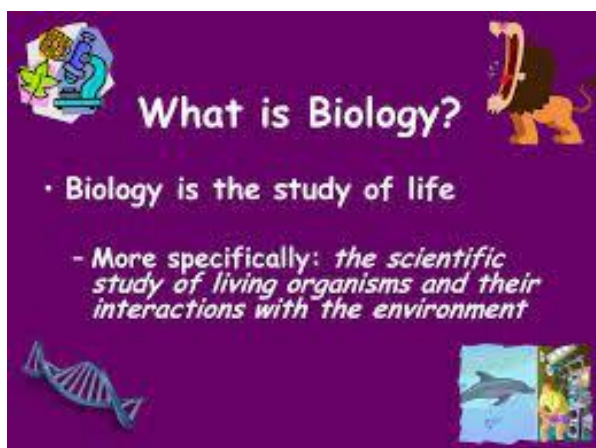


The word biology is derived from the Greek words *bios* meaning *life* and *logos* meaning *study*. Biology is defined as the study of living organisms, their origins, anatomy, morphology, physiology, behaviour, and distribution. An organism is a living entity consisting of one cell e.g. bacteria, or several cells e.g. animals, plants and fungi.

Aspects of biological science range from the study of molecular mechanisms in cells, to the classification and behaviour of organisms, how species evolve and interaction between ecosystems.

Life is teeming in every corner of the globe – from the frozen Arctics to the searing Sahara. And with over 8.7 million species documented till date, the earth is the only planet in the universe where life is known to exist.

Advancements in technology have opened up even more insights about life and its constituents. For instance, discoveries such as viruses have scrutinized traditional definitions and pushed scientists to look at life from a whole new perspective.



1. Find the English equivalents in the text:

Походити від, визначатися як, походження, поведінка, поширення, жива істота, варіюватися від, вирувати, пекуча Сахара, технологічний прогрес, уявлення про життя, ретельно перевірити традиційні визначення.

2. Translate the following terms and

terminological expressions:

Living organism, anatomy, morphology, physiology, cell, bacteria, animal, plant, fungi, species, ecosystem, discovery, virus, scientist.

3. Match the notions with their definitions:

Biology	the branch of biology that deals with the normal functions of living organisms and their parts
Anatomy	the study of the size, shape, and structure of animals, plants, and microorganisms and of the relationships of their constituent parts
Physiology	the science of life
Morphology	the branch of biology concerned with the study of the structure of organisms and their parts

4. Find the definitions (a-g) to the notions (1-7):



- 1) Cell
- 2) Bacterium
- 3) Virus
- 4) Plant
- 5) Animal
- 6) Fungus
- 7) Species

- a) *any of the eukaryotes that belong to the biological kingdom Plantae*
- b) *any of a group of spore-producing organisms feeding on organic matter*
- c) *the smallest structural and functional unit of an organism*
- d) *a living organism that feeds on organic matter, typically having specialized sense organs and nervous system and able to respond rapidly to stimuli*
- e) *a member of a large group of unicellular microorganisms which have cell walls but lack organelles and an organized nucleus, including some that can cause disease*
- f) *an infective agent that typically consists of a nucleic acid molecule in a protein coat, is too small to be seen by light microscopy, and is able to multiply only within the living cells of a host*
- g) *class of plants or animals whose members have the same main characteristics and are able to breed with each other*

Irregular Plural

Tuna		Tuna	
Nucleus		Nuclei	
City		Cities	
Reflex		Reflexes	
Embargo		Embargoes	
Addendum		Addenda	
Quiz		Quizzes	
Species		Species	
Motto		Mottoes	
Vita		Vitae	

5. Write the irregular plural of the given singular nouns:

- Cactus – cacti / cactuses
- Bacterium – bacterias / bacteria
- Fungus – funguses / fungi
- Datum – data / datas
- Nucleus – nuclei / nucleuses
- Analysis – analyses / analyses
- Oasis – oases / oasises
- Vertex – vertexes / vertices
- Axis – axes / axes
- Phenomenon – phenomena / phenomenones

6. Answer the following questions:



- 1) What is the word biology derived from?
- 2) How is biology defined?
- 3) What is an organism?
- 4) What do aspects of biological science involve?
- 5) How many species are documented till date?
- 6) What is the role of advancements in technology for biology?

7. Look at the picture and find additional facts about biology that were not mentioned in the first text:

WHAT IS BIOLOGY?



Biology is the natural science discipline that studies living things.

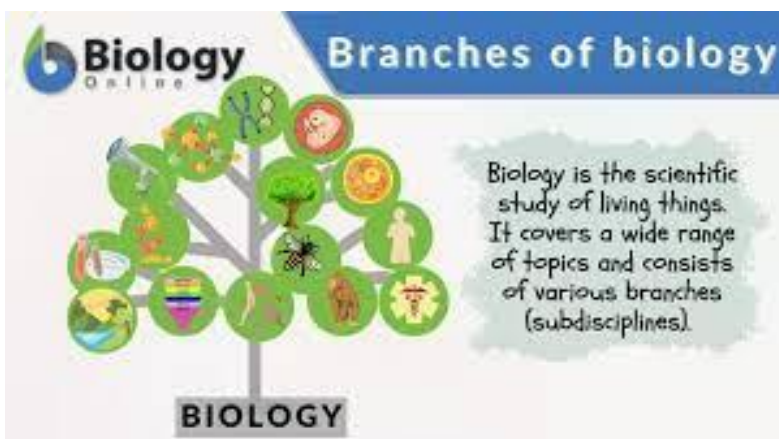
The word **biology** comes from the greek language: "bios" means *life* and "logos" means *study*. It could be defined as the science of life and living organisms.

Biologists study humans, plants, animals, and their environments. They research, identify, classify and study the different living organisms and their ecosystems.

Biology covers **diverse fields of study**, such as *botany, ecology, marine biology* and *microbiology*.

Lesson 2 Biology Branches

(From *Britannica*. Retrieved from: <https://www.britannica.com/science/biology/Biology-in-the-20th-and-21st-centuries>)



Biology is subdivided into separate branches for convenience of study, though all the subdivisions are interrelated by basic principles. Thus, while it is custom to separate the study of plants (botany) from that of animals (zoology), and the study of the structure of organisms (morphology)

from that of function (physiology), all living things share in common certain biological phenomena—for example, various means of reproduction, cell division, and the transmission of genetic material.

Biology is often considered on the basis of levels that deal with fundamental units of life. At the level of molecular biology, for example, life is regarded as a manifestation of chemical and energy transformations that occur among the many chemical constituents that compose an organism. As a result of the development of laboratory instruments and techniques, it is possible to understand and define with not only the ultimate physiochemical organization (ultrastructure) of the molecules in living matter but also the way living matter reproduces at the molecular level. Especially crucial to those advances was the rise of genomics in the late 20th and early 21st centuries.

1. Find the English equivalents:

Поділятися, окремі підрозділи, бути пов'язаним, прийнято відокремлювати, поділяти спільні певні явища (властивості), розглядати на основі, стосуватися основних одиниць життя, розглядатися як, відбуватися серед хімічних складових, кінцева фізико-хімічна організація, особливо важливий.

2. Translate the following terms and terminological expressions:


Branch, subdivision, biological phenomenon, reproduction, cell division, transmission, molecular biology, energy transformation, chemical constituent, molecule, living matter, molecular level.

3. Complete the sentences:

- 1) _____ is the branch of biology that deals with the study of plants, including their structure, properties, and biochemical processes.
- 2) _____ includes the interaction of animal kingdom in their ecosystems such as classification, habits, structure, embryology, distribution, evolution, and extinct species.
- 3) _____ is the branch of biology dealing with the study of the form and structure of organisms and their specific structural features.
- 4) _____ is the branch of biology that focuses on the study of the functions and mechanisms of living organisms, from the molecular and cellular level to the level of whole organisms and populations.

Branches of Biology

- **Anatomy**- study of body parts
- **Botany**- study of plants
- **Bacteriology**- study of bacteria
- **Cytology**- study of cells
- **Ecology** – study of environment
- **Embryology**- study of development of individuals
- **Entomology**- study of insects
- **Horticulture**-study of growing
- **Immunology**- study of immune system



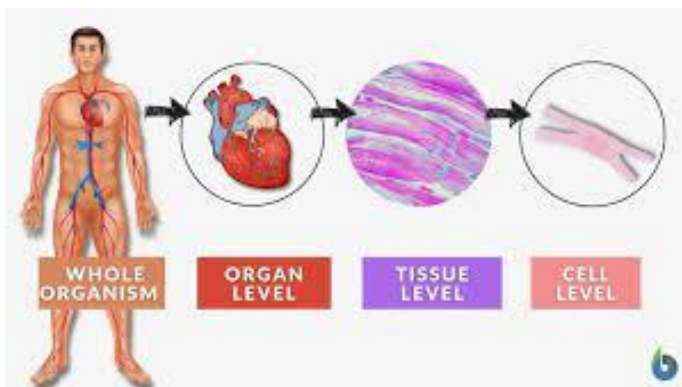
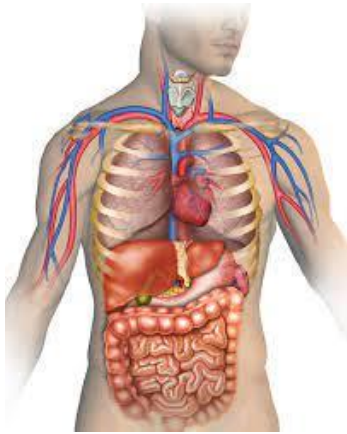
4. Look at the picture. Make up sentences about the branches of biology:



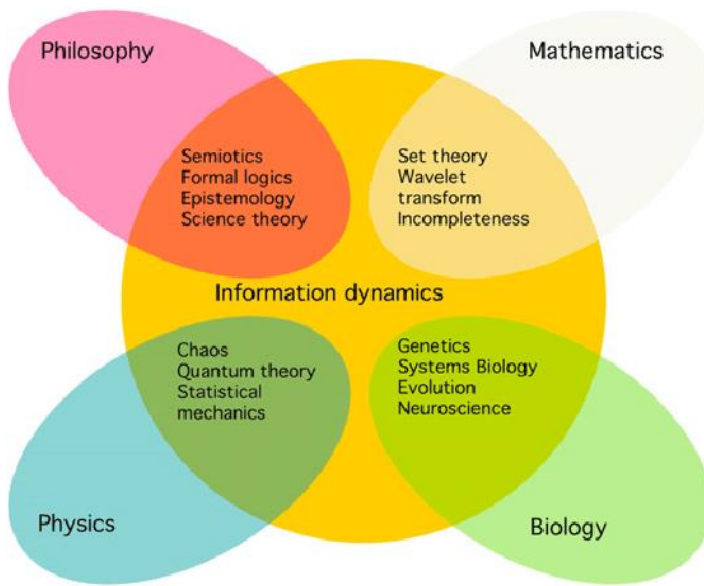
- **Cytology**
It is the study of form and structure as well as the function of cells including the behavior of nucleus and other organelles
- **Histology**
It is the study of tissue organization and structure as observed through light microscope
- **Embryology**
It is the study of fertilization, growth, division and differentiation of the zygote into embryo or early development of living beings before the attainment of structure and size of the offspring

5. Look at the picture and make up 3 questions to the information. Ask your groupmates to answer the questions:

6. Look at the pictures, write down the branch of biology and say why you think so:



7. Read the text and put 2 questions to it; discuss it with the groupmates:

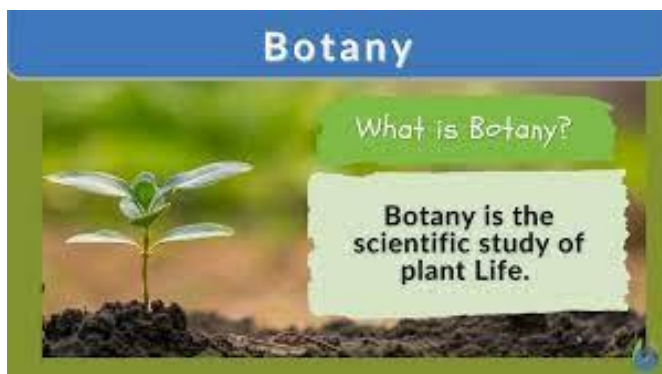


Biology often overlaps with other sciences; for example, biochemistry and toxicology with biology, chemistry, and medicine; biophysics with biology and physics; stratigraphy with biology and geography; astrobiology with biology and astronomy. Social sciences such as geography, philosophy, psychology and sociology can also interact with biology, for

example, in administration of biological resources, developmental biology, biogeography, evolutionary psychology and ethics.

Lesson 3 Botany as a Science

(From BYJU'S. Retrieved from: <https://byjus.com/biology/botany/>)



Botany is one of the world's oldest natural sciences. Initially, botany included all the plant-like organisms such as algae, lichens, ferns, fungi, mosses along with actual plants. Later on, it was observed that bacteria, algae and fungi belong to a different kingdom.

Plants are the major source of life on earth. They provide us with food, oxygen and a variety of raw materials for various industrial and domestic purposes.

The invention of the compound microscope by Robert Hooke in 1665 marked the advancement of scientific knowledge in the field of botany. It helped in the study of the anatomy and physiology of plants. The discovery of chlorophyll helped in understanding the process of photosynthesis. Gregor Mendel studied the genetic inheritance in plants through his experiments on pea plants.

With the advent of biotechnology and genetic engineering, scientists are able to understand the plant structure in a better way and have devised better ways of improving crop yield and crop health.

1. Find the English equivalents in the text:



Природничі науки, рослиноподібні організми, водорості, лишайники, папороті, гриби, мохи, бактерії, основне джерело, забезпечувати киснем, сировина, складний мікроскоп, ознаменувати прогрес, відкриття хлорофілу, генетична спадковість, рослини гороху, поява генної інженерії, покращення врожайності, здоров'я рослин.

2. Translate the following terms and terminological expressions:

Plant-like organism, algae, lichens, ferns, fungi, mosses, bacteria, food, oxygen, raw materials, compound microscope, scientific knowledge, physiology of plants, chlorophyll, photosynthesis, genetic inheritance, biotechnology, crop yield and crop health.

3. Match the notions with their definitions:

Alga	a living cell consisting of a fluid called cytoplasm enclosed by a cell membrane and cell wall
Lichen	small nonvascular spore-bearing land plants
Fern	a type of eukaryotic organism belonging to the kingdom Fungi
Fungus	a group of vascular plants that reproduce via spores and have neither seeds nor flowers
Moss	a diverse group of chiefly photosynthetic and aquatic plantlike organisms
Bacterium	a composite organism consisting of a fungus and an alga functioning in a symbiotic relationship

4. Translate the following nouns into English and write down their singular and plural form:

Ukrainian	English (Singular)	English (Plural)
Рослина/рослини		
Водорість/водорості		
Лишайник/лишайники		
Папороть/папороті		
Гриб/гриби		
Мох/мохи		
Бактерія/бактерії		

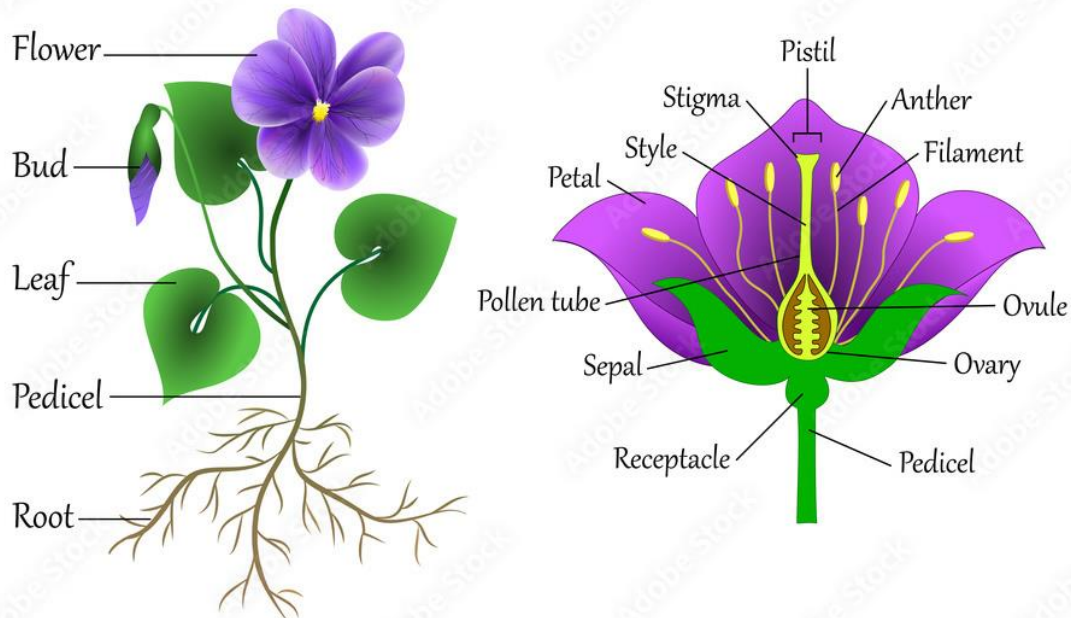
5. Answer the following questions:

- 1) What is botany?
- 2) What is the major source of life on earth and why?
- 3) What helped in the study of the anatomy and physiology of plants?
- 4) What helped in understanding the process of photosynthesis?
- 5) What did Gregor Mendel study the genetic inheritance in plants through?
- 6) What helped scientists to understand the plant structure in a better way?

6. Look at the picture, read and translate the new terms and answer the questions:

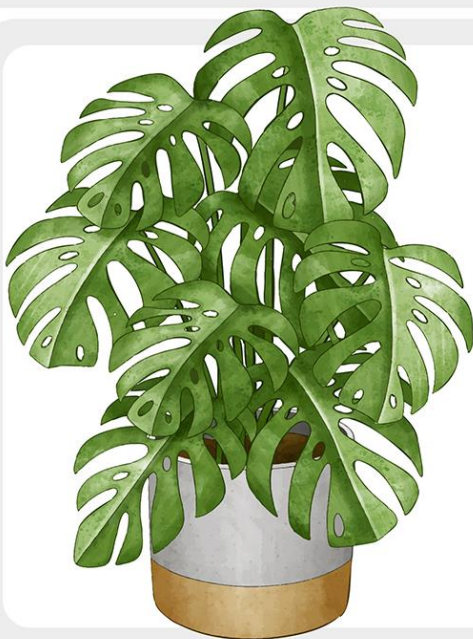
- 1) What does a plant consist of?
- 2) What does a flower consist of?

FLOWER STRUCTURE



7. Look at the picture, put 3 questions to the information, ask your groupmates to answer the questions

WHAT IS BOTANY?



Botany is the branch of biology that studies plants, including their physiology, structure, genetics, ecology, distribution, classification, and economic importance.

The word "**botany**" comes from the greek word 'botane' which means *herb*.

Botanists are scientists that study the biology of plants, fungi and other organisms, such as lichens and algae.

The results of **botanical research** increase and improve our supply of medicines, foods, fibers, building materials, and other plant products.

Lesson 4 Branches of Botany

(From BYJU'S. Retrieved from: <https://byjus.com/biology/botany/>)

Branches of Botany:

- **Plant Anatomy** - the structure of plants
- **Plant Genetics**- plant heredity
- **Ecology** - studies of the distribution of plants throughout the world, & why certain species grow in certain places.
- **Palaeobotany** - plant evolution & fossil remains.
- **Plant Physiology**- plant metabolism.
- **Plant Pathology**- the study of plant diseases.

Botany is divided into a number of branches:

Plant Pathology

It is the study of organisms and environmental conditions that are responsible for causing diseases in plants, the mechanisms by which the disease occurs, and the methods of controlling plant diseases.

Plant Ecology

Plant ecology studies the distribution of

plants, how do the environmental factors affect plants and the interaction between plants and other organisms.

Palaeobotany

This is the branch of botany that deals with the recovery and identification of plant fossils, thereby, studying the evolutionary history of plants.

