

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЧЕРКАСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ БОГДАНА ХМЕЛЬНИЦЬКОГО

ENGLISH FOR PHYSICISTS. Part II



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Навчальний посібник сформований у відповідності до програми з іноземної мови за професійним спрямуванням для студентів 4 курсу спеціальності «Фізика» та інших фізичних спеціалізацій.

Навчальний матеріал розташовано 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
імені Богдана Хмельницького
протокол № 1 від 26.10.2023***

ПЕРЕДМОВА

Навчальний посібник призначається для студентів 4 курсу спеціальності «Фізика» та інших фізичних спеціалізацій. Мета посібника – розвивати 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 на основі навчального матеріалу загального лексичного та граматичного спрямування.

Навчальний матеріал посібника згруповано за темами професійного інтересу студентів, присвячених проблемам фізики та суспільства, можливостям майбутнього працевлаштування фахівців спеціальності «Фізика». Перші два розділи вміщують основний текст професійного спрямування, та текстів, які несуть додаткову інформацію за певною тематикою, а також лексичні вправи репродуктивного та комунікативного характеру.

Два наступних розділи охоплюють загально англійську тематику, сприяючи розвитку навичок говоріння, аудіювання, читання та письма. Комунікативні вправи мають різноплановий вплив на навчальний процес та стимулюють пізнавальний інтерес особистості студента.

Два граматичних розділи вміщують основні програмні явища, пов'язані з дієсловом в англійській мові, а саме схематичне повторення часових форм активного та пасивного стану. Граматичні вправи спрямовані на засвоєння необхідного граматичного матеріалу, ефективно його повторення та практичне застосування отриманих знань.

UNIT I PHYSICS AND SOCIETY

Lesson 1

Importance of Physics Education

1. Look at the picture and name the areas of application of physical knowledge.



- In Meeting Future Energy Requirements
- In Medical Technologies
- In Modern Engineering
- In the IT Industry
- In the Communication Industry

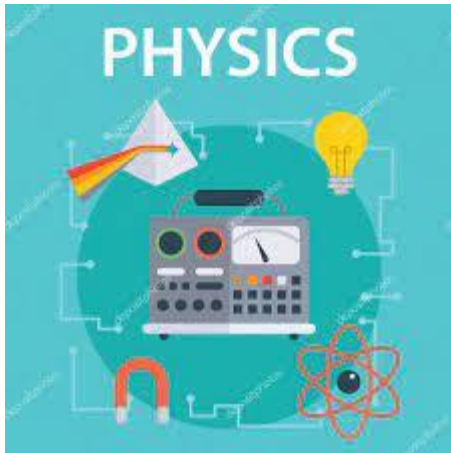
2. Fill in the table using information about the role of physics:

Physics		
In daily life	In society	In modern technologies

- a) Physics generates fundamental knowledge needed for the future technological advances that will continue to drive the economic engine of the world.
- b) Physics plays an essential role in many technologies like communication, medicine, space exploration, and many others.
- c) Physics help us understand various natural phenomena and activities like walking, cutting, watching, cooking, opening, and closing things, etc.

3. Read the text and answer the question why support of physics education and research is important.

Importance of Physics Education



Physics is the study of matter, energy, and their interactions. Physics plays a key role in the future progress of humankind. The support of physics education and research in all countries is important for some reasons:

- 1) Physics is an exciting intellectual adventure that inspires young people and expands the frontiers of our knowledge about Nature.
- 2) Physics generates fundamental knowledge needed for the future technological advances that will continue to drive the economic engines of the world.
- 3) Physics contributes to the technological infrastructure and provides trained personnel needed to take advantage of scientific advances and discoveries.
- 4) Physics is an important element in the education of chemists, engineers, and computer scientists, as well as practitioners of other physical and biomedical sciences.
- 5) Physics extends and enhances our understanding of other disciplines, such as the earth, agricultural, chemical, biological, and environmental sciences, astrophysics, and cosmology that are of substantial importance to all peoples in the world.
- 6) Physics improves our quality of life by providing the basic understanding necessary for developing new instrumentation and techniques for medical applications, such as computer tomography, magnetic resonance imaging, positron emission tomography, ultrasonic imaging, and laser surgery.

(IUPAP (1999). Retrieved from: https://iupap.triumf.ca/C12/IUPAP_AIMS.html)

4. Find the English equivalents in the text:

Відігравати ключову роль, розвиток людства, підтримка фізичної освіти, захоплююча пригода, розширювати кордони, рухати економічні двигуни, забезпечувати підготовленим персоналом, покращувати розуміння, мати суттєве значення, покращувати якість життя.

5. Translate the following terms and terminological expressions:

Matter, energy, technological advances, scientific advances and discoveries, computer scientist, environmental sciences, astrophysics, cosmology, computer tomography, magnetic resonance imaging, positron emission tomography, ultrasonic imaging, and laser surgery.

Lesson 2

Physics and other Sciences

1. Look at the list of sciences (1-5) and find the definitions (a-e):

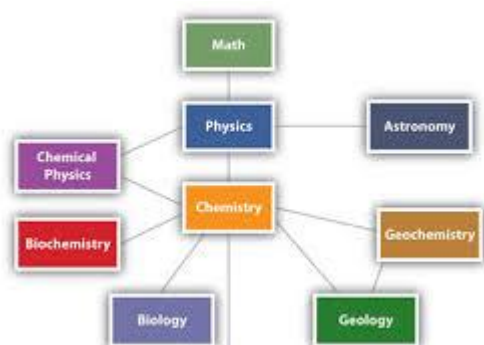


- 1) Physics
- 2) Mathematics
- 3) Biology
- 4) Chemistry
- 5) Ecology

- a) *the study of living organisms, divided into specialized fields covering their morphology, physiology, anatomy, behaviour, origin, and distribution*
- b) *the branch of biology that deals with the relations of organisms to one another and to their physical surroundings*
- c) *the branch of science concerned with the nature and properties of matter and energy*
- d) *the branch of science that deal with the identification of substances, their properties, interaction, combination, and change*
- e) *the abstract science of number, quantity, and space*

2. Read the facts and name the sciences related to physics.

Physics and other Sciences



Physics is the crown of science. Physics methods are very useful and used now in many different areas. Physics laws are universal and important for other sciences. Other areas of studies, in their turn, have also helped advances in physics. Physics is closely related to mathematics, chemistry. Biology, engineering, financial market,

social science, archeology, etc.

Physics is useful in study of *chemistry*, particularly in the study of atomic structure, molecular structure, X-ray diffractions, radioactivity, periodic properties of elements, nature of valency, chemical bonds in molecules, crystal structure of solids, etc.

The discovery of optical microscope or electron microscope helped *biology* in studying the microorganisms and the structure of cells. X-rays are used to study defects, fractures in human body. Ultrasonography is used to study inner organs. Radiography is used for treatment of cancer, etc.

Optical telescope is used for studying distant planets in *astronomy*. Giant telescopes are to study stars and galaxies. Radio telescope helped in discovery of pulsars and quasars.

Mathematics is a language of physics or it can be considered as a backbone of physics. The theories of physics are based on various mathematical concepts. Mathematics is focused on abstract topics such as quantity (number theory), structure (algebra), and space (geometry).

(From *The Fact Factor*

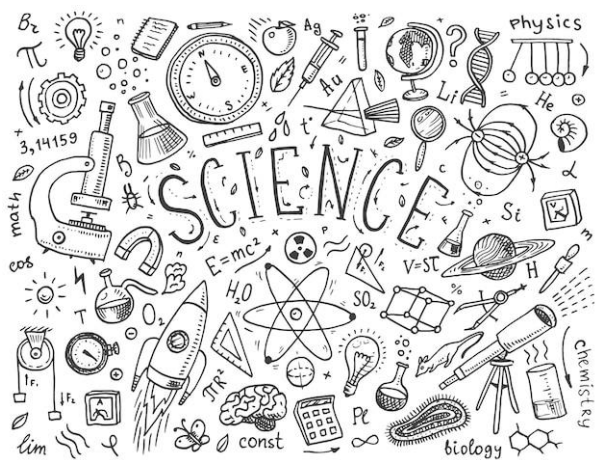
https://thefactfactor.com/facts/pure_science/physics/physics-and-technology/11726/)

3. Look through the text again and fill in the table with related aspects:

Physics is related to:			
Chemistry	Biology	Astronomy	Mathematics
<i>Atomic structure</i>			

4. Make a plan of the text.

5. Complete the sentences:



1) Physics is closely related to _____.

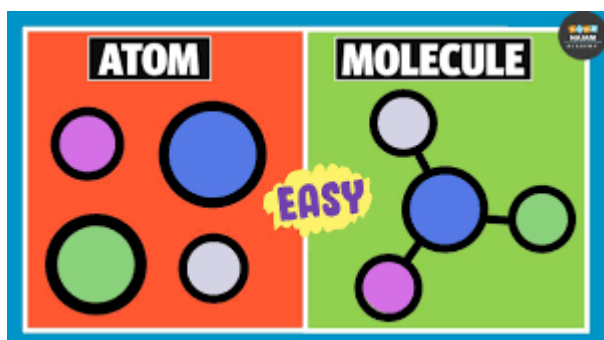
2) The discovery of optical microscope helped _____ to study the structure of cells.

3) Ultrasonography is used to study _____.

4) Optical telescope is used for studying _____.

5) The theories of physics are based on various _____.

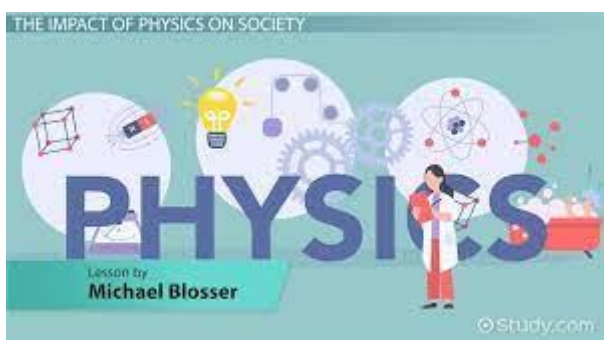
6. Find definition (a-e) to the concepts (1-5):



- 1) Atom
- 2) Molecule
- 3) Substance
- 4) Solid
- 5) Cell

- a) *a group of atoms bonded together representing the smallest fundamental unit of a chemical compound that can take part in a chemical reaction*
- b) *a state of matter that retains its shape and density when not confined*
- c) *the smallest structural and functional unit of an organism*
- d) *a particular kind of matter with uniform properties*
- e) *the basic unit of a chemical element*

Lesson 3 Physics and Society



Physics touches every aspect of our lives. It is one area of science that cuts across all other subjects. Other sciences are reliant on the concepts and techniques developed through physics. Other disciplines – such as chemistry, agriculture, environmental and biological sciences – use the laws of physics to better understanding the

nature of their own studies. Physics focuses on the general nature of the natural world, generally through a mathematical analysis.

It is through physics that new methodologies were developed that helped improve the quality of life, including things such as automobiles and modern construction. Society's reliance on technology represents the importance of physics in daily life. Many aspects of modern society would not have been possible without the important scientific discoveries made in the past. These discoveries became the foundation on which current technologies were developed. Discoveries such as magnetism, electricity, conductors, and others made modern conveniences, such as television, computers, phones, and other business and home technologies possible. Modern means of transportation, such as aircraft and telecommunications, have drawn people across the world closer together – all relying on concepts in physics.

(From Sciencing. Retrieved from: <https://sciencing.com/the-need-for-basic-math-science-skills-in-college-students-12751440.html>)

1. Find the English equivalents in the text:

Перетинати всі інші предмети, спиратися на концепції, використовувати закони, зосереджуватися на загальній природі, покращити якість життя, стати основою, створити сучасні зручності, авіація і телекомунікації.

2. Translate the following terms:

Laws of physics, natural world, mathematical analysis, magnetism, electricity, conductors, means of transportation, aircraft, telecommunications, concepts in physics.

3. Read the text and complete the sentences:

1) Such sciences as

_____ use the laws of physics to better understanding the nature of their own studies.



2) New methodologies were developed and helped improve the quality of life through

_____.

3) Discoveries such as

_____ made modern conveniences, such as

_____ possible.

4) Modern means of transportation, such as _____, have drawn people across the world closer together – all relying on concepts in physics.

4. Match the notions and their definitions:

Magnetism	The application of the scientific knowledge for practical purposes, especially on industry
Electricity	a material or device that conducts or transmits heat, electricity, or sound
Conductor	a form of energy resulting from the existence of charged particles

Technology	a physical phenomenon produced by the motion of electric charge, resulting in attractive and repulsive forces between objects
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5. Answer the following questions:

- 1) What sciences use the laws of physics to better understanding the nature of their own studies?
- 2) What were new methodologies developed through?
- 3) What was the foundation for the development of new methodologies?
- 4) What discoveries made modern conveniences?
- 5) What concepts are telecommunication relying on?

6. Look at the picture and discuss Scope of Physics:

Introduction

Scope of Physics

Physics

Technology

Society

Steam Engine

Old Days

Now a Days

Industrial Revolution

Human Civilization

Physics, Technology and Society

1. Introduction
 - Connection with technology and society
2. Physics and Technology
 - Relation between Physics and Technology
 - (i) Physics generates new technology
 - Semiconductor physics- Computer revolution
 - Solar energy- Solar cell
 - (ii) Technology introduce new Physics
 - New branch of Physics called 'Thermodynamics'
3. Conclusion

Lesson 4

Importance of Physics in the IT Industry



Physics is the study of matter and energy. Everything, including the things that make up computers, is made of atoms. Physics is also the study of how these things interact with each other.

The IT industry is composed of tech companies that create new stuff, and physics is an integral part of what they do. The IT industry uses physics in many

ways to make computers and other devices that we use in day-to-day life. Physics is used to make semiconductors, which are essential for computers. Semiconductors are created by reducing silicon (Si) to a fine powder and then subjecting it to extremely high temperatures, causing it to melt and turn into liquid. Then, by subjecting this liquid substance to electrical impulses with a vacuum chamber, we can create a crystal that conducts electricity.

People who work in this industry are involved in all this as well as creating new things such as artificial intelligence and cloud computing. People use physics every day when they do things like sending emails or making phone calls using a cell phone.

(From *Role of Physics in Modern Technologies*.)

<https://www.decipherzone.com/blog-detail/importance-of-physics>)

1. Look through the text and find English equivalents:

Взаємодіяти один з одним, складатися з, невід'ємна частина, щоденне життя, бути важливим (суттєвим), штучний інтелект, надсилати електронний лист, здійснювати телефонні дзвінки за допомогою мобільного телефону.

2. Translate the following terms and terminological expressions:

Matter, energy, atom, semiconductor, reducing silicon (Si) to a fine powder, to subject to high temperatures, to melt, to turn into liquid, electrical impulse, vacuum chamber, to create a crystal, to conduct electricity, cloud computing.

3. Match the notions and the definitions:

Atom	fine, dry particles produced by the grinding, crushing, or disintegration of a solid substance
Powder	a solid substance that has a conductivity between that of an insulator and that of most metals, either due to the

	addition of an impurity or because of temperature effects
Liquid	the basic unit of a chemical element
Semiconductor	a substance that flows freely but is of constant volume, having a consistency like that of water or oil

4. Answer the following questions:

- 1) What does physics study?
- 2) What way does the IT industry use physics?
- 3) How are semiconductors created?
- 4) Do people use physics every day?

5. Read the text and put 3 questions to it to discuss with the groupmates.

The Internet

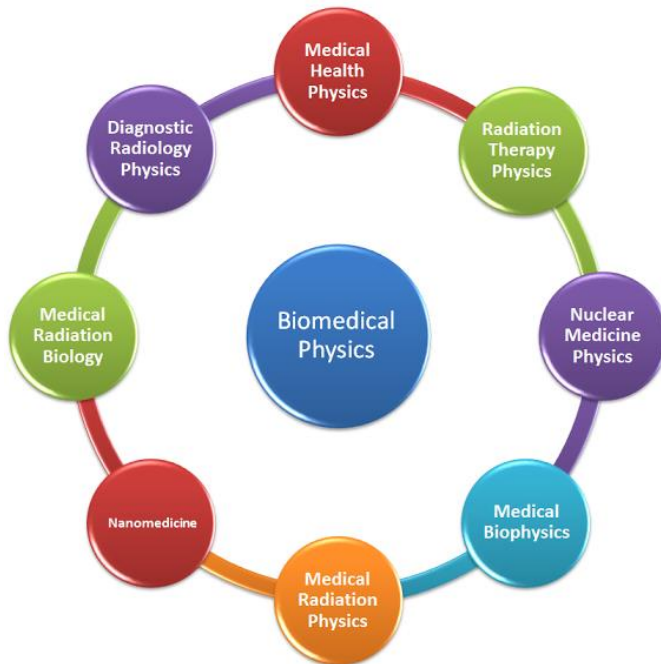


The big stories now as far as the web is concerned are cloud storage, big data, and the “internet of things”. The Internet is an invention of physics – the transmission of data through the radio and other waves, from one device to another, over the airwaves utilize some of the oldest and most commonly understood of all physics-based technologies. The challenge though is to

continue to drive forward technologies for increasingly faster web access, easier connectivity of new devices, to ensure that connectivity is not limited by the number of people trying to access it and to provide the technology that will continue to deliver enough storage to hold that data in the cloud. All the while, it is down to physics to ensure that we are doing all we can to deliver this while driving down energy consumption.

