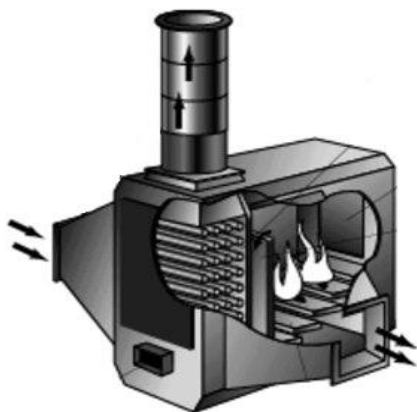


МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ МІСЬКОГО
ГОСПОДАРСТВА імені О.М.БЕКЕТОВА

Методичні вказівки
до організації самостійної роботи
з дисципліни

**«Іноземна мова»
(англійська мова)**

*(для студентів 1 курсу денної форми навчання за напрямом підготовки
6.060101 -«Будівництво» спеціальності «Теплогазопостачання та вентиляція»)*



Харків
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Методичні вказівки до організації самостійної роботи з дисципліни «Іноземна мова» (англійська мова) (для студентів 1 курсу денної форми навчання напряму підготовки 6.060101 - «Будівництво» спеціальності «Теплогазопостачання та вентиляція») / Харк. нац. ун-т міськ. госп-ва ім. О. М. Бекетова; уклад. : І.О.Некрасова. - Х. : ХНУМГ, 2013. – 56 с.

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Методичні вказівки до організації самостійної роботи рекомендуються студентам 1 курсу денної форми навчання напряму підготовки 6.060101 - «Будівництво» спеціальності «Теплогазопостачання та вентиляція». Головною метою збірника є формування навичок розуміння та засвоєння необхідного обсягу лексичного і граматичного матеріалу, що відповідає вимогам навчання іноземній мові. Зміст завдань складений за вимогами навчальних програм, а тематика вправ сприяє покращенню навичок читання та письма у студентів.

Затверджено на засіданні кафедри іноземних мов
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Unit 1

Text 1 'Foreign Languages in Our Life'

Vocabulary:

author - автор

outlook - кругозор

official- официальный

mother tongue - родной язык

effort - усилие

Learning a foreign language isn't an easy thing. Nowadays it's especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider. I study English. It's a long and slow process that takes a lot of time and efforts. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages of the United Nations Organization and other political organizations.

English language is a wonderful language. It's the language of the great literature. It's the language of William Shakespeare, Charles Dickens and others. Half of the world's scientific literature is in English. It's the language of computers technology. The great German poet Goethe once said, "He, who knows no foreign language, doesn't know his own one". That's why in order to understand oneself and environment one has to learn foreign languages.

To know English today is absolutely necessary for every educated man, for every good specialist.

1. Questions: Is it an easy thing to learn a foreign language?

1. Why do people learn foreign languages?
2. Do you know any foreign language?
3. Where do the native speakers of English live?
4. What can you say about English language?

2. True or false:

Some people study foreign language, because it is their hobby. ()

1. Studying of a foreign language takes a lot of time and efforts. ()
2. English is the language of computers. ()
3. Nowadays it's especially unimportant to know foreign languages. ()
4. To know English today is absolutely unnecessary for every educated man. ()

3. Choose the most appropriate answer:

1. How often does Peter go to the swimming pool? – He _____ to the swimming pool every day. He likes swimming.
goes, is going, has gone, has been going
2. When is the best time to call you? – I usually _____ till nine in the evening. Call me around ten, if you can.
work, am working, have worked, have been working
3. Let's ask Anna to make apple pie for dessert. She _____ great apple pies.
makes, is making, has made, has been making
4. Please be quiet. My children _____ now.
sleeping, are sleeping, have slept, have been sleeping
5. The sun _____ in the east.
rises, is rising, has risen, has been rising
6. Listen! Someone _____ the piano. Do you hear it? – Yes.
plays, is playing, has played, has been playing
7. What is Linda doing? – She _____ dinner.
cooks, is cooking, has cooked, has been cooking
8. She can't go to the movies. She _____ her homework yet.
doesn't do, isn't doing, hasn't done, hasn't been doing
9. Tanya _____ France several times.
visits, is visiting, has visited, has been visiting
10. We _____ this report for four hours. I'm tired. Let's have a break.
write, are writing, have written, have been writing

4. Translate into English (Personal pronouns):

1. Они - американцы.
2. Они - энергичные люди.
3. Они в Америке.
4. Они - вегетарианцы.
5. Они - здоровые люди.
6. Они в поле.
7. Они - студенты.
11. они - плохие студенты.
12. Они в кафе сейчас.
13. Он - итальянец.
14. мы - украинцы.
15. Ты - россиянин.

5. Fill in the correct personal pronoun:

I - you - he - she - it - we - you - they

1. My name is Andrea. am 10 years old.
2. Pedro and Pablo are my friends. are from Mexico.
3. Pedro and Pablo look alike and most people ask them, "Are twins?"
4. Pedro and I like to play tennis. play at the club.
5. Pablo likes to play football. plays with his neighbours.
6. Linda is my sister. does not like sports.

7. My older brother has a horse. is a gentle mare.
8. He asked, "Linda, do want to go horseback riding?"

6. Put in the correct interrogative pronoun then translate the sentence into English:

1. Она не понимает французенку. ___ она не понимает?
2. Я спрашиваю о твоей сестре. О ___ ты спрашиваешь?
3. Он рассказывает историю этому мальчику. ___ он рассказывает историю?
4. Он рассказывает о своих партнёрах. О ___ он рассказывает?
5. Он ищет этого учителя. ___ он ищет?
6. У этого студента есть машина. У ___ есть машина?
7. Они хорошо знают Линду. ___ они хорошо знают?
8. Это инженер из России. ___ это?
9. Они ищут менеджера. ___ они ищут?
10. Я звоню этой женщине. ___ ты звонишь?
11. Я разговариваю со студентами. С ___ ты разговариваешь?
12. Я играю с братом. С ___ ты играешь?
13. Мария смотрит телевизор. ___ смотрит телевизор?
14. Ты рассказываешь о своих родителях. О ___ ты рассказываешь?

7. Put in the most appropriate adverb of frequency:

1. Nancy and I ___ go out for coffee together.
2. Andrea lives next door so we ___ see her.
3. We meet ___ at the Annual General Meeting.
4. My doctor ___ checks my health .
5. It ___ rains here in the summer.
6. we ___ take the dog off his leash at the beach.
7. My sister ___ two days of school in a row.
8. My boyfriend and I take vacations together quite ___.
9. Andy ___ gets to visit with his cousins.
10. I ___ went to college.

8. Countable and uncountable nouns: count\uncount or both?

- 1.man 2.rice 3.time 4.information 5.weather 6.class 7.furniture 8.soap 9.idea 10.light
- 11.sheep 12.data 13.blood 14.salt 15.house 16.glass 17.knowledge 18.goose 19.room
- 20.louse 21.chocolate 22.money 23.iron 24.love 25.hair

9. Translate into English:

1. Я хотел бы кофе с молоком, пожалуйста.
2. Она предпочитает зеленый чай.
3. Вы играете в теннис?
4. Я хочу купить новую мебель.
5. Она любит классическую музыку.
6. Он любит историю и испанский язык.
7. Вода состоит из водорода и кислорода.

8. Она верит в справедливость.
9. Информация дает власть.
10. У него ларингит.
11. У него нет уважения к старости.
12. Радиоактивность была открыта в 1896 г.
13. Наука появилась в Каменном веке.
14. Уголь, нефть и природный газ используются для производства электричества.
15. Молоко в этом стакане прокисшее.
16. Чай, который она подала, пах мятой.
17. Вынесите (этот) мусор, пожалуйста.
18. Насколько точна информация, которую вы дали в этом докладе?
19. Власть, которую имеет этот человек, огромна.
20. Вода в этом колодце отравлена.
21. Я изучаю историю Франции.
22. Спасибо вам за ту доброту, которую вы проявили к моей матери.

10. The use of articles: a, an, the, or nothing? Choose the most appropriate answer:

1. What _ surprising story!
2. She lost _ important document and was fired.
3. Read ___ following sentences aloud.
4. We are planning to go to Italy ___ next summer.
5. He is studying ___ American history this semester.
6. ___ telephone was invented by Alexander Bell.
7. She worked as ___ office clerk three years ago.
8. She bought ___ dozen eggs.
9. Even ___ child can answer this simple question.
10. He plays ___ basketball very well.
11. She spent ___ hundred dollars on food yesterday.
- 12 This is ___ excellent chance to get a good job.
13. He usually sleeps on ___ floor.
14. ___ Dynamite was invented by Alfred Nobel.
15. All documents should be signed in ___ ink.
16. Could you tell me where ___ bathroom is?
17. Can you describe ___ elephant in English?
18. She took ___ six-month computer course.
19. Can you tell me ___ few words about yourself?
20. Only ___ rich live in this neighborhood.

11. Fill in the gaps. Put in a, an, the, zero:

I am from Winchester, Hampshire. Winchester is ___ city in ___ United Kingdom. I live in ___ town called ___ Taunton which is on ___ River Tone. I live in ___ house in ___ quiet street in the countryside. ___ street is called "Hudson Street" and ___ house is old - more than 100 years old! I am ___ English lecturer at ___ college near ___ centre of

town. I like __ books, music and __ taking photographs. I usually have __ lunch at college. I usually go __ home by __ car. We have all kinds of food in __ England. I like __ Polish food very much. Sometimes, I go to __ Polish restaurant in Bath. __ restaurant is called "Magda's". __ Polish food is delicious!

12. Put in a, an, the, zero:

1. Robert and Jessica went to ___ party last night.
2. Can you tell me how to get to ___ cinema from here?
3. ___ college is closed today.
4. Gregory is one of ___ strangest people I know.
5. I recommend you try ___ tomato soup at this restaurant.
6. ___ beer is good for you.
7. Would you like to see ___ film?
8. ___ apple a day keeps ___ doctor away.
9. I can't believe I failed ___ yesterday's test!
10. Do you have ___ dictionary that I can borrow?
11. There were many dogs in the park. One dog was ___ Dalmatian.
12. Pandas and ___ tigers are both endangered animals.
13. Magda is wearing ___ blue dress with red shoes
14. Bornholm is ___ island in the Baltic Sea.
15. Christmas comes once ___ year.
16. ___ owl is ___ bird.
17. The Severn is ___ river.
18. Jane went to the shop to buy ___ bread.
19. Hania broke ___ glass when she was washing-up.
20. Tom took ___ umbrella as it was raining heavily.
21. This is ___ easy question.
22. Stephen could you speak ___ little louder.
23. May I have your ___ phone number?
24. I have never seen ___ UFO.
25. May I ask you ___ question?
26. Astrid is ___ best teacher in our school.
27. What is ___ name of the next station?
28. My girlfriend has ___ my car today.
29. Is there ___ cash machine near here?

Text 2 'High Education in Great Britain'

Vocabulary:

dominate - доминировать, преобладать

gain - приобретать, получать

federation - федерация, объединение

ordinary - обычный, обыкновенный

existence - существование, жизнь

lodging - сдаваемая комната

Fellows - член совета колледжа, младший научный работник колледжа или университета

don - преподаватель (в Оксфорде и Кембридже)

tutorial system - университетская система обучения путём прикрепления студентов к отдельным консультантам

vary - меняться, различаться

merit - заслуга, достоинство

eminent citizens - именитые граждане

appointment - должность

For seven hundred years Oxford and Cambridge universities dominated the British education. Scotland had four universities, all founded before A. D. 1600. Wales only acquired a university in the 20th century; it consisted of four university colleges located in different cities (Cardiff, Swansea, Bangor, and Aberystwith). The first English university after Oxford and Cambridge (sometimes referred to as Oxbridge) was Durham, in the North of England, founded in 1832. The University of London was founded a few years later in 1836.