Archaeobotany

It is the branch of botany in which the scientists study as to how were the plants used by the people in the past. Understanding a plant also helps in understanding the medicinal and spiritual significances of a plant in the past.

Forensic Botany

Forensic botany is the use of plants and parts of plants such as pollens, seeds, leaves, etc. to investigate criminal or non-criminal cases, legal disputes or questions, to discover the cause of death or former location.

1. Find the English equivalents in the text:

Бути розділеним, екологічні умови, спричиняти хвороби, поширення рослин, взаємодія між рослинами, відновлення, скам'янілості рослин, медичне і духовне значення, пилок, насіння, листя, розслідування кримінальних справ, судовий спір.

2. Translate the following terms and terminological expressions:

Plant pathology, environmental condition, plant disease, plant ecology, plant distribution, paleobotany, plant fossils, medical significance, pollens, seeds, leaves, former location.

3. Match the notions with their definitions:

Fossil	a fine yellowish powder that is transported from plant to plant by the wind, by birds, by insects or by other animals
Pollen	an undeveloped plant embryo and food reserve enclosed in a protective outer covering
Seed	flattened green outgrowth from the stem of a vascular plant
Leaf	preserved remains, impression, or trace of any once-living thing from a past geological age

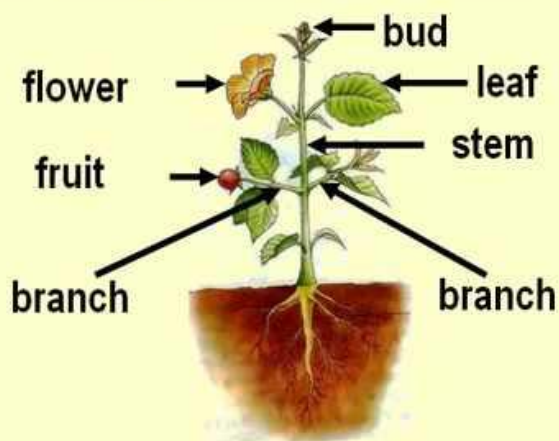
4. Answer the following questions:

- 1) What branches is botany divided into?
- 2) What is plant pathology?
- 3) What does plant ecology study?
- 4) What branch is paleobotany?
- 5) What do scientists study in archaeobotany?

5. Read the information, look at the picture and answer the questions:

- 1) What is shoot?
- 2) What are the shoot parts?
- 3) What is stem?
- 4) What is the function of a stem?

The shoot has a stem, branches, leaves, buds, flowers and fruits.



A shoot is the above-ground part of the plant that bears the flowering buds, lateral buds and flowering stems. A stem is the axis of the plant that consists of nodes and internodes. It is responsible for food production or photosynthesis in plants.

6. Look at the picture and describe the parts of a leaf:



7. Look at the scheme and say what each branch of botany studies:

Plant Pathology	
Plant Ecology	
Palaeobotany	
Archaeobotany	
Forensic Botany	

Lesson 5 Ecology

(From National Geographic. Retrieved from: <https://education.nationalgeographic.org/resource/ecology/>)



Ecology is the study of organisms and how they interact with the environment around them. An ecologist studies the relationship between living things and their habitats. In order to learn about the natural world, ecologists must study multiple aspects of life.

In order to research the environment, scientists ask questions, such as: How do organisms interact with the living and nonliving factors around them? What do organisms need to survive and thrive in their current environments? To find the answers to these questions, ecologists must study and observe all forms of life and their ecosystems throughout our world.

In addition to examining how ecosystems function, ecologists study what happens when ecosystems do not function normally. Changes in ecosystems can result from many different factors including diseases among the organisms living in the area, increases in temperature, and increased human activities. Understanding these changes can help ecologists anticipate future ecological challenges and inform other scientists and policymakers about the challenges facing their local ecosystems.

1. Find the English equivalents in the text:

Взаємодія з навколишнім середовищем, взаємозв'язок між живими істотами, середовище проживання, численні аспекти життя, неживі фактори, виживати, процвітати, спостерігати за екосистемами, нормально функціонувати, бути наслідком, хвороба, підвищення температури, посилення діяльності людини, передбачити екологічні виклики, політики. стикатися (стояти перед).

2. Translate the following terms and expressions:

Ecology, environment, ecologist, habitat, research, living factors, nonliving factors, ecosystem, diseases among the organisms, to anticipate ecological changes.

3. Match the notions with their definitions:

Environment	the study of the environment, and helps us understand how organisms live with each other in unique physical environments
Habitat	a functional unit in which plants, animals, microorganisms and physical environments interact with each other
Ecosystem	the natural home or environment of a plant, animal, or other organism
Ecology	the state in which the organic, inorganic, and cultural elements interact to protect the birth, growth, existence, etc. of an organism

4. Complete the sentences using the following words:

(From English ESL Worksheets. Retrieved from: <https://en.islcollective.com/english-esl-worksheets/general-topic/environment/ecocities/63693>)

ecosystem	community	species
competition	ecology	biotic factor
abiotic	environment	resource

- 1.) An _____ includes living organisms and the non living environment of an area functioning together.
- 2.) A population of more than one species that interact with each other and their environment in an area is a _____.
- 3.) A group of organisms that have similar physical characteristics and reproduce together are defined as a _____.
- 4.) _____ is the interaction between organisms or animals for resources, mates, shelter and space?
- 5.) The word _____ refers to the study of interactions of living organisms with each other and their environment.
- 6.) A _____ is of or pertaining to living organisms.
- 7.) A substance valued or required by any organism(s) for survival is a defined as a _____.
- 8.) The _____ environment consists of all non-living things.
- 9.) All of the external Abiotic and Biotic surroundings of a particular area is referred to as the _____.

5. Read the text and answer the questions:

(From *English ESL Worksheets*. Retrieved from: <https://en.islcollective.com/english-esl-worksheets/general-topic/environment/ecocities/63693>)



Eco-cities

Some urban planners are designing Eco-cities, cities that are built to be environmentally friendly. For example, there is easy access to public transportation, so residents don't need to own cars, and the community is connected by many bicycle and pedestrian walking paths. In addition, eco-cities use sustainable energy by incorporating solar and wind power rather than relying solely on fossil fuels. Eco-cities also have green space, including parks and forests that provide a natural habitat for wildlife, and community gardens where residents can grow fruits and vegetables. Furthermore, the buildings in an eco-city are constructed using ecological building materials, such as recycled materials and wood from certified sustainable forestry operations. By incorporating all of these features into eco-cities, urban planners believe we will be able to start restoring our environment so there will be something left for our grandchildren.

1 Answer the questions.

a) What are eco-cities?

b) How do they help conserve natural resources?

- ---
- ---
- ---
- ---

2 What are the pros and cons of these eco-cities?

PROS	CONS

6. Read the text, write down new words, put 3 questions and discuss them with your groupmates:



Human activity plays an important role in the health of ecosystems all around the world. Pollution emitted from fossil fuels or factories can contaminate the food supply for a species, potentially changing an entire food web. Introducing a new species from

another part of the world into an unfamiliar environment can have unintended and negative impacts on local lifeforms. These kinds of organisms are called invasive species. Invasive species can be any form of living organism that is brought by humans to a new part of the world where they have no natural predators. The addition or subtraction of a single species from an ecosystem can create a domino effect on many others, whether that be from the spread of disease or overhunting.

7. Compare the notions of habitat and ecosystem, put 4 questions, discuss them with your group mates:

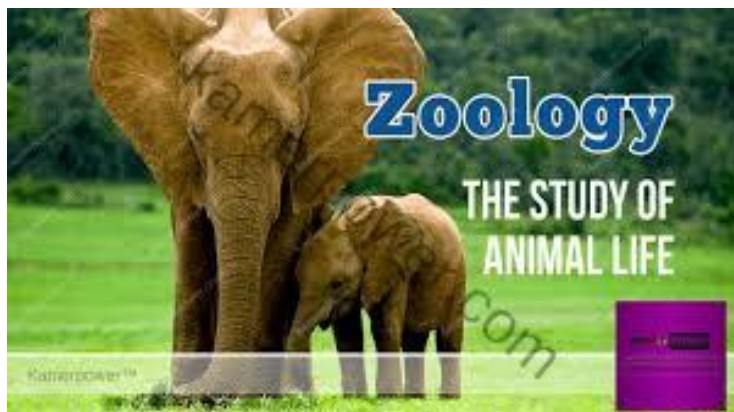
Habitat vs Ecosystem

More Information Online WWW.DIFFERENCEBETWEEN.COM

	Habitat	Ecosystem
DEFINITION	Habitat is the natural home of an organism.	Ecosystem includes all communities of living organisms and their relationships with physical environment in a geographic area.
SIZE	Small compared to an ecosystem.	An ecosystem is always larger than a habitat.
RELATIONSHIP BETWEEN HABITAT AND ECOSYSTEM	Habitat lies within an ecosystem.	One ecosystem could contain many habitats.
COLLECTION OF HABITATS AND ECOSYSTEMS	A collection of habitats make an ecosystem.	A collection of ecosystems make the large unit of biomes.
NUMBER OF SPECIES INCLUDE	One habitat contains one or few species.	One ecosystem contains a very large number of species.
NUMBER OF TROPHIC LEVELS INCLUDED	Contains only a few trophic levels.	Contains all the trophic levels.

UNIT II ZOOLOGY. ANATOMY. HISTOLOGY. PHYSIOLOGY: INTRODUCTION

Lesson 1 Zoology as a Branch of Biology



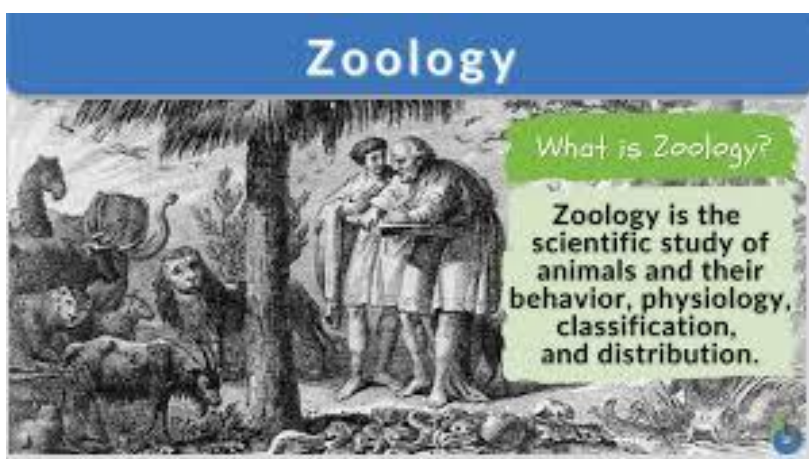
Zoology is the branch of biology concerned with the study animals and animal kingdom. It is also known as animal biology. The study of zoology includes the interaction of animal kingdom in their ecosystems such as classification,

habits, structure, embryology, distribution, evolution, and extinct species.

Zoology is the scientific study related to the entire species of the animal kingdom.

The study of zoology includes animals physiology, their behaviour, and their interaction with other species in their environment. It is a huge course that includes the distribution of every animal species on earth including extinct animals. Apart from the animal kingdom and ecosystem, zoology also explores the new areas of research.

1. Find the English equivalents in the text:



Стосуватися вивчення, взаємодія, екосистема, звичка, розподіл, вимерлий вид, бути пов'язаним з, поведінка, оточення.

2. Translate the following terms and expressions:

Animal kingdom, animal biology, ecosystem, classification, habits, structure, embryology, distribution, evolution, extinct species, animal physiology, behaviour, interaction, distribution of species, research.

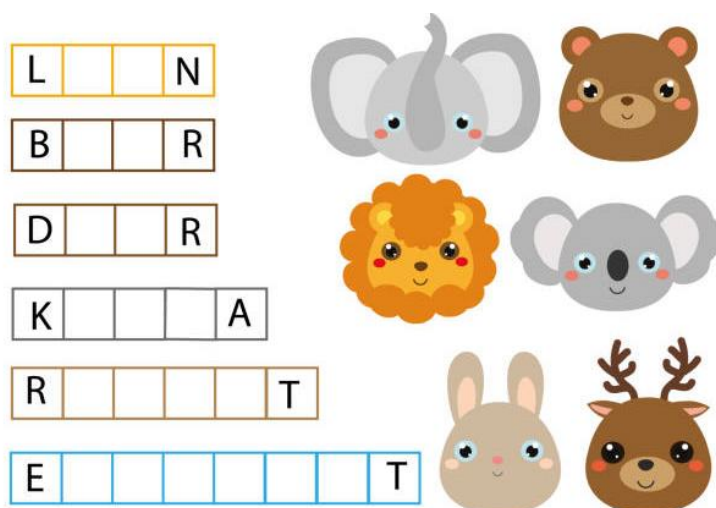
3. Match the notions with their definitions:

Classification	the action of sharing something out among a number of recipients
Habit	the branch of biology and medicine concerned with the study of embryos and their development
Embryology	the action or process of classifying something according to shared qualities or characteristics
Distribution	the process by which different kinds of living organisms are thought to have developed and diversified from earlier forms during the history of the earth
Evolution	a settled or regular tendency or practice, especially one that is hard to give up

4. Answer the following questions:

- 1) What is zoology concerned with?
- 2) What does zoology study?
- 3) What does the study of zoology include?
- 4) What does zoology explore apart from the animal kingdom and ecosystem?

5. Look at the word game and complete the words:



6. Look at the presentation and say what you know about the Red Book of Ukraine:

The Red Book of Ukraine



1980 - the 1-st edition of the Red Book on Ukrainian flora and fauna was published.



1994 - the 2-nd edition of the Red Book was released.

2009 - the 3-rd edition of the Red Book came out.



The Red Book of Ukraine includes

insects - 226



fish - 69



animals - 68

reptiles - 11

Lynx



Mostly lives in the Carpathians. The number is 350-400 species. The reasons the species is on the list of the Red Book - facing degradation and fragmentation of habitat, not enough food and slaughter.

Corsac fox



In 2004 corsac fox was defined as **Least Concern**. This species is constantly hunted because of its fur. The number of corsac fox is different from year to year. In 2009 corsac fox was included in the Red Book.

Wild cat



It lives in the region of the Carpathian Mountains. It is listed as **Vulnerable** in the Red Data Book.

White owl



Conservation status- **endangered**. This bird is a very rare species on the territory of Ukraine.

7. Read the information, put 3 questions to it and discuss it with your groupmates:

Do we need zoos today?



Each year 25 million of us visit a UK zoo, enjoying the thrill of getting close to exotic creatures. But is there more to zoos than public amusement?

Since the days of the first menageries, when wild animals were caged for human pleasure, zoos and public opinion on zoos have been mixed. Today, they not only entertain us on a family day out, zoos also engage in research, conservation and education.

But when nature documentaries teach us so much about animal behaviour in the wild, is there still value in keeping animals captive in a zoo?

Zoos can help to save endangered species by keeping them in a 'safe' environment. Safe as in protected from poachers, predators, habitat loss and even starvation. If a zoo has a breeding programme, this is another way to protect endangered species which may have trouble finding suitable mates in the wild.

(From *Green Eco Friend*. Retrieved from: <https://greenecofriend.co.uk/should-zoos-still-exist/>)

Lesson 2 Branches of Zoology



There are many branches of zoology, including mammalogy that studies mammals, primatology that deals with primates other than humans, herpetology that studies snakes, frogs, crocodilians, and other reptiles/amphibians, and paleontology that is related to extinct animals.

Zoology has branches that focus on some particular animal types' life

divisions, for example, entomology is the study of insects, and paleontology is the study of fossils.

Important branches of zoology also include zootomy that studies the anatomy of animals, ethology that is the study related to the behaviour of animals and how it affects their evolution, evolution environment deals with their origin and their adaptability to the environment.

The zoological or biological classification is the science of identifying, naming, and grouping of living organisms. According to Simpson, 1961, "Zoological classification is the ordering of animals into groups or sets on the basis of their relationship that is of association by contiguity, similarity or both".

1. Find the English equivalents in the text:

Включати, вивчати, займатися, бути пов'язаним з, зосереджуватися на, певні види життя, впливати на еволюцію, пристосованість до середовища, найменування, групування, упорядкування тварин у групи, асоціація за суміжністю, подібністю.

2. Translate the following terms:

Mammalogy, primatology, herpetology, paleontology, entomology, zootomy, ethology, behaviour, evolution environment, origin, adaptability, relationship.

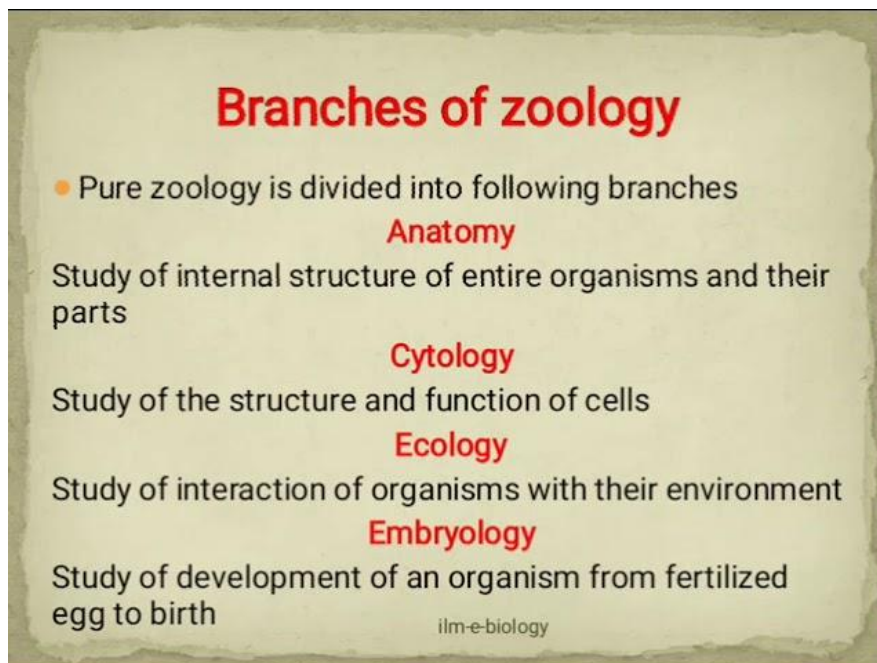
3. Look at the information and remember the definitions of the zoology branches:

- Zoology is the study of animals.
- Zoology can be broken down further into smaller branches:
 - Entomology – study of insects
 - Ornithology – study of birds
 - Herpetology – study of slimy things (reptiles and amphibians)
 - Mammology – study of mammals
 - Ichthyology – study of fish

4. Match the notions with their definitions:

Mammalogy	a branch of zoology that concerns the study of birds
Primates	the branch of zoology concerned with reptiles and amphibians
Ornithology	the study of mammals – a class of vertebrates
Herpetology	branch of zoology dealing with the scientific study of insects
Ichthyology	the study of the behavior, biology, evolution, and taxonomy of nonhuman primates
Entomology	the study of fossils of living things
Paleontology	the branch of zoology devoted to the study of fish

5. Look at the picture and complete the sentences:



- 1) Pure zoology includes: _____.
- 2) Anatomy is the study of _____.

- 3) Cytology studies _____.
- 4) Ecology is the study of _____.
- 5) Embryology studies _____.

What part of speech is “study” in sentences 2 and 4 and in sentences 3 and 5?

6. Read the text, write down new words, put 3 questions to it and discuss it with your groupmates:

(From Branches of Zoology. Retrieved from: <https://eduinput.com/branches-of-zoology/>)

Anatomy

Anatomy is the branch of zoology that deals with the identification and description of the internal structure of animals. It involves the study of organs, tissues, and cells of animals. In this branch, we study the structure and function of different organs and how they work together.

For Example:

- Studying the anatomy of the heart in different animal species, such as dogs, cats, and birds.
- Investigating the structure and function of different organs in animals, such as the liver, kidneys, and lungs.
- Comparing the anatomical features of different animal groups, such as mammals, reptiles, and birds.