Lesson 5

Importance of Physics in Medical Technologies



When we talk about the fundamental principles of physics, it is essential to note that they are also vital to the development of medical technologies. In most cases, the principles or laws of physics can be applied to this field in one way or another.

The advances in medical technology have brought about remarkable changes and benefits. For instance, they have contributed significantly to diagnosing diseases, monitoring, and managing them.

The principles of physics are vital in most instances of medical technology or its development. Medical technologies based on quantum physics include X-ray, which is used for diagnosing, drug discovery, anti-aging, and many more.

Furthermore, the advancements in medical technology using the laws of physics include computers and communication devices present in almost every home today. These technologies are now used by professionals all over the place to diagnose and monitor patients.

(Impact of Digital Transformation in the Healthcare Industry. Retrieved from: <https://www.decipherzone.com/blog-detail/digital-transformation-healthcare-industry>)

1. Find the English equivalents in the text:

Основні принципи, життєво важливі принципи, у більшості випадків, бути застосованим, прогрес у медичній технології, значні переваги, зробити значний внесок, спостерігати за пацієнтами.

2. Translate the following terms and terminological expressions:

Laws of physics, diagnosing diseases, monitoring diseases, and managing diseases, quantum physics, X-ray, drug discovery, anti-aging, communication devices.

3. Match the notions and definitions:

quantum physics	<i>identify the nature of (an illness or other problem) by examination of the symptoms</i>
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X-ray	<i>the process through which potential new therapeutic entities are identified</i>
diagnosing	<i>intended to prevent or limit the process of becoming old</i>
drug discovery	<i>the branch of physics concerned with quantum theory</i>
anti-aging	<i>penetrating form of high-energy electromagnetic radiation</i>

4. Look through the application of different methods in medicine and Fill in the table:

Technology	How does it work?	How is it used?

X-ray and CT scan

X-rays cannot be seen by the naked eye and cannot be felt. As they pass through the body, the energy from X-rays is absorbed at different rates by different parts of the body. A detector on the other side of the body picks up the X-rays after they have passed through and turns them into an image.

X-rays can be used to examine most areas of the body. They are mainly used to look at the bones and joints, to detect bone fractures and breaks, to detect problems affecting soft tissue? Such as internal organs.

A computerized tomography (CT) scan combines a series of X-ray images taken from different angles around your body and uses computer processing to create cross-sectional images (slices) of the bones, blood vessels, and soft tissues inside the body. They can be used to diagnose conditions including damage to bones, injuries to internal organs, problems with blood flow, stroke, and cancer.

MRI

Most MRI machines are large, tube-shaped magnets. The magnetic field temporarily realigns water molecules in the body. Radio waves cause these aligned atoms to produce faint signals, which are used to create cross-sectional MRI images like slices in a loaf of bread. MRI is a noninvasive way to examine organs, tissues, and skeletal system.

Ultrasound

Also known as sonography, ultrasound imaging uses a small transducer (probe) to both transmit sound waves into the body and record the waves that

echo back. Sound waves travel into the area being examined until they hit a boundary between tissues, such as between fluid and soft tissue and bone. It is a non-invasive way to examine internal body structures.

(From Medical Life Sciences News. Retrieved from: <https://www.news-medical.net/health/The-Role-of-Physics-in-Medicine.aspx>)

UNIT II JOBS RELATED TO PHYSICS

Lesson 1

Academic Researcher

1. Before reading, answer the following questions:

- 1) What do you know about academic researcher job?
- 2) Where may academic researchers be employed?

2. Read the text and say whether there are facts in this text that you did not know.



A physics degree is a starting point for a career in scientific research, as well as in the range of careers in the business, finance, IT, and engineering sectors.

Academic researchers carry out original, high-level research that generates new knowledge and processes current understanding. As an academic researcher you will apply your expertise

and skills developed through study and research. You will aim to publish papers on your work in peer-reviewed, well-respected journals and will write reports, books, or chapters of books on your specialist area of knowledge.

You are likely to be involved in the teaching and supervision of university students and speaking at conferences.

A significant amount of your time will be spent on planning research, attending meetings with colleagues, and contributing to the strategic direction of your department or group.

Academic researchers may be employed in the following roles:

- PhD student or researcher
- Postdoctoral research associate or assistant
- Research associate or fellow
- Higher education lecturer, senior lecturer, professor, or reader

(From *Prospects: Physics*. Retrieved from: <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/physics>)

3. Read the text again and find English equivalents:

Відправна точка, наукові дослідження, дослідження високого рівня, обробляти поточне розуміння, застосовувати досвід, застосовувати навички, спеціалізована галузь знань, залучатися до викладання, науковий співробітник, стипендіат.

4. Translate the following terms and terminological expressions:

Scientific research, academic researcher, to generate new knowledge, peer-reviewed journals, to write reports, supervision, planning research, contributing to the strategic direction, PhD student, Postdoctoral research associate, higher education lecturer.

5. Look at the picture and discuss the advantages of academic research:



6. Read the additional information and put 2 questions for discussion in a group:

As academic researchers are mainly based in universities, a lot are employed as higher education teaching staff who also carry out research. Some highly sought after roles are purely research based, but even posts such as postdoctoral researcher often have some teaching elements.

Staff employed by research institutes may deliver teaching in the associated universities and supervise PhD, Masters, and undergraduate projects as part of their role. This is often strong factor in helping universities to attract best students to their academic programmes.

7. Look though all roles of an academic researcher and say what is the most and least interesting for you and why.

Lesson 2

Astronomer

1. Before reading, answer the following questions:

- 1) What do you know about astronomer job?
- 2) Where may astronomers be employed?

2. Read the text and say whether there are facts in this text that you did not know.



A career as an astronomer will involve in-depth research into the fundamental processes that govern the universe. Astronomers are scientists who study the origin of the universe and its objects and how it works. As an astronomer you can work in observational astronomy, using telescopes and cameras to look at the stars, galaxies, and other astronomical objects, or in theoretical astronomy, where you will use mathematics and computer models to explain observations and predictions. You could choose to specialise in studying planets, stars, galaxies, or cosmology (i.e., the origin of the universe).

Most modern research in astronomy involves significant computer programming and modelling, whether you work with real data from observatories or do theoretical work.

Careers in astronomy are diverse, including roles such as planetary geologists, astrobiologists, cosmologists, and telescope design engineers. Some institutions hire public engagement specialists, where your role as an astronomer includes sharing knowledge and developing programmes for school children and the wider public.

(Physics Jobs. Life Science Network. Retrieved from: <https://www.lifescience.net/jobs/physics-jobs/>)

3. Read the text again and find English equivalents:

Поглиблене дослідження, керувати всесвітом, пояснювати спостереження та передбачення, обирати спеціалізацію, працювати з реальними даними, виконувати теоретичну роботу, різноманітна кар'єра. найняти спеціалістів із залучення громадськості, обмін знаннями, розробка програм.

4. Translate the following terms and terminological expressions:

Fundamental processes, origin of the universe, observational astronomy, theoretical astronomy, cosmology, planetary geologists, astrobiologists, cosmologists, telescope design engineers.

5. Complete the sentences:

- 1) An astronomer is a scientist who _____.
- 2) An observational astronomer is a scientist who _____.
- 3) A theoretical astronomer is a scientist who _____.
- 4) A public engagement specialist is a scientist who _____.



6. Match the astronomy objects and their definitions:





- 1) Planet
- 2) Star
- 3) Galaxy
- 4) Black hole

- a) *an astronomical object comprising a luminous spheroid of plasma held together by self-gravity*
- b) *a celestial body that is in orbit around the Sun*
- c) *a region of spacetime where gravity is so strong that nothing including light or other electromagnetic waves, has enough energy to escape its event horizon*
- d) *a system of stars, stellar remnants, interstellar gas, dust, dark matter, bound together by gravity*

7. Match the astronomy careers and their definitions:

<p>planetary geologist</p> 	<p><i>designs applications or devices using optics technology and develop optical systems for cameras, telescopes, and lenses</i></p>
<p>astrobiologist</p> 	<p><i>uses space-based and ground-based telescopes and satellites to study the properties of the universe, including planets, black holes and galaxies</i></p>

cosmologist 	<i>studies the possibility of life beyond Earth</i>
telescope design engineer 	<i>studies how other planets (moons, asteroids, comets, etc.) form and evolve over time</i>

8. What career in astronomy are you interested in and why?

Lesson 3

Higher Education Lecturer

1. Before reading, answer the following questions:

- 1) What do you know about higher education lecturer job?
- 2) Would you like to work as a higher education lecturer? Why?

2. Read the text and say whether there are facts in this text that you did not know.



Higher education (HE) lecturers teach academic or vocational subjects to undergraduate and postgraduate students. As a HE lecturer, you will need expertise in your subject area in order to teach students. Teaching methods include lectures, seminars, tutorials, practical demonstrations, field work and e-learning. Multimedia technologies are becoming increasingly used.

You will also pursue your own research to contribute to the wider research activities of your department or institution. The aim is to have this published in books or scholarly articles, which can help raise your institution's profile.

Administrative tasks take up a significant part of the day. Many lecturers also take on a pastoral role with their students.

Lecturing takes place in universities and in some further education colleges. You may also have to deliver sessions live online to support student learning and also to develop online learning resources.

As your career progresses, you may also be responsible for mentoring, managing, and supervising other staff in your department. At senior level, this

could include taking on the role of head of department. You may also have responsibility for curriculum development and engagement activities.

(From *Prospects: Physics*. Retrieved from: <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/physics>)

3. Read the text again and find English equivalents:

Професійно-технічні дисципліни, спеціальні знання, предметна галузь, проводити дослідження, підняти авторитет установи, розробити навчальні ресурси, розробка навчального плану.

4. Translate the following terms and word-combinations:

Higher education lecturer, academic subject, undergraduate student, postgraduate student, teaching method, lecture, seminar, tutorial, practical demonstration, field work, e-learning, scholarly article, to deliver sessions, be responsible for, curriculum development.

5. Answer the following questions:

- 1) What expertise do you need to be a higher education lecturer?
- 2) What do teaching methods include?
- 3) What is the aim of pursuing research?
- 4) What are other responsibilities of an experienced higher education lecturer?

6. Match the teaching methods and their definitions:

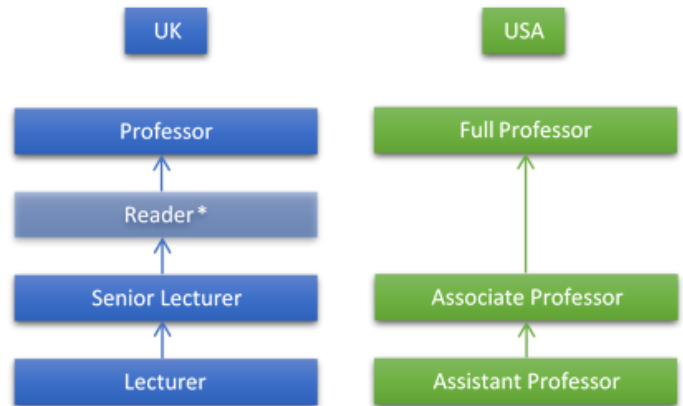


- 1) Lecture
- 2) Seminar
- 3) Tutorial
- 4) Practical demonstration
- 5) Field work

- a) a period of tuition given by a university or college tutor to an individual or very small group
- b) a class at university in which a topic is discussed by a teacher and a small group of students.
- c) practical work conducted by a researcher in the natural environment, rather than in a laboratory or office
- d) an educational talk to an audience, especially one of students in a university

e) *the performance of an activity under the direct observation of a designated examiner or qualified assessor for the purpose of establishing that the performer is sufficiently proficient in a practical skill to meet a specified standard of competence or other objective criterion*

7. Look at the scheme and think about the stages of becoming a Professor in Ukraine:



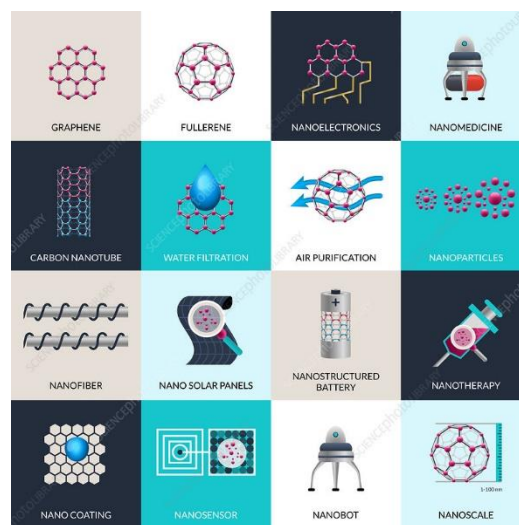
Lesson 4

Nanotechnologist

1. Before reading, answer the following questions:

- 3) What do you know about nanotechnology?
- 4) Would you like to work as a nanotechnologist? Why?

2. Read the text and say whether there are facts in this text that you did not know.



Nanotechnologists push the boundaries of interdisciplinary science to create new materials, methods, or procedures based on nano-scale particles and interaction.



Nanotechnology encompasses science, physics, chemistry, biology, engineering, and computer science. As a nanotechnologist you will

manipulate matter on the nanoscale (one billionth of a metre), and could develop new materials, equipment, drugs, or diagnostic tools.

Your work will involve designing and conducting experiments based around observing nano-scale systems (either organic or inorganic) in your given field, often with the aid of other researchers across several disciplines. You will then analyse the results to develop practical applications such as a new material, device, or procedure.

You may also be involved in computational research which will be carried out using simulated nano-scale experiments and systems to increase theoretical knowledge and aid in the design and development of practical experiments.

Nanotechnology research is often collaborative between different departments or institutions and crosses the boundary between academia and industry.

(From *Prospects: Physics*. Retrieved from: <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/physics>)

3. Read the text again and find English equivalents:

Розширювати межі, міждисциплінарні науки, охоплювати науку, техніка, інформатика, розробляти нові матеріали, розробити експеримент, аналізувати результати, практичні застосування, бути залученим, спільні зусилля.

4. Translate the following terms and word-combinations:

Nano-scale particles, interaction, matter on the nanoscale, diagnostic tools, to conduct an experiment, to observe nano-scale systems, computational research, simulated nano-scale experiments.

5. Complete the sentences:

- 1) Nanotechnologists push the boundaries of _____.
- 2) Nanotechnology encompasses _____.
- 3) As a nanotechnologist you will manipulate _____.
- 4) As a nanotechnologist you could develop _____.
- 5) You will analyse the experimental results to _____.

6. Match the notions and their definitions:

nanoscale	<i>particle of matter that is between 1 and 100 nanometres (nm) in diameter</i>
nanoparticle	<i>creates devices and materials on the nanoscale - 0.1 to 100nm in size</i>
nanotechnology	<i>structure with a length scale applicable to nanotechnology, usually cited as 1–100 nanometers (nm)</i>
nanotechnologist	<i>the use of matter on an atomic, molecular, and supramolecular scale for industrial purposes</i>

7. Read the text and put 3 questions to discuss in the group:



Some nanostructured materials are stronger or have different magnetic properties compared to other forms or sizes of the same material. Others are better at conducting heat or electricity. They may become more chemically reactive, reflect light better, or change colour as their size or structure is altered.

Although modern nanoscience and nanotechnology are relatively new, nanoscale materials have been used for centuries. Gold and silver nanoparticles created colours in the stained-glass windows of medieval churches hundreds of years ago. The artists back then just didn't know that they were using nanotechnology to create these beautiful works of art!

Nanotechnology encompasses nanoscale science, engineering, and technology in fields such as chemistry, biology, physics, materials science, and engineering. Nanotechnology research and development involves imaging, measuring, modeling, and manipulating matter between approximately 1–100 nanometers.

(From National Nanotechnology Initiative. Retrieved from: <https://www.nano.gov/about-nanotechnology>)



Stained-glass windows are an example of how nanotechnology was used in the pre-modern era.

Lesson 5

Software Engineer

1. Before reading, answer the following questions:

- 1) What do you know about software engineer job?
- 2) Would you like to work as a software engineer? Why?

2. Read the text and say whether there are facts in this text that you did not know.



Software engineers apply scientific and mathematical principles in order to create computer software and solve problems. As a software you will work in constantly evolving environment, due to technological advances and the strategic direction of the organization you work for. You will create, maintain, and audit and improve systems to meet particular needs,

often as advised by a systems analyst or architect, testing both hardware and software systems to diagnose and resolve system faults.