During the nineteenth century institutions of higher education were founded in most of the biggest industrial towns, like Birmingham, Manchester, Leeds, Sheffield (sometimes called the Redbrick Universities). At first they did not have full university status but were known as university colleges; since 1945, however, all have become independent universities, and in recent years a number of other universities have been founded: Sussex, Essex, Warwick, and others.

In the middle 60s there was a further new development. Some of the local technical colleges maintained by local authorities had gained special prestige. By 1967 ten of these had been given charters as universities.

Oxford university is a federation of colleges, and it is impossible to understand its structure unless one first understands the nature and function of these colleges, which have no resemblance whatever with the institutions called "colleges" in America. Oxford has twenty-three ordinary colleges for men, five for women.

Each college has a physical existence in the shape of a dining-hall, chapel, and residential rooms (enough to accommodate about half the student membership, the rest living in lodgings in the town). It is governed by its Fellows (commonly called "dons"), of whom there are usually about twenty or thirty. The dons are also responsible for teaching the students of the college through the tutorial system. The Fellows elect the Head of the college (whose title varies from college to college).

The colleges vary very much in size and extent of grounds and buildings.

Colleges choose their own students, and a student only becomes a member of the University by having been accepted by a college. Students are chosen mainly on academic merit, but the policy of colleges in this respect varies from college to

college. Some tend to be rather keen to admit a few men who are very good at rugby or some other sport, or sons of former students or of lords, or of eminent citizens, or of millionaires.

The university teachers are mostly Fellows of colleges, who may at the same time hold university appointments as lecturers or professors. Part of the teaching is by means of lectures and any student- may attend any university lecture. At the beginning of each term (there are three terms in the Oxford academic year) a list is published showing all the lectures being given during the term within each faculty, and every student can choose which lectures he will attend, though his own college tutor will advise him which lectures seem likely to be more useful. Attendance at lectures is not compulsory, and no records of attendance are kept.

Apart from lectures, teaching is by means of the "tutorial" system, which is a system of individual tuition organized by the colleges. Each Fellow in a college is tutor in his own subject to the undergraduates who are studying it. Each student goes to his tutors room once every week to read out an essay which he has written, and for an hour he and the tutor discuss the essay. A student does not necessarily go only to his own tutor but may be assigned to another don in his own college or in another college when he is studying some particular topic which is outside the special interest of his own tutor.

1. Complete the sentences:

1. Colleges choose their own	a) after Oxford and Cambridge was Durham, in the North of England, founded in 1832.
2. The colleges	b) Oxford and Cambridge universities dominated the British education.
3. Oxford university is a	c) students, and a student only becomes a member of the University by having been accepted by a college.
4. The first English university	d) federation of colleges.
5. For seven hundred years	e) vary very much in size and extent of grounds and buildings.

2. Questions:

1. What lectures can a student choose?
2. Is attendance at lectures compulsory?
3. Who are Fellows of college? What are their responsibilities?
4. How students are chosen to the colleges?
5. What is a physical existence of a college?
6. What happened during the nineteenth century?

3. Choose the right variant:

1. The child ... (sleep) now.

is sleeping, are sleeping, am sleeping

2. My sisters ... (cry), I don't know what to do.

is crying, are crying, are crying

3. What ... you (do) tonight?

is you do, are you do, are you doing

4. Look! He ... (swim) so well. He will be a winner.

is swimming, is swim, is swimming

5. I ... (go) to call my sister. She ... (travel) around the world now.

am going/travels, am going/is travelling, am going/is traveling

6. Don't make some much noise. I ... (try) to sleep.

am trying, is trying, am trying

7. I ... still (write) a letter to my sister.

write, am writing, am writing

8. My father always ... (lose) his things.

is losing, loses, is lose

9. Linda constantly ... (complain) about nothing.

complains, is complain, is complaining

10. What you (do)? Nothing. I (lie) on the sofa.

are you do/am lie, are you doing/ am lying, are you doing/lying

11. He usually (go) to work on foot, but now he (go) by bus.

is going/goes, goes/goes, goes/is going

12. I shall not go out now as it (rain) and I (have not) got an umbrella.

is raining/have not, rains/have not, will rain/having not

13. Tom can't read a newspaper because his mother (read) it.

reads, reading, is reading

14. The pupils (listen) to the teacher very attentively at the moment.

listening, are listening, listen

15. You (hear) the noise? The wind (blow) very strongly.

Do you hear/ is blowing, Are you hearing/is blowing, Do you hear/blows

16. Have you seen his books anywhere? We (look) for them but we (not, see) them.

look for/ don't see, are looking for/ don't see. look for/ are not seeing

17. Tom (have) a dinner now. You may talk to him.

has, have. is having

18. While he (sleep), I (cook) dinner.

is sleeps/am cook, sleeps/cook, is sleeping/am cooking

19. You've cooked dinner. It ... (taste) delicious.

is tasting, tastes, are tastes

4. Write the following verbs in Present Continuous Tense:

e. g. I do I am doing I am not doing Am I doing?

He (work), she (sleep), we (work), they (drink), Mike (write), you (have), we (be).

5. Write in Present Continuous or Present Simple:

1. What you (to do) here now? - We (to listen) to the radio. 2. You (to want) to see my father? - Yes, I ... 3. Michael (to know) German rather well. He (to want) to know

English, too, but he (to have) little time for it now. 4. What magazine you (to read)? - It (to be) a French magazine. There (to be) good articles on sports here. You (to be) interested in sports? - Yes, I but I (not to know) French. 5. We (to have) an English lesson now. 6. Lena usually (to prepare) her homework at the university? - No, she As a rule, she (to work) at home. — And what she (to write) now? -Oh, she (to write) an article for our wall newspaper. 7. Who that man (to be) who (to stand) in the doorway? - - You (not to recognize) him? It (to be) John, my cousin. 8. I (to have) no time now, I (to have) dinner. 9. Your family (to leave) St. Petersburg in summer? - Yes, we always (to go) to the sea-side. We all (to like) the sea. Mother (to stay) with us to the end of August, but father (to return) much earlier. 10. Where Tom and Nick (to be) now? — They (to have) a smoke in the garden.

Text 3 ‘Economy of Great Britain’

Vocabulary

encompass - охватывать, включать в себя
offshore banking statuses - банки, расположенные вне пределов государства
ensures - обеспечивать, гарантировать
heyday - расцвет, зенит
influential - влиятельный, важный
birthplace - родина
usher - проводить
forefront of technological advances - передовая технологического прогресса
reclaim - вернуть
austerity plan - план жёсткой экономии, план строгих мер
implement - осуществлять, выполнять
hamper - мешать, препятствовать
pledge - обещание
to eradicate - искоренить
plots - участки земли
drastically - радикально, кардинально
primary - основной
distribute - распределять
in the wake - вследствие, в результате

Presently UK’s economy encompasses those of its home nations – England, Scotland, Wales and Northern Ireland. The Isle of Man and the Channel Isles are also considered to be part of the British Isles but have offshore banking statuses.

As a member of the EU, the UK is part of a single market that ensures the free movement of people, goods, services, and capital within member states. Nevertheless, the UK still maintains its own economy and has chosen to continue using the Pound Sterling as its national currency rather than converting to the Euro.

During its heyday as the British Empire, the UK was the largest and most influential economy in the world. As the birthplace of the first Industrial Revolution during the 18th century, the UK ushered in what economic historians agree to be the most significant event in mankind's history. The UK was also able to be at the forefront of technological advances during this time, giving it a strong economic advantage over any other country in the world.

However as other countries began to catch up technologically wise, UK's economy was also greatly affected by the two World Wars and the breaking up of the British Empire. Although the UK economy has since recovered, it is unlikely to reclaim its former position as the top economic power in the world.

Today, the UK economy faces another struggle to recover from the 2008 financial crisis.

Part of the reason for UK's slow economic growth has been the austerity plan put into place by the government in 2010. The UK austerity plan was introduced as a method to reduce a massive debt that had reached record levels after the 2008 global financial crisis. Besides cutting public spending and services, the UK government have also implemented a new wave of tax increases as part of its austerity plan. Although these methods can be effective in reducing the risk of a future debt crisis, it also has the ability to hamper economic growth. A recent Financial Times report suggests that the UK's "era of austerity" may stretch to 2020 – two years later than the government's pledge to eradicate the budget deficit by 2018, which had already been revised from 2015.

Although 24.88 percent of the UK is considered to be arable land, vast plots of agricultural land have remained uncultivated.

Apart from its arable land, the UK also has a healthy supply of natural resources. In the past, coal and iron ore was a major player in the UK economy. The UK's primary industry sector was once dominated by coal, which could be found in south Wales, Midlands, Yorkshire, North East England and southern Scotland. However since 1981, the production of coal has fallen drastically by more than 75 percent. In 1981, the UK was the 4th largest coal producing nation in the world – today the UK is ranked 15th.

Iron ore production has also played an important role in UK's industries. As the primary element of steel, iron ore production supports the UK's steel and manufacturing industries. Under manufacturing, it also assists in the production of automobile and aerospace equipment.

The population for the UK in 2012 was 63.244 million. Out of this population, 17.3 percent are aged below fifteen, 65.4 percent are between the ages of fifteen and sixty four, while 17.3 percent are aged sixty-five and above. The age groups are not evenly

distributed around the country, with some areas having many young adults and children and some areas having large numbers of older people.

The UK has the 20th largest labour force in the world, with 31.9 million workers. However, unemployment remains high in the UK at 8.02 percent, and is likely to remain so in the wake of the UK's austerity plans. The UK government has warned that nearly half a million jobs could be lost in the public sector alone as the government continues its cut on public spending.

Currently, 1.4 percent of the labour force are employed in agriculture, 18.2 percent in industries and 80.4 percent in services. However, agriculture may soon face a labour crisis due to an aging labour force and a general lack of interest for agricultural jobs.

1. True or false:

1. Iron ore production has also played an important role in UK's industries. ()
2. The age groups are evenly spread around the country. ()
3. Almost all arable lands in UK are cultivated. ()
4. The UK austerity plan was introduced as a method to reduce a massive debt. ()
5. The massive tax increases are a part of the austerity plan. ()
6. The austerity plan is one of the reasons of UK's slow economic growth. ()
7. The UK was the largest and most influential economy in the world. ()

2. Match the words with definitions:

1. bank	a) the state or quality of being austere
2. heyday	b) having or exerting influence
3. pledge	c) to give out in shares
4. reclaim	d) careful management of resources to avoid unnecessary expenditure or waste
5. encompass	e) an institution offering certain financial services, such as the safekeeping of money, conversion of domestic into and from foreign currencies, lending of money at interest, and acceptance of bills of exchange
6. influential	f) first in importance, degree, rank, etc.
7. primary	g) to enclose within a circle; surround
8. economy	h) the time of most power, popularity
9. distribute	i) a formal or solemn promise or agreement, esp to do or refrain from doing something
10. austerity	j) to claim back

3. Write the sentences in indirect speech:

E.g. The teacher said to me: "Hand this note to your parents, please". – The teacher asked me to hand that note to my parents.

1. "Please help me with this work, Henry," said Robert.
2. "Please bring me some fish soup," he said to the waitress.
3. "Please don't mention it to anybody," Mary said to her friend.
4. He said to us: "Come here tomorrow."
5. I said to Mike: "Send me a telegram as soon as you arrive."
6. Father said to me: "Don't stay here long."
7. "Explain to me how to solve this problem," said my friend to me.
8. The doctor said to Nick: "Open your mouth and show me your tongue."
9. "Don't be afraid of my dog," said the man to Kate.
10. The doctor said to Pete: "Don't go for a walk today."