7. Read the text, write down new words, put 4 questions to it and discuss it with your groupmates:

(From Branches of Zoology. Retrieved from: <https://eduinput.com/branches-of-zoology/>)

Taxonomy

Taxonomy is the branch of zoology that deals with the **classification** and **naming of living organisms**. It involves the identification, naming, and categorization of different animal species based on their physical and genetic characteristics.

Taxonomists use various techniques, such as morphological and molecular analyses, to classify animals into different groups. This branch of zoology is important for identifying and understanding the diversity of animal life and for developing conservation strategies to protect endangered species.

For Examples:

- Taxonomists have identified and classified new species of insects in the Amazon rainforest, which has helped to increase our

understanding of the biodiversity of this region and the ecological relationships between different species.

- The study of the evolutionary relationships between different primate species has helped to clarify our understanding of human evolution and our place in the primate family tree.
- Taxonomists have developed new methods for identifying and tracking the spread of invasive species, which has helped to inform conservation efforts and protect native ecosystems.

8. Read the text, write down new words, put 4 questions to it and discuss it with your groupmates:

(From Branches of Zoology. Retrieved from: <https://eduinput.com/branches-of-zoology/>)

Evolution

Evolution is the study of the origin of animals, their heredity characteristics, and the adaptations they adapt to survive. In this branch, we study how animals have evolved over time and how they have adapted to their environments.

For Example;

- Studying the evolutionary relationships between different animal groups, such as primates, dinosaurs, and fish.
- Investigating the adaptations that animals have developed to survive in different environments, such as camouflage, mimicry, and **symbiosis**.
- Examining the fossil record to understand how animals have evolved over millions of years.

9. Look at the picture and describe the branches of zoology:



Ecology

The study of the environment of animals



Genetics

The study of the mechanisms of transmission of traits from parents to offspring



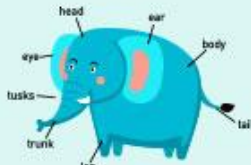
Ethology

The study of animal behaviour



Histology

The study of microscopic anatomy of cells and tissues of animals and plants



Anatomy

The study of the structure of entire organisms and their parts



Physiology

The study of the functions of animals



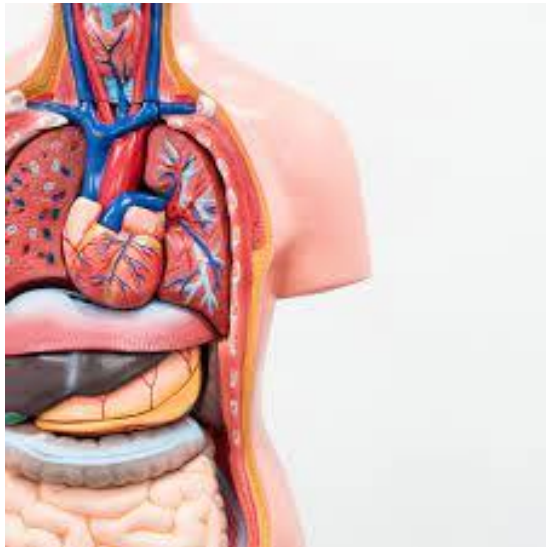
Parasitology

The study of animals that live in or on other organisms at the expense of the host

Lesson 3 Anatomy

(From Medical News Today. Retrieved from:

https://www.medicalnewstoday.com/articles/248743#gross_anatomy)



Anatomy is the identification and description of the structures of living things. It is a branch of biology and medicine. People who study anatomy study the body, how it is made up, and how it works.

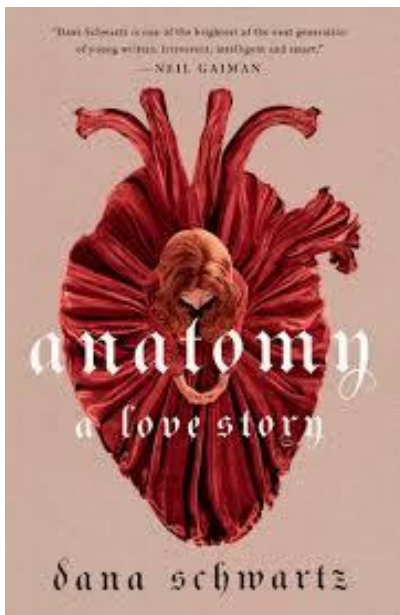
The study of anatomy dates back more than 2,000 years, to the Ancient Greeks. There are three broad areas:

- human anatomy
- animal anatomy — zootomy
- plant anatomy — phytotomy

Human anatomy is the study of the structures of the human body. An understanding of anatomy is key to the practice of medicine and other areas of health.

The word “anatomy” comes from the Greek words “ana,” meaning “up,” and “tome,” meaning “a cutting.” Traditionally, studies of anatomy have involved cutting up, or dissecting, organisms.

Now, however, imaging technology can show us much about how the inside of a body works, reducing the need for dissection.



1. Find the English Equivalents in the text:

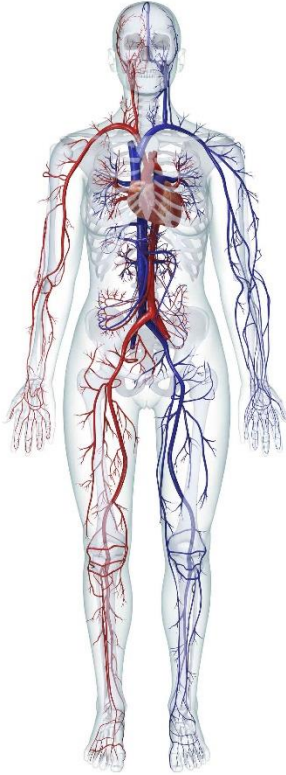
Визначення, опис, брати свій початок, тіло людини, сфера охорони здоров'я, походити, препарування, технологія візуалізації, зменшити потребу в розтині.

2. Translate the following terms and expressions:

Branch, structure of living things, human anatomy, animal anatomy, plant anatomy, human body, medicine, health, to dissect organisms, dissection.

3. Read, translate, and remember the organ systems of the human body:

There are 11 organ systems in the human body:



- the skeletal system
 - the muscular system
 - the lymphatic system
 - the respiratory system
 - the digestive system
 - the nervous system, including the central and autonomic systems
 - the endocrine system, which regulates hormone production
 - the cardiovascular system, including the heart
 - the urinary system
 - the reproductive system
- the integumentary system, which includes the skin, hair, and nails, among other areas

These systems all work together and depend on each other to function.

4. Answer the following questions:

- 1) What does anatomy study?
- 2) What are the areas of anatomy?
- 3) What is the key to the practice of medicine?
- 4) What did anatomy traditionally involve?
- 5) What reduces the need for dissection?

5. Read the text, write down new words, put 3 questions for discussion:



In medicine, gross, macro, or topographical anatomy refers to the study of the biological structures that the eye can see. In other words, a person does not need a microscope to see these features.

The study of gross anatomy may involve dissection or noninvasive methods. The aim is to collect data about the larger structures of organs and organ systems.

In dissection, a scientist cuts open an organism — a plant or the body of a human or another animal — and examines what they discover inside.

6. Look at the picture and answer the following questions:



Basic Concepts of Anatomy

- **Definition:** dealing with the form, position, and relationship of the structures of several systems located in a particular region of body
- **Parts of the body**
 - Head
 - Neck
 - Thorax
 - Abdomen
 - Pelvis and perineum
 - Upper limb
 - Lower limb

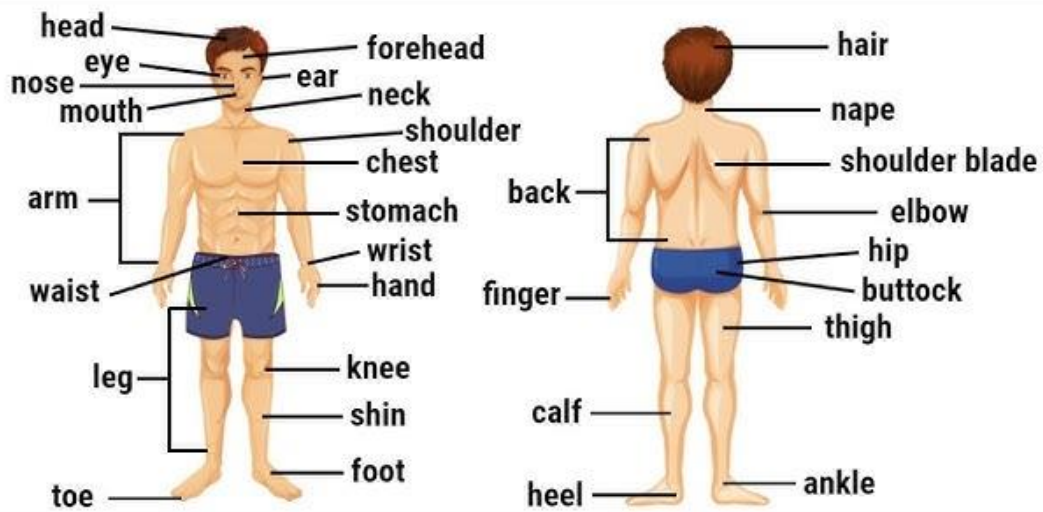


- 1) What does anatomy deal with?
- 2) What are the main parts of the body?

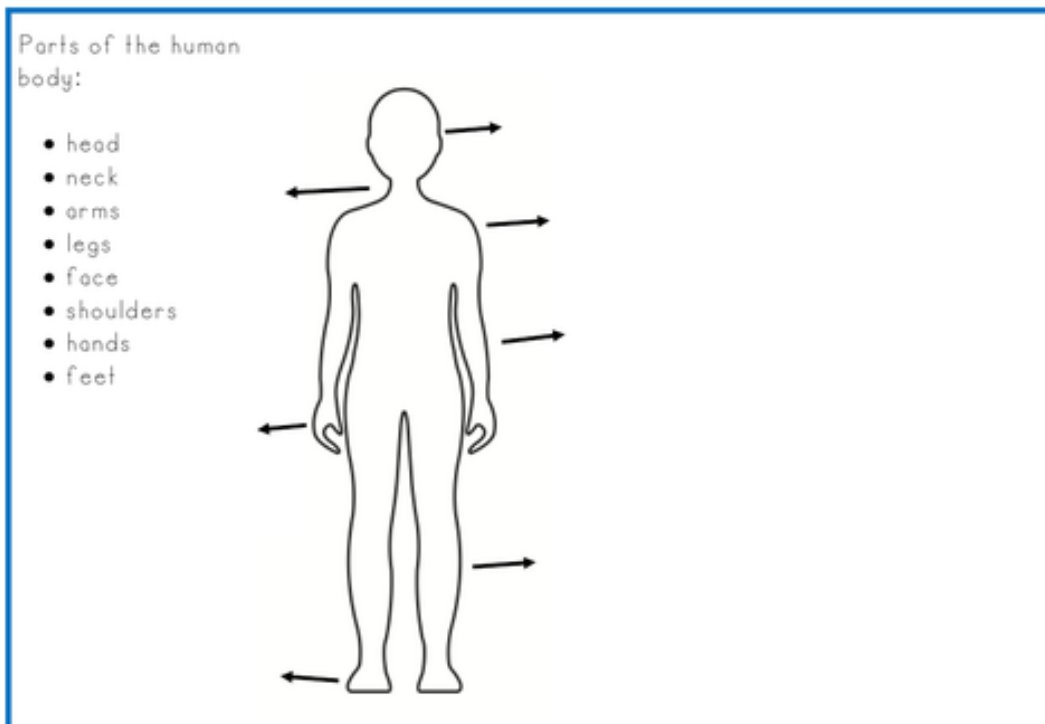
7. Look at the picture and remember the parts of the body:



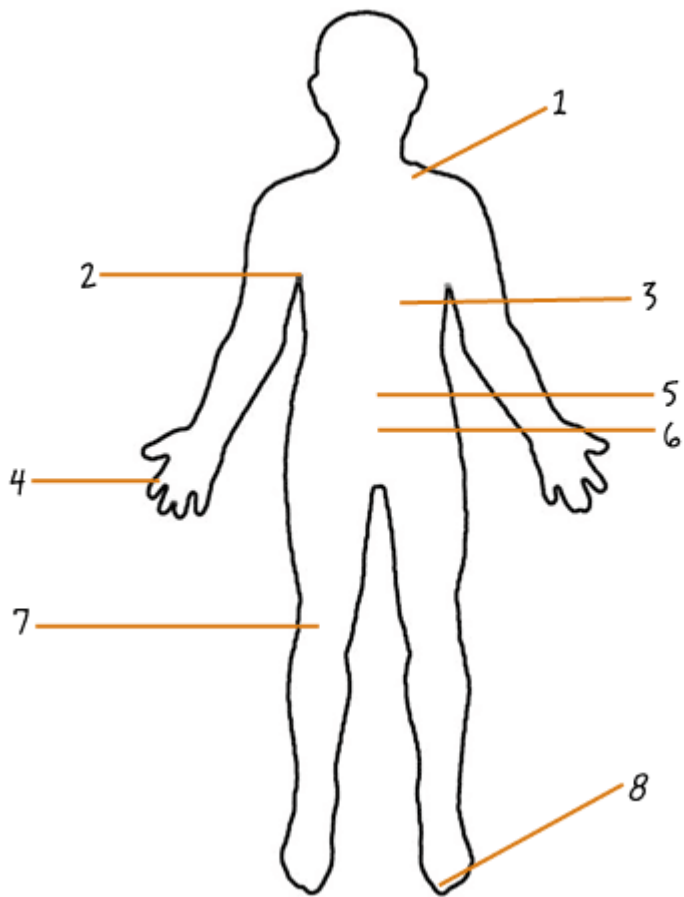
PARTS OF THE BODY



8. Identify, name and label parts of the human body:



9. Name the parts of the human body:



Lesson 4 Histology

(From Medical News Today. Retrieved from:

https://www.medicalnewstoday.com/articles/248743#gross_anatomy)

Microscopic anatomy



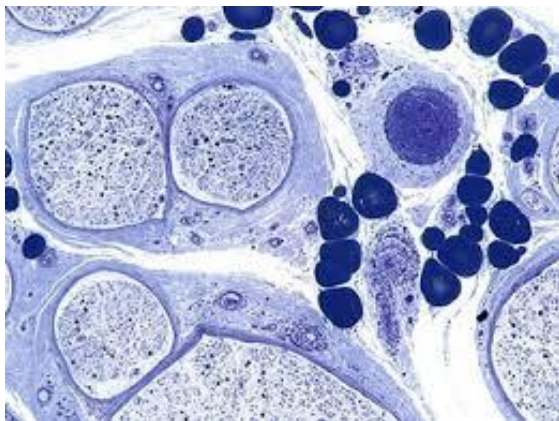
Microscopic anatomy, also known as histology, is the study of cells and tissues of animals, humans, and plants. These subjects are too small to see without a microscope.

Through microscopic anatomy, people can learn about the structure of cells and how they relate to each other. For example, examining the tissue under the microscope will reveal how the cells are acting and how they affect tissue.

A researcher may apply histological techniques such as sectioning and staining to tissues and cells. They may then examine them under an electron or light microscope. Sectioning involves cutting tissue into very thin slices for close examination. The aim of staining tissues and cells is to add or enhance colour. This makes it easier to identify the specific tissues under investigation.

Histology is vital for the understanding and advancement of medicine, veterinary medicine, biology, and other aspects of life science.

1. Find English equivalents in the text:



Дослідження клітин і тканин, макроскопічна анатомія, виявляти, діяти, впливати на тканину, дослідник, гістологічний метод зріз, фарбування (забарвлення), посилення кольору, полегшити ідентифікацію, бути життєво важливим, розвиток медицини.

2. Translate the following terms and expressions:

Microscopic anatomy, histology, sell, tissue, microscope, researcher, to apply histological techniques, sectioning, staining, thin slice, close examination, to add colour, to enhance colour, veterinary medicine.

3. Find synonyms (a-j) to the following verbs (1-10):

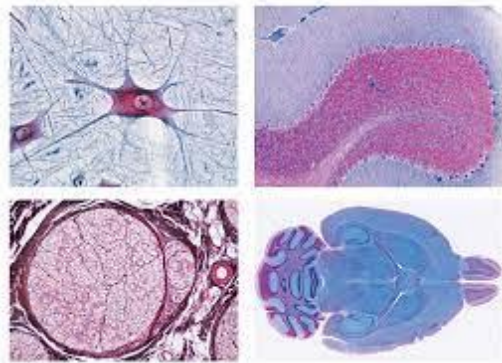
1) to learn



- 2) to relate to
- 3) to examine
- 4) to reveal
- 5) to act
- 6) to affect
- 7) to apply
- 8) to involve
- 9) to enhance
- 10) to identify

- a) to investigate
- b) to connect
- c) to react
- d) to know
- e) to disclose
- f) to influence
- g) to include
- h) to increase
- i) to use
- j) to determine

4. Complete the sentences:

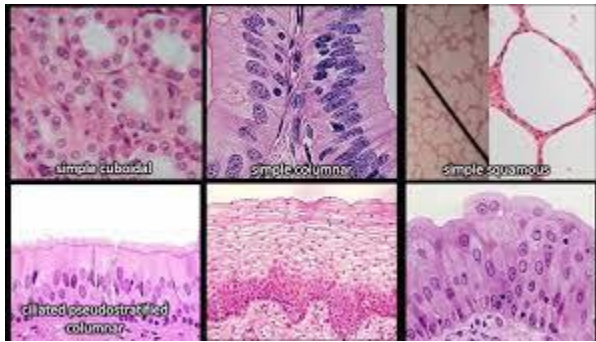


- 1) Histology is the study of _____.
- 2) We can learn the structure of cells through _____.
- 3) Examining the tissue under the microscope will _____ reveal

- 4) Histological techniques are _____.
- 5) Sectioning means _____.
- 6) Staining tissues or cells means _____.
- 7) Histology is vital for _____.

5. Agree or disagree with the statements:

- 1) Microscopic anatomy studies the life of animals and plants.
- 2) Cells and tissues are studied with the help of microscope.
- 3) Histological techniques involve sectioning and staining to tissues and cells.
- 4) Sectioning involves adding colour.



5) Staining involves cutting tissue into very thin slices for close examination.

6) Enhancing colour makes it easier to identify the specific tissues under investigation.

7) Histology plays an important role in the development of biology, medicine, veterinary medicine, and other

branches.

6. Look at the presentation and answer the questions:

- 1) What does histology study?
- 2) What is the smallest unit of human body?
- 3) What do histological technique deal with?
- 4) What is the aim of good histological technique?

Histology is a science which studies the normal microstructure of the human body and the relationship between the body's structure and function.

cells are the smallest structural and functional unit of human body

- Histological technique deals with the preparation of tissue for microscopic examination.
- The aim of good histological technique to preserve microscopic anatomy of tissue.
- Make them hard so that very thin section (4 to 5 micron) can be made.

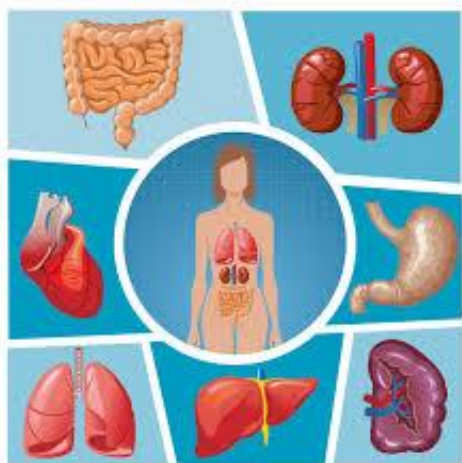
7. Look through the presentation slide, put 4 questions and discuss them with your groupmates:

- **Histopathology:** is a branch of pathology which deals with the study of disease in a tissue section.
- **Histology:** is the study of tissues and their structures of plants and animals, it's commonly performed by examining cells of tissues under a light microscope or electron microscope.
- **Pathology:** is the study of diseases and of the changes that they cause changes in a person, an animal, or plant that are caused by diseases.
- The term **histochemistry** means study of chemical nature of the tissue components by histological methods.