The role also covers writing diagnostic programs and designing and writing code for operating systems and software to ensure efficiency. When required, you will make recommendations for future developments.

Job title and descriptions in IT are not standardised. Instead of a software engineer, you may be called a systems/software/database/web programmer, engineer or developer, depending on the system you are developing. Alternatively, the programming language you use may become part of your title, such as Java or C++ developer. The work of a software engineer can also form part of multimedia programmer role.

3. Read the text again and find English equivalents:

Програмне забезпечення; середовище, що постійно змінюється; технологічний прогрес; підтримувати систему; перевіряти систему; удосконалювати систему; відповідати конкретним потребам; апаратні системи; усунути системні несправності; проектування коду для операційних систем; назва посади.

4. Translate the following terms and word-combinations;

Computer software, systems analyst, hard and software systems, to ensure efficiency, systems/software/database/web programmer, engineer or developer, multimedia programmer role.

5. Answer the following questions:

- 1) What do software engineers apply to create computer software?
- 2) What are the responsibilities of software engineers?
- 3) What other responsibilities do this position include?
- 4) What are other job titles for the role of software engineer?

6. Read the text and put 2 questions to it to discuss in the group:

Depending on the organisation you work for, you may have a more defined role and work within a group of IT specialists. It may include systems analysts, systems; designers, and systems testers.

Nevertheless, as software engineers often manage the support systems required to effectively run an organisation, the role can also require you to communicate effectively and translate the needs of different teams into systems developments.

7. Look at the scheme and name the skills necessary for a software engineer. What skills refer to what responsibilities of a software (mentioned in the text)?

**Top Skills For Software Engineers:
What You Need To Know**



- Coding language mastery in:
 - Ruby
 - Python
 - Javascript
 - Java
 - C++
- Software development
- Object-oriented design (OOD)
 - Abstraction
 - Encapsulation
 - Inheritance
 - Polymorphism
- Software testing and debugging
- Problem-solving and logical thinking
- Written and verbal communication
- Interpersonal skills for teamwork

UNIT III General English
Lesson 1
Getting to know you

1. Practice the dialogue with your groupmates:

<i>What's your name?</i>	My name's....
<i>Nice to meet you.</i>	Nice to meet you too.
<i>Where are you from?</i>	I'm from ...
<i>How old are you?</i>	I'm 35.
<i>Are you married or single?</i>	I'm single.

2. Complete the questions with the verbs. Practice with your groupmates (From *English File. Pre-Intermediate. Student's Book*)

GETTING TO KNOW YOU

1 Where *are* _____ you from?

2 Where *were* _____ you born?

3 Where do you _____?

4 Do you _____ in a house or a flat?

5 Do you _____ any brothers and sisters?

6 Do you _____ any pets?

7 What do you _____?

8 What time do you _____ up during the week?

9 Where do you usually _____ lunch?

10 What time do you usually _____ to bed?

11 Where did you _____ English before?

12 Can you _____ any other languages? Which?

13 What kind of music do you _____ to?

14 What TV programmes or series do you _____?

15 Do you _____ any sport or exercise? What?

16 What kind of books or magazines do you _____?

17 How often do you _____ to the cinema?

18 What did you _____ last weekend?

3. Match the questions and the answers

(From *New Headway. Pre-Intermediate. Student's Book*)

<p>Where were you born?</p> <p>What do you do?</p> <p>Are you married?</p> <p>Why are you learning English?</p> <p>When did you start learning English?</p> <p>How often do you have English classes?</p>	<p>A year ago.</p> <p>Three times a week.</p> <p>In Thailand.</p> <p>Because I need it for my job.</p> <p>I'm a teacher.</p> <p>No, I'm single.</p>
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4. Read about Maurizio Celi and fill in the blanks with the verbs:



*am studying am enjoying
am going to work come live
can speak started went*

My name is Maurizio Celi. I (1) _____ from Bologna, a city in the north of Italy. I am a student at the University of Bologna. I (2) _____ modern languages – English and French. I also know a little Spanish, so I (3) _____ four languages. I (4) _____ a course a lot, but it's really a hard work. The course (5) _____ three years ago.

I (6) _____ at home with my parents and my sister. My brother (7) _____ to work in the United States last year.

After I graduate, I (7) _____ as a translator. I hope so, anyway.



5. Listen to Carly Robson and complete the questions:

My name is Carly and I come from Australia. But I live near London now with my husband Dave and our three children. I came to England fifteen years ago when I got married.

I am a student with the Open University. This means I watch special programmes on television and work at home. I send my work to my course teacher every week. I am studying art and the course is really interesting.

At the moment, I am reading about Italian painters in Italian, which is difficult because I only speak a little Italian.

My course started a year ago and it's three years long. After I graduate, I am going to look for a job in an art gallery or museum.

- 1) Where _____ she come from?
- 2) Where _____ she live?
- 3) Whom _____ she live with?
- 4) What _____ she studying?
- 5) _____ she enjoying the course?
- 6) How many languages _____ she speak?

- 7) When _____ her course start?
- 8) How long _____ the course last?
- 9) What _____ she going to do after she graduates?

6. Ask your groupmates to answer these questions.

7. Tell your groupmates about yourself using these stories as an example.

8. Getting Information (*From New Headway. Pre-Intermediate. Student's Book*)

Read the story about Joy Darling. Ask questions to know missing facts.



Unit 1 Getting information (SB p8)

Student A

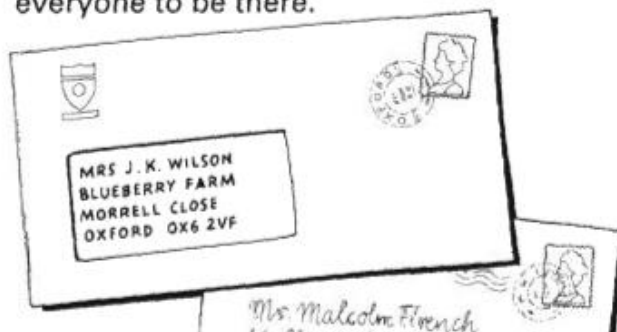
Joy Darling started working as a postwoman ... *(When?)*. She drives a van because she delivers letters to a lot of small villages.

She gets up at ... *(What time?)* and starts work at 5.00. Every day she drives about ... miles *(How many miles?)*. She finishes work at 2.00 in the afternoon.

After work she goes ... *(Where?)* and has lunch with her husband, Jim. He has a part-time job. He works ... *(Where?)*. They like gardening, so they spend the afternoon outside in their garden.

They have ... children *(How many?)*, who both live in California. Last year Joy and Jim went ... *(Where?)* and visited their children and four grandchildren. They stayed for ... *(How long?)*.

They're going to Australia next month because ... *(Why?)*. It's their friends' wedding anniversary, and they want everyone to be there.



9. Getting Information *(From New Headway. Pre-Intermediate. Student's Book)* Find the answers to your questions:

Student B

Joy Darling started working as a postwoman thirty years ago, when she was 22. She drives a van because ...
(Why?).

She gets up at 3.30 in the morning and starts work at ... *(When?)*. Every day she drives about 150 miles. She finishes work at ... *(What time?)*.

After work she goes home and has lunch with ... *(Who ... with?)*. He has a part-time job. He works in a shop. They like ...
(What ... like doing?), so they spend the afternoon outside in their garden.

They have two children, who both live in ... *(Where?)*. Last year Joy and Jim went to Los Angeles and visited ... *(Who?)*. They stayed for a month.

They're going ... *(Where?)* next month because some friends are having a big party. ... *(Why?)*



Lesson 2

Communication

(From New Headway. Pre-Intermediate. Student's Book)

READING

Communication

- 1 How many different ways can people communicate?



- 2 Your teacher will give you some ideas to communicate, but you can't use words! Mime to your partner, and your partner has to guess what they are.
- 3 Read the text quickly and match the headings to the paragraphs.

A HISTORY OF COMMUNICATION

HOW WE COMMUNICATE

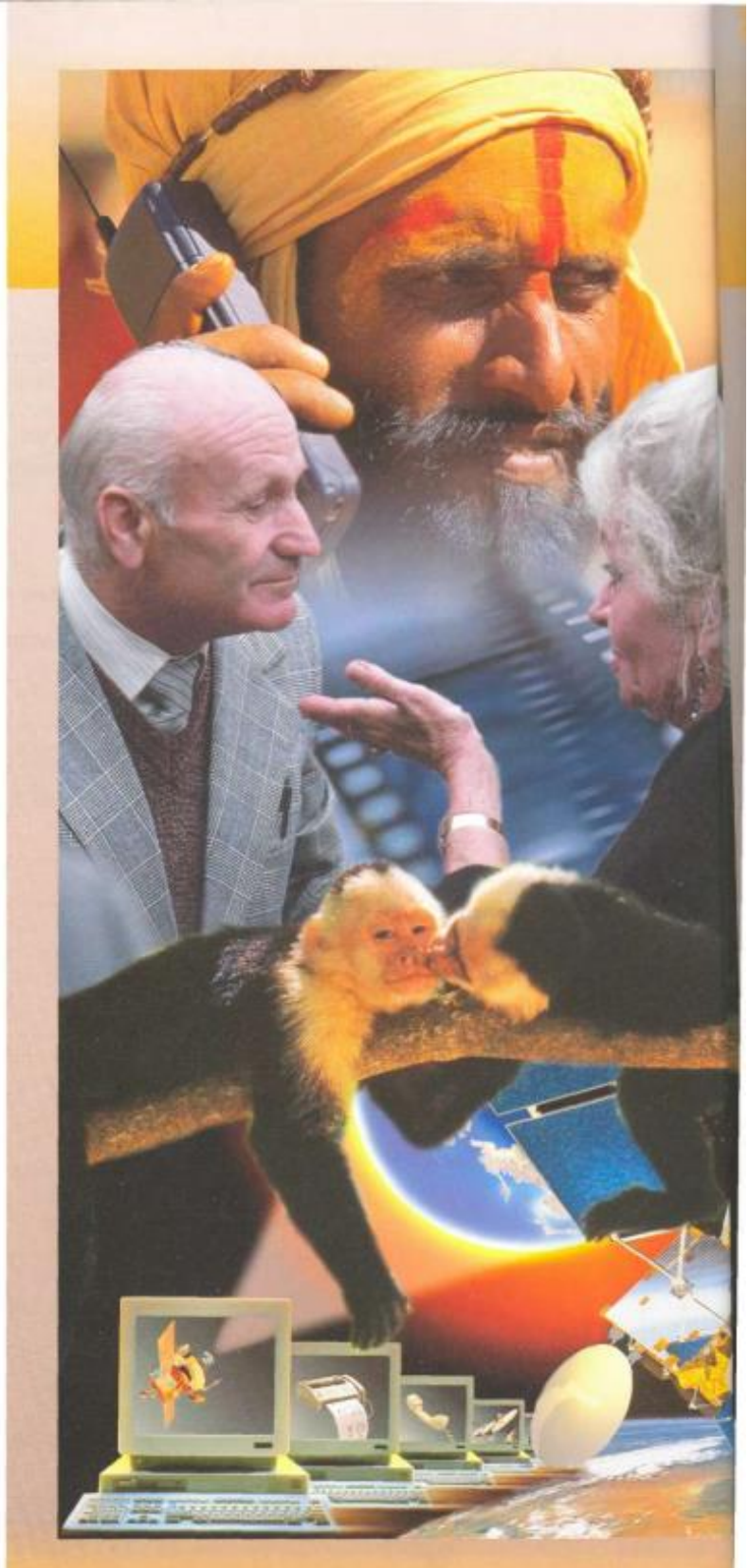
COMMUNICATION TODAY

DIFFERENCES BETWEEN
PEOPLE AND ANIMALS

- 4 Match the pictures on p11 to each of the four ancient societies in paragraph three.
- 5 Read the text again and answer the questions.
 - 1 Which animals are mentioned? What can they do?
 - 2 What is special about human communication? What can we do?
 - 3 Which four forms of media are mentioned in the last paragraph?
 - 4 What is good and bad about information technology today?

What do you think?

- What can animals do that people can't?
- How do *you* like to communicate?
- What is happening in information technology now?



PEOPLE

the great communicators

We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile!), the fax, and e-mail. Television, film, painting, and photography can also communicate ideas.

Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language – about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. And we have a sense of past and future, not just present.

Communication technologies were very important in the development of all the great ancient societies:

- Around 2900 BC, paper and hieroglyphics transformed Egyptian life.
- The ancient Greeks loved the spoken word. They were very good at public speaking, drama, and philosophy.
- The Romans developed a unique system of government that depended on the Roman alphabet.
- In the 14th century, the printing press helped develop new ways of thinking across Europe.

Radio, film, and television have had a huge influence on society in the last hundred years. And now we have the Internet, which is infinite. But what is this doing to us? We can give and get a lot of information very quickly. But there is so much information that it is difficult to know what is important and what isn't. Modern media is changing our world every minute of every day.



Lesson 3 Different Countries

(From New Headway. Pre-Intermediate. Student's Book)

Lifestyles

PRESENTATION

A market research organization interviewed 8,000 people in different European countries to find out about their lifestyles.

1 Which country do the following flags belong to?



1



2



3



4



5

2 Work in pairs.
Which flag goes with which text?

This country has a population of 38.8 million. It is unusual in Europe because it has more single young men than single young women. It has about 20% unemployment but the tourist industry brings high seasonal employment. The people often borrow money but rarely borrow to buy houses. Many, however, have second holiday homes. Most people cook with gas, not electricity. They like low-alcohol drinks.

a

This country has a population of 14.7 million. The people are very cosmopolitan. They travel a lot, learn foreign languages, and buy many things from other countries. The people have a high standard of living. They own the most stereos and video cameras. They don't buy many motorbikes but they buy a lot of bicycles. The country has a large student population, and the highest percentage of single people.

b

This country has a population of 55.5 million. It has a strong economy and a lot of high technology industries, but not many people have home computers. The people have small families and love food, but only their own national food. They smoke and drink more than their European neighbours, and they have more health problems.

c

This country has a population of 56.5 million. It has the most marriages, but also the most divorces in Europe. Many people use credit cards, and they often borrow money, particularly to buy houses. They don't save very much. They own the most videos and home computers in Europe. They like food from many countries, but prefer their own national food. People from other countries generally don't like their food.

d

This country has a population of 57.3 million. The people have large families and often own a second holiday home. They love cars and motorbikes and own more than all other European countries. They spend a lot of money on clothes, but they don't buy many stereos and videos. Nearly every country in Europe loves the food of this country.

e

Ex.3. Make up 5 sentences "This country..." to guess that it is about Ukraine.

Ex.4. Make up 5 sentences about any other European country and ask your groupmates to guess what country it is.

Lesson 4

Different People

Read your extract. Use your dictionary if you want. Answer the following questions.

- 1 Why did he/she come to Britain?
- 2 What does he/she do?
- 3 Find one thing he/she likes about Britain, and one thing he/she doesn't like so much.



Kimiko – Japan

There are now more than two dozen Japanese companies in Tyne and Wear in the northeast of England. Many Japanese families now live there.

Kimiko Kinoshita Wood came to Britain as a bride six years ago. 'There is much more freedom for women here,' she says. 'It is sometimes difficult for Japanese women to adjust.'

For Kimiko, the change was easy because she is a translator and speaks English fluently. Also, she has an English husband. 'Attitudes to women are very different,' she says. 'Japanese wives come to Britain and after a while they discover they can have a life of their own outside the home. They don't have that kind of freedom in Japan.'

In Japan it is unusual to see men shopping with their wives, helping in the house, or babysitting. But Kimiko's husband, John, a shipping engineer, happily lends a hand with the children. John says that Japanese husbands soon adapt in Britain, and seem to relax more with their families.

Education is one thing that worries Kimiko. In Japan, children go to school six days a week and work much harder than English children. Another complaint is that shops don't have many clothes for small women!

Xavier – France

When Xavier Dupont came to Britain, his friends in Paris said he'd hate it. However, Xavier, a 26-year-old chef, says they were wrong.

'French people imagine that Britain is a cold, miserable country where everyone dresses badly, you can't see anything for fog, and the food is the worst on the planet. I don't agree.'

Xavier insists that the British look good because they don't follow fashion so seriously. He enjoys shopping in Britain because there are so many fresh things in the supermarkets. He particularly likes the street markets.

However he has some complaints. He thinks that British men don't show enough consideration or appreciation of the women. Also, he doesn't like British bathrooms where you stand or sit in the bath to have a shower! Last of all, he feels that shops and restaurants close far too often and far too early.



Margaretha – Norway

In Britain, Margaretha Simons can be a full-time housewife, at home with her four children. This, she says, is unusual in her native Norway because almost all Norwegian women go out to work, partly because there are more crèches. It is also unusual in Norway to have more than two children.