4. Write the sentences in indirect speech:

E.g.: He said "I have just received a letter from my uncle." – He said he had just received a letter from his uncle.

1. "I am going to the theatre tonight," he said to me.
2. I said to them: "I can give you my uncle's address."
3. Oleg said: "My room is on the second floor."
4. Misha said: "I saw them at my parents' house last year."
5. "I don't go to this shop very often," she said.
6. "This man spoke to me on the road," said the woman.
7. The teacher said to the class: "We shall discuss this subject tomorrow."
8. Mike said: "We have bought these books today."
9. She said: "You will read this book in the 9th form."
10. "You have not done your work well," said the teacher to me.

5. Write the questions in indirect speech:

E.g.: Mother said to me: "Who has brought this parcel?" – Mother asked me who had brought that parcel.

1. He said to her: "Where do you usually spend your summer holidays?"
2. Ann said to Mike: "When did you leave London?"
3. She said to Boris: "When will you be back home?"
4. Boris said to them: "How can I get to the railway station?"
5. Mary asked Tom: "What time will you come here tomorrow?"
6. She asked me: "Why didn't you come here yesterday?"
7. I said to Nick: "Where are you going?"
8. I said to him: "How long are you going to stay here?"

6. Write the sentences in indirect speech, starting with the word in brackets:

E.g.: Where did I put the book? (I forgot ...) – I forgot where I had put the book.

1. Who has given you this nice kitten? (She wanted to know ...)
2. Where can I buy an English-Russian dictionary? (He asked me ...)
3. How long will it take your brother to get to Madrid? (He wondered ...)

4. Where is he going? (He didn't tell anybody ...)
5. Where has he gone? (Did you know ...)
6. Where is he? (Did you know ...)
7. When will he come back? (She asked them ...).
8. Where does he live? (Nobody knew ...)
9. Who has given you this nice kitten? (She wanted to know...)
10. Where did she buy this hat? (He wanted to know ...)

5. Write the sentences in direct speech:

E.g.: I asked him if he was going to a health resort. – I said to him: “Are you going to a health resort?”

1. I asked him if the doctor had given him some medicine. I asked him if he was feeling better now.
2. I asked the man how long he had been to St. Petersburg.
3. We asked the girl if her father was still in Moscow.
4. I asked the girl what sort of work her father did.
5. I asked if they had taken the sick man to hospital.
6. I asked my friend if he had a headache.
7. I wanted to know when he had fallen ill.
8. I wondered if he had taken his temperature.
9. I asked him if he was going to a health resort.
10. I wondered if he had taken his temperature.

7. Choose the most appropriate answer for expressing the idea specified in parentheses:

1. ___ I speak to Mr. Smith, please? (Formal polite request)
Can, May, Would, Would you mind if
2. ___ you open the window, please? It's hot in here. (Polite request)
Could, Couldn't, Won't, Wouldn't
3. ___ buying two loaves of bread on your way home? (Polite request)
Could you, Will you, Would you, Would you mind
4. Would you mind if I ___ your dictionary for an hour or so? (Polite request)
borrowed, will borrow, would borrow
5. Would you mind if I ___ come to your party? (Asking for permission)
didn't, won't, wouldn't
6. Mrs. Redding, ___ lend me two hundred dollars till next week, please? (Polite request)
can't you, could you, do you mind, would you mind
7. Would you mind ___ here? I have a headache. (Polite request)
not to smoke, not smoke, no smoking, not smoking
8. Betty, ___ help me with this grammar exercise, please? (Informal request)
can you, can't you, won't you, do you mind
9. Could I use your cell phone, please? – Sorry, you ___. (Permission not given)
can't, couldn't, mustn't, won't
10. Could I stay here for a while? – Yes, you ___. (Permission given)
could, can, will, must

8. Choose the most appropriate answer for expressing the idea specified in parentheses:

1. It's getting late. I ___ go now. (Necessity)
can, may, have to, would rather
2. Mike broke his leg yesterday. His leg is in a cast, and he ___ use crutches for a month. (Necessity)
will be able to, will have to, had better, should
3. I ___ talk to Ann about it. (Necessity)
have got to, would like to, may have to, may need to
4. She ___ to the bank yesterday. (Necessity)
must go, had to go, should have gone, must have gone
5. We can't just go away! We ___ help him! (Strong necessity)
have to, need to, should, must
6. Tomorrow is Sunday. I ___ go to school. (Absence of necessity)
can't, may not, must not, don't have to
7. You ___ go to the supermarket. There is enough food in the refrigerator. (Absence of necessity)
mustn't, don't need to, shouldn't, ought not
8. She ___ work yesterday, so she spent the whole day in the park by the river. (Absence of necessity)
couldn't, shouldn't, mustn't, didn't have to
9. It's a secret. You ___ tell anyone about it. (Strong necessity NOT to do something / Prohibition)
can't, may not, must not, don't have to
10. I ___ forget to call him today. (Strong necessity NOT to do something)
cannot, must not, may not, will not

Unit 2

Text 1 'The profession of an engineer'

Vocabulary

specialized knowledge - специализированные знания

require - требовать

to operate - заведовать, управлять

restricted - ограниченный

to differ - отличаться

efforts - усилия, попытки

technically competent - технически компетентный

conformity - согласованность, соответствие

accepted notions - общепринятые представления, идеи

to be interposed - помещён между

distinctness - определенность, четкость

Engineering is often compared to medicine and law in discussions of professional status. It would appear to qualify according to the dictionary meaning of the word. Engineers require specialised knowledge and intensive preparation with continued study after leaving the university. The profession has a strong organizational structure, requires high standards, and operates in the public service. These attributes are commonly associated with the word professional as it is used here. This is a rather restricted interpretation and it differs from its use in describing, say, a professional actor or sportsman who is paid for his efforts, as opposed to an amateur who performs for enjoyment. It is also sometimes used in reference to level of experience so that one speaks of a professional job house painting or plumbing (водопроводное дело). Another use refers to a continued effort over an extended period of time so that one hears reference to a "professional student" as one who spends many years at a university.

Most important is the fact that engineers see themselves as professionals. They have to be technically competent and operate with responsibility in conformity with accepted notions of professionalism.

The type of responsibility is rather different from that of a doctor. The doctor's responsibility is clearly recognizable because of the directness of the doctor-patient relationship. For the engineer, the result of his labors – be it a bridge, air-conditioning unit, automobile or computer – is interposed between himself and the user. However, since people's lives are often at stake if an error is made, a high level of competence is essential.

There is a certain lack of distinctness about the engineering profession because of the very wide range of activities and individual backgrounds encompassed. The number

of people involved is larger than in most other professional areas. For example, in 1960 there were 864,000 engineers, 396,000 accountants and auditors, 214,000 physicians and surgeons, 206,000 lawyers and judges, 81,000 dentists, and 30,000 architects.

1. Find equivalents to the following words and phrases:

Непрерывное обучение; работать для удовольствия; сравнивать с правом; как упомянуто в; компетентен в области техники; взаимоотношение "врач - пациент"; пользователь; индивидуальный опыт; количество задействованных людей; отсутствие четкости; общепризнанное понятие профессионализма; высокий уровень компетентности; обычно ассоциируется с..; определять значение слова по словарю; ограниченное толкование; тип ответственности; поскольку на ставку поставлена жизнь людей; сделать ошибку; в соответствии с..; широкий диапазон видов деятельности; инженеру требуются специальные знания; чьи усилия оплачиваются; длительный период времени; в отличие от любителя.

2. Translate the following sentences into English:

1. Тип ответственности инженера иной, чем у врача.
2. Он должен быть компетентен в техническом плане и действовать в соответствии с общепринятыми понятиями профессионализма.
3. Профессия инженера отличается отсутствием четкости, поскольку она включает широкий диапазон видов деятельности и индивидуальный опыт.
4. В отличие от любителей, которые работают для удовольствия, эта профессия требует высоких стандартов.
5. Инженеру требуются специальные знания плюс непрерывное обучение после окончания университета.
6. Значение данного слова определяют по словарю.
7. Эти определения обычно ассоциируются со словом "профессионал".
8. Это довольно ограниченное определение.
9. Усилия профессионального спортсмена оплачиваются.
10. Эта работа будет выполняться в течение длительного периода времени.
11. Поскольку на ставку поставлена жизнь людей, для инженера существенным является высокий уровень компетентности.
12. Количество людей, работающих в этой сфере, намного больше, чем в большинстве других профессиональных областей.

3. Choose the key words and word-groups describing the profession of an engineer.

4. Write this text in the Past Simple Tense:

On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee.

After Breakfast my son leaves home for school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my son are at home, too. We rest in the evening. My son watch-es TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock we go to bed.

5. Write this text in the Present Simple Tense:

Barry waked up when it was already quite light. He looked at his watch. It was a quarter to seven. Quick! Barry jumped out of bed and ran to the bath-room. He had just time to take a cold shower and I drank a glass of tea with bread and butter. He was in a hurry to catch the eight o'clock train. At the railway station he met three other boys from his group. They all had small backpacks and fishing-rods. In less than an hour they got off the train at a small station near a wood. They walked very quickly and soon found themselves on the shore of a large lake. The boys spent the whole day there fishing, boating and swimming. They returned home late at night, tired but happy.

6. Write the verbs in the correct form: Present or Past Simple:

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

7. Fill in the blanks with necessary form of the Verb:

Infinitive	Past	Past participle
	was\were	
	became	
	improved	
stay		
burn		
		bought
bring		
	caught	
cut		
	did	
choose		

		fallen
		driven
	drank	
fight		
	flew	
		eaten
	knew	
make		
keep		
	met	
		paid
ignore		
	intended	

It's interesting to know

The first electrical engineer is considered to be William Gilbert, with his 1600 publication of *De Magnete*, who coined the term "electricity".

The first steam engine was built in 1698 by mechanical engineer Thomas Savery. The development of this device gave rise to the industrial revolution in the coming decades, allowing for the beginnings of mass production.

With the rise of engineering as a profession in the 18th century, the term became more narrowly applied to fields in which mathematics and science were applied to these ends. Similarly, in addition to military and civil engineering the fields then known as the mechanic arts became incorporated into engineering.

Text 2 'Kinds of engineering'

Vocabulary

realm – область, сфера; перен.: царство

to originate – происходить, возникать

to cater – здесь: соответствовать

accepted – общепринятый, общепризнанный

designation – обозначение, указание; предназначение

former – здесь: первый (из названных)

concerned with – связанный с., имеющий отношение к.

propulsion – толчок, движение вперед; движущая сила

latter – второй (из названных)

sophisticated – здесь: опытный

guidance – руководство

to proceed – продолжать, возобновлять; приняться за..; переходить к..; возникать

to cope (with) – справляться с..

complexity – сложность
aircraft – самолет
multitude – множество, большое число
survey – обследование, изыскание
crop raising – рост/подъем (урожая) зерновых (культур)
husbandry – разведение, выращивание
subject (to) – подвергать (воздействию, влиянию)
soil – почва
to interface – сталкиваться, встречаться, взаимодействовать
challenge – вызывать (на соревнование); сомневаться, оспаривать
reclamation – здесь: исправление
harvest – собирать (урожай); пожинать плоды
to encompass – окружать; содержать, заключать (в себе)
facilities – возможности; оборудование
paint – краска
to ground (in) – обучать основам предмета, профессии
apart (from) – помимо
civil – гражданский
to cover – здесь: охватывать, включать
subsidiary – здесь: вспомогательный, дополнительный
harbor – гавань
sewage – сточные воды
disposal – передача; расположение, размещение
visible – видимый
transmission – передача
recent – недавний
date back – относиться (к)
subjected (to) – подверженный, подлежащий
scrutiny – критическое рассмотрение, внимательное изучение, разбор
impact – воздействие, влияние
conversion – передача

Traditionally, engineering activities have been grouped into certain areas of specialization. Several of the more commonly accepted categories are described below.