Lesson 5 Physiology

(From *Medical News Today*. Retrieved from:

https://www.medicalnewstoday.com/articles/248743#gross_anatomy)



Physiology is the study of normal function within living creatures. It is a subsection of biology, covering a range of topics that include organs, anatomy, cells, biological compounds, and how they all interact to make life possible.

From ancient theories to molecular laboratory techniques, physiological research has shaped our understanding of the components of our body, how they communicate, and how they keep us alive.

Merriam-Webster defines physiology

as:

“Physiology is a branch of biology that deals with the functions and activities of life or of living matter (such as organs, tissues, or cells) and of the physical and chemical phenomena involved.”

The key points about physiology are:

- Physiology can be considered a study of the functions and processes that create life.
- The study of physiology can be traced to at least 420 BC.
- The study of physiology is split into many disciplines covering topics as different as exercise, evolution, and defense.

1. Find the English equivalents in the text:

Нормальна функція, біологічна сполука, взаємодіяти, методи молекулярної лабораторії, фізіологічні дослідження, формувати розуміння, жива матерія, хімічне явище, вважатися, відноситися до, поділятися, охоплювати.

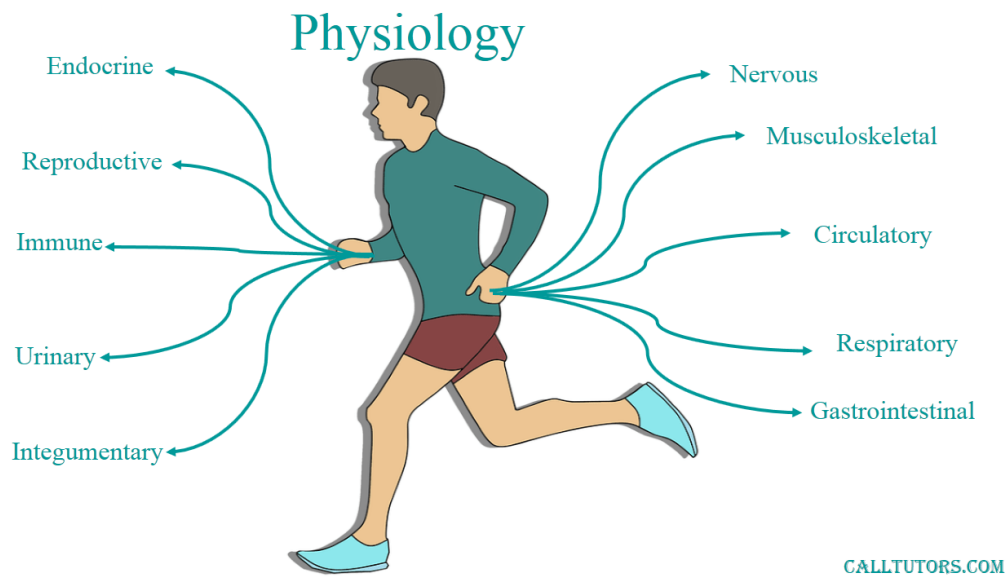
2. Translate the following terms and expressions:

Subsection, cell, biological compound, molecular laboratory, physiological research, living matter, tissue, physical phenomenon, key point, exercise, evolution, defense.

3. Answer the following questions:

- 1) What definitions of physiology are mentioned in the text?
- 2) What topics does physiology cover?
- 3) When can physiology be traced to?
- 4) What is physiology split into?

4. Look at the picture and name the systems physiology deals with.

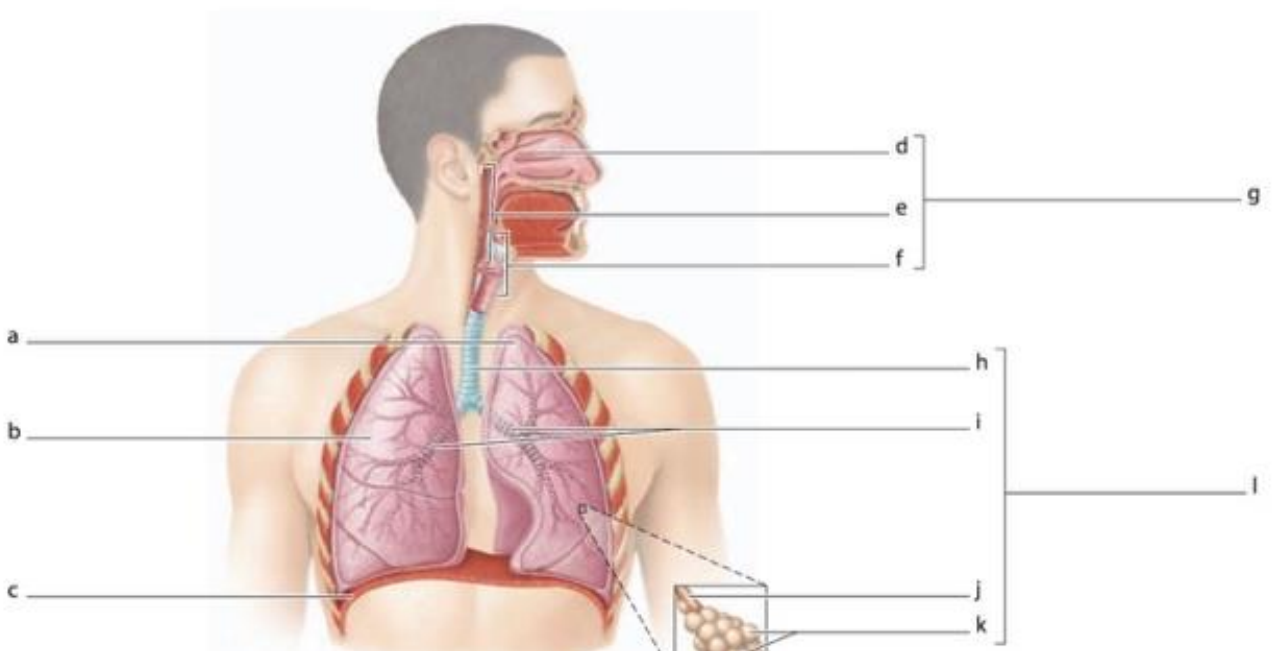


5. Look at the picture and name the structures of the respiratory system:

Intermediate Physiology Lab Pre-lab Worksheet: Respiratory System

1. Use the list of terms provided to label the accompanying figure showing the structures of the respiratory system. Check off each term as you label it.

- | | | | |
|-------------------------------------|---------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> bronchi | <input type="checkbox"/> left lung | <input type="checkbox"/> alveoli | <input type="checkbox"/> trachea |
| <input type="checkbox"/> pharynx | <input type="checkbox"/> diaphragm | <input type="checkbox"/> larynx | <input type="checkbox"/> lower respiratory tract |
| <input type="checkbox"/> bronchiole | <input type="checkbox"/> nasal cavity | <input type="checkbox"/> right lung | <input type="checkbox"/> upper respiratory tract |



6. Match the definitions (1-11) with the notions (A-K)

(From *English ESL Worksheets*. Retrieved from: <https://en.islcollective.com/english-esl-worksheets/general-topic/environment/ecocities/63693>)

Human Anatomy and Physiology

- | | |
|--|------------------|
| 1. The study of the human body structures that can be seen with the naked eye and how body parts are organized | A. Cytoplasm |
| 2. The study of functions and activities performed by the body structure | B. Body System: |
| 3. Basic unit of all living things | C. Organs |
| 4. Center of the cell and plays an important part in cell reproduction and metabolism | D. Anatomy |
| 5. Watery fluid that surrounds the nucleus of the cell and is needed for growth, reproduction, and self-repair | E. Physiology |
| 6. Cell part that encloses the protoplasm and permits soluble substances to enter and leave the cell | F. Nucleus |
| 7. Cell divides into two identical cells referred to as daughter cells | G. Mitosis |
| 8. Structures composed of specialized tissues designed to perform specific functions | H. Cell Membrane |
| 9. Groups of body organs acting together to perform one or more functions | I. Cell |
| 10. Muscles that draw body part away from the midline of the body | J. Abductor |
| 11. Muscles that draw body inward towards the medial axis | K. Adductors |

7. Look through the Introduction to Anatomy and Physiology, put 3 questions, discuss them with your groupmates:

Introduction to Human Anatomy & Physiology

I. ANATOMY & PHYSIOLOGY

1. **Anatomy** is the branch of science that deals with the structure (morphology) of body parts— their forms and arrangements.
2. **Physiology** is concerned with the functions of body parts—what they do and how they do it.
3. It is difficult to separate the topics of anatomy and physiology because the structures of body parts are so closely associated with their functions.

II. CHARACTERISTICS OF LIFE

1. **The traits that humans share with other organisms:**
 - a. **movement-** self initiated change in position (motion)
 - b. **responsiveness-** ability to sense and react to change
 - c. **growth-** increase in body size without changing shape
 - d. **reproduction-** process of making a new individual
 - e. **respiration-** process of obtaining oxygen

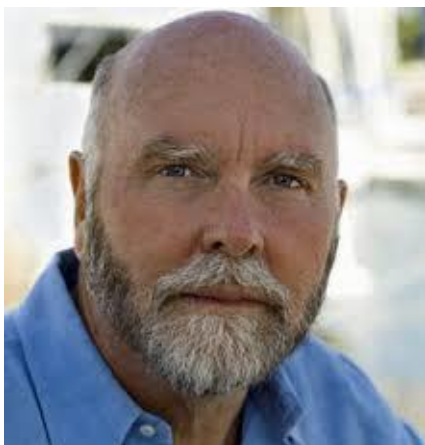


UNIT III General English

Lesson 1 Meeting People

(from John and Liz Soars. *New Headway. English Course.* – Oxford University Press, 2000)

1. Read the text about Seumas McSporrán ['seiməs mək'sporən].



Seumas McSporrán is a very busy man. He is 60 years old and he has thirteen jobs. He is a postman, a policeman, a fireman, a taxi driver, a school-bus driver, a boatman, an ambulance man, an accountant, a patrol attendant, a barman, and an undertaker. Also, he and his wife, Margaret, have a shop and a small hotel.

Seumas lives and works on the island of Gigha in the west of Scotland. Only 120 people live on Gigha but in summer 150 tourists come by boat every day.

Every weekday Seumas gets up at 6.00 and makes breakfast for the hotel guests. At 8.00 he drives the island's children to school. At 9.00 he collects the post from the boat and delivers it to all the houses on the island. He also delivers the beer to the island's only pub. Then he helps Margaret in the shop.

He says: "Margaret likes being busy, too. We never have holidays and we don't like watching television. In the evenings Margaret makes supper and I do the accounts. At 10.00 we have a glass of wine and then we go to bed. Perhaps our life isn't exciting, but we like it."

2. Answer the following questions:

1. Where does Seumas live?
2. How old is he?
3. How many jobs does he have?
4. What's his wife's name?
5. What does she do?
6. How many people live on Gigha?
7. How many tourists visit Gigha in summer?
8. What does Seumas do in the morning?
9. What do he and Margaret do in the evening?

3. Put questions to the following sentences.

1. He helps in the shop.
2. He makes breakfast for the hotel guests.
3. He serves petrol.
4. He delivers the beer to the pub.

5. He collects the post from the boat.
6. He drives the children to school.
7. He delivers the letters.
8. He has a glass of wine.
9. He works as an undertaker.

4. Ask and answer questions with a partner about Seumas's working day.

5. Match a job in A with a line in B.

A	B
A pilot	designs buildings
An interpreter	delivers letters
A nurse	looks after people in hospital
A barman	looks after money
An accountant	writes for a newspaper
A journalist	translates things
A postman	sells things
An architect	flies planes
A shopkeeper	serves drinks

6. Look at the worksheet and do exercises 1 and 2

(from *English ESL Worksheets*. Retrieved from: <https://en.islcollective.com/english-esl-worksheets/general-topic/people/meeting-new-people/143637>):

Language for... Meeting New People



Exercise 1: Ask and answer the questions below with your partner.

1. Are you a very sociable person? Do you like to meet and get to know new people?
2. Where, or in what situations, do you usually meet new people?
3. What common questions do people ask each other when they first meet?
4. What kind of topics or questions are considered inappropriate when you first meet someone?
5. Can you explain the meaning of 'small talk'?

Exercise 2: Work in pairs and read the dialogues below aloud.

Conversation 1:

Sarah and James meet for the first time at a wedding. They are seated next to each other.

Sarah: Hi, I'm Sarah.

James: I'm James. **Nice to meet you.**

Sarah: You too. Are you enjoying the day?

James: Yes, I'm having a great time. I don't know many people, but everyone is very friendly. So, **how do you know** the bride and groom?

Sarah: I was in college with the bride. **What about you?**

James: Wow, so you've known them a long time. I recently started working with the groom.

Sarah: Ah, so that's why I haven't met you yet. You must be a pilot too then?

James: Yeah.

Sarah: That's an amazing job. Where do you usually fly to?

James: Yeah, it is. I'm very lucky. At the moment, I only fly in Europe, but I hope to start long-haul flights next year. What about you? **What do you do?**

Sarah: I'm a primary school teacher. It's not as exciting as your job, but it pays the bills.

James: I'm sure you're kept busy.

Sarah: Definitely. It's a lot of fun, but the summer break is well-needed.

James: I bet. So, **what do you usually do in your free time?**

Sarah: I like to keep active, travel, and write children's books. What about you? **Do you have any time for hobbies?**

James: Yeah, I play tennis and love to travel too. I'm planning a trip to South Africa next month. Have you ever been?

Sarah: Not yet, it's on my bucket list.

Lesson 2 Where do you live?

1. a) Write the words in the correct column.

An armchair, a fridge, a television, a coffee table, a shelf, a plant, a stereo, a lamp, a cooker, a washing machine, a telephone, a cupboard, a cup, a sofa.

The living room	The kitchen	Both

b) What is in your living room? Tell a partner.

c) Helen has a new flat. Describe her living room.



There is a

There are

d) Complete the answers. Practise the questions and the answers.

1. Is there a television in the room? - Yes, there ...

2. Is there a radio in the room? - No, there ...

3. Are there any books on

the shelves? - ...

4. How many books are there on the shelves? - ...

5. Are there any photographs in the room? - ...

e) Ask and answer questions about these things.

A dog a fire a rug a cat a mirror a computer a clock

Plants lamps flowers pictures newspapers bookshelves photos

f) Look at the picture of Helen's living room. Complete the sentences with a preposition.

On under next to in front of

- The television is _____ the wall.
- The coffee table is _____ the sofa.
- There are some magazines _____ the table.
- The books are _____ the shelves.
- There are some photos _____ the shelves.
- The armchair is _____ coffee table.

2. Read the text and put 4 questions to it.

Description of a Living Room

There are three people in the living room. A man and a woman are on the sofa; a little girl is in the armchair. There is a radio on the coffee table and a rug under it. There is a cat on the rug in front of the fire. There are a lot of pictures on the walls but there are not any photographs. There are two plants on the floor next to the television and some flowers on the small table next to the sofa.

3. Read the conversation of Helen and Bob.



H: And this is the kitchen.

B: Mmm, it's very nice.

H: Well, it's not very big, but there are a lot of cupboards. And there's a new fridge, and a cooker. That's new, too.

B: But what's in all these cupboards?

H: Well, not a lot. There are some cups, but there aren't any plates. And I have some knives and forks, but I don't

have any spoons!

B: Do you have any glasses?

H: No, sorry.

B: Never mind. We can drink this champagne from those cups! Cheers!

4. Complete the sentences with *some* or *any*.

1. In our classroom there are _____ books on the floor.
2. There aren't _____ plants.
3. Are there _____ Spanish students in your class?
4. There aren't _____ Chinese students.
5. We have _____ dictionaries in the cupboard.
6. There aren't _____ pens in my bag.

5. What is there in your classroom? Describe it.

6. Pierre is a Frenchman on business in Boston. Listen to him describe what's in his briefcase. Tick (+) the things in it.

- ___ a newspaper
- ___ a dictionary
- ___ a sandwich
- ___ pens
- ___ a notebook



- ___ keys
- ___ a bus ticket
- ___ a letter
- ___ photos
- ___ a mobile phone
- ___ stamps
- ___ an address book

What's in my briefcase? Well, there's a newspaper – a French newspaper – and there's a dictionary – my French / English dictionary. I have some pens, three, I think. Also I have a notebook for vocabulary, I write words in that every day. And of course I have my keys, my car keys and my house keys. Oh yes, very important, there are some photos of my family, my wife and my daughter and there's my mobile phone. I ring my home in Paris every night. That's all, I think. I don't have any stamps and my address book is in my hotel.

Lesson 3 Letters

1. Dorita is an English student at a school in Queens, New York city. Read her letter to Miguel, her brother in Argentina.



*41 Street
Sunnyside, New York 11104
October 12*

*Dear Miguel,
How are you? I'm fine. Here's a letter in English.
It's good practice for you and me.*

I have classes in English at the college. I'm in a class with eight students. They are all from different countries: Japan, Brazil, Switzerland, Poland, and Italy. Our teacher's name is Isabel. She's very nice and a very good teacher.

I live in an apartment with two American girls, Annie and Marnie Kass. They are sisters. Annie is twenty years old and she is a dancer. Marnie is eighteen and she is a student. They are very friendly, but it is not easy to understand them. They speak very fast.

New York is very big, very exciting but very expensive. The subway isn't difficult to use and it's cheap. It's very cold now but Central Park is lovely in the snow. I'm very happy here.

Write to me soon.

*Love,
Dorita.*

2. Correct the false sentences.

- 1) Dorita is from Argentina.
- 2) She is in Miami now.
- 3) Dorita is happy in New York.
- 4) She is on holiday there.
- 5) It's a very big class.
- 6) The students in her class are all from America.
- 7) Arnie and Marnie are both students.
- 8) The subway is easy to use.

3. Write questions about Dorita's letter.

- 1) _____ - Argentina.
- 2) _____ - Japan, Brazil, Switzerland, Poland, and Italy.
- 3) _____ - They are sisters. They live with Dorita.
- 4) _____ - Annie's twenty and Marnie's eighteen.
- 5) _____ - Yes, it is.

4. Look at the worksheet and do exercises 1 and 2

(from *English ESL Worksheets*. Retrieved from: <https://en.islcollective.com/english-esl-worksheets/general-topic/people/meeting-new-people/143637>):

Writing a letter to a friend



Exercise 1: read my letter.

Dear Naomi,

How are you? Would you like to go to the cinema? There is a film called *The Post* on Saturday at 5pm.

Please tell me if you can come.

From,

Sarah

Exercise 2: Answer the questions.

- 1) Who is the letter written to? _____
- 2) Who is the letter from? _____
- 3) Where are going? _____
- 4) What is the name of the film?

- 5) What time does it start? _____

Lesson 4 Different People

1. Listen to some people from different places. Complete the chart.

Questions	Manola from Lisbon	Ray and Elsie from Toronto	Brad from Malibu	Alise from Samoa
House or flat?				
Old or modern?				
Where?				
How many bedrooms?				
Live(s) with?				
Extra information				



1) Manola from Lisbon

I live in the old town near the sea. It is called the Alfama. I have a very beautiful flat. There's just one room in my flat, one very big room with one very big window. My bed's next to the window so I see the sea and all the lights of the city when I go to sleep. I live alone, but I have a cat and I'm near the shops and lots of friends come to visit me. I love my flat.



2) Ray and Elsie from Toronto

E: Our house is quite old, about fifty years old. It's quite near to the city centre. We have a living room, quite a big kitchen and three bedrooms, but the room we all love is our family room.

R: Yes, there's a TV and a stereo and a large comfortable sofa in there, and some big, old armchairs.

We love sitting there in winter with the snow outside.

E: Our children aren't at home now, they both have jobs in the USA, so most of the time it's just Ray and me.