Margaretha, who is 43, met her British husband, Noel, a university professor, while she was learning English in Cambridge.

'I find British people friendly,' she says. 'New neighbours invite you for coffee, introduce their children, and take you to the shops. The men are more courteous and romantic than Norwegian men.'

However she doesn't like everything. She thinks British houses are not built well – even modern houses have a lot of draughts. Also, there is too much litter on the streets and by the sides of the motorways. She likes fresh British food, but at first she did not like the tea because it looked cloudy and grey. Now she is addicted to it, and has cups of tea all the time!



Comprehension check

- 1 Find a partner from each of the other two groups. Compare and swap information.
- 2 Read the other two extracts. Help each other with any new words.
- 3 Look at the following statements about the three people. Which are true? Which are false?
 - a. Japanese men find it difficult to relax in Britain because their wives are so busy all the time.
 - b. Xavier thinks the British dress well.
 - c. Kimiko and Margaretha both have English husbands.
 - d. Both Xavier and Margaretha have a good opinion of British men.
 - e. Kimiko met her husband in Japan but Margaretha met hers in England.
 - f. They all enjoy shopping in Britain. They have no complaints about British shops.
 - g. Both Xavier and Margaretha have complaints about the design of British houses.
 - h. Generally they all seem happy to live in Britain.

What do you think?

- 1 What do tourists like doing in your country? Where do they go? What do they do?
- 2 Do you know any foreigners living in your country? What do they like about it? What do they find different?

Lesson 5

Living in the US

READING AND SPEAKING

Living in the USA

- 1 Close your eyes and think of the United States. Write down the first five things you think of.

The Empire State Building
Cheeseburger and fries

Compare your list with other students.

- 2 Read the introduction to the magazine article. Then work in three groups.

Group A Read about Roberto.

Group B Read about Endre.

Group C Read about Yuet Tung.

- 3 Answer the questions.

- 1 Why and when did he/she come to the US?
- 2 What does he/she do?
- 3 What does he/she like about living in the US?
- 4 What was difficult at the beginning?

- 4 Find a partner from each of the other two groups. Compare the three people.

- 5 Answer the questions with your group.

- 1 What do the people have in common?
- 2 Are they all happy living in the US?
- 3 Who has other members of their family living there?
- 4 Do they all have children?
- 5 Who married someone from their own country?
- 6 What do Roberto and Endre like about the US?
- 7 What do they say about their own country?
- 8 Do they like the people?
- 9 What do they say about Americans and their cars?

What do you think?

- What do you like best about living in your country? What would you miss if you lived abroad?
- Do you know any foreigners living in your country? What do they like about it? What do they find different?

LIVING IN



The people of the United States are nearly all immigrants, or descendants of immigrants. It is a young country, and much of the population has relatives who live in other parts of the world.

But how do they find the US when they first arrive? What do they think of the people, the culture, the way of life?

Jamie Peterson spoke to three of them.

THE USA



Roberto Solano
aged 24, from Mexico

Roberto came from Acapulco to New York ten years ago. At first he missed everything – the sunshine, the food, his girlfriend. But now he has a successful business with his three brothers and his sister. They run a soccer store in New Brunswick. Roberto's girlfriend is now his wife, and they have two children who go to American schools.

When asked why he came to the US, Roberto says without hesitation, 'Because I want to work hard and be successful.' He certainly works hard. He's at the store all day, then works as a driver in the evening. 'That's why I like America,' he says. 'You can be what you want.'

'When I first came here, I didn't speak the language, and it was winter. It was so cold! There was snow! Now nearly all my family are here, not only in New York, but also in California, and in Texas. We meet about once a month and have a huge Mexican meal that takes about five hours! We're all happy here.'



Endre Boros
aged 45, from Hungary

Endre is a mathematician at Rutgers University, New Jersey. He came from Budapest thirteen years ago. 'I had an opportunity to come here for two years.' After a year, his wife came to join him, and since then they've had a daughter, so they decided to stay.

'At first it was very strange. Everything is so big here,' he says. 'I started to feel happy when I bought a car. Now I go everywhere by car. In Hungary, we only use the car at weekends, but here your car is part of your life. Nobody walks anywhere.'

How does he find the people? 'Very friendly. The first question everybody asks you is "Where are you from?" People talk to you here, they start conversations. I like the fact that there are people from all over the world.'

What about the way of life? 'The thing I like best is the independence. Nobody tells me what to do. Here you can do what you want, so you learn to make decisions for yourself. I feel in control.'



Yuet Tung
aged 31, from Hong Kong

Yuet Tung is her Chinese name, but in English she's known as Clara. She came to the US eight years ago and studied fine art. Now she works on Madison Avenue for a publisher. She married a Vietnamese American three years ago, and they live in Long Island. They don't have any children yet.

What does she think of living in New York? 'It's very similar to Hong Kong. It's a busy city, very exciting, and people walk very fast! I like the stores here. They're huge, and it's cheaper than Hong Kong. But you need a car here. In Hong Kong everyone uses public transportation, because it's good and it's cheap. At first I hated driving here, but it's OK now.'

What does she like best? 'The space. Here I live in a house with a yard. In Hong Kong it is so crowded. And the people are friendly. When I go jogging, everyone says "Hi!" And the food is from every country in the world.'

UNIT IV General English

Lesson I

Adventure

(From Opportunities. Student's Book)

1 Adventure

In this module you will...

- Talk about travel, exploration and extreme sports.
- Listen to people talking about extreme sports and adventure holidays.
- Read an extract from a history book, a holiday brochure and a letter.
- Write a letter to a friend.
- Revise present tenses and learn about state and activity verbs.

Warm-up

- 1 Add these words to the Key Words.

ancient buildings, a scientific expedition,
a polar region, a cruise, climbing

KEY WORDS

Explore: a rainforest, a desert, another planet, a desert island

Visit: famous museums, cities around the world, a volcano

Go: sailing, skiing, diving, canoeing, parachuting

Go on: a safari, a trek, a round-the-world trip

- 2 You will hear four people talking about their 'dreams'. Match the speakers with these activities.

- a) visit capital cities
- b) learn how to fly
- c) canoe down the Amazon
- d) visit the Pyramids

- 3 In pairs, talk about some of your 'dreams'.

Example

A: I'd like to go on a safari in South Africa. I've always loved wild animals and I'd love to see them in their natural environment.

B: Yes, but I think that travelling around for weeks would be quite tiring.





1 Explorers

SKILLS FOCUS

Before you start

1 Look at the title and photos and guess the answers to these questions.

- 1 Which Pole did they race to?
- 2 When did they go?
- 3 Who reached the Pole first?

Now read the text quickly to check your guesses.



Roald Amundsen at the South Pole.

The RACE to the POLE

- 1 On 1 June, 1910, Captain Scott left London to begin his Antarctic expedition. On his way, he received a telegram from the Norwegian explorer Roald Amundsen: 'I'm going South.' So the race to the South Pole was on!
- 5 During the polar summer of 1910–11, both teams organised food depots in preparation for their expeditions the following year. Then came the total darkness of the polar winter. Scott and Amundsen waited impatiently for the first signs of spring.
- 10 Amundsen was the first to leave, on 15 October, 1911. He had teams of dogs pulling the sledges and all his men were on skis. Because of this, he made rapid progress. Scott left on 1 November and soon had problems. First, his two motor sledges broke down, and then the ponies began to have serious difficulties with the snow and the cold.
- 15 After a while, Scott and his men had to push the sledges themselves.

Amundsen reached the Pole on 14 December and put a Norwegian flag there. Then he prepared for the return journey. Scott finally arrived at the Pole with four companions on 17 January. They were devastated when they saw the Norwegian flag. Scott wrote bitterly in his diary:

- 25 *"Well, we have now lost the goal of our ambition and must face 800 miles of hard pushing – and goodbye to most of our dreams."*

The return journey was one of the worst in the history of exploration. The men were soon exhausted and were running out of food. The weather conditions were terrible. Scott started to realise their desperate situation:

- 30 *"Amongst ourselves we are very cheerful, but what each man feels in his heart I can only guess. Putting on our shoes in the morning is getting slower and slower."*

Despite this, on their way back they found time to look for rocks and fossils. They carried 20 kilos of rocks all the way with them. Later, these rocks proved that at one time in the distant past Antarctica was covered by plants.

- 40 However, disaster soon struck. Edgar Evans had terrible frostbite and died after a bad fall. The next to go was Captain Oates, who was having great difficulty walking. Scott recorded his death:

Scott reaches the Pole, but with little to celebrate.

- 45 *"He said, 'I am just going outside and I may be some time.' We knew that poor Oates was walking to his death, but though we tried to stop him, we knew that it was the act of a brave man and an English gentleman. We all hope to meet the end with a similar spirit, and certainly the end is not far."*

Scott and two companions carried on and got within eleven miles of one of their food depots. But then a terrible storm started and they could not leave their tent. Scott spent some of his last hours writing. He wrote a letter full of sadness to his wife Kathleen:

- 55 *"To my Widow, I could tell you lots and lots about this journey. What stories you would have for the boy ... But what a price to pay."*

Scott's final diary entry told the story of their end: *"The depot is only 11 miles away, but I do not think we can hope for any better things now. We are getting weaker and weaker and the end can't be far. It seems a pity, but I do not think I can write more."*

- 60 The news of Scott's death shocked the world. He had failed to win the race to the Pole, but the remarkable courage shown by Captain Scott and his men made them into heroes.



Captain Scott

Lieutenant Bowers

Reading

2 Read the text more carefully. Are these statements true (T) or false (F)?

- 1 Scott and Amundsen started their journeys in the polar spring.
- 2 Scott's use of motor sledges and ponies was a success.
- 3 Amundsen travelled more quickly than Scott.
- 4 When they got to the Pole, Scott's expedition had a celebration.
- 5 Captain Oates went for a walk and got lost in a snow storm.
- 6 Scott's last letter was to his wife.

3 Use the Reading Strategies to work out the meaning of the words from the text.

READING STRATEGIES:

Dealing with difficult words

- Read the sentence the word is in and decide what kind of word it is (e.g. adjective, noun, etc.).
- Read the paragraph the word is in and try to work out the meaning from the context. If the word is similar in your language, it possibly means the same but check the context to see if the meaning fits, e.g. 'expedition' is possibly a kind of journey. (This meaning fits the context of the sentence.)
- Now use the Mini-dictionary to check the exact meaning of the word.

Find these words in the text and decide what kind of word each one is.

Example *expedition* – noun

expedition (line 2), depots (6), devastated (21), bitterly (22), ambition (24), desperate (30), cheerful (31), frostbite (39), spirit (46), remarkable (63)

Now match the words with these definitions.

- 1 shocked and sad
- 2 angrily and unhappily
- 3 a journey organised for a special purpose
- 4 difficult and dangerous
- 5 a place where things are stored
- 6 in a good mood
- 7 something you want to achieve
- 8 courage and strength
- 9 extraordinary
- 10 frozen fingers and toes



Petty Officer
Evans

4 Read the text again and answer these questions.

- 1 Why did Amundsen succeed and Scott fail?
- 2 What did Scott's expedition achieve?
- 3 Why did Scott and his men become heroes?
- 4 How did you feel when you read the story?

Vocabulary: Wordbuilding

5 Complete the sentences. Make nouns from the adjectives in brackets.

- 1 They weren't prepared for the _____ (dark) of the polar winter.
- 2 They didn't achieve their _____ (ambitious).
- 3 The journey was a _____ (disastrous).
- 4 They suffered from _____ (exhausted).
- 5 They knew _____ (dead) was near.
- 6 They are remembered for their _____ (brave) in the face of great _____ (difficult).

6 Make adjectives, verbs or adverbs from these nouns.

explorer, pole, organisation, patience, preparation, ambition, courage, success

7 In pairs, take turns to say sentences about Amundsen's expedition. Use words from Exercises 5 and 6.

Example

A: Amundsen was a great explorer.

B: Yes, he prepared for his expedition very well.

Speaking

8 Work in pairs and find out about two modern explorers. Student A reads about Marek Kamiński and Student B reads about Helen Thayer on page 111.

9 Make a table for the information about your partner's explorer. Then ask questions.

Nationality: _____

Age: _____

Expeditions: _____

Greatest journey: _____

Method of travel: _____

Aims of expedition: _____

Other activities: _____

Example

A: Where is Helen Thayer from?

B: She's from New Zealand, but she lives in the USA.


QUOTE ... UNQUOTE

"The main thing is just to go!"

Marek Kamiński, Polish explorer

Lesson 2 Traveller's Tales

(From *Opportunities. Intermediate. Student's Book*)




2 Travellers' Tales

GRAMMAR FOCUS


Before you start


- Look at the pictures and read about the travellers. Answer these questions:
 - Where have they been?
 - How have they travelled?

Christina Dodwell has been a traveller and travel writer since her mid-twenties. She has made journeys by horse around Africa, New Guinea and Turkey. She has also travelled by canoe, dog sledge and microlight in China, Kamchatka and West Africa. Christina lives with her husband on her farm in southern England.



Benedict Allen has been all over the world. He has lived with the Amazon Indians, with a tribe in New Guinea and with Aborigines in Australia. He has also made journeys across the Gobi and Namib Deserts on foot and by camel. Benedict makes TV documentaries of all his trips.





2. Listen to a travel writer and find eight mistakes in the interview below.

Example 1 *ten years (not seven)*

A: How long have you been a travel writer?
 B: For seven years. But I've always loved travelling. I've wanted to be a traveller since I was a kid.
 A: Has your new book been a success?
 B: Yes, it's been a great success. It has meant that I can finance my next expedition.
 A: You've walked across the Amazon jungle and to the South Pole. You've been to every corner of the world. You always go on your own. Why?
 B: Well, I think it's important to test yourself. I don't like going with groups. I sometimes live with local people or tribes, but that's different.
 A: How does your family feel about your trips?
 B: My mum and dad think I'm mad! But they always watch my documentaries.
 A: So, what are you doing at the moment?
 B: Well, I'm planning my next expedition. I'm learning Chinese. I always try to learn the local languages, you know. And I am building a 10-foot boat. I want to travel around the rivers of China and then sail across the Pacific to Chile.
 A: But that's impossible!
 B: I know a lot of people think that, but I'm making special preparations for this trip.
 A: What are they?
 B: I'm afraid I can't answer that. I'm sorry, my agent is waiting for me. I must go now.
 A: Thank you for the interview.
 B: You're welcome.

PRESENT TENSES Presentation


3. Name the tenses in the sentences from the interview. Then match them with the uses below.

- I'm learning Chinese.
- You've walked across the Amazon jungle.
- It has meant that I can finance my next expedition.
- My mum and dad always watch my documentaries.
- My agent is waiting for me.
- I've always loved travelling.
- I don't like going with groups.

a) activities that happen regularly
 b) permanent situations/states
 c) things that started in the past and continue up till now
 d) past events that have clear results in the present
 e) events that happened in the past but it doesn't matter when
 f) activities going on at this moment
 g) activities that happen regularly but only for some time around the present

Now find more examples of these tenses in the interview and the captions.

Grammar Summary 1, on page 124.





Practice

4 Look at the sentences and decide which of the people couldn't say them. Explain why.

- I'm living in Dublin.
a) a Dubliner b) an exchange student c) a tourist
- I work in an office.
a) a student on a holiday job b) a secretary
c) an accountant
- I've been a traveller since I was 18.
a) a traveller b) a travel guide writer c) a retired traveller


5 Put the verb in brackets into the Present Simple, Present Continuous or Present Perfect.

- I (1) _____ (work) as a botanist since my graduation. I (2) _____ (teach) students at the university but I also (3) _____ (spend) a lot of my time travelling. I (4) _____ (have) some professional success – I just (5) _____ (discover) an unknown orchid in Indonesia. At present I (6) _____ (study) a rare Asian plant which Chinese medicine (7) _____ (use) to cure rheumatism. I (8) _____ (collect) leaves and flowers to examine their properties. I (9) _____ (examine) more than ten plants so far. I (10) _____ (believe) my job is very interesting and useful.

6 Use the notes about a scientist's life to write sentences in the Present Simple, Present Continuous or Present Perfect.

Example

*I've already done a lot of research on Australian culture.
I regularly do some work for animal protection organisations.
I'm doing very little academic work at the moment.*

- do**
a lot of research on Australian culture already
some work for animal protection organisations regularly
very little academic work at the moment
 - be**
a traveller and a scientist
interested in Australia all my life
 - work**
as a scientist since 1991
at Lancaster University as an ethnographer
on a book about Australian food and drink
 - write**
more than twenty articles about Australian customs
books on Australia
a book on the life of Australian Aborigines
live
in Lancaster
in the UK for twenty years
among Australian Aborigines in order
to do research for the book
- 

7 Work in pairs. Use the cues below to write your travel questionnaire. Then ask your partner questions about his/her life. Add more questions if you like.