Aerospace Engineering combines two fields, aeronautical and astronautical engineering. The former is concerned with the aerodynamics, structure and propulsion of vehicles designed for flight in the Earth's atmosphere. The latter relates to flight above the Earth's atmosphere and involves the design of rockets and space vehicles incorporating sophisticated propulsion, guidance, and life support systems.

Agricultural Engineering is one of the earliest forms of engineering practiced by man. It uses agricultural machinery, irrigation, and surveying and deals with the many associated problems of crop raising and animal husbandry. Not only are the

fundamental engineering subjects such as hydraulics, metallurgy, and structures of importance, but soil conservation, biology, and zoology are also necessary components. It is here that machines interface with the animal and plant kingdoms. Challenging problems occur in areas such as land reclamation and efficient utilization, and improved methods of food production and harvesting.

Chemical Engineering encompasses the broad field of raw material and food processing and the operation of associated facilities. It is mainly involved with the manufacture and properties of materials such as fuels, plastics, rubber, explosives, paints, and cleaners. The chemical engineer is well grounded in both basic and engineering chemistry and apart the production of special materials, may be involved in such areas as combustion, recycling of waste products, and air and water pollution.

Civil Engineering is one of the oldest branches of the engineering profession. It covers a wide field, and many subsidiary branches have grown from it. The civil engineer is mainly employed in the creation of structures such as buildings, bridges, dams, highways, harbors, and tunnels. He is usually knowledgeable in hydraulics, structures, building materials, surveying, and soil mechanics. One important area comprises water supply drainage, and sewage disposal. More than any other branch of engineering, the results of the civil engineer's efforts are the most visible in a permanent form.

Electrical Engineering, in general, deals with the creation, storage, transmission, and utilization of electrical energy and information. Most of its activities may be identified with power or communications. Electrical engineering is of recent origin, dating back only to the eighteenth century, when electrical phenomena were first subjected to scientific scrutiny. After this, useful applications were quickly identified. Today, the impact of a power failure graphically illustrates our dependence on electrical power. The field encompasses information systems, computer technology, energy conversion, automatic control, instrumentation, and many other specialties.

Industrial Engineering is mainly concerned with the manufacture of useful commodities from raw materials. Since most of the other engineering fields have bearing on this activity, the industrial engineer requires a particularly broad view. The management of men, materials, machines, and money are all within his endeavor in achieving effective production. Plant layout, automation, work methods, and quality control are included, and, more than in most of the other traditional branches of engineering, the industrial engineer needs to have some grounding in psychology and dealing with personnel.

Mechanical Engineering develops machines for the generation and utilization of power. Mechanical engineers design turbines, engines, pumps, and their ancillary mechanisms and structures. Heating, ventilating, air-conditioning, transportation, manufacturing, and vibration are some areas falling within their domain. The art of mechanical engineering dates back to the labor-saving devices and military machines

of ancient times, but it received its greatest boost in the eighteenth century with the invention of the steam engine and industrial machinery, which marked the onset of the industrial revolution.

In addition to the fields identified above, other categories of engineering are often encountered. These include architectural, ceramic, geological naval and marine, nuclear, petroleum, sanitary, and textile engineering.

1. Questions:

1. What kinds of engineering do you know?
2. What is one of the earliest forms of engineering?
3. What does electrical engineering deal with?
4. Do mechanical engineers design pumps?
5. What kind of engineering is mainly concerned with the manufacture of useful commodities from raw materials?
6. What kind of engineering encompasses the broad field of raw material and food processing?
7. In what kind of engineering machines interface with the animal and plant kingdoms?

2. Translate into English:

1. Эта сфера включает в себя информационные системы, компьютерные технологии, автоматический контроль и другое.
2. Аэрокосмическая инженерия сочетает в себе две сферы: авиация и астронавтика.
3. Эта сфера связана с ирригацией, а также со многими проблемами выращивания зерновых.
4. Химический инженер хорошо разбирается в инженерной химии.
5. Электрическая инженерия берёт начало в 18 веке, когда электричество было впервые представлено науке.
6. Управление людьми, материалами и автоматикой – всё включено в промышленную инженерию.

3. Read the text paying attention to the Past Continuous Tense. Answer the questions.

An Embarrassing Incident

One day last summer I was walking through the local park. It was a hot day and I was eating an ice cream. As I was walking past the boating lake, I saw my friends, Carol and Jim. They were taking their dog for a walk. When we met, we stopped for a chat. While we were talking, the dog suddenly jumped up and tried to get my ice cream. I pulled my hand away and unfortunately the ice-cream came out of the cone. Now there was a bald man behind me. The poor man wasn't doing any harm. He was just sitting on a bench and reading a newspaper. Well, when I pulled my hand away, the ice cream flew through the air and it landed on the man's head. I didn't know whether

to laugh or to cry. When I looked at my friends, they weren't just laughing, they were in hysterics. But I was terribly embarrassed.

1. Where was the man walking one day?
2. What was he eating?
3. Who was taking a dog for a walk?
4. Was a bald man sitting on a bench or walking along the road?
5. The poor man wasn't doing any harm, was he?
6. Why Carol and Jim were laughing?

4. Write the verbs in the Past Continuous Tense:

1. This morning was really beautiful. The sun (shine), the birds (sing) and everyone in the street (smile) and (say) hello to each other.
2. Mrs. Patrick looked beautiful last night. She (wear) a lovely evening dress.
3. When we arrived, she (make) some coffee.
4. While I (have) a bath the telephone rang.
5. While we (walk) in the park it began to rain.
6. The wind (blow) and the rain (beat) down. John (stand) at the bus stop shivering. He (try) to imagine being at home sitting by a warm fire. Finally he saw the lights of the bus which (approach) from the distance.
7. At 3 o'clock yesterday a geometry lesson (go) on. The teacher (draw) diagrams on the blackboard but I (look) through the window and heard nothing. I (think) about the coming New Year's party.
8. She promised not to report me to the police but ten minutes later I saw that she (talk) with a policeman and from the expression on his face I understood that she (tell) him about me.
9. The dentist's waiting room was full of people. Some (read) magazines, others just (turn) over the pages. A woman (knit), a child (play) with a toy car. Everybody (wait) for the nurse to say "Next, please".
10. I lit the fire at 6.00 and it (burn) brightly when Jane came in.
11. - The house next to yours was full of policemen and police dogs yesterday. - What they (do)? - I heard that they (look) for drugs.
12. "What you (do) between 9.00 and 10.00 yesterday?" asked the detective. "I (clean) my house", said Mrs. Jones. "I always clean my house at this time"

5. Write the verbs in the Past Simple or Past Continuous Tense:

1. At this time yesterday I (to sit) at the thea-tre. 2. He (to come) back to St. Petersburg on the 15th of January. 3. I (to go) to the institute when I (to see) him. 4. At this time yesterday we (to have) dinner. 5. He (to write) a letter when I (to come) in. 6. He (to make) a report when I (to leave) the meeting. 7. Yesterday he (to write) a letter to his friend. 8. When I (to look) at them, they (to smile) at me. 9. What you (to do) at six o'clock yesterday? 10. I (to go) to bed at half past eleven. 11. Yesterday the lesson (to begin) at nine o'clock. 12. The cat (to take) a piece of fish 'and then (to run) away. 13. He (to read) a newspaper when I (to come) in. 14. Yesterday I (to get) up at seven o'clock. 15. The train (to start) at fifteen minutes to ten. 16. He (to put) on

his coat and cap, (to open) the door and (to go) out. 17. I (to feed) my cat with fish yesterday. 18. What you (to do) at four o'clock yesterday? — I (to feed) my cat. 19. What your brother (to do) yesterday? -He (to play) computer games. 20. I (to begin) re-pairing my camera at six o'clock yesterday. 21. At five o'clock yesterday Helen (to cook) soup. 22. We (to play) badminton from nine till eleven yesterday. 23. Kate (not to go) for a walk yesterday. She (to write) a composition the whole day yesterday. 24. When your father (to come) home yesterday? He (to come) home at seven o'clock. 25. When my father (to come) home yesterday, my mother (to make) supper. 26. We (not to go) on a tramp last summer. 27. What you (to do) when your sister (to come) home yesterday? 28. You (to have) supper at nine o'clock yesterday? 13. He (not to go) to the shop yesterday. 29. Nick (to go) to bed at ten o'clock yesterday. 30. Rick (to sleep) at eleven o'clock yesterday. 31. When we (to play) in the yard yesterday, it suddenly (to start) raining heavily. 32. I (to see) Mike when he (to cross) the street. 33. He (to begin) repairing his bicycle in the morning yesterday. 34. He (to repair) his bicycle the whole day yesterday. 35. He (to finish) repairing his bicycle in the evening yesterday.

6. Complete the following sentences using the most appropriate forms of the verbs:

1. Jack has got a headache. He ... sleep well recently.
a) can't, b) couldn't have, c) hasn't been able to
2. I ... sleep for hours when I was a little girl.
a) could, b) am able to, c) can
3. Tom ... play tennis well but he ... play a game yesterday because he was ill.
a) couldn't, could, b) can, was able, c) can, couldn't
4. I didn't want to be late for the meeting. We ... meet at 5 sharp.
a) were to, b) had to, c) could
5. Where are my gloves? — I ... put them on because it's cold today.
a) can't, b) have to, c) needn't
6. You ... take an umbrella today. The Sun is shining.
a) needn't, b) mustn't, c) can't
7. I'm sorry, you didn't invite me to your birthday party. You ... invite me next time.
a) must, b) should, c) need to
8. Well, it's 10 o'clock. I ... go now.
a) can, b) has to, c) must
9. You ... smoke so much.
a) would, b) can't, c) shouldn't
10. We have got plenty of time. We ... hurry.
a) must, b) needn't, c) should

7. Translate the sentences into English:

1. Вы должны бросить курить.
2. Вечеринка была замечательная. Вам следовало прийти.
3. Ты можешь решить эту проблему.
4. Тебе следует навестить своего больного друга.

5. Тебе следовало навестить своего больного друга, но ты не навестил.
6. Не хотите еще чая?
7. Я вынужден был сделать это.
8. Я не знаю, почему мы спешили. Нам не нужно было спешить.
9. Я бы хотел пойти с тобой.
10. Ты можешь делать все, что хочешь.
11. Ольге нужно уделить больше внимания занятиям по английскому языку.
12. Я не уверен, но возможно он неправ.
13. Ему разрешили взять машину своего отца в прошлую пятницу.
14. Я могу считать до 50 на испанском.

3. There is a mistake in each sentence. Correct the mistakes.

1. Actors may learn a lot of dialogues by heart.
2. Your glass is empty. Must I refill it?
3. Would I introduce Mr. Brown to you?
4. My sister can to play a few musical instruments.
5. Some years ago I didn't can speak English.