3) Brad from Malibu

My house is fantastic. It's right next to the sea. My neighbours are very rich. Some of them are famous film stars. In my house there are ten rooms, five are bedrooms, and everything is white, the floors, the walls, the sofas, everything. I also have a swimming pool, a cinema and an exercise room. I live here alone. I'm not married at the moment. My ex-wife is French. She lives in Paris now

with our three sons.



4) Alise from Samoa

I live with my family in a house near the sea. We have an open house, that is ...our house doesn't have any walls. Houses in Samoa don't have walls because it is very, very hot, but we have blinds to stop the rain and sun. Our house is in the old style. We have only one room for living and sleeping, so it is both a bedroom and a living room. We have rugs and we sit and sleep on the floor.

2. Talk about where you live.

3. Where do people speak these languages?



Model: They speak French in France and also in Canada.

French
Spanish
German
Italian
Portuguese
Japanese
English

4. Answer the questions with *can* or *can't* and ask your partner to answer them.

Can you ...?

1. drive a car
2. speak French
3. speak Italian
4. cook
5. play tennis
6. ski
7. swim

8. play the piano
9. use a computer

**5. What can computers do? Talk about computers with a partner.
What can they do? What can't they do?**



Can computers ...?

1. translate
 2. write poetry
 3. speak English
 4. laugh
 5. play chess
 6. hear
-
7. check spellings
 8. feel
 9. make music
 10. think
 11. have conversations
 12. fall in love

6. Look at the worksheet and do exercises 1 and 2

(From *English ESL Worksheets*. Retrieved from: <https://en.islcollective.com/english-esl-worksheets/grammar-topic/adjectives-personality-character/personality-traits/112789>):

Personality traits



Exercise 1

Put the personality traits in the appropriate columns.

honest	confident	lazy	patient	selfish	shy	organised
mean	brave	stubborn	careful	aggressive	kind	

POSITIVE	NEGATIVE	NEUTRAL

Exercise 2

Match people's descriptions with their traits.

1. I like to help people. _____
2. I help people even when it's dangerous for me. _____
3. I don't like working, I prefer to relax all day. _____
4. I only think about myself, I don't care about others. _____
5. I always tell the truth and I don't steal or cheat. _____
6. I have a big imagination and I come up with new ideas all the time. _____
7. I often feel nervous talking in front of other people. _____
8. I tidy up my room every day and my clothes are always clean. _____
9. Nobody can change my mind, I don't listen to other people's arguments. _____
10. I never buy people expensive presents. _____

Lesson 5 Seasons

1. Answer the following questions.

1. What season is it now?
2. What are the seasons?
3. What month is it now?
4. Say the month of the year.
5. When are the different seasons in your country?
6. Say the month of autumn (winter, spring, summer).

2. Read the stories of three people.

AL WHEELER from Canada



We have long, cold winters and short, hot summers. We have a holiday home near a lake, so in summer I go sailing a lot and I play baseball, but in winter I often play ice hockey and go ice-skating. My favourite season is autumn, or



fall, as we say in North America. I love the colours of the trees – red, gold, orange, yellow, and brown.

MANUELA DA SILVA from Portugal



People think it's always warm and sunny in Portugal, but January and February are often cold, wet and grey. I don't like winter. I usually meet friends in restaurants and bars and we chat.



Sometimes we go to a Brazilian bar. I love Brazilian music. But then suddenly it's summer and at weekends we drive to the beach, sunbathe, and go swimming. I love summer.

TOSHI SUZUKI from Japan



I work for Pentax cameras, in the export department. I don't have a lot of free time, but I have one special hobby – taking photographs, of



course! I like taking photographs of flowers, especially

in spring. Sometimes, after work, I relax in a bar near my office with friends. My friend, Shigeru, likes singing pop songs in the bar. This has a special name, "karaoke". I don't sing – I'm too shy!

3. Answer the questions:

- 1) Do they all play sports?
- 2) What do Al and Manuela do in winter?
- 3) Do Manuela and Toshi like going to bars?
- 4) Where is Al's holiday home?
- 5) When does Toshi like taking photographs of flowers?
- 6) What do Manuela and her friends do in summer?
- 7) Do you know all their jobs?
- 8) Why does Al like autumn?
- 9) Why doesn't Toshi sing in the bar?
- 10) Which colours are mentioned in the text?

4. There are six mistakes about Al, Manuela, and Toshi. Correct them.

1. Al comes from Canada. In winter he plays ice hockey and goes skiing. He has a holiday home near the sea.
2. Manuela comes from Brazil. She likes sunbathing and sailing in summer.
3. Toshi comes from Japan. He has a lot of free time. He likes taking photographs and singing pop songs in bars.

5. What do you think?

1. What is your favourite season? Why?
2. What do you do in the different seasons?

6. Look at the worksheet and do exercises 1 and 2

(From *English ESL Worksheets*. Retrieved from: <https://en.islcollective.com/english-esl-worksheets/reading-comprehension/reading-for-detail-deep-reading/seasons/reading-comprehension-for-beginner-and-elementary-students-3/58975>):

Seasons And Weather

1. Describe your favourite season using the words and phrases under the pictures.

2. Describe the weather in all the seasons using words and phrases under the pictures.

Winter



Adjectives: cold, icy, frosty, fresh, cloudy, windy, windless, snowy, sunny, clear, lovely, dull, depressive, terrible, slippery, short.

Nouns: temperature, below zero, snow, snowfall, snowstorm, blizzard, snowflake, snowdrift/snowbank, frost, ice, icicle.

Verbs: come, freeze, cover, draw, sparkle, laugh, hide, move, catch, wear, sting.

Phrases: become longer, catch snowflakes, make a snowman, throw snowballs, make a snow wall, ski, skate, go sledging, swim in the snow, decorate the houses and trees for Christmas, make seed-cans and feed birds, wear warm clothes, the frost sting, have winter holidays.

Spring



Adjectives: fine, lovely, sunny, dry, warm, cloudy, dull, foggy, rainy, wet, unpleasant, windy, windless, awful.

Nouns: temperature, above zero, the sun, the sky, wind, rain, breeze, shower, raindrop, rainbow, thunderstorm, fog, smog, buds, birds, nest, leaves, flowerbed, humidity.

Verbs: come, return, melt, run, sing, blossom, appear, come out, open, enjoy, watch, sing, make, plant, water, clean, rake, dig, cut, fly.

Phrases: snow melts, watch the leaves coming out, make nests, dig the ground, plant seeds, plant flowers, water the flowers, cut dry branches, listen to singing birds.

Summer



Adjectives: nice, lovely, warm, hot, sunny, windy, windless, rainy, cloudy, dull, stormy, green, dry, calm, light, strong, pleasant, long.

Nouns: the sun, sunrays, wind, breeze, rain, raindrops, shower, thunderstorm, lightning, rainbow, deluge, hail, temperature, fog, smog, tornado, dust storm, sandstorm, hurricane, beach, berries, harvest, mushrooms.

Verbs: come, finish, grow, water, swim, dive, lie, become, enjoy, travel, spend, eat, play, gather, make.

Phrases: become longer, have summer holidays, water flowers, go to the beach, lie in the sun, become sunburnt, enjoy the holidays, gather berries and mushrooms, swim in the river, eat fruit and vegetables, go diving.

Autumn



Adjectives: gold, beautiful, lovely, warm, cool, sunny, windy, cloudy, rainy, wet, humid, dull, terrible, nasty, cold.

Nouns: rain, rainfall, shower, humidity, wind, windstorm, fog, smog, mist, cloud, dew, precipitation, temperature, harvest, fruit, vegetables, seeds, colours.

Verbs: come, enjoy, be over, gather, cut, dig, fall down, rake, shorten, return, study, fly away, put on, make, chop, clean, become.

Phrases: enjoy the gold autumn, become shorter, watch the leaves of different colours, leaves are falling down, throw the leaves, rake the leaves, chop dry branches, gather seeds, dig the land, the birds fly away, start school, prepare for Halloween, put on warm clothes.

UNIT IV GENERAL ENGLISH
Lesson 1 Opposites

day

night



1. Match the adjectives with their opposites.

- | | |
|-----------|-----------|
| old | horrible |
| big | old |
| new | young |
| lovely | difficult |
| easy | cheap |
| hot | cold |
| expensive | slow |
| fast | small |

2. Make up word-combinations adj+noun, using adjectives from ex.7.

- _____ man
- _____ girl
- _____ telephone
- _____ device
- _____ rabbit
- _____ turtle
- _____ cake
- _____ dish
- _____ weather
- _____ winter
- _____ shoes
- _____ clothes
- _____ mouse
- _____ elephant

3. Make up sentences with word-combinations from exercise 8.

4. Read about little Miss Picasso and the new Mozart.

Little Miss Picasso



Alexandra Nechita is called “the new Picasso”. She paints large pictures in cubist style and sells them for between \$ 10,000 and \$ 800.000.

She was born in Romania but now she lives in Los Angeles with her family. She could paint very well when she was only four but her parents couldn't understand her pictures. Alexandra says: “I paint how I feel, sometimes I'm happy and sometimes sad. I can't stop painting.” Every day after school she does her homework, plays with her little brother, then paints for two or three hours until bedtime.

Alexandra doesn't spend her money, she saves it: “We were poor when we were first in America. We couldn't buy many things, but now I can buy a big house for my family and we can travel the world. Last year we were in London, Paris, and Rome. It was fantastic!”

The New Mozart

Lukas Vondracek is very shy, but every year he travels the world and meets hundreds of people. Lukas is a brilliant pianist and he gives lots of concerts. Last year he was in Washington, Chicago, and London. He is sometimes called “the new Mozart”. He says “I'm shy, but I love giving concerts”.



Lukas was born in Opava in the Czech Republic but now he lives with his parents in Vienna, where he practises the piano six hours a day. He goes to school two days a week. Lukas could play the piano when he was two and he could read music before he could read books. Now he can write music, too.

Lukas doesn't just play the piano; he plays football and ice hockey. He says: “Mozart was poor and he couldn't play football, so I'm not like him at all!”

5. Answer the questions about Alexandra and Lukas.

1. Why is he / she special?
2. Where was he / she born?
3. Where does he / she live now?
4. Who does he / she live with?
5. What could he / she do when he / she was very young?
6. Does he / she have much free time? Why?
7. Is he / she poor?
8. Where was he / she last year?
9. What is the same about Alexandra and Lukas? What is different?

6. Find a synonym and an antonym in the following lists to match the words in the first column (from *English ESL worksheets*. Retrieved from: <https://en.islcollective.com/english-esl-worksheets/speaking-practice/warmer-filler-cooler/opposites/synonyms-and-antonyms/1927>)

Synonyms: needful eager terror sure courteous fasten lovely freedom power steady enquiry old delight hard harm splendid protect give serious

Antonyms: unnecessary good answer easy sadness rude slavery uncertain separate expose uninterested refuse irregular ugly humble modern unimportant bravery weakness

Word	Synonym (Similar meaning)	Antonym (Opposite meaning)
ancient		
beautiful		
certain		
difficult		
energy		
fear		
grand		
happiness		
important		
join		
keen		
liberty		
mischief		
necessary		
offer		
polite		
question		
regular		
shelter		

Lesson 2 Two Famous Firsts

1. Read about George Washington.



George Washington (1732-1799)

He was the first President of the United States. He became President in 1789, eight years after the American War of Independence.

His early life

George was born in Virginia. His family owned a big farm and had slaves. George didn't have much education. During his life he had three jobs: he was a farmer. He grew tobacco and owned horses. He worked hard but he also liked dancing and going to the theatre. In 1759 he married a widow called Martha Custis. They were happy together, but didn't have any children.

His later life

He was Commander-in-Chief of the army and fought the British in the War of Independence. When the war ended in 1781 he was happy to go back to the farm, but his country wanted him to be President. Finally, in 1789, he became President, and gave his name to the new capital city. He started the building of the White House, but he never lived in it. By 1797 he was tired of politics. He went back to his farm and died there two years later.

2. Complete the questions; ask and answer them with your partner.

1. How many jobs did he ...?
2. When did he ... President?
3. What did he ... doing in his free time?
4. Did George and Martha have any ...?
5. What ... he build?
6. How long ... he President?

3. Read about Margaret Thatcher.



Margaret Thatcher (1925)

She was the first woman prime minister in Europe. She became Prime Minister of Britain in 1979.

Her early life

She was born above a shop in the small English town of Grantham. Her father, Alfred Roberts, was a grocer. He worked very hard for little money. Margaret also worked hard, and she went to Oxford University, where she studied chemistry. In 1951 she married Denis Thatcher, a rich businessman. They had twins, a girl and a boy. The love of her life was politics. She didn't have much time for other interests. She said she only needed four hour's sleep a night.

Her later life

She became a politician in 1959, leader of the Conservative Party in 1975, and Prime Minister of Britain four years after that. She had a strong personality. A lot of people were afraid of her, and she was called "The Iron Lady". In 1984 Irish terrorists bombed her hotel, but she survived. She was Prime Minister for eleven years. She finally resigned in 1990, but she didn't want to, and she was in tears when she left 10 Downing Street.

4. Complete the questions; ask and answer them with your partner.

1. What ... her father's job?
2. When did she ... Denis?
3. How many children did they ...?
4. How much sleep ... she need?
5. When did the terrorists ... her hotel?
6. How long ... she Prime Minister?

5. Are the sentences true or false?

1. He/She came from a rich family.
2. He/She loved being a politician.
3. He/She worked hard.
4. He/She had a lot of other interests.
5. He/She had a goof education.
6. He/She married, but didn't have any children.
7. He/She was in office for eight years.
8. Finally he/she was tired of politics and resigned.

6. What do you think?

Who were famous leaders in your country? What did they do?

Lesson 3 The World of Work

1. Read about Ali and Bob.



ALISON HAUSER

Ali is a scientist. She comes from Cambridge in England but now she lives in Switzerland. She works three days a week at the Institute of Molecular Biology in Geneva. She speaks three languages: English, French and German. She's married and has a daughter. She likes skiing in winter and going for walks in summer.



BOB NELSON

Bob is a doctor. He's English but now he lives in Australia in the small town of Alice Springs. He isn't an ordinary doctor, he's a flying doctor. Every day, from 8 a.m. to 10 a.m. he speaks to people on his radio, then he flies to help them. He works 16 hours a day non-stop but he loves his job. He isn't married. He has no free time.

2. Practice the questions and answers with your friends.

1. Where does Alison Hauser come from?
2. Where does she live now?
3. What does she do?
4. Where does she work?
5. Does she speak French?
6. Does she speak Spanish?
7. What does she like doing in winter and summer?

3. Complete the questions and ask your friend to answer them.

1. Where _____ Bob _____ from?
2. What _____ he _____?
3. _____ he fly to help people?
4. _____ he _____ French and German?
5. _____ he _____ his job?
6. _____ he married?
7. _____ he _____ time?

4. Read the information about Philippe Ballon, Keiko Wilson and Mark König. Tell your friends about them.



Philippe Ballon	
Job	<i>A barman</i>
Country	<i>France</i>
Town	<i>Paris</i>
Place of work	<i>In the centre of Paris</i>
Languages	<i>French, a little English</i>
Married	<i>No</i>
Family	<i>A dog (!)</i>
Free time	<i>Walking his dog, playing football</i>



Keiko Wilson	
Job	<i>An interpreter</i>
Country	<i>Japan</i>
Town	<i>New York</i>
Place of work	<i>At the United Nations</i>
Languages	<i>Japanese, English, French</i>
Married	<i>Married to an American</i>
Family	<i>Two sons</i>
Free time	<i>skiing</i>



Mark König	
Job	<i>A journalist for the BBC</i>
Country	<i>England</i>
Town	<i>Berlin</i>
Place of work	<i>In an office</i>
Languages	<i>German, English, Russian</i>
Married	<i>Yes</i>
Family	<i>Three daughters</i>
Free time	<i>Listening to music</i>

5. Write questions about Keiko (Mark or Philippe).

1. Where / come from?
2. Where / live?
3. What / do?
4. Where / work?
5. Does / speak English?
6. What / in free time?
7. How many children ...?
8. ... a dog?

6. Check your vocabulary: write the correct job in the box below the picture:

(from British Council: Learning English. Retrieved from:

https://www.google.com/search?q=jobs+worksheets&sc_esv=555442452&sxsrf=AB5stBhC7RVOc3dzwjGxUdDxlyz5zZb7HA%3A1691733713080&ei=0c7VZJa8BNWei-gPi_)

receptionist	cleaner	shop assistant	nurse	doctor	engineer
office worker	teacher	hairstylist	lawyer	police officer	

7. Write the name of a job to complete the sentences:

(from British Council: Learning English. Retrieved from:

https://www.google.com/search?q=jobs+worksheets&sca_esv=555442452&sxsrf=AB5stBhC7RVOc3dzwjGxUdDxlyz5zZb7HA%3A1691733713080&ei=0c7VZJa8BNWei-gPi_

1. A _____ and a _____ work in a hospital or clinic and take care of you when you are ill.
2. An _____ designs and builds large buildings or bridges.
3. A _____ keeps an office, school or hotel clean and tidy.
4. Someone who works in a school classroom and helps students is called a _____.
5. A person who works in a court and can help people on trial is called a _____.
6. Someone who cuts and styles your hair to make it look good is called a _____.
7. Someone who helps you in a shop when you want to buy something is called a _____.
8. A person who works to stop crime is a _____.
9. A _____ works at the front desk of a building and welcomes visitors and answers the phone.
10. An _____ works for a company and usually uses a computer and phone.

Lesson 4 Weekdays and Weekends

1. Read about Bobbi Brown's weekends. Complete the text with the verbs.

Gets up lives is loves works doesn't work interviews starts



Bobbi Brown _____ in New Jersey. She _____ thirty-four and _____ for SKY TV in New York City. But she _____ on weekdays, she only works at weekends. She _____ famous people for an early morning news programme called *The World This Weekend*. On Saturdays and Sundays, she _____ at 3.00 in the morning because she _____ work at 6.30! She _____ her job because it is exciting.

2. Complete the text with the correct form of the verb in the box. Look up new words in your dictionary.

love relax have like go live start come visit (2) go shopping pick up
go out get up take buy make cook

My weekends are fast and exciting. My weekdays are fast and domestic! I _____ two sons, Dylan, 7, and Dakota, 5. Every morning I _____ one hour before them, at 6.00, and I _____ to the gym. I _____ home and I _____ breakfast, then I _____ them to school. On Mondays I always _____. I _____ all the food for the week. I often _____ dinner in the evenings, but not every day because I don't _____ cooking. Fortunately, my husband, Don, _____ cooking. On Tuesdays and Thursdays I _____ my father. He _____ on the next block. Every afternoon I _____ the kids from school. In the evenings Don and I usually _____, but sometimes we _____ friends. We never _____ on Friday evenings because I _____ work so early on Saturdays.

3. Complete Bobbi's answers. Practise the questions and answers.

1. Where do you work? _____ New York.
2. Do you like your work? - Yes, I _____ .
3. Do you relax at weekends? - No, I _____ .
4. Why don't you relax at weekends? _____ I work.

4. Work in pairs. One of you is Bobby Brown. Ask and answer questions about your life.

- 1) Where ... you live / work?
- 2) Are ... married?

- 3) Do ... have children?
- 4) What time ... get up / Saturday morning / Monday morning?
- 5) Why ... get up at ...?
- 6) ... like your work?
- 7) Why ... like it?
- 8) ... like cooking?
- 9) ... your husband like cooking?
- 10) Who ... you visit on Tuesday and Thursday?
- 11) Where ... your father live?
- 12) ... go out on Friday evening? Why not?
- 13)... have a busy life?

5. A Questionnaire “How do you live?” Make up dialogues with your friends.

Do you ...?

- 1) get up early on weekdays
- 2) play tennis
- 3) smoke
- 4) drink wine
- 5) like Chinese food
- 6) watch TV a lot
- 7) have a big breakfast
- 8) have a computer

6. Match the vocabulary with the correct definition:

(from British Council: Learning English. Retrieved from:

https://learnenglishteens.britishcouncil.org/sites/teens/files/job_adverts_-_exercises_2.pdf

- 1..... cash
 2..... a trainee
 3..... chatty
 4..... valuable
 5..... a career
 6..... skilled
- a. talkative
 b. having a special ability or training
 c. an informal word for money
 d. very useful or important
 e. a person who is being trained to do a job
 f. a person's chosen job and life's work

JOBS

A Support Worker

Do you have the ability to care for others? Can you understand how older people feel? Are you a good communicator? Do you have good listening skills? Can you work weekends?