- ever travel abroad?
- ever live abroad?
- how many countries/be to?
- like travelling?
- plan a trip/holiday anywhere at the moment?
- how many languages/speak?
- how many languages/learn at the moment?
- interested in any country/culture?

Questions

- Have you ever travelled abroad?

Now tell the class what you have learned about your partner.

8 Work in pairs. Think of a person that you know. Write sentences about what he/she does, is doing and has done in his/her life. Tell your partner.

Example

My favourite aunt Monica teaches archaeology at the university. She does a lot of sport and goes to the cinema regularly. Right now she is probably giving a lecture on the art of ancient Egypt. She is learning to hang glide. She has climbed some of the highest mountains in Europe and travelled all over the world.

Pronunciation: Contractions

9 Read the sentences and decide which 's stands for *has* and which stands for *is*.

- He's gone abroad.
- She's got a new car.
- John's having a shower.
- Pat's done a lot for her school.
- Mike's a nice man.
- The cat's drinking milk.

Listen to how 's is pronounced in the

Lesson 3

Choosing a Holiday

(From Opportunities. Intermediate. Student's Book)



Communication Workshop

Speaking: Choosing a Holiday

Before you start

1 Read the advertisements and listen to the dialogue. Which holiday do Ricky and Shulah choose?

Arctic Adventure

Explore Greenland with us. Mountaineering and skiing are extra options. Accommodation in tents. Transport by four-wheel-drive vehicles and snowmobiles. Experienced guides. Price includes all food and flights. Two-week trips.



Wildlife Safari

Two weeks on safari in the best reserves of South Africa. Air-conditioned vehicles for observing animals. Accommodation in four-star hotels and tents. Extra option of river canoeing. All food and flights included.

White-Water Experience

Two weeks canoeing and rafting on the Colorado River in the USA. Experienced instructors. Accommodation in shared cabins. Flights and food included.

Extra offers: trips to San Francisco and Los Angeles.

Eco-tourism in Turkey

Explore the mountains and coast of Anatolia. Find rare plants and animals. Relax at night around the camp fire. Visit ancient ruins. Go diving in the Aegean. Accommodation in luxury tents. Experienced guides. Two or three-week trips.



Pronunciation: Showing Interest

2 Listen to how Ricky and Shulah show that they are listening to each other.

Really?, Mm, Yes?, Right, That's true, No, Yeah, I know.

Listen again and repeat the words and sounds.

You have won a holiday. In pairs, choose which one to go on together. Follow the stages below.

Stage 1

Choose one of the trips you want to go on and one you don't. Use the Key Words to help you. Write notes on your reasons.

KEY WORDS

boring, cheap, clean, comfortable, dangerous, difficult, dirty, educational, exciting, expensive, interesting, safe, tiring, well-organised

Example

Advantages of Turkish trip:

- 1 exciting - exploring mountains, seeing ruins
- 2 variety on trip - exploration, archaeology, diving
- 3 comfortable and well-organised

Disadvantages of US trip:

- 1 - dangerous
- 2 - boring, doing same thing for a week
- 3 - have already been to the USA

Stage 2

Use your notes and phrases from the Function File on page 12 to prepare what you are going to say. Practise saying them to yourself. Don't write down everything.

Stage 3

Look at the Strategies. Then, in pairs, talk to each other about the holidays and agree on a choice.

SPEAKING STRATEGIES: Interaction

- Show you are listening to the other person.
- Use sounds and words from Exercise 2.

Example

A: I'd like to go on the trip to Greenland.

B: Really?

A: Yes, I'd like to explore somewhere. And I love skiing.

B: Mmm. But it's very cold. And I don't like skiing. I'd prefer to ...

Talkback

Tell the class which holiday you chose. Which are the most popular and least popular activities?

Writing: An Informal Letter

Isle of Skye,
Scotland,
5th August

Before you start

1 Read Janet's letter and match the paragraphs (1–6) with these paragraph topics.

- an excuse to stop writing
- introductory questions
- the people in the group
- extra information
- what they are doing
- where they are

2 Find examples of informal style in the letter.

- greetings and goodbyes
- linking words at the beginning of sentences (e.g. *And ...*)
- contractions

Imagine you are on an adventure holiday. Write a letter to a friend. Follow the stages below.

Stage 1

Make notes about your holiday by answering these questions.

- Where are you on holiday?
- What is the place like?
- What is the weather like?
- What activities have you done?
- Has anything bad or dangerous happened?
- Have you met anyone interesting?
- Has anything amusing happened?

Stage 2

Use your notes to plan five paragraphs.

⇒ **Writing Help 1 (layout), on page 120.**

Stage 3

Use your plan to write your letter.

⇒ **Writing Help 1 (useful vocabulary/style).**

Stage 4

Check your letter.

⇒ **Writing Help 1 (checking).**

Talkback

In groups, read your letters. Which holiday was the most interesting?

Hi Tania,

- How are you? I hope the summer job is going well. Have you decided where to go on holiday? That skiing break sounds the best, doesn't it?
- Anyway, we're camping here on the Isle of Skye. We're staying on a campsite in the middle of nowhere. We've been here for five days but it feels longer. It's rained every single day – can you believe it? Everything is wet – our shoes, our sleeping bags, all our clothes!
- Luckily, we didn't come here for the nightlife! Actually, there isn't any! But then we're all too tired at the end of the day anyway. We go walking every day and yesterday saw some seals. We've all tried sailing and windsurfing, but we're not very good. This afternoon I fell into the sea five times!
- Here's some news for you about the group. Tom complains about everything. Colin spends all the time trying to be funny. And Tim has fallen in love with half the girls on the campsite! So you can imagine what it's like!
- Well, I must finish – it's my turn to cook tonight. Write back soon – I'll be home on Monday (15th). You can tell me all your news!

All the best,

Janet

- P.S. Brian phoned before we left – he wants you to get in touch.

Listening: A Radio Programme

1 Listen to the radio programme about Marek Kamiński and answer the questions.

- In what year were Marek's two most famous expeditions?
- Why did Marek call his North Pole expedition 'Poles to the Pole' and his South Pole expedition 'A Pole to the Poles'?
- What difficulties did he have on his expedition to the South Pole?
- Why is Marek not a 'typical' explorer?
- Why does Marek go on expeditions?
- What does he think is the key to a successful expedition?



Review



Grammar

1 Complete the text with the verbs in the Present Simple, Present Continuous or Present Perfect.

Antarctica is an inhospitable place. There are no towns or cities. In fact, nobody (1) _____ (live) there permanently, except for a few scientists. They (2) _____ (work) on special bases, studying the climate and ecosystem.

However, things (3) _____ (now begin) to change. Since the 1980s, polar tourism (4) _____ (grow) rapidly. Recently, polar cruises (5) _____ (become) popular because of the beauty of the polar landscape and the wildlife, such as penguins, whales and dolphins.

Cruises (6) _____ (cost) a lot because the ships (7) _____ (need) to be very strong to break the ice. However, more and more tourists (8) _____ (go) on them. During the day, the tourists (9) _____ (sail) in small boats between icebergs and (10) _____ (visit) beaches and glaciers.

Unfortunately, this tourism (11) _____ (start) to cause problems. Scientific studies (12) _____ (show) that the tourists (13) _____ (now destroy) the ecosystem of the Antarctic. For example, the numbers of some species of wildlife (14) _____ (go down) rapidly. Many ecologists now (15) _____ (feel) that we should leave this beautiful continent alone.

2 Verb Tennis.

A player from Team A thinks of a verb and 'serves', saying a sentence in the Present Simple.

A player from Team B 'returns' the verb, saying a sentence in the Present Continuous.

A player from Team A 'hits' the verb back, saying a sentence in the Present Perfect.

A player from Team B now thinks of a new verb to continue the game.

Example

A: (*do*) We do gymnastics every Friday.

B: I am doing a project in history.

A: She has done her homework.

B: (*play*) I play the electric guitar.

A: We're playing ...

Vocabulary

3 Match the two halves to make compound words.

- | | |
|---------------|-------------|
| 1 ice | a) boarding |
| 2 snow | b) diving |
| 3 white-water | c) diving |
| 4 sky | d) jumping |
| 5 bungee | e) rafting |

4 Choose the correct alternative from the brackets.

- I was frightened and wanted to back (in/out/up).
- That trainer gets (across/away/through) her message very well.
- He was very nervous and couldn't go through (by/to/with) the bungee jump.
- We'd like to set (down/off/up) an adventure sports club.
- The doctor advised him to take (in/on/up) some sport.
- He always turns (in/out/up) late for our matches.

5 Make adjectives from these nouns.

ambition, bravery, danger, darkness, death, desperation, disaster, exhaustion, sadness

Pronunciation: Consonant Sounds

6 Look at the pairs of words below. Try to pronounce them. Then listen and decide which word you hear.

three/free, ten/then, sink/think, clothes/close, dirty/thirty, worth/worse, van/than, thank/sank, mouth/mouse, bread/breath, debt/death, thick/sick, those/toes, dare/there, fought/though

7 Listen again and repeat the pairs of words in Exercise 6.

8 Can you say this proverb? Use the Phonetic Chart in the Mini-dictionary to help you. Do you know what it means?

/nʌθɪŋ vɛntʃəd nʌθɪŋ ɡeɪnd/

Check Your Progress

Look back at the module objectives on page 7.

Which activities did you enjoy most?

Which activities did you have problems with?

Which grammar area do you need to practise more?

Lesson 4

Extreme Sports

(From Opportunities. Intermediate. Student's Book)



3 Extreme Sports

SKILLS FOCUS

Before you start

1 Find some of these extreme sports in the photos.

KEY WORDS

bungee jumping, ice diving,
sky surfing, snowboarding,
snowrafting, white-water rafting

2 Read the Strategies and prepare to answer the questions below.

LISTENING STRATEGIES: Preparation

- Before you listen, always look for clues that will help you understand what you are going to listen to, e.g. the title, pictures, captions, etc.
- Use your knowledge of the world to try to predict answers to the questions.
- Guess the answers which you can then check when you are listening.



Listening

3 Listen and check your answers for Exercise 2.

4 Listen to two people talking about extreme sports. Complete the table.

Sports	Carol	Jonathan
likes		
doesn't like	<i>tennis</i>	
would like to try		
wouldn't like to try		<i>bungee jumping</i>

5 Listen again. Complete the Function File with the following words.

quite like, 'd love, can't stand, love, like, wouldn't like, 'd quite like, prefer, hate, 'd prefer

Function File

Preferences

+ **ing** / noun

I (1) _____ bungee jumping.

I (4) _____ doing boring sports.

I (6) _____ winter sports.

I (7) _____ going skiing.

I (8) _____ snowboarding.

I (9) _____ slow sports.

+ **to** + infinitive

I (2) _____ to try sky surfing.

I (3) _____ to do snowrafting.

I (5) _____ to stay at home.

I (10) _____ to go ice diving.

- 1 People do extreme sports in order to feel a) excited b) nervous c) happy.
- 2 Extreme sports have become popular in the last a) 5 years b) 10 years c) 20 years.
- 3 People usually bungee jump from a) aeroplanes b) high buildings c) bridges.
- 4 In sky surfing people do mid-air a) gymnastics b) dancing c) swimming.
- 5 Snowboarding has similarities with a) skiing b) surfing c) canoeing.
- 6 Snowrafting is a) quite dangerous b) very dangerous c) not very dangerous.
- 7 For white-water rafting you need a) a big river b) a warm river c) a mountain river.
- 8 Ice divers a) swim under the ice b) walk on the bottom of lakes c) walk upside down under the ice.



6 Use these words to write sentences about your preferences.

skiing, rock climbing, playing basketball, bungee jumping, swimming, sailing, snowboarding, playing tennis, ice-skating

Examples

I love skiing. (You have been skiing.)

I'd like to try skiing. (You have never been skiing.)

Vocabulary: Multi-part Verbs

7 Replace the verbs in *italics* with these words in their correct form. Check your answers in the Mini-dictionary.

not do it, organise, be interested in, arrive, wear, do (it) as planned, explain, start doing

I decided to *take up* bungee jumping and now I *am* (really) *into* it. When I *turned up* for my first jump I was so nervous that I tried to *back out*, but my friends persuaded me to *go through with* it. You don't have to *put on* any special clothes, just a sweater and jeans, but obviously you need a lot of time to *set up* the equipment. But it's worth waiting for. It's difficult to *get across* how exciting it is!

8 Complete the sentences with a multi-part verb from Exercise 7 in the correct form.

- Ann waited for Tom for ages but he didn't _____.
- What kind of music _____ you _____?
- A friend of mine _____ just _____ jogging in order to get fit.
- Why don't we _____ our computer in the study?
- They were going to have a party last Saturday but _____ at the last minute.

Pronunciation: Intonation in Questions

9 Listen to the questions below. In which of them does the intonation go up at the end?

SPORTS QUESTIONNAIRE

- 1 What sports do you like doing?
- 2 Do you like watching sport on TV?
- 3 Have you ever turned up late for a match?
- 4 If your school asked you to be in a team, would you try to back out?
- 5 Do you think you'll ever take up a dangerous sport?
- 6 What extreme sports would you like to try?
- 7 What extreme sports couldn't you go through with?
- 8 Have you ever watched extreme sports on TV?



Listen again and repeat the questions.

Speaking

10 In pairs, use the questionnaire to interview your partner.

Example

A: What sports do you like doing?

B: I'm really into ice hockey.

Is your partner:

a) very/quite/not very keen on sport?

b) very/quite/not very interested in extreme sports?



Comparing Cultures

Listen to a person talking about sports in the USA and Britain and answer these questions.

- 1 What do American footballers have to wear? Why?
- 2 How many baseball leagues are there in the USA?
- 3 Are basketball players well paid?
- 4 Is football (soccer) very popular in the USA?
- 5 What is the most popular winter sport in Britain?
- 6 Name another winter sport played in Britain.
- 7 How long can a game of cricket be?

Are any of these sports popular in your country?

QUOTE ... UNQUOTE

'Serious sport is war minus the shooting.'

George Orwell, English writer (1903-1950)

Lesson 5

Wonders of the Modern World

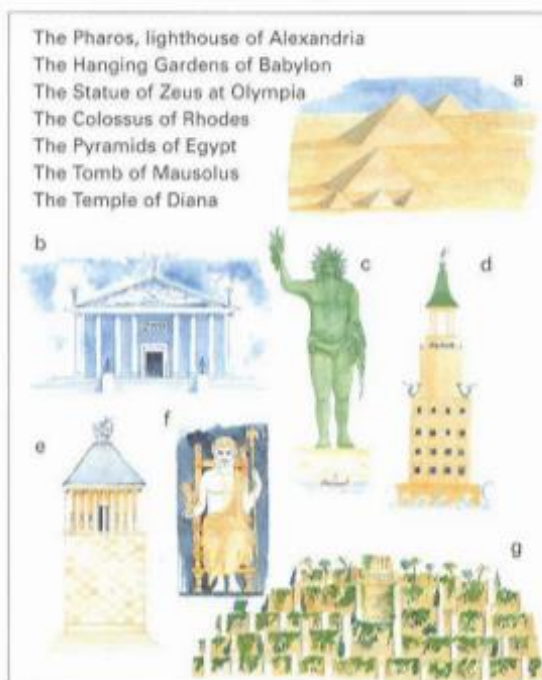
(From new Headway. Intermediate. Students Book)

● READING AND LISTENING

Pre-reading task

- In the 2nd century BC a list was made of the most impressive and beautiful man-made objects in the world. These were called **The Seven Wonders of the World**.

Match each picture in the box with its name.
How many can we still see today?



- What do you think are some of the greatest wonders of the twentieth century? Don't just think of buildings!

Reading

- In the text, the journalist, Ann Halliday, describes what are for her the seven wonders of the modern world. Read about them.

- In what way does she say modern wonders are different from ancient wonders?

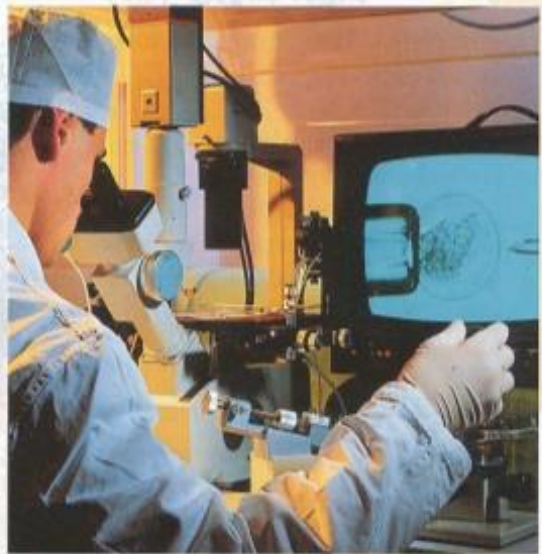
Put them in order, 1 – 7, according to which *you* think is the most important (1 = the most important, 7 = the least important).