8. Put in 'can', 'can't', 'could' or 'couldn't'. If none of these is possible use 'be able to' in the correct tense:

- 1) ___ you swim when you were 10?
- 2) We ___ get to the meeting on time yesterday, because the train was delayed by one hour.
- 3) He ___ arrive at the party on time, even after missing the train, so he was very pleased.
- 4) He's ___ amazing, he speak five languages, including Chinese.
- 5) I ___ drive a car until I was 34. Then I moved to the countryside, so I had to learn.
- 6) I looked everywhere for my glasses but I ___ find them anywhere.
- 7) I searched for your house for ages. luckily I ___ find it in the end.
- 8) She's seven years old, but she ___ read yet. Her parents are getting her extra lessons.
- 9) I read the book three times, but I ___ understand it.
- 10) James ___ speak Japanese when he lived in Japan, but he's forgotten most of it now.
- 11) I ___ understand the chapter we had to read for homework. It was so difficult.
- 12) I ___ lift this box - it's too heavy! Would you help me?
- 13) Lucy ___ make it to our meeting after all. She's stuck in traffic.
- 14) John ___ play tennis really well. He's champion of his club.
- 15) Unfortunately, I really ___ sing at all. No-one in my family is musical either.
- 16) When the car broke down I was really pleased because I ___ solve the problem.
- 17) Julian ___ play excellent golf when he was only ten. .
- 18) My grandmother ___ use a computer until last month. Since then she's been taking lessons at the library. .

9. Open the brackets, using the Present Perfect Tense:

1. I know who your boss is. I (work) for him.
2. Look! Somebody already (broke) the tree.

3. Mary (go) to Moscow, but she'll be back next Monday at the latest.
4. Andy is in hospital now. He (have) a bad crash.
5. Jane is crying. She (hurt) her knee.

10. Put in since or for:

Mike left school when he was 16. ... then he has had five cars. He usually keeps a car ... a year. Then he gets bored with it and buys another one. As far as his dad, he has had the same car ... ten years. Mike can't understand that. He's had this Ford Mondeo ... 2002 and it's still going well. He'll probably keep it ... a few month.

11. Write the letter to your friend in the Present Perfect Tense:

Dear friend,

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

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

12. Write the sentences in the Present Perfect Tense:

1. She / do / many different jobs. – She has done many different jobs.
2. He / travel / to many places. She _____.
3. We / do / a lot of interesting things. _____.
4. I / write / ten books. _____.
5. They / meet / a lot of interesting people. _____.
6. You / be / married five times. _____.

13. Put in 'have/has' + one of the following verbs in the 3rd form into the sentences:

Break, buy, finish, do, go, go, lose, paint, read, take

"Are they still having dinner?" "No, they have finished."

I _____ some new shoes. Do you want to see them?

"Is Tom here?" "No, he _____ to work."

"_____ you _____ the shopping" "No, I'm going to do it later."

"Where's your key?" "I don't know. I _____ it."

Look! Somebody _____ that window.

Your house looks different. _____ you _____ it?

I can't find my umbrella. Somebody _____ it.

I'm looking for Sarah. Where _____ she _____ ?

"Do you want the newspaper?" "No, thanks. I _____ it."

14. Ask the questions with 'Have you ever ...?'

(to be / to Paris?) Have you ever been to Paris?

(play / golf?) Have you ever played golf?

- (to be / to Australia?) _____ ?
 (lose / your passport?) _____ ?
 (sleep / in the park?) _____ ?
 (eat / Chinese food?) _____ ?
 (to be / to New York?) _____ ?
 (win / a lot of money?) _____ ?
 (break / your leg?) _____ ?
 (run / a marathon?) _____ ?
 (live / in another town) _____ ?

15. Fill in the blanks:

- Jill is in London. She has been in London since Monday.
- I know George. I have known him for a long time.
- They are married. They _____ married since 1983.
- Brian is ill. He _____ ill for a week.
- We live in this house. We _____ here for ten years.
- I know Tom very well. I _____ him for a long time already.
- We are waiting for you. We _____ waiting since 11 o'clock.
- Alice works in a bank. She _____ in a bank for 5 years.
- I'm learning English. I _____ learning English for six months.
- She has a headache. She _____ a headache since she got up.

16. Put the verbs in brackets into Past Simple or Present Perfect Tenses:

Affirmative Sentences

- He (leave / just) his house.
- We (build) a tree house last week.
- Two years ago, Fiona (break) her leg.
- I (wash / already) the dishes.
- The other day, our cat (bring) home a mouse.

Negative Sentences

- We (empty / not) the bin last week.
- She (be / not) there an hour ago.
- He (lose / not) any game so far.
- My brother (pick / not) me up at 8 o'clock.
- I (make / not) up my mind yet.

Questions

- (you / see) Bob recently?
- Who (switch) off the lights a minute ago?
- When (she / become) a teacher?
- (you / ride / ever) an elephant?
- (you / hurt) your knee when you were playing football?

Unit 3

Text 1 'Three Natural Resources used by Industries'

Vocabulary

support - поддерживать
constitute - составлять
usage - использование
recession - спад, снижение
decommission - списывание
estimate - оценка
conserving - сохранение
grasp - понимать, осознавать
declare - объявлять
obtainment - получение
crude oil - неочищенная(сырая) нефть
proven - доказанный
consumption - потребление
recycle - перерабатывать
fueled - снабжаемый
pursue - продолжать поиски

The 'Big Three', or the three natural resources industries use most, are coal, oil and gas. In this article, the size of the reserves will be discussed, along with how long these three resources can keep supporting the population and meeting the global demand.

Industrial users consume roughly 40% of the total world energy consumption. When considering which resources are being used, one thinks of the 'Big Three', coal, oil and gas. These are the three natural resources industries use most and they also constitute about 85% of the total global energy usage.

About 77% of the global coal production, 10% of the global oil production and 38% of the global gas production are used by industries.

Coal

In 2007, 132.7 quadrillion BTU (British thermal unit: unit of energy equal to about 1055,05585 joules) of coal was produced globally. Over half of this came from Asia. Due to the global recession and the decommission of several mines in China, it is expected that the total coal production will be a little lower.

The total recoverable reserves of coal are estimated to be around 909 billion tons. This is estimated to be enough for roughly the next one hundred years. Yet, this are only estimates. Since industrial activity is increasing, certainly in the Asian region, with the strongly growing economies of China and India, this estimate might turn out to be too optimistic.

So, in order to anticipate future scarcity, it might be a good idea to start conserving coal. It seems that this understanding is finally being grasped by policymakers as well. Earlier this year, the Environmental Protection Agency declared new and more strict rules for the obtainment of mining permits.

Major producers: China, USA, European Union, India and Australia.

Major exporters: Australia, Indonesia, Russia, USA and Colombia.

Major importers: Japan, South Korea, India, Taiwan and Germany.

Oil

In early 2010, the proven world oil reserves were estimated at 1.345 billion barrels (which is about 1 percent higher than in 2009). Proved reserves of crude oil are the estimated quantities that, according to geological and engineering data, can be recovered in future years from known reservoirs, assuming existing technology and current economic and operating conditions. More than half of the total reserves are located in the Middle East.

When considering the amount of oil reserves, one has to keep in mind that besides the proven oil reserves, there are also unproven oil reserves, meaning that these are, under current economical and technological conditions, unlikely to be recovered. The estimates of proven oil reserves show that there is enough oil to last for about 50 – 150 years, at the current production level.

However, it is reasonable to assume that the consumption level will rise, with the emerging economies in Eastern Asia and the still growing demand from the West. So, preservation efforts might not be a bad idea. In order to achieve this, alternatives have to be developed, which is indeed happening. From biofuel to safer nuclear power, alternatives are being developed globally.

Major producers: Saudi-Arabia, Russia, U.S.A, Iran and China.

Major exporters: Saudi-Arabia, Russia, Norway, Iran and the United Arab Emirates.

Major importers: U.S.A., Japan, China, Germany and South Korea.

Gas

In early 2010, the world's total proven gas reserves were estimated at 6.609 trillion cubic feet, which is 6 percent higher than in 2009. Three quarters of these reserves can be found in the Middle East and Eurasia. Over half of the reserves are located in Russia, Iran and Qatar.

Despite this increase in reserves, the high rates of increase in gas consumption over the past decades lead to estimates of 60 years for which there will be enough gas, at the current production level.

Since it is not unreasonable to assume that the consumption of gas will increase, alternatives should be researched, which is happening. These range from alternative resources, such as solar energy, wind energy, biofuel, and so on, to new technologies to extract or recycle gas.

Major producers: Russia, U.S.A, Canada, India and Iran.

Major exporters: Russia, Canada, Norway, Algeria and the Netherlands.

Major importers: U.S.A., Japan, Germany, Italy and Ukraine.

Industry fueled by the 'Big Three', but for how long?

So, it can be roughly stated that if everything remains as it is, these three natural resources industries most often used can keep the economy going for about a century. However, because the human population is still rising and the global economy is still growing, this might be a very optimistic estimate.

Considering this, it is a good idea to pursue alternative routes to produce energy. Solar energy, wind energy, biofuels, safe nuclear power, and so on. Not only for our own health and well-being, but also for the environment and the survival of future generations.

1. Match the words with their definitions:

usage	to pass (a substance) through a system again for further treatment or use
fuel	to make up; form; compose
recession	the act or a manner of using
constitute	any substance burned as a source of heat or power
recycle	a temporary depression in economic activity or prosperity
declare	to grip (something) firmly with or as if with the hands
grasp	to make clearly known or announce officially

2. Complete the sentences:

1. However, it is reasonable to assume	a) are coal, oil and gas.
2. The 'Big Three', or the three natural resources industries use most,	b) to be around 909 billion tons.
3. The estimates of proven oil reserves show that	c) that the consumption level will rise, with the emerging economies in Eastern Asia and the still growing demand from the West.
4. The total recoverable reserves of coal are estimated	d) there is enough oil to last for about 50 – 150 years, at the current production level.
5. Industrial users	e) the consumption of gas will increase, alternatives should be researched, which is happening.
6. Due to the global recession and the decommission of several mines in China,	f) consume roughly 40% of the total world energy consumption.
7. Since it is not unreasonable to assume that	g) it is expected that the total coal production will be a little lower.

3. Choose an adjective or an adverb to make sentences grammatically correct.

Examples: It is clear. I see it clearly.

1. It is (correct, correctly).
2. Spell the word (correct, correctly).
3. You know it (good, well).
4. Of course it is (good, well).
5. It is (cold, coldly) in the room.
6. Don't look so (cold, coldly) at me.
7. It is (easy, easily).
8. I can do it (easy, easily).
9. It is (warm, warmly) today.
10. He always greets us (warm, warmly).

4. Give the Comparative and Superlative Degrees.

Sad, grey, bad, old, happy, free, far, dry, big, near, shy, unusual, able, mountainous, little, polite, famous, well-known, heavy.

5. Put adjectives into correct forms:

1. John is (young) of the 3 brothers.
2. The Sun is (bright) the Moon.
3. Is the diameter of Jupiter (big) than that of the Earth?
4. That room is (light) than yours.
5. This room is (large) than the one upstairs.
6. It doesn't take (much) than four days to cross the Atlantic, does it?

6. Choose the correct form of an adjective:

1. Jane is the (taller — tallest) of the 2 girls.
2. Father was the (eldest — elder) of seven sons.
3. Albert is (elder — older) than John.
4. I think your plan is the (best — better) of the two.
5. This is the (most large-largest) power — station, I've ever seen.
6. Henry is the (oldest — eldest) of the 3 brothers.

7. Fill in the correct form of the words in brackets (comparative or superlative):

1. My house is (big) than yours.
2. This flower is (beautiful) than that one.
3. This is the (interesting) book I have ever read.
4. Non-smokers usually live (long) than smokers.
5. Which is the (dangerous) animal in the world?
6. A holiday by the sea is (good) than a holiday in the mountains.
7. It is strange but often a coke is (expensive) than a beer.
8. Who is the (rich) woman on earth?
9. The weather this summer is even (bad) than last summer.
10. He was the (clever) thief of all.
11. My friend is _____ than I(tall).
12. Mr. Brown is the _____ athlete in our town.(strong)

13. My pencil is short. Your pencil is _____ than mine.(short)
14. Polar bears are _____ than brown ones.(big)
15. What animals are the _____, lions or tigers? (quick)
16. Who is the _____ in your family? (young)
17. My _____ brother is the _____ pupil in our school. (old, good)
18. The weather today is _____ than it was yesterday. (good)
19. I like living in the country. It's a lot ... more peaceful (peaceful) than the city
20. I felt very ill last week, but I'm slightly (good) now.
21. I can't hear you. Could you speak a little (loud) please?
22. Steven is.....(tall) boy in the basketball team.
23. This computer is very old. I need something (modern).
24. The new library is far (close) to my house than the old one.
25. Jane's new haircut makes her look (attractive).
26. This jacket was by far (expensive) in the shop.