If you have answered **YES** to the above, we would like to hear from you:

- Starting rate of £8.56 per hour
- Free uniform
- Excellent training

Golden care careers@golden-care.com

B Trainee hairdresser

Full Time - 40 hours per week
 Permanent
 Brighton City Centre

Learn from some of the best hairdressers in the world!

You will work 40 hours a week Monday to Saturday. Your responsibilities will include: welcoming clients, washing hair, bringing coffee and tea to customers, and keeping the salon clean and tidy at all times.

No previous experience is necessary.
 Please apply NOW!
 cathy@cut-above.brighton.com

C WOWEE MAGAZINE

Writers wanted!

Wowee Magazine is looking for writers for its website. Pay is based on the number of people who read your articles. You may also receive free tickets to events and free products to test. This is a great opportunity to get valuable work experience.

We want people who are:

chatty interesting
passionate skilled

Contact us at info@wowee.com

D CALLING ALL MODELS

Think you could be a model? If so, we'd like to meet you!

Working as a successful fashion model isn't easy but it is very exciting and could be a great opportunity.

Girls should be **over 16** with a minimum height of 172 cm and boys should have a minimum height of 182 cm. If you are under 16 and do not yet have the required height, we would still be interested in meeting you, but you must bring a parent.

info@top-model-agency.uk

E WORK FOR COFFEE BEANS

Join Britain's number one café at **COFFEE BEANS**, where every café has the same aims: to create family-like teams and to give excellent customer service.

Many different kinds of people come and work with us, so start your career at **COFFEE BEANS** today:

- choose the hours you work
- get management experience
- share your love of coffee

Join us as a **Team Member, Assistant Manager or Café Manager**, depending on your skills and experience.

Email us at jobs@coffeebeans.co.uk

7. Complete the recommendations with a job from the box:

(from British Council: Learning English. Retrieved from:

https://learnenglishteens.britishcouncil.org/sites/teens/files/job_adverts_-_exercises_2.pdf

A: Support worker	B: Trainee hairdresser	C: Wowee Magazine writer
D: Model	E: Coffee Beans café worker	

	Recommended job
1. Nina is studying English and has her own blog. She is a very sociable person, and is interested in music and fashion.
2. Dave has just finished school and is looking for a full-time job. He is sociable, likes working with his hands and cares about his appearance.
3. Dewei enjoys helping people. He wants to make a difference to other people's lives. He is looking for opportunities to learn new things that will help him in his career.
4. Sarah is a student and she is looking for flexible, part-time work. She doesn't want to work in a restaurant or shop. She is tall, beautiful and has her own unique look.
5. Sam is friendly and sociable. He has experience working in a restaurant and wants a job with more responsibility. He is studying part-time so he needs flexible working hours.

2. Check your understanding: gap fill

Complete the sentences with A, B, C, D or E. You can use each letter more than once.

- You never have to wear your own clothes for job _____.
- Job _____ offers possibilities for children under 16 years old.
- Your pay for job _____ depends on how successful you are at the job.
- Job _____ requires physical contact with customers.
- Job _____ offers management opportunities.
- You might get some 'freebies' if you do job _____.
- You need to work closely with your team for job _____.
- Job _____ is for someone who likes working with older people.

Discussion

Do you have a part-time job? Which of these jobs would you most like to do?

Lesson 5 Cities of the World

1. Read about New Orleans, Vienna and Liverpool.

New Orleans



New Orleans is the largest city in Louisiana, USA. It stands on the banks of the Mississippi River and is a busy port and tourist centre. Its population of about 550,000 is very cosmopolitan, with immigrants from many countries. Every year from all over the world visit New Orleans to see its famous Mardi Gras carnival.

In 1682 the French named Louisiana after the French King, Louis XIV. They built New Orleans in 1718. In 1762, Louis XV gave it to his cousin Carlos of Spain. Then, in 1800, it became French again until Napoleon sold it to the USA in 1803. The French quarter in New Orleans still has many old buildings and excellent restaurants.



New Orleans is the home of jazz. Jazz is a mixture of blues, dance songs and hymns. Black musicians started to play jazz in the late 19th century. Louis Armstrong and Jelly Roll Morton came from the city. New Orleans is most famous for its jazz, but it also has a philharmonic orchestra.



Vienna

Vienna, or Wien in German, is the capital of Austria. It stands on the banks of the river Danube and is the gateway between east and west Europe. Its music, theatre, museums, and parks make it a popular tourist centre. It has a population of over 1,500,000.

Vienna has a rich history. Its University opened in 1365, and is one of the oldest in Europe. From 1558 to 1806 it was the centre of the Holy Roman Empire and it became an important cultural centre for art and learning in the 18th and 19th centuries. The famous psychiatrist, Sigmund Freud, lived and worked there.

Vienna was the music capital of the world for many centuries. Haydn, Mozart, Beethoven, Brahms, Schubert, and Strauss family all came to work here. It is now the home of one of the world's



most famous orchestra, the Vienna Philharmonic. Its State Opera House is also world famous.

Liverpool



Liverpool is Britain's second biggest port, after London. It stands on the banks of the River Mersey in the north-west England. It is an important passenger port for travel to Ireland and many Irish immigrants live there. It has a population of nearly 500,000.

King John named Liverpool in 1207. The city grew bigger in the 18th century, when it became an important trade centre for sugar, spices, and slaves between Africa, Britain, the Americas, and the West Indies.

Liverpool's most famous musicians are the Beatles. In the 1960's this British rock group was popular all over the world. They had 30 top ten hits. They were all born in Liverpool and started the group there in 1959. They first played at a night club called the Cavern and then travelled the world. One of them, Paul McCartney, is now the richest musician in the world. Many tourists visit Liverpool to see the homes of the Beatles.



2. Answer the questions about the cities.

1. How many people live there?
2. What is the name of its river?
3. Why is it a tourist centre?
4. What are some important dates in its history?
5. Which famous people lived there?
6. What kind of music is it famous for?
7. What is world famous about the city?
8. Which of these things can you do in the city you read about?
 - go by ship to Ireland
 - see Sigmund Freud's house
 - see a famous carnival
 - walk round the French quarter
 - listen to a famous orchestra
 - visit the homes of a famous rock group

3. Write some similar information about your city, town, or village. Tell a partner or the class.

4. Look at the picture and do activities:

THE CITY AND THE COUNTRY



WHERE CAN WE SEE THIS THINGS? WRITE THEM UNDER THE RIGHT COLUMN

BARN - ZEBRA CROSSING - TRAFFIC LIGHTS - CROPS - FIELDS - BUILDINGS - SEEDS - SIGNS - BUSES - FENCES-TRACTORS.

COUNTRY

CITY

LOOK AT THE PICTURES AND WRITE THERE IS/ISN'T, THERE ARE/AREN'T

- 1-.....BARN IN THE COUNTRY.
- 2-.....BUSES IN THE COUNTRY.
- 3-..... A FARMER IN THE COUNTRY
- 4-..... TRAFFIC LIGHTS IN THE CITY
- 5-.....FENCES IN THE CITY.
- 6-.....A SIGN IN THE COUNTRY.
- 7-.....CROPS IN THE COUNTRY.
- 8-.....FIELDS IN THE CITY.
- 9-.....A SHOP IN THE CITY.
- 10-..... A LOT OF CARS IN THE CITY


COMPLETE THE SENTENCES USING : HAVE TO - DON'T HAVE TO

- 1-IN THE COUNTRY I.....CLEAN THE BARN EVERYDAY
- 2-IN THE CITY ITHE BUS TO SCHOOL
- 3-IN THE COUNTRY I.....BE CAREFUL WITH THE TRAFFIC LIGHTS
- 4-IN THE COUNTRY IGROW CROPS
- 5-IN THE CITY I.....FEED THE ANIMALS
- 6-IN THE CITY ICOLLECT THE EGGS
- 7-IN THE CITY IDRIVE TRACTORS
- 8- IN THE COUNTRY I.....MILK THE COWS.
- 9-IN THE CITY ITHE ROAD AT THE ZEBRA CROSSING.
- 10-IN THE CITY AND IN THE COUNTRY I..... TO DO MY HOMEWORK.

COMPLETE THE LETTER LOOKING AT THE PICTURES AND ANSWER PETER'S LETTER.

Dear Pam:

How are you? I'm fine and happy because I'm going to

help my father to feed the  milk the



And clean the



. My father usually

Drives the



and he grows







We are always very busy.

Now I have to do my homework. Tell me about your life in the city. Love

Peter

UNIT V GRAMMAR
Lesson 1 Noun

Most Common English Nouns

water			doctor
bread			teacher
woman			bathroom
man			bed

1. Give the plural of the following nouns.

Language, task, reason, man, invention, field, specialist, decade, standard, article, journal, book, country, computer, organization, tourist, city, word, hand, life, writer.

SINGULAR AND PLURAL NOUNS



Singular

Singular nouns are those nouns that are single in number. A singular noun names one person, place, thing, or idea.

- | | | |
|---------|----------|---------|
| • cat | • apple | • train |
| • dog | • table | • fan |
| • wife | • chair | • light |
| • thief | • cherry | • tooth |
| • rock | • loaf | • fly |
| • key | • tax | • elf |
| • car | • city | • tree |

Plural

Plural nouns are of greater quantity. A plural noun is the name of more than one person, place, thing, or idea.

- | | | |
|-----------|------------|----------|
| • cats | • apples | • trains |
| • dogs | • tables | • fans |
| • wives | • chairs | • lights |
| • thieves | • cherries | • teeth |
| • rocks | • loaves | • flies |
| • keys | • taxes | • elves |
| • cars | • cities | • trees |

2. Choose the right form of the noun from the brackets.

- Ann's father told the children two funny (story, stories).
- Many (family, families) live in this new house.
- The travelers will see many (country, countries).
- Put the book on the (table, tables).
- There are flowers in the (vase, vases).
- The (child, children) is playing in the yard.
- There are 20 (student, students) in our group.
- The cat caught a (mouse, mice).
- My (friend, friends) are students.
- We spent the week-end in the (country, countries).

Rules		Ex amples		Ex ceptions
		Singular	Plural	
General rule	Most nouns are plural by adding -s to the end of the singular form.	Car Bag Table	Cars Bags Tables	
Nouns ending in 's', 'x', 'z', 'ch', 'sh', 'ss'	Adding -es	Bus Bench Box	Buses Benches Boxes	Fez - Fezzes Gas - Gasses
Nouns ending in 'f' or 'fe'	Changing the 'f' to 'ves'.	Calf Shelf Wolf	Calves Shelves Wolves	Cuff - Cuffs Chef - Chefs Belief - Beliefs
	Nouns that end in 'o' preceded by a vowel	Radio	Radios	

3. Use the necessary form of the pronoun.

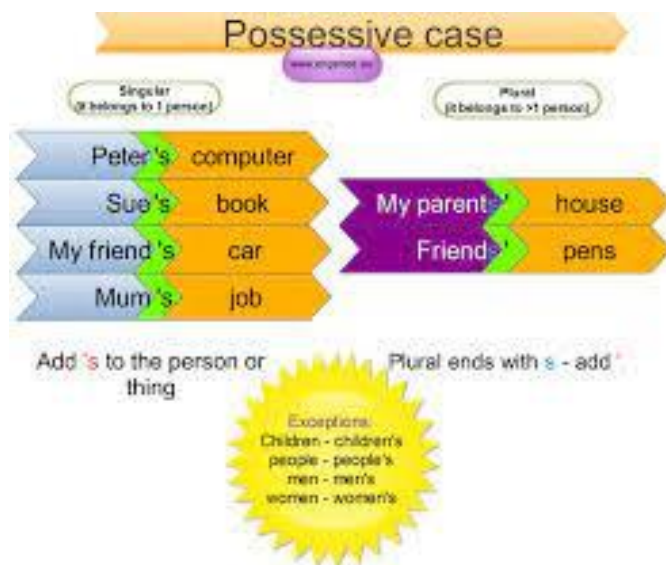
English Pronouns:					
	Subject Pronoun	Object Pronoun	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st Person	I	me	my	mine	myself
2nd Person	you	you	your	yours	yourselves
3rd Person (male)	he	him	his	his	himself
3rd Person (Female)	she	her	her	hers	herself
3rd Thing	it	it	its	(not used)	itself
1st Person (plural)	we	us	our	ours	ourselves
2nd Person (Plural)	you	you	your	yours	yourselves
3rd Person & thing (Plural)	they	them	their	theirs	themselves

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(They)... classroom is light.

- (He) ... composition is very good.
- (We) ... son goes to school.
- (You) ... sister is young.
- (They) ... knowledge of the subject is very poor.
- (He) ... name is John.
- (I) ... family lives in Kyiv.
- (She) ... friends often visit her.
- (We) ... group is small.
- (She) ... favorite subject is History.
-

4. Paraphrase the following using the Possessive case:



The pen that belongs to John; the camera that belongs to my friend; the book that belongs to her pupils; the dress that belongs to the girl; the flats that belong to the workers; the car that belongs to the miners; the coat that belongs to her brother; the watch that belongs to the teacher.

5. Paraphrase the following sentences as in the model.

This is my coat. - This coat is mine.

1. This is our school. 2. This is my note-book. 3. This is your desk. 4. This is his bicycle. 5. This is her bag. 6. This is their classroom. 7. This is our bus. 8. This is her suggestion. 9. These are your tickets. 10. These are our tests.

6. Replace the nouns by the personal pronouns in the Nominative or Objective Case.

1. *The girls* are playing tennis. 2. I saw *the girls* in the park. 3. Put *the books* on the shelf. 4. *The books* are on the shelf. 5. We saw *the film* yesterday. 6. *The film* is very interesting. 7. *My sister* studies at school. 8. I am waiting for *my sister*. 9. We listened to *the teacher* with great interest. 10. *The teacher* explains a new grammar rule.

7. Fill in the blanks with the forms of the verb to be in Present Indefinite.

1. I ... a student. 2. This man ... a farmer. 3. My friend ... in the garden. 4. We ... busy. 5. My father ... not old. 6. The students ... in the classroom. 7. She ... an engineer. 8. I ... sorry. I ... late. 9. Our teacher ... young. 10. They ... in the park.

8. Translate the following sentences into English.

1. Мій батько – тракторист. 2. Наш учитель зараз у Києві. 3. Твоя сестра вдома? 4. Петро не хворий, він у Києві. 5. Де твій брат? Його немає в кімнаті. 6. Ми в читальному залі. 7. Художник у галереї зараз. 8. Ольга вдома? 9. Його батько зараз дуже стомлений. 10. Хто твоя сестра? Вона лікар.

Lesson 2 Adjective. Numeral

1. Give the comparative and the superlative degree of the following adjectives using the suffixes –er, (the) –est.

Short, cold, early, big, near, late, fast, small, old, nice, young, large, kind, long, quick, easy.

COMPARATIVE AND SUPERLATIVE ADJECTIVES



	adjective	comparative	superlative
SHORT ADJECTIVES	old young high low happy sad cold hot tall short fast slow		



	adjective	comparative	superlative
LONG ADJECTIVES	exciting boring popular difficult enjoyable dangerous beautiful interesting comfortable		



	adjective	comparative	superlative
IRREGULAR ADJECTIVES	bad little many-much far		

2. Give the comparative and the superlative degree of the following adjectives and adverbs using the words more, (the) most.

Interesting, carefully, comfortable, progressive, efficient, clearly, beautiful, difficult, beautifully, regularly, prominent, brightly, especially, wonderful, realistic, remarkable, special, dependent, attentively.

3. Use the adjectives and adverbs in the right degree of comparison.

- 1) My brother is much ... than myself (young).
- 2) The opera theatre is one of the ... buildings in the city (beautiful).
- 3) The sound grew ... and ... (faint).
- 4) The party was not so ... as I had expected (gay).
- 5) I have no one ... than you (near).
- 6) What is the ... news (late)?
- 7) Yesterday I came home ... than usual (late).
- 8). Ann sings far ... than Nina (well).
- 9) I like this picture ... of all (well).

4. Read and write the following cardinal numerals:

Numbers in English	
Cardinal numbers/Ordinal numbers	
1/ one/ first	9/ nine/ ninth
2/ two /second	10/ten/ tenth
3/ three/ third	11/ eleven /eleventh
4/ four/ fourth	12/ twelve/ twelfth
5/ five /fifth	13 /thirteen /thirteenth
6/ six/ sixth	14 /fourteen/ fourteenth

a) 3; 13; 30;4;
14; 40; 5; 15; 50; 2;
12; 20; 8; 18; 80.

b) 21; 82; 74;
69; 96; 74; 53; 22;
87; 58; 22; 35; 41.

c) 143; 331;
205; 101; 845; 796;
367; 452; 100;578.

d) 1,365;

2,175; 7,312; 9,888; 5,500; 5,050; 2,222; 6,000.

5. Form read and write ordinal numerals from the following:

- a) 5, 7, 9, 3, 1, 10, 11, 8, 4, 6, 15, 13, 2.
- b) 20, 21, 30, 32, 40, 50, 54, 48, 80, 98.
- c) 100, 120, 134, 505, 876, 921, 752, 263.
- d) 1,200; 3,456; 8,935,679; 1,221; 5,000,000.

6. Read the dates:

9.03.1812; 22.06.1941; 1.12.2005; 24.08.1991; 10.05.2010;

5.02.1988; 4.12.1984, 15.11.2011; 31.04.1678.

Lesson 3 Verb. Present Simple

Present Simple		
Positive	Negative	Interrogative
V, V+-s,-es	do/does not + V	Do/Does not + V ?
I read.	I	I
He reads.	We } do not	Do { we
She reads.	You } read.	you read ?
It reads.	They } read.	they
We read.	He	he
You read.	She } does not	Does { she read?
They read.	It } read.	it

1. Use the Present Simple Tense of the verbs in brackets. Translate the sentences into Ukrainian.

My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living room. We (to watch) TV and (to talk).

10 Examples of Present simple Negative sentences

1. She **does not** write poetry in her free time.
2. We **do not** attend church every Sunday.
3. The kids **do not** play in the park after school.
4. He **does not** study for his exams every night.
5. I **do not** practice yoga to relieve stress.
6. The clock **does not** stop ticking away the seconds.
7. They **do not** eat lunch together every day.
8. The trees **do not** provide shade on a hot day.
9. We **do not** listen to music while we exercise.
10. She **does not** take a nap in the afternoon.

2. Translate the following sentences. Make them interrogative and negative.

1. The children drink coffee in the evening.
2. Her sister dances very well.
3. Our grandmother grows potatoes.
4. The pupils remember this rule.
5. Nick goes to bed at ten.
6. They listen to the radio in the morning.
7. You meet him every day.
8. It often snows in winter.
9. You want to play chess with him.
10. His mother teaches geography at school.

3. Ask questions about the time and place of the action.

1. They plant trees in autumn.
2. Peter comes to the University at eight.
3. They discuss films after classes.
4. We listen to the news at ten o'clock.
5. The teacher corrects our dictations in the evening.
6. Her brother studies in Lviv.
7. Many birds fly to the south in autumn.
8. They spend their holidays in the country.
9. My parents live in a village.
10. His group-mates go to the theatre in the evening.

4. Put questions to the italicized words.

1. The children go to bed *at ten o'clock*.
2. His son knows English *well*.
3. My father reads *newspapers* in the evening.
4. Her aunt lives in *Lutsk*.
5. Our parents grow *wheat*.
6. This man works at *a machine-building plant*.
7. It snows *in winter*.
8. We buy *bread* at this shop.
9. *My* sister learns many poems by heart.
10. *Ann* helps her mother about the house.