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> computers | <input type="checkbox"/> space travel |
| <input type="checkbox"/> medical science | <input type="checkbox"/> holidays |
| <input type="checkbox"/> the Olympic Games | <input type="checkbox"/> agriculture |
| <input type="checkbox"/> we are still here | |

Discuss your decisions as a class.

Wonders of the modern world

by Ann Halliday



I DON'T believe that today's wonders are similar in kind to the wonders of the Ancient World. They were all buildings and statues. In the last two centuries we have seen unprecedented technical and scientific achievements. These are surely our modern wonders. Here is my list.

1 Computers

They have already revolutionized the way we live and work. But it is early days for computers. We don't know how much they are still changing the world. More computer wonders are yet to come.

2 Space Travel

Only a few years before men were walking on the moon, reputable scientists declared that it was impossible. But in 1969 Neil Armstrong stepped out of his space capsule and made his famous statement: 'That's one small step for a man, one giant leap for mankind'.

3 Medical Science

Surely nothing has done more for the comfort and happiness of mankind than the advance of medical knowledge! How many millions of people have benefited from the humble aspirin? How many lives has penicillin saved? Average life expectancy in Europe has risen dramatically over the last hundred years, from about 50 years in 1906 to about 75 years today.

4 Holidays

Yes — holidays! In fact there have always been holidays — in ancient Rome there were more than 150 a year — but a holiday used to mean simply a day when you didn't work. Now holidaymakers travel to all parts of the world. Perhaps you don't like so many tourists in your country, but you must agree that a phenomenon which sees the population of Greece treble in summer, and which sends office workers and shop assistants to Spain, Turkey, or the Caribbean is a wonder of the world.

5 The Olympic Games

It is true that the Olympic Games are now commercialized and there is greed and drug abuse. However, it is a competition in which every country in the world takes part. Every four years, for a brief moment, we see these countries come together in peace and friendship. We feel hope again for the future of mankind.

6 Agriculture

In 1724, Jonathan Swift wrote, 'Whoever makes two blades of grass or two ears of corn grow where only one grew before serves mankind better than the whole race of politicians'. In Europe our farmers have done this. In 1709, whole villages in France died of hunger. Now, in Europe we can't eat all the food we produce. If only the politicians could find a way to share it with those parts of the world where there is still famine.



7 We are still here

The last wonder of the modern world is simply that we are still here. We have bombs that could destroy the world but we have not used them. This is surely the greatest wonder of all!



Comprehension check

Here are seven more statements made by Ann about her choice of wonders. Which statement goes with which wonder? Discuss your answers with a partner.

- Surgeons can perform the most amazing operations.
- We see people from warring countries shake hands.
- Small children can program them, sometimes more easily than adults!
- No government dares to use such weapons.
- Maybe visiting one country a day is not your idea of the best way to see the world!
- We produce enough to feed the world.
- Progress in this area is slower now. Not as much money goes into research as in the 1960s.

Language work

Complete the following with the correct auxiliary verb in the positive or negative form. Check your answers with the text.

- Computers _____ already revolutionized the way we live and work.
- We _____ know how much they _____ still changing the world.
- Only a few years before men _____ walking on the moon, scientists said that it was impossible.
- How many lives _____ penicillin saved?
- A holiday used to mean a day when you _____ work.
- The Olympic Games _____ now commercialized.

Listening

T.6 You will hear three people giving their ideas of the wonders of the modern world.

- Make a list of the wonders they mention.
- What is good about each wonder?
- Are there any problems with it?

Unit V Grammar Point: Active Voice

Lesson 1

Present Tenses in English

Tense	Main Use	Form	Example	Question / Negative
Present Simple	Action as a fact	verb (Infinitive without <i>to</i>)	1) <i>I plant trees every autumn.</i> 2) <i>She plants trees every autumn.</i>	1) Do you plant trees every autumn? – I do not (don't) plant trees every autumn. 2) Does she plant trees every autumn? – She does not (doesn't) plant trees every autumn.
Present Continuous	Action as a process	to be + V-ing is / are / am + V-ing	1) <i>He is planting trees now.</i> 2) <i>They are planting trees now.</i>	1) Is he planting flowers now? - He is not (isn't) planting flowers now. 2) Are they planting flowers now? – They are not (aren't) planting flowers now.
Present Perfect	Action as a result	to have + (V-ed / III f) have / has + V-ed / III f	1) <i>We have already planted trees.</i> 2) <i>She has just planted trees.</i>	1) Have we planted flowers? - We have not (haven't) planted flowers. 2) Has she planted flowers? – She has not (hasn't) planted flowers.
Present Perfect Continuous	Action as a process and result	to have been + (V-ing) have / has + been + V-ing	1) <i>I have been planting trees for 30 minutes.</i> 2) <i>He has been planting trees since morning.</i>	1) Have you been planting flowers for 20 minutes? – I have not (haven't) been planting flowers for 20 minutes. 2) Has he been planting flowers since morning? – He has not (hasn't) been planting flowers since morning.

Exercise 1.

Present simple vs. Present Continuous

Complete these sentences with either the present simple or the present continuous form of the verbs in brackets.

1. David never _____ (to clean) up after his mess.
2. Deborah _____ (to prepare) dinner at the moment.
3. I _____ (to talk) with my friend now.
4. We _____ (to/have) a briefing every Monday morning.
5. _____ (he/to play) basketball now?
6. Look! Our cat _____ (to sleep).
7. _____ (you/ to come) to the party?
8. What time _____ (the bank/ to open)?
9. _____ (you/ to kid) me now?
10. I'm really sorry dear, but you _____ (not/to meet) our criteria.
11. Everyone _____ (to work) on the project now.
12. We usually hold our leadership training in Rome, but this year we _____ (to hold) it in Venice.

Exercise 2.

Choose the necessary form of the verb:



- 1) London _____ (*is/have been*) the capital of Britain.
- 2) He _____ (*works/is working/have worked/has been working*) at McDonald's.

- 3) He _____ (*works/is working/have worked/has been working*) at McDonald's now.
- 4) He _____ (*works/is working/has worked/has been working*) there for three months now.
- 5) He _____ (*works/is working/has worked/has been working*) at McDonald's already.
- 6) The human body _____ (*contains/is containing/has contained*) 206 bones.
- 7) Light _____ (*travels/ is travelling/has travelled*) at almost 300,000 kilometres per second.
- 8) They _____ (*don't work/are not working/have not worked*) at the weekend.
- 9) John _____ (*don't live/doesn't live/is not living/has not lived*) in Manchester.
- 10) Angela _____ (*doesn't drive/is not driving/has not driven*) to work. She goes by bus

Exercise 3.

Make the sentences interrogative and negative.



- 1) We have already decided to visit France for our holiday.
- 2) I am learning French online now.
- 3) He often offers me to go out for a cup of tea.
- 4) He is trying to find a job in the capital.
- 5) They have been working for this company for 10 years already.

Exercise 4.

Complete the sentences for situations in the present. Decide which tense you need to use.



1. Ms Smith (*work*) _____ as a sales representative.
2. In her job, she (*drive*) _____ around a lot to meet her customers all over the country.
3. Today she (*travel*) _____ 500 km to meet a customer.
4. She (*be/surely*) _____ tired now.
5. At the moment, Ms Smith (*stand*) _____ in her hotel room.
6. She (*arrive/just*) _____ .
7. But she (*can/not*) _____ take a little nap now because she (*must*) _____ call her customer.
8. They (*wait/probably*) _____ for her phone call.
9. Sandy and her mum (*bake*) _____ a cake at the moment.
10. She (*work*) _____ since seven o'clock.

Exercise 5.

Choose the correct forms of the verbs:



1) Liz and James usually _____ dinner at a restaurant on Sundays, but they _____ now **(to eat)**

2) Dad _____ **(to work)** as a baker for 40 years and he _____ **(to**

want) to work for at least another 20 years.

3) We _____ **(to find)** it strange but iron and feather _____ **(to fall)** at the same speed.

4) It _____ **(to smell)** awful in this room because Karen _____ **(to smoke)** here for hours without opening a window.

5) They _____ **(just to finish)** their work, and they _____ **(to have)** a coffee break at the moment).

Exercise 6. Read the story and use the necessary form of the verb:



Marks and Spencer Group

(1) _____ **(be)** a major British multinational retailer with headquarters in Paddington, London that (2) _____ **(specialise)** in selling clothing, beauty, home products and food products.

M&S was founded in 1884 by Michael Marks and Thomas Spencer in Leeds. M&S currently (3) _____ **(have)** 959 stores across the UK, including 615 that only (4) _____ **(sell)** food products and through its television advertising, asserts the exclusive nature and luxury of its food and beverages. It also (5) _____ **(offer)** an online food delivery service through a joint venture with Ocado.

In recent years, its clothing sales (6) _____ **(fall)**, whilst food sales (7) _____ **(increase)**. The company (8) _____ **(begin)** to sell branded goods such as Kellogg's corn flakes now.



The company (9) _____ (put) its main emphasis on quality.
 It (10) _____ (work) for more than 130 years.

Lesson 2 Past Tenses in English

Tense	Main Use	Form	Example	Question / Negative
Past Simple	Action as a fact in the past	Verb (-ed; II f.)	1) <i>I translated the text last week.</i> 2) <i>She bought some books yesterday.</i>	1) <i>Did you translate the text yesterday? – I did not (didn't) translate the text yesterday.</i> 2) <i>Did she buy any books last week? – She did not (didn't) buy any books last week.</i>
Past Continuous	Action as a process in the past	to be + V-ing was / were + V-ing	1) <i>He was translating the text from 3 till 5 yesterday.</i> 2) <i>They were buying sport equipment when we came.</i>	1) <i>Was he translating the text from 7 till 9 yesterday? - He was not (wasn't) translating the text from 7 till 9 yesterday.</i> 2) <i>Were they buying sport clothes when we came? – They were not (weren't) buying sport clothes when we came.</i>
Past Perfect	Action as a result before another past action	to have + (V-ed / III f) had + V-ed / III f	1) <i>We had translated the text by 7.</i> 2) <i>She had bought sport equipment</i>	1) <i>Had we translated the text by 5? - We had not (hadn't) translated the text by 5.</i> 2) <i>Had bought sport shoes before we came? – She had not (hadn't)</i>

			<i>before we came.</i>	<i>bought sport shoes before we came.</i>
Past Perfect Continuous	Action as a process and result in the past	<u>to have been</u> + (V-ing) had + been + V-ing	1) <i>I had been translating the text for 30 minutes before you came.</i> 2) <i>He had been buying sport equipment for 2 hours before we came.</i>	1) <i>Had you been translating the text for 30 minutes before we came? – I had not (hadn't) been translating the text for 30 minutes before we came.</i> 2) <i>Had he been buying sport equipment for 40 minutes before we came? – He had not (hadn't) been buying sport equipment for 40 minutes before we came.</i>

Exercise 1. Form the Past Simple of the verbs:

(Regular and Irregular verbs)

1. George hard to clean the yard. (work)
2. Helen with Harry at the park. (play)
3. We to cinema last night. (go)
4. you Mary yesterday? (meet)
5. I the cake. (not/eat)
6. They me you were asleep. (tell)
7. Why you all my pencils? (take)
8. The children (not/like) the film.
9. It (not/snow) at all last winter
10. they (do) their homework?

Exercise 2. Use Past Simple or Past Continuous of the verbs:

1. I (wash up) while you (sleep).
2. The girls (play) handball when I (arrive).
3. I (watch) TV when the phone (ring).
4. The waiter (serve) drinks when we (feel) the earthquake.
5. I (have a shower) when you (call) me on the phone.
6. She (hear) a strange noise while she (study) for her test.
7. What you (do) yesterday at 7:00pm?
8. She (not/play) video games when I came home, she (read) a book.
9. It was a dark, the wind(blow), the rain (pour) down and a dog (bark).
10. As I (drive) home from work I (see) an accident.

Exercise 3. Make up a dialogue about you using the module:



- What **did you do** *yesterday*?
- I translated the text **yesterday**.
- What **were you doing** from 10 till 11 *yesterday*?
- I **was writing** a letter to my friend from 10 till 11 *yesterday*.
- What **had you done** by 10 *yesterday*?
- I **had done** my morning exercises *by 10 yesterday*.

Exercise 4. Translate the sentences into Ukrainian:



- 1) Sylvia often cooks dinner, but yesterday, Tom cooked dinner.
- 2) When Sylvia arrived home, Tom was cooking dinner.
- 3) When Silvia arrived home, Tom had cooked dinner.

Exercise 5.



❖ Fill in the blanks with the past simple or the past continuous:

1. When I _____ (arrive) the teacher _____ (write) the summary.
2. He _____ (cross) the road when I _____ (see) him.
3. Why _____ (they / shout) at you when I _____ (wake up)?
4. They _____ (fix) the computer when I _____ (open) the door.
5. _____ (Mary / break) her leg while she _____ (skate)?
6. I _____ (sleep) when she _____ (knock) on the door.
7. When I _____ (see) Jim at the disco he _____ (not / talk) to the DJ.
8. I _____ (watch) a film on TV when the electricity _____ (go) out.
9. The Titanic _____ (not / cross) the Pacific Ocean when it _____ (strike) an iceberg.
10. Paul _____ (not / fall) while he _____ (run) away.
11. Carol _____ (fall) asleep while she _____ (read) a book.
12. While my father _____ (drive) home, he _____ (not / answer) his mobile phone.

Exercise 6. Complete the sentences using different past tenses:

Past tense

Past simple

Past perfect

Past continuous

Past perfect continuous

- 1) Dan _____ (watch) TV when the lights went out.
- 2) They _____ were _____ very tired. They _____ (travel) for more than 5 hours.
- 3) The _____ football _____ players _____ (play) for an hour when it _____ (start) raining).
- 4) Mark _____ (study) French for 5 years before he _____ (move) to Paris.
- 5) When it _____ (start) raining, he was in the garden.
- 6) We _____ (hope) to go on holiday, but we could not afford it and stayed at home.

- 7) He _____ (be) happy because he _____ (win) the lottery.
- 8) She _____ in New York in 2007.
- 9) Mary _____ (make) up her mind not to take part in the competition.

Lesson 3 Future Tenses in English

Tense	Main Use	Form	Example	Question / Negative
Future Simple	Action as a fact in the future	Will + Verb (without to)	<i>I will write thesis for the student conference next week.</i>	<i>Will write thesis for the student conference tomorrow? – I will not (won't) write thesis for the student conference tomorrow.</i>
Future Continuous	Action as a process in the future	to be + V-ing will be + V-ing	<i>He will be writing thesis for the student conference the whole day tomorrow.</i>	<i>Will he be writing thesis for the student conference when you come? – He will not (won't) be writing thesis for the student conference when you come.</i>
Future Perfect	Action as a result before another future action	to have + (V-ed / III f) will have + V-ed / III f	<i>We will have written thesis for the student conference before you come.</i>	<i>Will we have written thesis for the student conference by 12 tomorrow? – We will not (won't) have written thesis for the student conference by 12 tomorrow.</i>
Future Perfect Continuous	Action as a process and result in the future	to have been + (V-ing) will have + been + V-ing	<i>They will have been writing thesis for a week.</i>	<i>Will they have been writing thesis for a month? – They will not (won't) have been writing thesis for a month.</i>

Exercise 1. 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*.

Exercise 2. Put the verb in brackets into the right form of the Future Simple Tense:

- 1) But I (to be) fine tomorrow, I (to do) everything you (to tell) me.
- 2) You (to go) with me tomorrow?
- 3) I (not to do) anything to make him mad, I promise.
- 4) I (to explain) everything tomorrow, about six.
- 5) I (to say) something to the press in some days, not now, later.

Exercise 3. Use the correct form of the verb in Future Simple, Future Continuous or Future Perfect:

- 1) Jennifer (to participate) in the chess tournament next season.
- 2) She (to arrive) to Sydney a week before the competitions (to start) next month.
- 3) Brian (to skate) in the skating-rink from 6 till 8 tomorrow.
- 4) You (to do) these exercises at the next lesson.
- 5) They (to translate) some articles before the English guest (to arrive) to the University next week.

Exercise 4.

Future Tense (1)

We use the **Future Tense** to talk about things that will happen **after now**.

Future Tense is easy! To use the Future Tense, you just add **will** before the verb.

***To make a *negative* Future Tense sentence, just add will not (or "won't") before the verb.**

I You We They He She It	will won't	play baseball go to Spain play any games give me money brush his teeth be in school be hot	tomorrow next week next month next year in 2 days in 2 weeks tonight
---	---------------	--	--

Write 5 **Future Tense** sentences, using the above pattern.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 5.