Text 2 'Industrial ecology'

Vocabulary

flow - поток

extract - извлекать

commodities - предметы потребления

shifting - переключение

linear - линейный

open loop - разомкнутая петля

inputs - затраты, первоначальные материалы

metabolism - обмен веществ

ecoregion - экорегион

metaphor - образ

exploit - разработать

inspire - вдохновлять

sustainable design - поддерживаемый дизайн

redefining - перераспределение

stewardship - управление

Industrial ecology (IE) is the study of material and energy flows through industrial systems. The global industrial economy can be modeled as a network of industrial processes that extract resources from the Earth and transform those resources into commodities which can be bought and sold to meet the needs of humanity.

Industrial ecology is concerned with the shifting of industrial process from linear (open loop) systems, in which resource and capital investments move through the system to become waste, to a closed loop system where wastes can become inputs for new processes.

Much of the research focuses on the following areas:

material and energy flow studies ("industrial metabolism")

dematerialization and decarbonization
 technological change and the environment
 life-cycle planning, design and assessment
 design for the environment ("eco-design")
 extended producer responsibility ("product stewardship")
 eco-industrial parks ("industrial symbiosis")
 product-oriented environmental policy
 eco-efficiency

Industrial ecology seeks to understand the way in which industrial systems (for example a factory, an ecoregion, or national or global economy) interact with the biosphere. Natural ecosystems provide a metaphor for understanding how different parts of industrial systems interact with one another, in an "ecosystem" based on resources and infrastructural capital rather than on natural capital. It seeks to exploit the idea that natural systems do not have waste in them to inspire sustainable design.

Along with more general energy conservation and material conservation goals, and redefining commodity markets and product stewardship relations strictly as a service economy, industrial ecology is one of the four objectives of Natural Capitalism. This strategy discourages forms of amoral purchasing arising from ignorance of what goes on at a distance and implies a political economy that values natural capital highly and relies on more instructional capital to design and maintain a unique industrial ecology.

1. Answer the questions:

1. What are the researching areas of industrial ecology?
2. What are the problems of industrial ecology?
3. How does industrial ecology react?
4. What does industrial ecology encourage?
5. What is a linear system?
6. Can you describe the global industrial economy?

2. Match the words with their definitions:

flow	to arouse (with a particular emotion or to a particular action)
exploit	administration , management , control
inspire	to take advantage of (a person, situation, etc.)
stewardship	to move or be conveyed as in a stream
sustainable	an area defined by its environmental conditions, esp climate, landforms, and soil characteristics
ecoregion	an exchangeable unit of economic wealth, esp a primary product or raw material
commodities	capable of being sustained

3. Choose the right variant:

1. Tom and Mary have been built/ have built/have been building the house for two years.
2. My parents have been/ have been being/were in Paris for a month.
3. I think the waiter has fogetting/ forget/has fogotten us. We wait/ have waited/ have been waiting for a half an hour and nobody has taken/has been taking/ took our order.
4. I don't know if he has even been noticing/ noticed/has noticed us. He has been running/ run/has run from the table to table.
5. Are you hungry? No, I have eaten/ have been eating/ am eating all day.
6. I have been reading/ have read/ read today's newspaper and there is an interesting article on pollution.
7. It has been snowing/ is snowing / was snowing since I have got up/got up.
8. Tom has been looked for/ has been looking for/ looked for an evening job since/ for a week.
9. Mary has been working/ has worked/ worked overtime since/ for the last month, so they will have enough money.
10. It's a long time since/ for I have seen/ saw/ have been seeing your brother Paul.
11. He has been/ was/ has been being stange ever since he has had/ had/ has been having the accident.
12. He has been living/ lives/ has lived in this town since/for 1980.
13. Sue is listening/ was listening/ has been listening to music since/for she bought a CD player.
14. You look very guilty! What did you do/ have you been doing/ have you done?
15. How many books have you collected/ have been collecting/ collected for a year?

4. Write in the Present Perfect Continuous Tense:

1. They (watch) TV since 9 o'clock.
2. I (wait) for you since 10 o'clock.
3. He (work) in the garden for 3 hours.
4. She (sleep) for 5 o'clock.
5. We (clean) our room since 12 5 o'clock.
6. They (learn) new words for an hour.
7. My dad (fix) his car since the early morning.
8. We (drink) tea for 5 minutes.

5. Write the following sentences in negative form:

1. They have been watching TV since 9 o'clock.
2. I have been waiting for you since 10 o'clock.
3. He has been working in the garden for 3 hours.
4. She has been sleeping for 5 o'clock.
5. We have been cleaning our room since 5 o'clock.
6. They have been learning new words for an hour.
7. My dad has been fixing his car since the early morning.
8. We have been drinking tea for 5 minutes.

6. Write the questions:

1. They have been watching TV since 9 o'clock.
2. I have been waiting for you since 10 o'clock.
3. He has been working in the garden for 3 hours.
4. She has been sleeping for 5 o'clock.
5. We have been cleaning our room since 5 o'clock.
6. They have been learning new words for an hour.
7. My dad has been fixing his car since the early morning.
8. We have been drinking tea for 5 minutes.

7. Write the short answer: positive and negative

1. Have they been watching TV since 9 o'clock?
2. Have you been waiting for you since 10 o'clock?
3. Has he been working in the garden for 3 hours?
4. Has she been sleeping for 5 o'clock?
5. Have you been cleaning your room since 5 o'clock?
6. Have they been learning new words for an hour?
7. Has your dad been fixing his car since the early morning?
8. Have you been drinking tea for 5 minutes?

8. Write the verbs in Present Continuous or Present Perfect Continuous.

1. Maria _____ (learn) English for two years.
2. Hello, Tom. I _____ (look) for you all morning. Where have you been?
3. Why _____ (you/look) at me like that? Stop it!
4. We always go to Ireland for our holidays. We _____ (go) there for years.
5. I _____ (think) about what you said and I've decided to take your advice.
6. "Is Ann on holiday this week?" "No, she _____ (work).
7. Sarah is very tired. She _____ (work) very hard recently.

9. Present Perfect or Present Perfect Continuous or Present Continuous. Choose the correct variant:

1. Have you read/Have you been reading that newspaper yet? Can I have it?
2. How long have you been cleaning/have you cleaned that car? Haven't you finished/Have you been finishing it yet?
3. How long have you known/have you been knowing Rosa?
4. He is living/has been living in Manchester since 1990.
5. She has liked/has been liking you since she saw you at that party.
6. I'm sorry I'm late. How long have you been waiting/are you waiting?
7. I've played/I've been playing tennis twice this week.
8. It's been raining/is raining here all morning. It started at eight.

Text 3 'Environmental Issues: air pollution'

Vocabulary

contribute - способствовать

substance - вещество

emit - выделять

pump - накачивать

swamp - болото

livestock - домашний скот

propellant - топливо

deteriorating - разрушающий

spew - извергать

exaggerate - усиливать

curb - сдерживать, обуздывать

incentives - стимулы

conserve - сберегать

Smog hanging over cities is the most familiar and obvious form of air pollution. But there are different kinds of pollution—some visible, some invisible—that contribute to global warming. Generally any substance that people introduce into the atmosphere that has damaging effects on living things and the environment is considered air pollution.

Carbon dioxide, a greenhouse gas, is the main pollutant that is warming Earth. Though living things emit carbon dioxide when they breathe, carbon dioxide is widely considered to be a pollutant when associated with cars, planes, power plants, and other human activities that involve the burning of fossil fuels such as gasoline and natural gas. In the past 150 years, such activities have pumped enough carbon dioxide into the atmosphere to raise its levels higher than they have been for hundreds of thousands of years.

Other greenhouse gases include methane—which comes from such sources as swamps and gas emitted by livestock—and chlorofluorocarbons (CFCs), which were used in refrigerants and aerosol propellants until they were banned because of their deteriorating effect on Earth's ozone layer.

Another pollutant associated with climate change is sulfur dioxide, a component of smog. Sulfur dioxide and closely related chemicals are known primarily as a cause of acid rain. But they also reflect light when released in the atmosphere, which keeps sunlight out and causes Earth to cool. Volcanic eruptions can spew massive amounts of sulfur dioxide into the atmosphere, sometimes causing cooling that lasts for years. In fact, volcanoes used to be the main source of atmospheric sulfur dioxide; today people are.

Industrialized countries have worked to reduce levels of sulfur dioxide, smog, and smoke in order to improve people's health. But a result, not predicted until recently, is that the lower sulfur dioxide levels may actually make global warming worse. Just as sulfur dioxide from volcanoes can cool the planet by blocking sunlight, cutting the

amount of the compound in the atmosphere lets more sunlight through, warming the Earth. This effect is exaggerated when elevated levels of other greenhouse gases in the atmosphere trap the additional heat.

Most people agree that to curb global warming, a variety of measures need to be taken. On a personal level, driving and flying less, recycling, and conservation reduces a person's "carbon footprint"—the amount of carbon dioxide a person is responsible for putting into the atmosphere.

On a larger scale, governments are taking measures to limit emissions of carbon dioxide and other greenhouse gases. One way is through the Kyoto Protocol, an agreement between countries that they will cut back on carbon dioxide emissions. Another method is to put taxes on carbon emissions or higher taxes on gasoline, so that people and companies will have greater incentives to conserve energy and pollute less.

1. True or false:

1. There are many methods to limit emissions of carbon dioxide. ()
2. Most people do not want to curb global warming. ()
3. There are two main pollutants associated with climate change. ()
4. Living things emit carbon dioxide when they breathe. ()
5. There is only kind of pollution. ()
6. People used to be the main source of atmospheric sulfur dioxide; today volcanoes are.
7. Carbon dioxide is a pollutant when associated with cars, planes, power plants, and other human activities that involve the burning of fossil fuels such as gasoline and natural gas. ()
8. The lower sulfur dioxide levels may actually make global warming worse. ()

2. Complete the sentences:

1. In the past 150 years, such activities have pumped enough carbon dioxide into the atmosphere _____ higher than they have been for hundreds of thousands of years.
2. Generally any substance that people introduce into the atmosphere that has _____ on living things and the environment is considered air pollution.
3. This effect is exaggerated when elevated levels of other greenhouse gases in the atmosphere _____.
4. But there are different kinds of pollution—some visible, some invisible—that _____.
5. On a personal level, driving and flying less, recycling, and conservation reduces a person's "carbon footprint"— _____ into the atmosphere.
6. One way is through the _____, an agreement between countries that they will cut back on carbon dioxide emissions.
7. Methane comes from such sources as _____ and gas emitted by livestock.