5. Translate into English.

1. Де ти живеш? – Я живу в Києві.
2. Коли в тебе канікули? – У січні.
3. Що тобі найбільше подобається в університеті?
4. Мій брат працює в лікарні. Він лікар. Він встає в двадцять хвилин

на восьму. Він працює вранці і вдень. Увечері він не працює. Увечері він відпочиває.

5. Твоя сестра говорить французькою мовою? – Ні. Вона говорить німецькою мовою, а її чоловік говорить англійською мовою.

6. Коли ви встаєте? – Я встаю за чверть сьома.

7. Коли встає твій брат? – Він встає за двадцять восьма. – А твоя сестра також встає за двадцять восьма? – Ні. Вона встає о дев'ятій годині.

8. Я вивчаю англійську мову. Мій друг також вивчає англійську мову.

9. Де ти живеш? Де живе твій товариш?

10. Де працюють твої батьки?

Lesson 4
Past Simple

PAST SIMPLE TENSE

	TO BE	VERBS
+	S + Was/were They were friends.	S + V-ed She worked yesterday.
-	S + was not/were not + ... They weren't friends.	S + did not + verb (base form) She didn't work yesterday.
?	Was/Were + S + ...? They weren't friends.	Did + S + verb (in base form)? Did she work yesterday?

Usage Example

1. Form Past Simple of the following regular verbs:

to look, to seem, to dress, to love, to cry, to jump, to profit, to enjoy, to hurry, to clear, to ask, to translate, to rob, to carry, to cook, to shout, to answer, to play.

2. Give the three forms of the following irregular verbs:

to know, to go, to learn, to leave, to make, to mean, to meet, to say, to teach, to tell, to understand, to write, to give, to take, to read, to begin, to buy, to come, to grow, to eat, to drink, to have, to see, to speak, to break, to win, to sleep, to stand.

Past Simple
Коли вживаємо?

- Закінчена дія в минулому**
They married in April.
(вони поженились в квітні.)
- Регулярно повторювана дія в минулому**
He always came to school on time.
(Він завжди приходив до школи своєчасно.)
- Низка послідовних дій в минулому**
He took a book, opened it and began reading it.
(Він взяв книгу, відкрив її і почав читати.)

3. Make the following interrogative and negative.

1. The teacher repeated the question.
2. His wife planned her work well.
3. Their children cleaned the garden and then they played basketball.
4. The girl answered the question at once.
5. They slept in the open air.
6. The clock struck ten.
7. The little girl cried a little and then smiled.
8. She cooked a good dinner.
9. They waited for a bus.
10. The bus arrived at five.

4. Change the following into the Past Simple Tense.

1. The girl learns English.
2. My friend gets up early.
3. The worker comes home at six.
4. The old women talk about the weather.
5. Nick goes to bed at ten.
6. You meet him every often in summer.
7. His mother comes home late.
8. The meeting lasts about two hours.
9. They live in France.
10. They travel there by train.

5. Put questions to the italicized words:

1. They sat *in the first* row.
2. The performance lasted *for two hours*.
3. He went to Kyiv *to see some friends*.
4. She put the mail *on my desk*.
5. He walked to the university *with Mary*.
6. They spoke to us *in French*.
7. He arrived home *very late*.
8. I found my English book *yesterday*.

6. Translate into English.

1. Діти допомагали батькам.
2. Батько прийшов додому пізно.
3. Що ви робили в неділю?
4. Де ти був учора ввечері? – Я ходив у кіно. Тобі сподобався фільм?
– Так, фільм мені дуже сподобався.
5. Що ви робили на уроці англійської мови? – Ми читали новий текст, відповідали на запитання і перекладали речення з української мови на

англійську.

6. Коли ви почали вивчати англійську мову? – Ми почали вивчати англійську мову три роки тому.

7. Open the brackets using the verbs in Present Simple or Past Simple.

1. Tom always (to eat) breakfast.
2. Yesterday he (not to eat) breakfast because he (to get) up late.
3. We (to like) to cook but we (not to like) to wash dishes.
4. He never (to shout) at his students. He (to be) a wonderful teacher, I remember.
5. My friend (to know) Spanish very well.
6. Who (to ring) you up an hour ago?
7. He (to live) on the third floor.
8. It (to take) you long to find his house yesterday?

Lesson 5

Future Simple



SIMPLE FUTURE TENSE

+	S+will/shall + V(bare form) I will go to Thailand.
-	S + will not/won't + V(Base form) I will not go to Thailand.
?	Will + S + V(Base form) +...? Will you go to Thailand?

1. Change the following into the Future Simple Tense.

1. I go for a walk after supper.
2. Everybody laughs at this picture.
3. Helen gives private lessons.
4. He spends his summer holidays in the country.
5. She agrees with him.
6. I saw him at the concert.
7. Our school year begins on the 1st of September.
8. We do our homework in the afternoon.

2. Make the following interrogative and negative.

1. Bob will graduate from the university next year.
2. There will be a dance at the end of the party.
3. I shall do what you want.
4. Harris will sing a comic song.
5. They will announce this news later today.
6. We shall take Jane for a picnic.
7. They will have a meeting tonight.
8. There will be many visitors today.

3. Put questions to the italicized words.

1. Some of them will go *to Brighton* one of these days.
2. Next Sunday I shall write *a letter* to my friend.
3. Soon there will be many young trees *in the park*.
4. *Our friends* will come to see us today.

5. Jack won't go to the cinema *because he is busy*.
6. We'll play chess *tonight*.
7. *We'll* get up at seven tomorrow.
8. The plant will make *agricultural machines*.

FUTURE TIME CLAUSES

We can use sentences with **after**, **as soon as**, **before**,
until & **when** to talk about the future

	Clause or Condition	Result or Main Clause
After As soon as Before Until When	Present Simple	WILL + Infinitive CAN/MAY + Infinitive IMPERATIVE
After As soon as Before Until When	<i>you get to work,</i> <i>I get home,</i> <i>I leave,</i> <i>you tell me,</i> <i>I grow up,</i>	<i>give me a call.</i> <i>I'll cook dinner.</i> <i>I may mail you.</i> <i>I won't do anything.</i> <i>I'll be an astronaut.</i>

Although they are called Future Time Clauses, the verb is normally in the **present**.

4. Replace the infinitives in brackets by the Future Simple or the Present Simple Tense.

1. If you (to come) at five o'clock, we (to see) an interesting program on TV
2. Before you (to leave) home, ring me up.
3. As soon as you (to get) my letter, let me know.
4. When I (to enter) the University, I (to study) two foreign languages.
5. If you (to be) busy on Sunday afternoon, we (not to go) to the stadium.
6. If you (to look through) today's paper, you (to find) an interesting article.
7. When she (to arrive) at the hotel, it (to be) 5 o'clock.
8. When you (to be tired), we (to stop) working.

Future in time clauses

WHEN, IF, BY THE TIME, BEFORE, AFTER, AS SOON AS,
WHILE, ONCE, UNTIL, etc.

We do not use the future tense (will) in a time clause to refer to future time.

Examples :

- ✓ As soon as I get there , I will call you.
- ✗ As soon as I ~~will~~ get there, I will call you.

- ✓ He wants to retire when he is 60 years old.
- ✗ He wants to retire when he ~~will be~~ 60 years old.

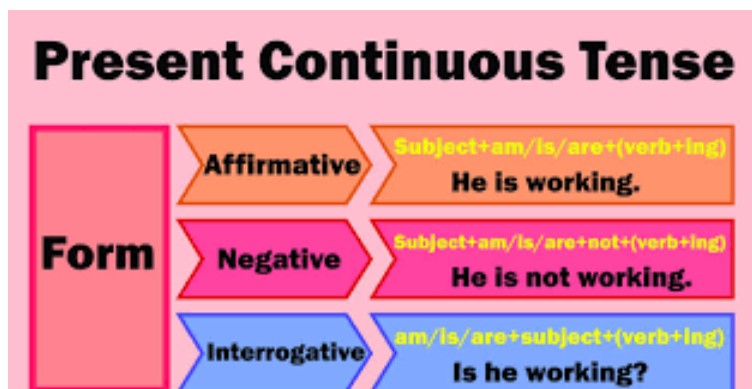
- ✓ The party will be over by the time I get home.
- ✗ The party will be over by the time I ~~will~~ get home.

5. Complete the following sentences.

1. I will have lunch as soon as ...
2. He will post the letter as soon as ...
3. We will go to the country if the weather ...
4. I'll listen to the radio before I ...
5. She will not call you up until you ...
6. They will go to the cinema or a concert after they ...
7. I'll make you a sign, when I ...
8. Wait here until the doctor ...

UNIT VI GRAMMAR

Lesson 1 Present Continuous



1. Make the following sentences interrogative and negative.

1. You are doing that exercise correctly.
2. He is looking for the book which he lost.
3. All the birds are

flying south.

4. The sky is getting very dark.
5. They are laughing at what you said.
6. They are travelling in Europe at present.
7. Helen is taking dancing lessons at the country club.
8. Mr. Evans is writing a series of articles on the economic situation.

2. Put questions to the italicized words.

1. The children are planting *trees*.
2. They are working *in the garden*.
3. The girl is trying on *a dress*.
4. *Nick* is talking with his friends.
5. The students *are reading*.
6. The man is sitting *in the armchair*.
7. The girl *is drawing*.
8. The woman is wearing *a blue dress*.

3. Use the verbs in brackets in the Present Continuous Tense.

1. Look! It (begin) to rain.
2. They (wait) for us on the corner now.
3. I see that you (wear) your new suit today.
4. Listen! Someone (knock) at the door.
5. Please! Be quiet! The baby (sleep).
6. The leaves (fall) from the trees.
7. John (have) lunch in the cafeteria now.
8. Listen! I think the telephone (ring).



Present Continuous Tense



He is running on the road.

+	Structure	○ S+ is/am/are + V1 (-ing)
	Example	○ He is playing football.
-	Structure	○ S+ is/am/are + not + V1 (-ing)
	Example	○ He is not playing football.
?	Structure	○ Is/am/are+ S + V1(ing) +... ?
	Example	○ Is he playing football?

USAGE

Actions happening now.

Actions that is already planned.

For changing situations

For expressing time at the moment of speaking

EXAMPLES

He **is playing** football now.

He **is watching** movie with his friend next Sunday.

The climate **is getting** hotter each year.

We **are performing** our duty at the moment.

4. Replace the infinitive in brackets by the Present Simple or the Present Continuous Tense.

1. We (to gather) mushrooms in summer.
2. The children are in the forest now. They (to gather) mushrooms.
3. Where is Kate? She (to do) her homework. She always (to do) her homework in the evening.

4. The pupils (to write) compositions once a month.
5. Don't shout. The pupils of the ninth form (to write) compositions.
6. Water (to boil) at 100°.
7. Turn off the gas. The milk (to boil) .
8. Mary (to dance) all modern dances very well.

5. Complete the sentences:

1. I am going back to my room. **(go)**
2. We passed many months at this place: nothing, however, occurred requiring any particular notice, relating to myself, beyond what I have already stated, and I am not writing the history of others. **(not/write)**
3. What are you driving at, man? **(what/you/drive/?)**
4. I hope James is getting his verse as usual, and that Mary _____ her little hymn. **(not/forget)**
5. I don't know what you _____ about! **(talk)**
6. I _____ to her sea-going qualities. **(not/allude)**
7. The man you _____ for. **(wait)**
8. A rare opportunity _____ before this nation. **(pass)**

6. Write the correct form of the verb:

1. John _____ (read) a book now.
2. What _____ (you do) tonight?
3. Jack and Peter _____ (work) late today.
4. Silvia _____ (not listen) to music.
5. Maria _____ (sit) next to Paul.
6. How many other students _____ (you study) with?
7. The phone _____ (not ring).
8. The train to Glasgow _____ (leave) from platform 8.
9. I _____ (begin) to understand the Present Continuous now.
10. Sue _____ (work) tonight.
11. Listen! The telephone _____ (ring).
12. Ms. Johnson _____ (see) a customer at 3 o'clock.
13. My Dad _____ (not have) his lunch now.
14. The kids _____ (not study) tomorrow.
15. It _____ (not rain) today.

7. Change the sentences to use Present Continuous:

1. The cat eats _____ in the kitchen.
2. Peter sits _____ in his tree house.
3. The children bake _____ biscuits.
4. I walk _____ to the mall on my own.
5. We paint _____ our house cream and brown.
6. Nina plays _____ the piano quite well.
7. The boys ride _____ their bicycles often.
8. Ian leaves _____ our class at the end of the week.
9. The dog barks _____ outside the back door.
10. The girls slide _____ down the sand dune.

PAST CONTINUOUS TENSE

+

S + was/were + V-ing

She was cooking all morning.

-

S + was/were + not + V-ing

She was not sleeping when he came home.

?

Was/were + S + V-ing?

Was she sleeping when he came home?

1. Change the following into the Past Continuous Tense.

1. The man is standing near the door.
2. Tom told a story.
3. The children swam in the river.
4. Is Mary wearing a white dress?
5. She went to the cinema.
6. They didn't work in the garden.
7. We are not sitting by the window.
8. The workers built a bridge.

Past Continuous Tense

As the name suggests, Past continuous tense describes an action which shows continuation, an action that happened in the past and continued to happen over a period of time.

For example, The dog was barking at the moon.

To make an **affirmative**, we use the following formula,
Subject + was/were + present participle + object

To make a **negative** sentence, we use the following formula,
Subject + was/were not + present participle + object

In order to ask **questions**, we use the following formula,
Wh- + Were/was + subject + present participle + object

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2. Use the verbs in brackets in the Past Continuous Tense.

1. They (eat) dinner when we came.
2. It (rain) when I left home.
3. When you telephoned, I (have) dinner.
4. The baby (sleep) soundly when I went to wake him.
5. She (talk) with Mr. Smith when I saw her in the hall.
6. The accident happened while they (travel) in the South.
7. When I got up this morning, the sun (shine) brightly.
8. At seven o'clock, when you rang me up, I (read) the newspaper.

3. Put questions to the italicized words.

1. The man *was reading a magazine* when somebody knocked at the door.
2. He was waiting *for a bus*.
3. *My brother* was skating.
4. The students were dancing *when I opened the door*.
5. The girl was eating *ice-cream* when we came in.
6. She was looking *after her little brother*.
7. The pupils were discussing *a story*.
8. The man was passing the theatre *when the clock struck ten*.
9. It was snowing *when we went out*.
10. The boy was running *very fast*.

Simple Past vs. Past Progressive

Simple Past

- ▶ **Completed action** at specified time in past
- ▶ **Ordered events** with "before" and "after"
- ▶ Cause-effect with "when" or "after"
- ▶ Used for **narrative**
- ▶ **Interrupts** a **continuous action** (in progressive)

Past Progressive

- **Action in progress** over a period of time
- **In progress** at an **exact moment** in the past
- **Two simultaneous actions**
- **Continuous action can be interrupted** (action in past)

4. Use the verbs in brackets in the Past Continuous or the Past Simple Tense.

1. I (to go) to the cinema yesterday.
2. I (to go) to the cinema at four o'clock yesterday.
3. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday.
4. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening.
5. When I came into the kitchen, mother (to cook).
6. She (to cook) fish yesterday.
7. You (to do) your homework yesterday?
8. You (to do) your homework from eight till ten yesterday?

FUTURE CONTINUOUS TENSE

+ S + will + be + V-ing (present participle)
I will be singing in the concert tomorrow.

- S + will + not + be + V-ing (present participle)
I will not be singing in the concert tomorrow.

? Will + S + be + V-ing? (present participle)
Will you be singing in the concert tomorrow?

Usage **Example**

To describe interrupted actions in When you come tomorrow, they will

5. Use the verbs in brackets in the Future Continuous Tense.

1. At ten o'clock tomorrow morning she (have) her music lesson.
2. I (wait) on the corner for you at the usual time tomorrow morning.
3. It probably (rain) when you get back.
4. If you come before six, I (work) in my garden.
5. At this time tomorrow afternoon I (take) my final English exam.
6. If we go there now, they (have) dinner. But if we go later, they (watch) television.
7. At this time next year he (study) at the University.
8. Don't come to see him tonight, he (to pack) things.

6. Translate into English.

1. Ми бачили її вчора. Вона працювала в саду.
2. Коли годинник пробив дванадцять, ми всі сиділи за столом.
3. Де ти був о третій годині? Я дзвонив тобі, але ніхто не відповів. – Я ремонтував велосипед.
4. Коли я зайшов до залу, Ольга грала на скрипці.
5. Що вона робила, коли ви прийшли до неї? – Вона прибирала в кімнаті.
6. Коли я вийшов з дому, ішов сильний дощ.
7. Що робив учитель, поки ви писали твір?
8. Що робив ваш син о десятій годині вечора? – Читав якусь книжку.

PRESENT PERFECT

USES:

- **Actions related to the present time** : I have studied in this school for four years
- **Period of time hasn't finished**: He has seen Peter today
- **Time is not mention**: There has been an earthquake in India

FORM:

- **Affirmative** → I **have drunk** tea/ He **has done** his homework
- **Negative** → I **have not drunk** tea / He **hasn't done**....
- **Interrogative** → **have you drunk** tea? / **has he done** his homework?

TIME EXPRESSIONS

→ **For+** period / **Since+** date

PARTICLES

- **Just**: I have **just** finished
- **Ever**: have you **ever** seen a camel?
- **Already**: She has **already** bought the books,
- **Yet**: They haven't come **yet**

3. A. Make the following interrogative.

1. You have taken my note-book.
2. His sister has past her examinations.
3. Her brother has entered the University.
4. The children have already had breakfast.
5. The teacher has just come.

B. Make the following negative.


1. Our professor has come from London (yet)
2. I have written a letter to Ann.
3. They have opened the shop.
4. My friend has changed since I saw him last.
5. He has told the director about it.

4. Open the brackets using the verbs in Present Continuous or Present Perfect Tense.


1. What's the matter? Why he (to stop)?
2. My cousin (to look) for a job, but he (not to find) job yet.
3. It (to be) impossible for her to feel at home here.
4. What you (to study) now?


5. Sophie is busy. She (to knit) a sweater for her grandson.
6. People (to plant) carrots and tomatoes now.
7. What you (to look) for?
8. What you (to talk) about?

PAST SIMPLE & PRESENT PERFECT



<div style="background-color: #673ab7; color: white; padding: 5px; border-radius: 10px; display: inline-block;">PAST SIMPLE</div>	<div style="background-color: #673ab7; color: white; padding: 5px; border-radius: 10px; display: inline-block;">PRESENT PERFECT</div>
<div style="background-color: #ff9800; color: white; padding: 5px; border-radius: 10px; display: inline-block;">S + V-ed</div>	<div style="background-color: #00bcd4; color: white; padding: 5px; border-radius: 10px; display: inline-block;">S + have/has + V-ed</div>
<div style="background-color: #ff9800; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Express finished time</div>	<div style="background-color: #00bcd4; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Describe unfinished time</div>
<p>E.g. We lived in Japan from 1995 to 1998.</p>	<p>E.g. I've worked as a teacher since 2011.</p>
<div style="background-color: #ff9800; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Refer to definite time</div>	<div style="background-color: #00bcd4; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Refer to indefinite time</div>
<p>E.g. I saw the Eiffel Tower in 2007.</p>	<p>E.g. I have seen the Eiffel Tower.</p>
<div style="background-color: #ff9800; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Indicate series of finished actions</div>	<div style="background-color: #00bcd4; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Express experience or result</div>
<p>E.g. First he read the book, and then he watched the movie.</p>	<p>E.g. She has already watched this movie 3 times.</p>





5. Open the brackets using the verbs in Present Perfect or Past Indefinite Tense.

1. I (not yet to eat) today.
2. He (not to eat) yesterday.
3. You (to play) the piano yesterday?
4. You (to play) the piano today?
5. What you (to prepare) for today?
6. Look at this birdhouse. Mike (to make) it himself.
7. When you (to see) Mary?—I (to see) her last week.
8. At last I (to translate) the article: now I shall have a little rest.