Choose the correct form of the verb, given in brackets:



- 1) I _____ (work) in the garden all day long tomorrow.
- 2) I _____ (finish) the book by the evening.
- 3) He _____ (be) tired after his work.
- 4) We _____ (write) the article by five o'clock.
- 5) He can't come at two o'clock tomorrow because he _____ (work) at that time.
- 6) He _____ (send) us a telegram as soon as the steamer arrives.
- 7) When you return home at five o'clock, I _____ (work) for seven hours.
- 8) While my mother is having her breakfast, I _____ (read) the newspaper.

Future in the Subordinate Clauses

Він поїде у Львів, коли він здасть всі екзамени.

(He will go to Lviv when he will pass all his exams)

He will go to Lviv when he passes all his exams.

When he passes all his exams, he will go to Lviv.

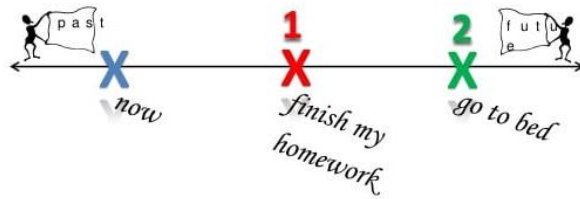
Subordinate clauses

Present tenses are often used instead of will+ infinitive to refer to the future in subordinate clauses after *what, where, when, until, if, than..*

I will think of you when I'm lying on the beach next week. I will have a good time whether I win or lose. I will lend it to you on condition that you bring it back tomorrow. I will tell you what I find out.

Phone me when you arrive.

Make sure you come back soon.



- **After** I **finish** my homework, I'll **go** to bed.
- **As soon as** I **finish** my homework, I'll **go** to bed.
- **Once** I **finish** my homework, I'll **go** to bed.
- **When** I **finish** my homework, I'll **go** to bed.

What do you notice about the verbs in these sentences?

Exercise 6. 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.
- 9) As soon as I (to get) any news about him, I (to tell) you about it.
- 10) Before he (to begin) to read a book, he (to look through) it.

Lesson 4

(From Perfect English Grammar. <https://www.perfect-english-grammar.com/will-or-be-going-to.html>)

Will or going to

Correct Use

- In **casual speech and writing**, *will* and *going to* are often interchanged.
- However, it's important to know that in formal writing, there is a **distinction**.
- *Will* is used when referring to the future with **certainty** and for **recent, rapid** decisions.
- *Going to* is used to refer to events that have been **previously planned**.



More examples:

- (The phone rings)

Julie: I'll get it!

(*I'm going to get it* is very strange, because it makes us think that Julie knew the phone was going to ring before it did).

- *I'm going to go on holiday next week.*
(*I'll go on holiday next week* makes it sound like you've only just decided at that minute. Of course, this is possible, but normally we plan our holidays more in advance!).

Other points about the future:

We use the present continuous tense for definite future arrangements. Often, it doesn't really matter if we choose 'be going to' or the present continuous. In the following example, there is really very little difference in meaning:

- *I'm going to the cinema tonight.*
- *I'm going to go to the cinema tonight.*

We use the present simple tense in two cases. First, we use it for a timetabled event in the future, like public transport or the start of a class:

- *My train leaves at six tonight.*

- *His class **starts** at 9am tomorrow.*

Second, we use it after certain words, when the sentence has a future meaning. These words are: **before / after / as soon as / until / when:**

- *I'll call you when I **get** home.*
- *She's going to study after she **finishes** dinner.*
- *Please drink some water as soon as you **complete** the race.*

Exercise 1.

(From

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Will_vs_going_to/FUTURE_\(will_vs_going_to\)_fl37686ku](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Will_vs_going_to/FUTURE_(will_vs_going_to)_fl37686ku))



Are these instant decisions (I) or plans (P)?

- 1) I'm bored. I think I **will** go to the park. _____
- 2) I'm **going to** organize a party for next Saturday. _____
- 3) We **are going to** have the final exam next week. _____
- 4) I'm thirsty. I think I'll take a big glass of water. _____
- 5) Oh, you don't have money to buy this? I'll lend you some. _____
- 6) It's mum's birthday next week. I'm **going to** buy her a nice present. _____
- 7) There's a test next week, so I'm **going to** start studying. _____
- 8) It's very cold in here. Don't worry, I'll close the window. _____

Exercise 2.

Choose correct option.

1. I want to visit Portugal next year so I have decided that **I'm going to** / **I'll** learn Portuguese soon.
2. There's nothing interesting to do here ☹, so I think **I'm going to** / **I'll** watch TV.
3. My friends and I have planned our holiday. We're **going to** / **'ll** travel to the Caribbean.
4. I haven't seen Suzy for a long time. I think **I'm going to** / **'ll** phone her now
5. What can I do for Jane to be happy? I know!! I'm **going to** / **'ll** take her to the cinema.

Exercise 3.

Complete with ***will*** or ***(be) going to***.

1. I must run to the station or I miss the train.
2. Look at the sky!! It is black! It start raining soon.
3. I haven't got my phone ☹ I lend you mine
4. I promise I bring you a souvenir from Paris
5. My sister be 16 years old next year
6. We move to a new house in a couple of days
7. Mark is on his way to the supermarket. He buy milk

Exercise 4

Put in 'will' or 'be going to'.

1. A: We don't have any bread.
B: I know. I _____ get some from the shop.
2. A: We don't have any bread.
B: Really? I _____ get some from the shop then.
3. A: Why do you need to borrow my suitcase?
B: I _____ visit my mother in Scotland next month.
4. A: I'm really cold.
B: I _____ turn the heating on.
5. A: Are you going to John's party tonight?
B: Yes. Are you going too? I _____ give you a lift.
6. A: What are your plans after you leave university?
B: I _____ work in a hospital in Africa. I leave on the 28th.
7. (The phone rings)
A: I _____ get it!
8. A: Are you ready to order?
B: I can't decide ... Okay, I _____ have the steak, please.
9. A: Are you busy tonight? Would you like to have coffee?
B: Sorry. I _____ go to the library. I've been planning to study all day.
10. A: Why are you carrying a hammer?
B: I _____ put up some pictures.

Exercise 5.

Check your answers and explain why we should use this form.

Answers

1. A: There's no milk.
B: I know. I'm going to get some from the shop.

2. A: There's no milk.
B: Really? I'll get some from the shop then.

3. A: Why do you need to borrow my suitcase?
B: I'm going to visit my mother in Scotland next month.

4. A: I'm really cold.
B: I'll turn the heating on, then.

5. A: Are you going to John's party tonight?
B: Yes. Are you going too? I'll give you a lift.

6. A: What are your plans after you leave university?
B: I'm going to work in a hospital in Africa. I leave on the 28th.

7. (The phone rings)
A: I'll get it!

8. A: Are you ready to order?
B: I can't decide ... Okay, I'll have the steak, please.

9. A: Are you busy tonight? Would you like to have coffee?
B: Sorry. I'm going to go to the library. I've been planning to study all day.

10. A: Why are you carrying a hammer?
B: I'm going to put up some pictures.

Exercise 6.

Choose the correct form 'Be going to' or 'will'

1. Nadia : What are you writing in your diary?
Atika : _____ at that new restaurant in town on Friday.
- A. I will ate
B. I am going to eat
C. I am going to eating
D. I will eating
2. Santi : Have you planned your next holiday?
Ayu : Yes, _____ to Thailand on Wednesday.
- A. I am are going to flies
B. I am will fly
C. We is going to flying
D. I am going to fly
3. Liza : I can't hear the radio
Maya : _____ it up for you
- A. I am going to turned
B. I will turned
C. I am going to turn
D. I will turn
4. Alice : Do you prefer the red or black shoes?
Clara : I think the red ones _____ nicer with your new dress.
- A. are going to looked
B. will look
C. is going to look
D. am going to look
5. Jenia : I plan to be a teacher.
Lulu : _____ for a course as soon as I can.
- A. I am going to apply
B. I will apply
C. We are going to apply
D. She will applies

Lesson 5
Active Voice (All Tenses)

ENGLISH TENSES

April, 9

April, 10

April, 11

Past

Present

Future



He played football yesterday. (V3, V-ed)



He plays football. (V, V-s)



He will play football tomorrow. (will + V)



He was playing yesterday at 1 o'clock. (was, were + Ving)



He is playing. (am, is, are + Ving)



He will be playing tomorrow at 3 o'clock. (will be + Ving)



They had finished the work by 2.03 p.m. yesterday. (had + Ved, V3)



He has played. (have, has + Ved, V3)



He will have played football tomorrow by 5 o'clock. (will have + Ved, V3)



He had been playing for 20 minutes at 1.20 yesterday. (had been + Ving)



He has been playing for 20 minutes. (have, has been + Ving)



He will have been playing for 20 minutes at 5 tomorrow. (will have been + Ving)



Exercise 1.

Use the necessary tense form of the verb in brackets:



1. I _____ (to talk) with my friends every day.
2. I _____ (to talk) with my friends now.
3. I _____ (to talk) with my friends already.



4. I _____ (to talk) with my friends yesterday.
5. I _____ (to talk) with my friends when you came.
6. I _____ (to talk) with my friends before you came.



7. I _____ (to talk) with my friends tomorrow.
8. I _____ (to talk) with my friends at that time tomorrow.
9. I _____ (to talk) with my friends by that time tomorrow.

Exercise 2.

Use the necessary tense form of the verb:



- 1) I _____ (to do) my homework the whole evening yesterday.
- 2) They _____ (to translate) this article for 2 hours already.

- 3) He _____ (to give) this textbook to the library already.
- 4) We _____ (to have) Biology classes three times a week.
- 5) They _____ (to go) to the Botanical Garden next month.
- 6) They _____ (to work) in the field now.
- 7) She _____ (to write) a dictation from 10 till 11 tomorrow.
- 8) We _____ (to finish) our experiment by that time tomorrow.
- 9) My friend _____ (to pass) all his exams last week.
- 10) She _____ (to read) two articles by the time they came

Exercise 3.

Choose the correct variant to complete the sentences.

- 1: I _____ to the store yesterday.
(go / went / am going)

- 2: The cat _____ on the couch right now.
(is lying / lies / has lain)

- 3: I _____ to bed early tonight.
(is going / goes / will go)

- 4: He _____ the piano every day after school.
(playing / plays / play)

- 5: They _____ to Paris next month.
(will travel / have travelled / has travelled)

- 6: She _____ cereal for breakfast everyday.
(eat / eating / eats)

- 7: She _____ a letter to her grandma yesterday.
(write / written / wrote)

- 8: I _____ the project for tomorrow's meeting.
(will finish / did finish / going to)

- 9: I _____ to the store when I saw the accident.
(walking / was walking / walked)

- 10: They _____ soccer in the park when it started raining.
(were playing / was playing / is playing)

Exercise 4.

Use the verbs in brackets with the correct tenses.

- 1) My parents _____ (never/be) to China before.
- 2) Patrick and Mary usually _____ (drive) to work in the morning.
- 3) My dog _____ (eat) a bone right now.
- 4) He _____ (be) in prison since he _____ (try) to set a fire in a neighbor's house.
- 5) Sheila often _____ (listen) to rock music. She _____ (not like) pop music.
- 6) Finally, last week we _____ (find) a cheap flat. We _____ (move) next Saturday.
- 7) It usually _____ (snow) a lot in Ankara in winter.
- 8) They _____ (visit) their relatives in Manchester next month.
- 9) How long _____ it _____ (take) to arrive there?
- 10) I _____ (know) Peter since we _____ (be) in high school.
- 11) Martha _____ (be) from Portugal. She _____ (speak) Portugese.
- 12) My sister and her husband _____ (go) to Madrid for their holiday last year. They really _____ (have) good time there.

Exercise 5.

Use the correct form of the verb.

1. Last Sunday _____(be) a rainy day. Tom and Sam _____(have) to stay home. They _____(be) bored.
2. My dad usually _____(come) home at 7pm everyday. However, he _____(have) to work late last night so he _____(not/get) home until 9pm.
3. It _____(rain) at the moment. We _____(not/have) an umbrella so we should just wait here until it _____(stop) raining.
4. Hailey and Hazel _____(like) swimming. Yesterday, they _____(go) swimming together. The weather _____(be) hot. Their mum _____(buy) them some ice-cream after they _____(finish) swimming.
5. After dinner last night, my parents and I _____(watch) a

Exercise 6.

Fill in the blanks with the correct verb form.

1. Mary _____(prepare) her lunch when someone came home.
2. The sun _____(shine) brightly when I _____(get) up this morning.
3. My grandpa _____(exercise) every weekend.
4. _____you _____(play) video games when your mum called?
5. _____she _____(finish) her homework last night?
6. We _____(go) to the beach tomorrow.
7. The train _____(leave) 20 minutes later.
8. After dinner, we _____(go) for a walk.
9. They _____(drive) home when it _____(start)

Unit IV Passive Voice
Lesson 1
Simple Passive

THE USES OF THE PASSIVE VOICE

When we don't want to say who does the action in a sentence

When it is obvious who does the action in a sentence

When we don't know who does the action in a sentence

When it is not important who does the action in a sentence

To be + **Participle II (-ed; III f.)**

Present Simple Passive (дія як факт в теперішньому часі, підмет дію не виконує)

1. The flowers **are watered** every day.
Wheat **is grown** here.
(to grow – grew – grown)
2. **Are** the flowers **watered** every day?
Is wheat **grown** here?
3. The flowers **are not watered** every day.
Wheat **is not grown** here.

Past Simple Passive (дія як факт в минулому, підмет дію не виконує)

1. The flowers **were watered** yesterday.
Wheat **was grown** here five years ago.
2. **Were** the flowers **watered** yesterday?
Was wheat **grown** here 5 years ago?
3. The flowers **were not watered** yesterday.
Wheat **was not grown** here 5 years ago.

Future Simple Passive (дія як факт, у майбутньому підмет дію не виконує)

1. The flowers **will be watered** tomorrow.
Wheat **will be grown** here next year
2. **Will** the flowers **be watered tomorrow**?
Will wheat **be grown** here next year?
3. The flowers **will not be watered** tomorrow.
Wheat **will not be grown** here next year.

Passive Voice games 'n' activities

ACTIVE VOICE	PASSIVE VOICE
	
Wild penguins attacked my sister .	My sister was attacked by wild penguins.
action subject	subject action

Exercise 1. Use the correct form of the verb in brackets (Present Simple Passive).

- 1) Computers _____ (sell) in many different stores.
- 2) English _____ (speak) almost everywhere
- 3) Lots of TV series _____ (watch) today.
- 4) German _____ (teach) in my school too.
- 5) Rhinos _____ (kill) for their horn.
- 6) Lots of tea _____ (drink) in China.
- 7) Newspapers _____ (read) all over the world.
- 8) The most comfortable clothes _____ (make) of cotton.
- 9) Pizza _____ with tomato sauce. (eat)
- 10) Easter eggs _____ with different colors. (decorate)



Exercise 2. Use the correct form of the verb in brackets (Past Simple Passive).



Past Simple Passive

- 1) Harry Potter _____ (write) by J.K.Rowling.
- 2) These shoes _____ (make) in Italy.
- 3) The windows _____ (break) yesterday by footballers.
- 4) The pyramids _____ (build) for the pharaohs.
- 5) The light bulb _____ (invent) by Thomas Edison.
- 6) The first McDonald's hamburger _____ (make) in 1955.
- 7) The first e-mail _____ (send) in 1971.
- 8) Basketball _____ first _____ (play) in the USA.
- 9) The Italian flag _____ (design) by Napoleon.
- 10) My car _____ (steal) last night.



Exercise 3. Make up sentences using the pictures and indicating dates: (1876, 1867, 1903, 1879).

<p>the telephone</p>  <p>invented by Alexander Graham Bell</p>	<p>dynamite</p>  <p>invented by Alfred Nobel</p>
---	--

<p>Airplanes</p>  <p>invented by the Wright brothers</p>	<p>the light bulb</p>  <p>invented by Thomas Edison</p>
---	---

Exercise 4. Complete the sentences.

Use the passive (present or past) of these verbs:

clean damage find give invite
make make show steal take

1. The room _____ every day.
2. My car _____ last week but the next day it
_____ by the police.
3. I saw an accident yesterday. Two people _____ to hospital.
4. «How old is this car?» - «It _____ in 1978.»
5. Paper _____ from wood.
6. «Did Ann and Tom go to the party?» - «No. They _____ but they didn` t go.»
7. There were a fire at the hotel last month. Two of the rooms
_____.
8. Many American programmes _____ on British television.
9. «Where did you get this book?» - «It _____ to me by a friend of mine.»



was eaten by



Exercise 5. Compare the use and form of Active and Passive Voice.

Active

Present Simple read
Past Simple played
Future Simple will play

Passive

to be + (-ed, III f.)
is, are, am played
was, were played
will be played

Choose the correct form of the Passive Voice.

Active

Passive

I **play** chess every day.

Chess _____ every day.

I **played** chess yesterday.

Chess _____ yesterday.