3. Choose the most appropriate answer (Present Tenses):

1. How often does Peter go to the swimming pool? – He ___ to the swimming pool every day. He likes swimming.

goes, is going, has gone, has been going

2. When is the best time to call you? – I usually ___ till nine in the evening. Call me around ten, if you can.

work, am working, have worked, have been working

3. Let's ask Anna to make apple pie for dessert. She ___ great apple pies.

makes, is making, has made, has been making

4. Please be quiet. My children ___ now.

sleeping, are sleeping, have slept, have been sleeping

5. The sun ___ in the east.

rises, is rising, has risen, has been rising

6. Listen! Someone ___ the piano. Do you hear it? – Yes.

plays, is playing, has played, has been playing

7. What is Linda doing? – She ___ dinner.

cooks, is cooking, has cooked, has been cooking

8. She can't go to the movies. She ___ her homework yet.

doesn't do, isn't doing, hasn't done, hasn't been doing

9. Tanya ___ France several times.

visits, is visiting, has visited, has been visiting

10. We ___ this report for four hours. I'm tired. Let's have a break.

write, are writing, have written, have been writing

11. She can't come to the phone now because she ___ for tomorrow's test.

studies, is studying, has studied, has been studying

12. They must be at the sports ground now. They usually ___ basketball on Fridays.

play, are playing, have played, have been playing

13. I ___ my work already. I'm ready to go for a walk with you.

finish, am finishing, have finished, have been finishing

14. I ___ breakfast right now. Can you call a little later?

cook, am cooking, have cooked, have been cooking

15. I ___ this book. Can I borrow it for a week or so?

don't read, am not reading, haven't read, haven't been reading

16. Maria is good at languages. She ___ French, Spanish and German.

speaks, is speaking, has spoken, has been speaking

17. So far, he ___ five stories for children.

writes, is writing, has written

18. We ___ for their answer for two months already.

wait, are waiting, have been waiting

19. She ___ since Monday.

is sick, is being sick, has been sick, has been being sick

20. She ___ since noon. Should we wake her up?

sleeps, is sleeping, has been sleeping

4. Choose the most appropriate answer (Past Tenses):

1. He ___ a new car last month, but he doesn't really like it.
bought, was buying, had bought, had been buying
2. I burned my finger while I ___ breakfast.
was cooking, had cooked, had been cooking
3. By the time I came back, Mike and Jane ___, so I couldn't tell them about it.
were already leaving, had already left, had already been leaving
4. He ___ for twenty years when he finally quit smoking.
smoked, was smoking, had been smoking
5. I ___ you yesterday because my telephone was out of order.
didn't call, hadn't called, hadn't been calling
6. He was waiting for his bus at the bus stop when the robbers ___ him.
attacked, were attacking, had attacked, had been attacking
7. I wanted to ask my son for help, but I saw that he ___, and I decided not to wake him up.
slept, was sleeping, had slept, had been sleeping
8. Yesterday I went to an interesting museum that I ___ before.
didn't visit, wasn't visiting, hadn't visited
9. By the time we arrived, she ___ for us at the train station for three hours.
waited, was waiting, had been waiting
10. Christopher Columbus ___ America in 1492.
discovered, was discovering, had discovered, had been discovering

5. Choose the right variant:

1. When Mark arrived, the Johnsons _____ dinner, but stopped in order to talk to him.
a) were having c) had been having
b) had d) was having
2. While Tom _____ a book, Marhta _____ TV.
a) was reading, watched c) was reading, was watching
b) read, watched d) read, was watching
3. The food that Ann is cooking in the kitchen _____ delicious.
a) is smelling c) smelt
b) smells d) will smell
4. We called our friends in London yesterday to tell them about the reunion that we _____.
a) will plan c) plan
b) were planning d) have planned
5. Catherine is studying law at the university, and so _____ Nick.
a) is c) was
b) does d) were
6. I feel terrible. I think I _____ to be sick.
a) will c) am going
b) go d) will be going
7. My colleagues usually _____ four days a week, and tills week they _____ five days.

- a) work, work c) are working, are working
b) are working, work d) work, are working
8. It _____ outside; I do not like to walk in such weather.
a) rains c) is raining
b) is rain d) is rained
9. I ___ a very difficult day tomorrow. I need to prepare for the exam.
a) will have c) have
b) am having d) would have
10. At 10 o'clock in the morning on Wednesday Tom _____ a delegation in the office.
a) will receive c) will be receiving
b) is receiving d) would receive
11. Although the sun was shining, it was still cold, because it _____ hard for two hours.
a) had been raining c) had rained
b) was raining d) is raining
12. She _____ at the parcel long enough, before she _____ that it was for her brother.
a) had been looking, had understood
b) had been looking, understood
c) was looking, understood
d) was looking, had understood
13. I _____ to the cinema but my friend persuaded me to stay.
a) am not going c) did not go
b) was going d) had been going
14. We were good friends, we _____ each other for years.
a) had known c) were knowing
b) had knowing d) know
15. We were extremely tired at the end of the journey. We _____ for more than 24 hours.
a) had travelled c) had been travelling
b) were travelling d) travel
16. How long _____ this book? How many pages of this book _____?
a) have you been reading, have you been reading
b) have you read, have you read
c) have you read, you read
d) have you been reading, have you read
17. We always go to Saint Petersburg for our holidays. We _____ there for years.
a) have been going c) go
b) are going d) were going
18. I have lost my key again. I _____ things. I lose things too often.
a) always lose c) have always lost
b) am always losing d) was always losing
19. The economic situation is already very bad and it _____ worse.
a) is getting c) got

Unit 4

Text 1 'What Are the Different Types of Heating Systems?'

Vocabulary

heating system - система отопления

forced air - нагнетаемый воздух; сжатый воздух

radiant heat - лучистая теплота

hydronic heat - гидравлическое тепло

steam radiant heat - радиатор парового отопления

geothermal heat - геотермальное тепло

residential structures - жилые здания

furnace - печь

ductwork and vents - воздуховоды и вентиляционные отверстия

filtered - отфильтрованный

humidified - увлажнённый

dehumidified - осушенный

maintenance - обслуживание

retain - поддерживать

ceiling panels - потолочные панели

hot water baseboard system - система тёплых плинтусов

upright units - вертикальные приспособления

hazards - опасность, риск

When building a new home, there are many different types of heating systems to consider. Some types of heating systems are forced air, radiant heat, hydronic, steam radiant, and geothermal. Each type of heat should be considered for its effectiveness in meeting the budget and heating and cooling needs for the home.

The forced air heating system is most commonly seen in residential structures. It works by heating air in a furnace and then forcing the air out into various areas of the home through installed ductwork and vents. It is also commonly known as a central heating system because it comes from a central point in the home, where it can be filtered, humidified, or dehumidified. The air can be heated with various methods, including electricity, natural gas, propane, or oil. Since this system can be used to address both heating and cooling, the system is convenient for many people.

The ductwork required to use this system takes space in walls, so it may be difficult to install this system in an older home, and can require extra planning with new construction. The furnace system used may be noisy and heard throughout the home. This system can also move allergens throughout the house as the air circulates. The air filtration systems will require regular maintenance to retain optimal function. This system can be expensive due to maintenance costs.

The radiant heat heating system is often praised for its ability to produce natural and comfortable heat in a home. In this system, heat is commonly delivered through a system of hot water tubes underneath the floor, although these tubes can also be

installed in ceiling panels. The hot water is heated using a boiler which is usually powered by oil, natural gas, propane, or electricity. A heating stove may also be used to heat the water, powered by coal or wood.

Radiant heat is often slow to heat a room because the water must first be heated and circulated through the pipes. It can be expensive to install and maintain because of the difficulty involved in getting to the tubing systems if a problem occurs with the system. Air conditioning is not available with this method, as it requires a completely separate system of ductwork.

Hydronic heat is also known as a hot water baseboard system. Much like radiant heat systems, a boiler heats hot water, which then is circulated through tubes; for hydronic heat, these tubes are located in baseboard heating units attached to the walls in each room of the home. These systems are usually quiet, energy efficient, and may be fueled by electricity, oil, or natural gas. Temperature can usually be controlled separately in each room. Baseboard units should not be blocked by curtains or furniture, making them inconvenient for some users, and as with radiant heat, hydronic systems can be slow to warm a room and require a separate cooling system.

Steam radiant heating systems heat a room through upright units referred to as "radiators." These systems use either one or two pipes, and heat water through a variety of methods such as electricity, oil, or natural gas. While these units may be energy efficient and warm a room quickly, they can be inconvenient for furniture placement, as the walls and surrounding area must be clear to avoid fire hazards. Many people do not like the way radiators look in a room, and therefore choose another heating system. A separate system is also required for cooling.

Geothermal heating systems are a more recent option for heating and cooling a home. These systems can be expensive to install; however, because of their ability to use the heat from the Earth to regulate temperature, they are said to greatly reduce the costs associated with heating and cooling a home. This system works for both heating and cooling because it uses the relatively constant temperature of the ground.

When a homeowner is choosing a heating system for his home, he should consider how the system will be powered in addition to how much it will cost. Considering that many of these options require separate cooling systems, it may be best to use a central heating system to combine heating with cooling in those regions where both are required. Focusing on specific needs will assist homeowners with making a decision about which system to use.

1. Match the words with their definitions:

furnace	to keep in one's possession
maintenance	exposure or vulnerability to injury, loss, evil, etc
retain	an enclosed chamber in which heat is produced to generate steam
hazards	the act of maintaining or the state of being maintained
forced air	of or relating to the heat in the interior of the earth
geothermal	the gas or vapour into which water is changed when boiled
steam	air that is pressed

2. Answer the questions:

1. Name the different types of heating systems.
2. What system is common in residential structures?
3. What are the negative sides of using a furnace?
4. What are the negative sides of using a central heating system?
5. Describe the radiant heat heating system.
6. What a homeowner should consider while choosing a heating system for his home?
7. What heating system is based on using pipes?
8. What is the most expensive heating system?

3. Write in negative form and question (use Future Simple:

1. I (to do) morning exercises.
2. He (to work) at a factory.
3. She (to sleep) after dinner.
4. We (to work) part-time.
5. They (to drink) tea every day.
6. Mike (to be) a student.
7. Helen (to have) a car.
8. You (to be) a good friend.
9. You (to be) good friends.
10. It (to be) difficult to remember everything.

4. Write the verbs in Future Simple:

1. Alice (to have) a sister.
2. Her sister's name (to be) Ann.
3. Ann (to be) a student.
4. She (to get) up at seven o'clock.
5. She (to go) to the institute in the morning.
6. Jane (to be) fond of sports.
7. She (to do) her morning exercises every day.
8. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (to go) to the institute.
10. Sometimes she (to take) a bus.
11. It (to take) her an hour and a half to do her homework.
12. She (to speak) English well.
13. Her friends usually (to call) her at about 8 o'clock.
14. Ann (to take) a shower before going to bed.
15. She (to go) to bed at 11 p. m.

5. Put the verbs in Future Simple:

1. My working day (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth.
3. It (to take) me about twenty minutes.
4. I (to have) breakfast at seven o'clock.

5. I (to leave) home at half past seven.
6. I (to take) a bus to the institute.
7. It usually (to take) me about fifteen minutes to get there.
8. Classes (to begin) at eight.
9. We usually (to have) four classes a day.
10. I (to have) lunch at about 2 o'clock.

6. Write in Future Simple. Pay attention to the form of the verb (affirmative, negative or question):

- 1) They _____ football at the institute. (to play)
- 2) She _____ emails. (not / to write)
- 3) _____ you _____ English? (to speak)
- 4) My mother _____ fish. (not / to like)
- 5) _____ Ann _____ any friends? (to have)
- 6) His brother _____ in an office. (to work)
- 7) She _____ very fast. (cannot / to read)
- 8) _____ they _____ the flowers every 3 days? (to water)
- 9) His wife _____ a motorbike. (not / to ride)
- 10) _____ Elizabeth _____ coffee? (to drink)

7. Translate into English:

1. Она будет занята. (to be busy)
2. Я не буду занят.
3. Вы будете заняты?
4. Они будут дома? (to be at home)
5. Его не будет дома.
6. Я не буду знать.
7. Они будут знать?
8. Она не будет знать.
9. Кто будет знать?
10. Никто не будет знать.
11. Он будет читать английские книги? (to read English books)
12. Они никогда не будут читать. (never / to read)
13. У неё будет квартира? (to have a flat)
14. У него ничего не будет.
15. Кто это будет?