6. Translate into English.

1. Я залишив свій зошит вдома.
2. Де Петро? — Він ще не прийшов.
3. Що ти робиш? — Читаю англійське оповідання. Скільки сторінок ти вже прочитав? — Я прочитав уже сім сторінок.

4. Скільки нових слів ви вивчили в цьому місяці?
5. Я не можу їхати з тобою. Я ще не склав екзамену з геометрії.
6. Ми щойно прочитали телеграму.
7. Ми одержали телеграму вчора.
8. Я знаю цього лікаря з 2010 року.

Lesson 4 Past Perfect

Past Perfect Tense

Past perfect tense tells about an event that had happened in the past and was finished before another action took place. This particular tense is used to describe an action that took place and was interrupted by another action.

To make an affirmative, we use the following formula,
Subject + had + past participle + object

To make a **negative** sentence, we use the following formula,
Subject + had not + past participle + object

In order to ask **questions**, we use the following formula,
Had + subject + past participle + object

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1. Use the Past Perfect Tense of the verbs in brackets.

1. I was sure that I (see) the man before.
2. I asked him why he (leave) the party so early.
3. It was clear that he (give) us the wrong address.
4. The teacher corrected the exercises which I (prepared).
5. He knew that he (make) a serious mistake.
6. She said she (look) everywhere for the book.
7. I felt that I (meet) the man somewhere before.
8. He wanted to know what (happen) to his briefcase.

2. Change the following into the Past Perfect Tense. Use the words in brackets to indicate the time of actions.

1. The delegation has arrived (by last Sunday).
2. The students have read this book (by last week).
3. Ann has done her lessons (by the time I came).
4. They have finished this work (by 5 o'clock yesterday).
5. We haven't yet seen our teacher (before the bell rang).
6. Have you seen the telegram (before I called you up)?
7. He has translated the article (by this time yesterday).
8. I have already had dinner (when my friend came).

Past Perfect Tense Examples:

I had fallen asleep before eight o'clock.

My neighbor asked if we had seen her dog.

She had never been to the symphony before last night.

YOUR

3. Make the following interrogative and negative. Give short answers.

1. You had studied English before you entered the university.
2. They had arrived at the station by 6 o'clock.
3. James had finished reading the book by last Sunday.
4. Eve had done her lessons by the time you rang her up.
5. The teacher had given her students their homework before the bell rang.
6. The lecture had begun by the time I entered the hall.
7. The children had fallen asleep by the time we returned.
8. They had finished the construction of the stadium by the time we moved there.

4. Replace the infinitives in brackets by the Past Indefinite or the Past Perfect Tense.

1. By two o'clock the teacher (to examine) all the students.
2. On my way to school I (to remember) that I (to leave) my report at home.
3. All my friends (to be) glad to hear that I (to pass) all the examinations successfully.
4. Where you (to work) before you (to enter) the university?
5. He (to study) French before he entered the institute.
6. All the passengers (to see) at once that the old man (to travel) a great deal in his life.
7. By the time we (to come) to see him, he (to return) home.
8. During the holidays my friend (to visit) the village where he (to live) in his childhood.

Lesson 5 Active Voice

1. Make the sentences negative and interrogative:

1. A university is an institution for advanced teaching, conferring degrees and engaging in academic research.
2. A university provides scientific degree in different subjects.
3. Many higher schools publish their own research journals.
4. A university offers courses in various disciplines.
5. Faculties are departments or groups of related departments.

2. Put questions to the italicized words:

1. This university model involves *strict discipline and control* over every aspect of the university.
2. A national university functions as *a completely independent body* inside of the same state.
3. Most universities offer courses in subjects ranging from *the natural sciences, engineering, architecture or medicine, to sports sciences, social sciences, law or humanities*.
4. In a number of countries, *major classic universities* usually have their own botanical gardens, astronomical observatories, business incubators and university hospitals.
5. In some countries most students attend university *in their local town*.

3. Translate the sentences into English:



1. Оксфордський університет є найкращим університетом Об'єднаного Королівства та одним з ведучих закладів вищої освіти у Європі.
2. Студенти отримують наукові ступені бакалавра та магістра.
3. Академічний рік триває протягом трьох семестрів та закінчується екзаменами.
4. Успішні студенти отримують стипендію.
5. Центральна науково-дослідна бібліотека Оксфордського університету – це друга найбільша бібліотека Об'єднаного Королівства після Британської бібліотеки.

4. Translate the sentences into English:



1. Університет Кембриджу став другим найстарішим університетом Об'єднаного Королівства.
2. Один із найвідоміших математиків світу Ісаак Ньютон провів більшу частину свого життя в цьому університеті.
3. Веслувальний Клуб Кембриджського університету було засновано в 1828 році.
4. Єдиною метою клубу була перемога над веслувальним клубом Оксфордського університету.
5. До другої світової війни тенісна команда університету отримала 28 перемог в Уїмблдонському чемпіонаті.

5. Replace the infinitives in brackets by the Past Indefinite, Past Continuous or Past Perfect Tense.

Last night we (to go) to a football match. We (to take) a bus. The bus (to be) full of people as many people (to want) to see the match. We (to get) off the bus and (to go) in the direction of the stadium. While we (to cross) the road, I (to see) Victor. He (to stand) at the corner. He said he (to wait) for his friend who (to come) to Kyiv the day before and (to wish) to see the new stadium. We (to enter) the stadium just as the football players (to come) out on the field. At the entrance to the stadium we (to meet) Oleg. He (to show) us to our seats and we (to agree) to meet in the snack bar during the interval. He (to ask) me if I (to play) football in my childhood.

6. Use the verbs in brackets in Future Perfect.

1. I am sure they (complete) the road by June.
2. He says that before he leaves he (see) every show in the town.
3. By the time you arrive, I (finish) reading your book.
4. I (be) in this country for two years by next January.
5. A year from now he (take) his medical examination and will begin to practice.
6. If you don't make a note of that appointment, you (forget) it by next week.
7. By the end of the week we (translate) this book already.
8. By the time he leaves home, we (come) to the station.

ГРАМАТИЧНИЙ ДОВІДНИК

§1. Однина і множина іменників

Обчислювальні іменники можуть мати форму однини і множини.

1. Як правило, множина іменників в англійській мові утворюється за допомогою додавання закінчення **-s**:

a book – some books	книга – декілька книг
photo – photos	фотографія – фотографії
ball – balls	м'яч – м'ячі
one kilo – ten kilos	один кілограм – десять кілограм
shop – shops	магазин – магазини

2. Після **-s, -ss, -sh, -ch, -x** – додається **-es**:

bus – buses	автобус – автобуси
glass – glasses	стакан – стакани
dish – dishes	страва – страви
watch – watches	годинник – годинники
dress – dresses	сукня – сукні
bench – benches	лавка – лавки
box – boxes	коробка – коробки

3. Якщо іменник закінчується на приголосну + **y**, тоді **y** змінюється на **i** + **es**:

faculty – faculties	факультет – факультети
city – cities	місто – міста
lorry – lorries	вантажівка - вантажівки
family – families	сім'я – сім'ї

Після голосної – **y** не змінюється:

day – days	день – дні
boy – boys	хлопець - хлопці
journey – journeys	подорож – подорожі

4. Якщо іменник закінчується на **-f** та **-fe**, в множині маємо **-ves**:

leaf – leaves	листок - листки
shelf – shelves	поличка - полички
thief – thieves	зłodій – зłodії

4. До декількох іменників, які закінчуються на **-o** у множині додається **-es**:

potato – potatoes	картоплина – картоплини
tomato – tomatoes	помідор – помідори
hero – heroes	герой – герої

До більшості іменників, які закінчуються на **-o**, у множині додається **-s**:

photo – photos	фотографія – фотографії
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(ввічливий), clever (розумний), simple (простий), gentle (лагідний), cruel (жорстокий), tired (втомлений), stupid (нерозумний).

4. Деякі двоскладові прикметники утворюють ступені порівняння за допомогою слів **more, the most**:

Useful – more useful – the most useful (корисний)

Helpful (корисний), careful (обережний), hopeless (безнадійний), boring (нудний), willing (готовий), annoyed (надоїдливий), surprised (здивований), correct (правильний), exact (точний), certain (певний), normal (звичайний), frequent (частий), recent (недавній), famous (відомий), modern (сучасний), afraid (зляканий), eager (нетерплячий), foolish (глупий).

5. Трискладові та багатоскладові прикметники утворюють ступені порівняння за допомогою слів **more, the most**:

exciting – more exciting – the most exciting (захоплюючий)

interesting – more interesting – the most interesting (цікавий)

elegant – more elegant – the most elegant (елегантний)

reliable – more reliable – the most reliable (надійний)

6. Деякі прикметники утворюють ступені порівняння не за правилами:

Good – better – the best (хороший)

Bad – worse – the worst (поганий)

Far – farther / further – the farthest / furthest (далекий)

7. Ми використовуємо **more, the most** та їх антоніми **less, the least**, щоб порівняти кількості:

Many / much – more – the most

Little – less – the least

e.g. The room is **the warmest**.

This dress is **more elegant**.

These results of the experiment are **the most reliable**.

It is his **best** record in jumping.

I am very busy these days, I have **less** free time than I used to.

§3. The Present Indefinite (Present Simple) Tense

Часи групи Indefinite вживаються для вираження дії як факт, регулярної повторюваної дії стосовно теперішнього, минулого чи майбутнього часу.

1. Дієслова у формі Present Indefinite показують дію як факт, регулярну повторювану дію в теперішньому часі. Ця форма утворюється від форми

інфінітиву без частки *to*:

e.g.: I **train** every day. – *Я тренуюся щодня.*

They **play** football every evening. – *Вони грають у футбол щовечора.*

2. Заперечна та питальна форма утворюються за допомогою допоміжного дієслова *do*:

e.g.: **Do I train** every day? – Yes, I do.

No, I do not (don't).

I **don't train** every day.

Do they play football every evening? – Yes, they do.

No, they don't.

They **don't play** football every evening.

3. Якщо підмет виражений 3 особою однини, до дієслова додається закінчення *-s*. Це ж закінчення переходить до допоміжного дієслова в питальній та заперечній формах:

e.g.: He runs in the park every morning.

Does he run in the park every morning? – Yes, he does.

No, he does not (doesn't).

He **doesn't run** in the park every morning.

4. Дієслово *to be* – *бути* має такі форми в Present Indefinite:

(I) **am**

(you, we, they) **are**

(he, she, it) **is**

e.g.: He **is** a record-holder. – *Він рекордсмен.*

They **are** students of the Physical Training Faculty. – *Вони студенти факультету фізичної культури.*

I **am** a coach of the University team.

Питальна та заперечна форма утворюються без допоміжного дієслова:

Is he a record-holder? – Yes, he is.

No, he isn't. He **is not** a record-holder.

Are they students of the Physical Training Faculty? – Yes, they are.

No, they are not.

They **are not** students of the Physical Training Faculty.

§4. The Past Indefinite (Past Simple) Tense

1. Дієслова у формі Past Indefinite показують дію як факт, повторювану дію в минулому часі. Ця форма утворюється шляхом додавання закінчення *-ed* до форми інфінітиву без частки *to* для правильних дієслів; для неправильних дієслів – друга форма (таблиці неправильних дієслів):

e.g.: to train – **trained**

to play – **played**

to run – **ran**

to swim – **swam**

I **trained** yesterday. – *Я тренувався вчора.*

They **played** football last week. – *Вони грали у футбол минулого тижня.*

2. Заперечна та питальна форма утворюються за допомогою допоміжного дієслова *did*:

e.g.: **Did I train** yesterday? – Yes, I did.

No, I did not (didn't).

I **didn't train** yesterday.

Did they play football last week? – Yes, they did.

No, they didn't.

They **didn't play** football last week.

3. Дієслово *to be* – *бути* має такі форми в Past Indefinite:

to be – **was, were** – been

e.g.: He **was** a record-holder five years ago. *Він був рекордсменом п'ять років тому.*

They **were** students of the Physical Training Faculty last year. – *Вони були студентами факультету фізичної культури минулого року.*

Питальна та заперечна форма утворюються без допоміжного дієслова:

Was he a record-holder five years ago? – Yes, he was.

No, he wasn't.

He **was** not a record-holder five years ago.

§5. The Future Indefinite (Future Simple) Tense

1. Дієслова у формі Future Indefinite показують дію, яка відбудеться в майбутньому. Ця форма утворюється за допомогою допоміжних дієслів *shall* (для першої особи однини та множини) та *will* (для інших осіб) та форми інфінітиву змістового дієслова без частки *to*:

e.g.: I **shall train** tomorrow. – *Я тренуватимусь завтра.*

They **will play** football next week. – *Вони гратимуть у футбол наступного тижня.*

2. Заперечна та питальна форма утворюються за допомогою допоміжних дієслів:

e.g.: **Shall I train** tomorrow? – Yes, I shall.

No, I shall not (shan't).

I **shan't train** tomorrow.

Will they **play** football next week? – Yes, they will.

No, they will not (won't).

They **won't play** football next week.

3. Заміна майбутнього часу на теперішній в підрядних реченнях часу і умови:

В англійській мові існує правило стосовно складнопідрядних речень з підрядними часу і умови – в таких підрядних майбутній час замінюється на теперішній.

e.g.:

1. They **will go** to London, if they **win** the first place at the championship. – Вони пойдуть до Лондону, якщо виграють перше місце на чемпіонаті.

2. They **will finish** their warm up when the coach **comes** to the stadium. – Вони закінчать розминку, коли тренер прийде на стадіон.

§6. The Present Continuous Tense

Часи групи *Continuiuos* виражають дію, як процес; дію, яка відбувається в момент мовлення, підкреслюючи її тривалість. Часи групи *Continuiuos* утворюються за допомогою допоміжного дієслова **to be** та *Participle I (-ing)* основного дієслова.

1. Дієслова у формі *Present Continuous* показують дію, яка відбувається (триває) в даний момент. Ця форма утворюється за допомогою допоміжного дієслова **to be** у формі *Present Indefinite* та форми *Participle I* змістового дієслова:

e.g.: is (are, am) + V (ing).

I **am reading** a grammar rule now. – Я читаю граматичне правило зараз.

He **is doing** his homework now. – Він робить домашнє завдання зараз.

They **are training** now. – Вони тренуються зараз.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Am I reading** a grammar rule now? – Yes, I am.

No, I am not.

Is he doing his home task now? – Yes, he is.

No, he is not (isn't).

Are they training now? – Yes, they are.

No, they are not (aren't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **am not reading** a grammar rule now.

He **is not (isn't) doing** his homework now.

They **are not (aren't) training** now.

4. Present Continuous вживається також для вираження запланованої майбутньої дії, особливо з дієсловами, що означають рух:

e.g.: We **are starting** tomorrow morning. – Ми вирушаємо завтра вранці.

§7. The Past Continuous Tense

1. Дієслова у формі *Past Continuous* показують дію, яка відбувалася (тривала) в певний момент у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Past Indefinite* та форми *Participle I* змістового дієслова:

e.g.: was (were) + V (ing).

I **was reading** a grammar rule from 9 till 10 yesterday. – Я читав граматичне правило з 9 до 10 години вчора.

He **was doing** his homework when you came. – Він робив домашнє завдання, коли ви прийшли.

They **were training** the whole morning yesterday. – Вони тренувалися весь ранок вчора.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Was I reading** a grammar rule from 9 till 10 yesterday? – Yes, I was.

No, I was not.

Was he doing his homework when you came? – Yes, he was.

No, he was not (wasn't).

Were they training the whole morning yesterday? – Yes, they were.

No, they were not (weren't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **was not reading** a grammar rule from 9 till 10 yesterday.

He **was not (wasn't) doing** his homework when you came.

They **were not (weren't) training** the whole morning yesterday.

§8. The Future Continuous Tense

1. Дієслова у формі *Future Continuous* показують тривалу дію, яка відбуватиметься (триватиме) у певний момент у майбутньому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Future*

Indefinite та форми Participle I змістового дієслова:

e.g.: shall (will) be + V (ing).

I **shall be reading** this sport article from 5 till 6 tomorrow. – *Я читатиму цю спортивну статтю з 5 до 6 години завтра.*

He **will be doing** his homework when you come. (Правило заміни майбутнього часу на теперішній у підрядних часу і умови). – *Він робитиме домашнє завдання, коли ти прийдеш.*

They **will be training** the whole evening tomorrow. – *Вони тренуватимуться весь вечір завтра.*

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Shall I be reading** this sport article from 5 till 6 tomorrow? – Yes, I shall.

No, I shan't.

Will he be doing his homework when you come? – Yes, he will.

No, he won't.

Will they be training the whole evening tomorrow? – Yes, they will.

No, they won't.

3. У заперечній формі частка **not** додається до першого допоміжного дієслова:

e.g.: I **shall not (shan't) be reading** this sport article from 5 till 6 tomorrow.

He **will not (won't) be doing** his homework when you come.

They **will not (won't) be training** the whole evening tomorrow.

§9. The Present Perfect Tense

*Часи групи Perfect виражають дію, як результат; дію, яка закінчилася до певного моменту у минулому, теперішньому чи майбутньому часі, але пов'язана з ним у вигляді якогось результату. Часи групи Perfect утворюються за допомогою допоміжного дієслова **to have** та Participle II (-ed; III f.) основного дієслова.*

1. Дієслова у формі *Present Perfect* показують дію, яка відбулася до моменту мовлення, але пов'язана з ним у вигляді якогось результату. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Present Indefinite* та форми *Participle II* змістового дієслова:

e.g.: have (has) + Participle II

I **have already read** this sport news. – Я вже прочитав ці спортивні новини.

He **has just done** his favourite exercise. – Він щойно виконав свою

улюблену вправу.

They **have** already **trained**. – Вони вже потренувалися.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Have** I already **read** this sport news? – Yes, I have.

No, I have not.

Has he done his favourite exercise? – Yes, he has.

No, he has not (hasn't).

Have they already trained? – Yes, they have.

No, they have not (haven't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **have** not **read** this sport news.

He **has** not **done** his favourite exercise.

They **haven't** **trained** yet. – Вони ще не потренувалися.

§10. The Past Perfect Tense

1. Дієслова у формі *Past Perfect* показують дію, яка відбулася до певного моменту у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Past Indefinite* та форми *Participle II* змістового дієслова:

e.g.: had + Participle II

I **had** **read** this sport news before my friend told me about it. – Я прочитав ці спортивні новини до того, як мій друг розповів мені про них.

He **had** **done** his morning exercises by 7 o'clock. – Він зробив зарядку до 7 години.

They **had** **trained** before his coach came. – Вони потренувалися до того, як прийшов тренер.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Had** I **read** this sport news before my friend told me about it? – Yes, I had.

No, I had not.

Had he **done** his morning exercises by 7 o'clock? – Yes, he had.

No, he had not (hadn't).

Had they **trained** before his coach came? – Yes, they had.

No, they had not (hadn't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **had** **not** **read** this sport news before my friend told me about it.

He **had not done** his morning exercises by 7 o'clock.
They **had not trained** before their coach came.

§11. The Future Perfect Tense

1. Дієслова у формі *Future Perfect* показують дію, яка відбудеться до певного моменту у майбутньому. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Future Indefinite* та форми *Participle II* змістового дієслова:

e.g.: shall (will) have + Participle II

I **shall have read** this sport news before my friend tells me about it. – Я прочитаю ці спортивні новини до того, як мій друг розповість мені про них.

He **will have done** his morning exercises by 7 o'clock. – Він зробить зарядку до 7 години.

They **will have trained** before their coach comes. – Вони потренуються до того, як прийде тренер.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Shall** I **have read** this sport news before my friend tells me about it? – Yes, I shall.

No, I shall not.

Will he **have done** his morning exercises by 7 o'clock? – Yes, he will.

No, he will not (won't).

Will they **have trained** before their coach comes? – Yes, they will.

No, they will not (won't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **shall not have read** this sport news before my friend tells me about it.

He **will not have done** his morning exercises by 7 o'clock.

They **will not have trained** before their coach comes.

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