I **will play** chess tomorrow.

Chess _____ tomorrow.

I **write** letters every week.

Letters _____ every week.

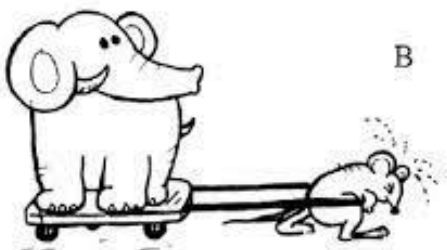
I **wrote** two letters yesterday.

Two letters _____ yesterday.

I **will write** two letters tomorrow.

Two letters _____ tomorrow.

Exercise 6. Change the following into the Passive Voice. Leave out the subject of the action.



1. The girls water the flowers every day.
2. They publish this magazine in Paris.
3. We do not discuss such questions at our meeting.
4. Somebody built this castle in the 16th century.
5. They did not show this film last week.
6. They will not finish this work tomorrow.
7. We shall invite him to take part in the concert.
8. The workers repaired this road last year.
9. They write compositions regularly.
10. The travellers made camp not far from the

village.

Lesson 2

Continuous Passive



To be + Participle II (-ed; III f.)

Present continuous passive

Subject + is/are being + Past Participle

The Present Continuous Passive describes an action that is in progress right now.

Examples:

- The air **is being** polluted.
- Our city streets **are being** damaged.
- Our water supply **is being** depleted.



Present Continuous Passive (дія як процес в теперішньому часі, підмет дію не виконує)

- 1) The flowers **are being watered** now.
- 2) **Are** the flowers being watered now?
- 3) The flowers **are not being watered** now.

Past Continuous Passive

Object of the active sentence + was/were + being + past participle form of the verb + by + subject of the active sentence

Example:

A novel was being written by her

Past Continuous Passive (дія як процес в минулому, підмет дію не виконує)

- 1) The flowers **were being watered** from 4 till 5 yesterday.
- 2) **Were** the flowers being **watered** from 4 till 5 yesterday?
- 3) The flowers **were not being watered** from 4 till 5 yesterday.

Exercise 1. Complete the sentences using Present Continuous Passive.

1. Look at that! A new supermarket _____ (build) in this street.
2. Your car will be ready soon. It just _____ (wash).
3. You can't see the horses, they _____ (feed) now.
4. What's the problem? The film _____ today. (not- show)
5. Wait a minute please. The dinner _____ for you. (prepare)
6. Because of the fire children _____ at their classrooms. (not - teach)
7. I can't use my PC. A new operating system _____ on it. (install)
8. The pool is now full of hair because swim caps _____ in it. (not - use)
9. Christmas is coming and much more goods _____ in shops. (display)
10. I'm sorry, it's 10 o'clock. Customers _____ anymore. (not - serve).

Exercise 2. Fill in the blanks with the necessary verb form:

1. A huge housing program ... (to carry out) now.
2. Something important ... (to announce) over the radio now.
3. Don't enter the room. It is ... (to clean) now.
4. What question ... (to discuss) when you came to the meeting.
5. Your papers ... (to type) from 5 till 6 tomorrow.
6. He ... (to wait for) downstairs.

Exercise 3. Transform the sentences using the Passive Voice.

1. They were cleaning the classroom when we arrived.

—

2. They were diverting the traffic while they were doing road works.

—

3. The demonstrators were burning cars.

—

4. The floor was wet because they were washing it.

—

5. They were encouraging the students to work harder.

—

6. The seniors were showing the new students round the school.

—

7. They were wasting too much time.

—

8. The dog was chasing the cat.

Exercise 4. (A) Complete the sentences using Present Simple or Present Continuous Passive.

1. Several animals (kill) _____ illegally every year.
2. The building (not build) _____ at the moment.
3. All the computers should (clean) _____ before the students reach the classroom.
4. Your camera (not turn) _____ on right now.
5. Many flowers (sell) _____ at the market right now. It's Tet holiday.
6. The meals (cook) _____ every day by my brother. He's very good at cooking.
7. The computer (install) _____ right now. Please wait a little longer.
8. Some words (not type) _____ by Sarah.
9. The door (pull) _____ up every morning by my mom.
10. The piano (play) _____ by the artist every afternoon.

Exercise 5. (B) Complete the sentences using Present Simple or Present Continuous Passive.

11. The phone (not use) _____ at the moment.
12. Every car (stop) _____ so the police can search for the thief.
13. The homework (do) _____ by my little sister now.
14. The train (drive) _____ every day by a very skillful driver.
15. The computer (not remove) _____ now.
16. The exercises (not do) _____ by that student every day.
17. Mistakes (make) _____ every day. The important thing is that we know how to fix that mistake.
18. The picture (draw) _____ by the artist at the moment.
19. The bicycle (not ride) _____ by Peter every day.
20. The light (not open) _____ right now so it's quite dark inside.

Exercise 6. Give the correct form of the verb in each sentence.

1. Several animals (kill) _____ illegally every year.
2. The building (not build) _____ at the moment.
3. All the computers should (clean) _____ before the students reach the classroom.
4. Your camera (not turn) _____ on right now.
5. Many flowers (sell) _____ at the market right now. It's Tet holiday.
6. The meals (cook) _____ every day by my brother. He's very good at cooking.
7. The computer (install) _____ right now. Please wait a little longer.
8. Some words (not type) _____ by Sarah.
9. The door (pull) _____ up every morning by my mom.
10. The piano (play) _____ by the artist every afternoon.

Lesson 3

Perfect Passive

Present Perfect Passive (дія як результат на момент мовлення, підмет дію не виконує)

- 1) The flowers **have been watered**.
- 2) **Have** the flowers been watered?
- 3) The flowers **have not been watered**.

Present Perfect

Active: Subject+have/has+V3 +Object

Passive: Subject+have/has+been+V3+by+Object

Examples: She has written the letter.

The letter has been written by her.



Past Perfect Passive (дія як результат на певний момент в минулому, підмет дію не виконує)

- 1) The flowers **had been watered** before I came.
- 2) **Had** the flowers been watered before I came?
- 3) The flowers **had not been watered** before I came.

Past Perfect Passive Voice

had been + V3

- The report **had been printed** before he came.
- The dinner **had been cooked** by 3 o'clock yesterday.
- The letters **had been sent** before they announced the break.
- The film **had been shown** by 5 o'clock yesterday.

Exercise 1. Put the verbs in brackets in the correct Passive Form – Present Perfect.



Subject + Have/has + been + verb in Past Participle

1. Her car _____ (steal) in the town.
2. The cake _____ (eat) in the morning.
3. The classroom _____ (clean) by students.
4. Tom _____ (seen) with Lucy in the park.
5. I am sure you _____ (invite) to the party.
6. A lot of new stories _____ (write) this year.
7. This error _____ (correct) by the Principal.
8. Some questions _____ (apply) in the exam.

Exercise 2. Change the sentences into passive.



1. I have finished the homework.

2. The cat has drunk the medicine.

3. The girls have ironed the clothes.

4. I have read that book.

5. Zack has broken another glass.

6. I have send four letters.

Exercise 3. Complete the sentences by the verb in Past Perfect Passive.

1. A movie **has been / had been** filmed.
2. The actors **hadn't been / weren't being** trained.
3. The scenes **had been / is being** rehearsed.
4. All of the crew **were / had been** hired.
5. The cameras **hadn't been / aren't** checked.
6. The lightning **has been / had been** installed.
7. The costumes **are / had been** fitted.
8. The lines **had been / are being** memorized.



Exercise 4. Change the sentences from active into passive.

What happened before you got home?

1. My mom had fed the dog.

2. I hadn't made my bed.

3. The maid had cleaned my bedroom.

4. My dad had locked the front door.

5. No one had made dinner.



Exercise 5. Перекладіть речення англійською мовою, вживаючи пасивний стан:

1. Переклад вже закінчено.
2. Лист щойно відправлено.
3. За останні роки в нашому місті побудовано багато нових будинків.
4. Стаття ще не опублікована.
5. Це запитання вже обговорено?
6. Мене тільки що запитали про це.
7. Делегацію вже зустріли?

Exercise 6.

Can you find the correct passive form
past simple or present perfect ?

1. The new opera _____ (finish - just) .

2. The problem _____ (solve) quickly once the
manager arrived.

3. When _____ (paint- the Mona Lisa) ?

4. Their programmes _____ (create) years ago. They
_____ (not - yet - refresh)

5. A terrorist attack _____
(report) in the south of the country.

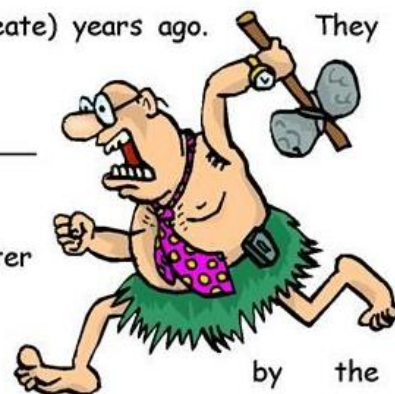
6. Two people _____ (take) to hospital after
a single-vehicle accident near Kensington last night.

7. The art gallery _____ (open) _____ by the
Mayor of the city last month.

8. Geoff _____ (give - recently) new responsibilities at work.

9. The island _____ (discover) hundreds of years ago.

10. The Harry Potter books have been a huge success. They _____ (write) by J.K. Rowling.



Lesson 4
All Passives



The Passive Voice

A passive sentence consist of;

- ✓ The subject
- ✓ The verb to be in the correct tense.
- ✓ The past participle of the verb needed.
- ✓ Sometimes, the agent and/or other complements

Subject + verb + "to be" + Past participle



- The novel **was read** by Mom in one day.
- This film **wasn't liked** by no one.
- The windows **had been broken**.

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Passive Voice
Work is done by me.
Work is being done by me now
Work has been done by me.
Work was done by me yesterday.
Work was being done by me all day yesterday.
Work had been done by me.
Work will be done by me tomorrow.
Work must/can/might be done by me.

Present Simple Passive

Present Continuous Passive

Present Perfect Passive

Past Simple Passive

Past Continuous Passive

Past Perfect Passive

Future Simple Passive

Modal Verb + Passive Voice

Exercise 1. Use the verb in brackets in the Present Perfect Passive.

1. A letter(write) by me
2. Homesjust.....(paint) by us
3. Food.....already..... (cook) by me
4. Football(not play) by them yet
5.Rules(implement) by them yet?
6. A cake(not make) by her
7. Enemies(fight) by them
8. The generator..... (start) by them
9. Some changes(make) by her so far
10.the buildings..... (build) recently?



Exercise 2. Rewrite the sentences in the Passive Voice.

1- The teacher will punish Tom.

Tom the teacher.

2- They are painting my office today.

My officetoday.

3- Daniel bought this camera in Japan.

This camera..... in Japan.

4- Mosquitoes were eating me alive.

Iby mosquitoes.

5- The children had made many promises.

Many promises

6- Tom should accept our offer.

Our offer

7- The price includes breakfast and lunch.

Breakfast and lunchin the price.

8- The City Mayor is going to build a new bridge.

A new bridgeby the City Mayor.

9- A British writer will visit our school next week.

Our school next week.

10- We can finish the work in two weeks.

The workin two weeks.

11- Scientists in Oxford have found a cure for COVID.

A cure for COVID scientists in Oxford.

Exercise 3. Complete the sentences with Present Continuous and Present Perfect Passive:

1 Our living room _____ (redecorate) now. New curtains _____ (hang) and the furniture _____ (change).

2 The tiger _____ just _____ (catch) in the forest.

3 All the tickets _____ already _____ (sell).

4 My car _____ (wash) at the moment.

5 This text is excellent. All the questions _____ (answer) correctly.

6 The office _____ (clean) now so you can't go in.

7 Look! *The Lord of the Rings* _____ (show) on Channel 4 right now.

8 Oh no! My bike _____ (steal)! It isn't in the garage where I left it!

Exercise 4. Choose the right form of the verb.

1. This house (to build) by my great-grandfather in 1790.
2. As a result of an earthquake the house (to burn down) there.
3. The door of this house (to close) for you tomorrow.
4. He (to recognize) by the policeman two days ago.
5. The Paris newspapers declared that the child (to call) Juliet.
6. That building (to paint) yellow some years ago.

Exercise 5.

Make passive sentences based on the words in the bracket. Example : (The house - build - 1879)

You write : The house was built in 1879.

1. (The first digital computer - invent - 1937)
2. (Albert Einstein - bear - Germany)
3. (The new hotel - open - next year)
4. (Children - not allow - into the club)
5. (This car - sell - by your son - last month)

Exercise 6. Put the verbs into Passive Voice.

1. This safe hasn't been opened (not open) for twenty years.
2. English _____ (speak) all over the world.
3. Many accidents _____ (cause) because of dangerous driving.
4. Originally the book _____ (write) in Spanish a few years ago.
5. The roof of the building _____ (damage) in a storm three days ago.
6. A cinema is a place where films _____ (show).
7. Colour films _____ (introduce) in the late 1920s.
8. A black belt _____ (wear) by judo masters.

Lesson 5
Active Voice / Passive Voice

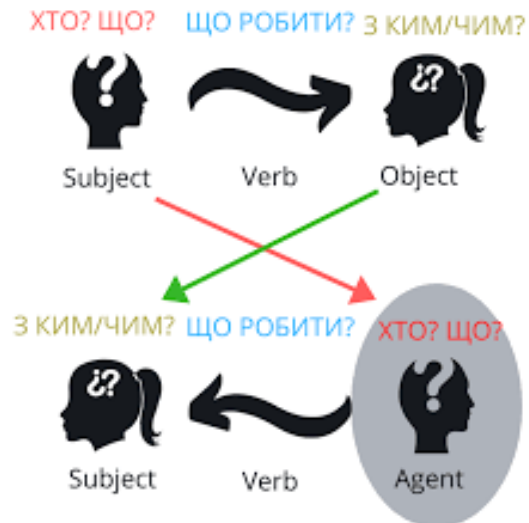
Active and Passive Voice



The cat drank the milk.



The milk was drunk.





Passive Voice in English

TENSE

ACTIVE

PASSIVE

Present Simple	I do my homework.	My homework is done .
Present Continuous	I 'm doing my homework.	My homework is being done .
Past Simple	I did my homework.	My homework was done .
Past Continuous	I was doing my homework.	My homework was being done .
Present Perfect	I have done my homework.	My homework has been done .
Past Perfect	I had done my homework.	My homework had been done .
Future Simple	I will do my homework	My homework will be done

Exercise 1. Change the sentences into passive.

1. They sent for a doctor.
2. They looked for the book everywhere.
3. They listened to the lecture with great interest.
4. They always look at this picture.
5. They will look through these letters tomorrow.
6. They often laughed at him.

Exercise 2.

Change these sentences into passive.

The passive voice is used when we focus on the object of the sentence.

1. My father reads the newspaper.
2. The teacher teaches the students.
3. My mother made pizza.
4. My brother drinks coffee.
5. The mechanic repaired the car.
6. The writer wrote a new story.

Exercise 3. Rewrite the sentences using Passive Voice.

1. Egyptians built the Pyramids thousands of years ago.

The Pyramids were built thousands of years ago.

2. Did Thomas Edison invent the light bulb in 1879?

3. Clyde Tombaugh discovered Pluto in 1930.

4. The Chinese first used paper money over a thousand years ago.

5. Steve Jobs didn't introduce the first iPad in 1986.

6. When did Karl Benz invent the first real car?

7. People watched the first TV in the 1920s.

8. People made the first McDonald's hamburger in 1955.

Exercise 4. Change the sentences into the Passive Voice.

1. He sent a letter to the customers.

2. You should take the night flight.

3. Amazon will release a new tablet.

4. John ate 2 burgers at dinner.

5. Ann kicked the ball.

6. Jane wrote this beautiful poem.

7. The car mechanic changed the flat tire.

8. He will clean the car every Saturday.

9. Jack and I will complete the HomeWorks today.

10. My kids are going to watch a action movie tonight.

Exercise 5. Change the following into the Passive Voice. Leave out the subject of the action.

1. The girls water the flowers every day.
2. They publish this magazine in Paris.
3. We do not discuss such questions at our meeting.
4. Somebody built this castle in the 16th century.
5. They did not show this film last week.
6. They will not finish this work tomorrow.
7. We shall invite him to take part in the concert.
8. The workers repaired this road last year.
9. They write compositions regularly.
10. The travellers made camp not far from the village.

Exercise 6. Change the following into the Passive Voice, without leaving out the subject of the action.

1. My sister teaches me English.
2. Peter drives the car.
3. The fascists killed her father.
4. His assistant will meet the delegation.
5. Alan opened the door.
6. He put the letter in the envelope.
7. The hunter killed the bear.
8. The guide showed us the monuments of Lviv.
9. The waitress offered me a cup of tea.
10. He showed me the way to the railway station.

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