8. Choose the right variant (Future Continuous):

1. I shall go/shall be going to the party when my brother arrives.
2. Will you pass / will you be passing me the books from him tomorrow?
3. I'm sure Tom will give up/is giving up the job.
4. Jack isn't free on Monday. He will write/ will be writing at home.
5. Jim is going to study from 7 till 10 this evening. So at 8.30 this evening he will learn/will be learning new words.

6. While I shall read/ shall be reading this poem she will play/ will be playing the piano.
7. When you call him he will sleep/ will be sleeping.
8. I hope the next mail will bring/ will be bringing news from home.
9. Her homework is not finished. She will work/ will be working at it.
10. At what time will you be/ will you being at home?

9. Choose the right variant (Future Continuous):

1. This time tomorrow they (sit) in the train on their way to Chicago.
will sit, will be sitting
2. I (be) at home if you need anything.
will be, will being
3. Don't phone Jim from 5 to 6 - he (have) English.
will have, will be having
4. Why are you in a hurry? If you arrive at 8 0' clock, they (still / cook) the meal.
will still cook, will still be cooking
5. He (come) at eight in the evening.
will come, will be coming
6. ... you (have lunch) with me on Friday?
Will you have lunch, Will you be having lunch
7. – I'm not sure I'll recognize Eve. I haven't seen her for ages.
– She (wear) a dark blue pullover and jeans.
will wear, will be wearing

Text 2 'Air conditioner'

Vocabulary

condense - конденсироваться
 refrigerating air - охлаждённый воздух
 vapor-compression cycle - цикл сжатия пара
 employ - использовать
 coil - катушка
 evaporator - испаритель
 condenser - конденсатор
 serpentine tubing - спиральная трубка
 aluminum fins - алюминиевые пластины
 compressor - компрессор
 refrigerant - охлаждающее вещество
 halogenated chlorofluorocarbons - галогенизированный хлорфлуороуглерод
 phase out - постепенно прекращать
 ammonia - аммиак

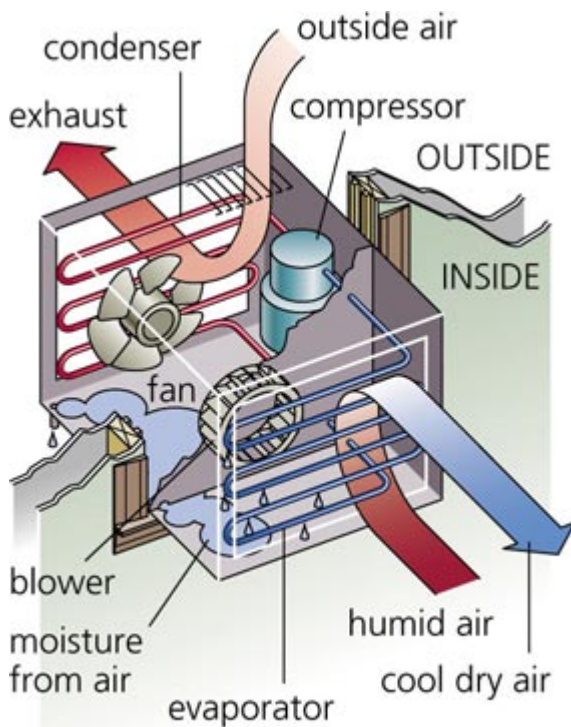
An air conditioner removes heat and moisture from the air by passing it over a cold surface. When warm, moist "inside" air is blown across the surface of the unit's

cooling coil, the air temperature drops and the water vapor in it condenses making the air cooler and drier and therefore more "comfortable."

Refrigerating air for comfort inside the home, (called air conditioning) is far more complicated than heating. Instead of using energy to create heat, air conditioners use energy to remove heat. The most common air conditioning systems use what is known as a vapor-compression cycle similar to the one used by a refrigerator. The primary difference is a refrigerator moves heat out of its interior and releases it to the surroundings, (usually the kitchen), while air conditioners take heat from inside the house and release it to the outside environment.

Air conditioners use about 5% of all the electricity produced in the United States, at a cost of over \$11 billion to homeowners. As a result, roughly 100 million tons of carbon dioxide are released into the air each year – an average of about two tons for each home with an air conditioner. Switching to high-efficiency air conditioners and taking other actions to keep your home cool could reduce this energy use by 20-50%.

How it works



An air conditioner employs the same operating principles and basic components as your home refrigerator. Refrigerators use energy (usually electricity) to transfer heat from the cool interior of the refrigerator to the relatively warm surroundings of your home; likewise, an air conditioner uses energy to transfer heat from the interior of your home to the relatively warm outside environment.

An air conditioner cools your home with a cold indoor coil called the evaporator. The condenser, a hot outdoor coil, releases the collected heat outside. The evaporator and condenser coils are serpentine tubing surrounded by aluminum fins. This tubing is usually made of copper.

A pump, called the compressor, moves a heat transfer fluid (or refrigerant) between the evaporator and the condenser. The pump forces the refrigerant through the circuit of tubing and fins in the coils.

The liquid refrigerant evaporates in the indoor evaporator coil, pulling heat out of indoor air and thereby cooling your home. The hot refrigerant gas is pumped outdoors into the condenser where it reverts back to a liquid, giving up its heat to the outside air flowing over the condenser's metal tubing and fins.

Throughout the second half of the 20th century, nearly all air conditioners used chlorofluorocarbons (CFCs) as their refrigerant, but because these chemicals are damaging to Earth's ozone layer, CFC production stopped in the United States in 1995. Nearly all air conditioning systems now employ halogenated chlorofluorocarbons (HCFCs) as a refrigerant, but these are also being gradually phased out, with most production and importing stopped by 2020 and all production and importing stopped by 2030.

Production and importing of today's main refrigerant for home air conditioners, HCFC-22 (also called R-22), will begin to be phased out in 2010 and will stop entirely by 2020. However, HCFC-22 is expected to be available for many years as it is recovered from old systems that are taken out of service. As these refrigerants are phased out, ozone-safe hydrofluorocarbons (HFCs) are expected to dominate the market, as well as alternative refrigerants such as ammonia.

1. Complete the sentences:

1. Air conditioners use about 5% of	a) chlorofluorocarbons (CFCs) as their refrigerant.
2. The most common air conditioning systems use what is known as	b) (called air conditioning) is far more complicated than heating.
3. Throughout the second half of the 20th century, nearly all air conditioners used	c) heat and moisture from the air by passing it over a cold surface.
4. An air conditioner cools your home with	d) a vapor-compression cycle similar to the one used by a refrigerator.
5. Refrigerating air for comfort inside the home,	e) the same operating principles and basic components as your home refrigerator.
6. The most common air conditioning systems use	f) all the electricity produced in the United States.
7. An air conditioner employs	g) what is known as a vapor-compression cycle similar to the one used by a refrigerator.
8. An air conditioner removes	h) a cold indoor coil called the evaporator.

2. Match the words with their definitions:

condense	to change or cause to change from a liquid or solid state to a vapour
air	a recurring period of time in which certain events or phenomena occur and reach completion or repeat themselves in a regular sequence
refrigerator	the act of compressing or the condition of being compressed
compression	the mixture of gases that forms the earth's

	atmosphere.
cycle	to increase the density of; compress
employ	a chamber in which food, drink, etc., are kept cool
coil	to provide work or occupation for; keep busy; occupy
evaporate	something wound in a connected series of loops

3. Open the brackets and translate the sentences:

1. We (to come) home by the evening tomorrow.
2. We (to finish) his project by the end of the next week?
3. She (to do) my homework by five o'clock tomorrow.
4. When I come home tomorrow, my family (to have) lunch.
5. When they (to come) to the party tomorrow, I (to cook) dinner. I (to finish) it by 5 pm.
6. If the weather is fine, we (to go) to the picnic.
7. You (to complete) the project by the end of the week?
8. What you (to do) by the end of the year?
9. What you (to make) by five o'clock tomorrow?
10. You (to finish playing) tennis by 7 pm?
11. You (to do) this project by next Friday?

4. Choose the right variant:

1. Julia (finish) all the housework by three o'clock and we'll go for a walk.
will finish, will have finished
2. I promise I (get) in touch with you if I need your help.
will get, will have got
3. We are going to buy a car. By the end of next month our family (save) money for it.
will save, will have saved
4. The workers say that they (build up) a district by the beginning of 2000.
will build up, will have built up
5. He probably never (be) patient.
will probably never be, will probably never have been
6. She (have lunch) by the time we arrive.
will have, will have had
7. If you think it over, you (see) that I'm right.
will see, will have seen

5. Read the following dialogue, pay attention to the usage of Future Perfect Tense:

Tom is a football fan and there is a football match on television this evening. The match begins at 7.30 and ends at 9.15.

Ann wants to come and see Tom this evening and wants to know what time to come.

Ann: Is it all right if I come about 8.30?

Tom: No, don't come then. I'm going to watch the match on TV.

Ann: O.k. What about 9.30?

Tom: Yes, that will be fine. The match will have finished by then.

6. Open the brackets and translate the sentences:

1. She (to study) in London for two years when I come here. 2. He (to teach) German for two years when I begin to teach English. 3. By next July she (to live) here for five years. 4. At six o'clock I (to work) for five hours. 5. I (to work) at the library for 8 hours when you come there.

7. Translate into Russian:

1. They will have been sitting here for 20 minutes when I come. 2. In ten minute's time I shall have been hanging around here for exactly four hours 3. When they finish I will have been waiting for them for 30 minutes. 4. Tomorrow it will be a month as they have been working on this project. 5. He will have been working on his book for a year soon. 6. He will have been repairing his car for two weeks on Wednesday.

8. Choose the correct variant (All the Future Tenses):

1. Who of the dog when you go to America?

will take care, will be taking care, is taking care, is going to take care

2. By the time you come home you everything I have told you.

will have forgotten, will forget, will be forgetting, have forgotten

3. Did you write that letter to Jack? - Oh, I forgot. Thanks for reminding me. I it in the evening.

will have written, will have been writing, will write, am writing

4. I don't know his address, but I it for you, if you want it.

will get, will be getting, am getting, will have got

5. Do you think you here in a few years' time?

will you still be working, you will still be working, you are still working, will you still work

6. You can't see this film on TV tonight, they it only next Sunday.

are showing, will show, show, will be showing

7. John has bought this TV set on credit. He all the money by the first of August.

will pay, is paying, will have paid, will be paying

8. It's too late to telephone Tom now. I think I him in the morning.

will call, am going to call, will be calling, will have called

9. I can't meet you this evening. A friend of mine to see me.

will come, will have come, is coming, comes

10. By the time Mother comes home Peter all the ice-cream.

will eat, will have eaten, will have been eating,, will be eating

11. I to London tomorrow; I will phone you when I arrive.

will come, am coming, will be coming, will have come

12. If you me the truth, I will never speak with you.

won't tell, won't be telling, don't tell, aren't telling

13. I to a party tomorrow. Would you like to come?

will go, am going, will be going, will have gone

14. The house for two hours when the firefighters finally arrive.

is burning, will be burning, will have burnt, will have been burning

15. We'll go skiing in the Alps next winter if we enough money for the trip.

will save, will have saved, have saved, will be saving

Text 3 'Ventilation'

Vocabulary

means - средства

airtight - герметичный, воздухонепроницаемый

seal - зд. накапливать

moisture - влага

energy-efficient home - энергосберегающий, с низким энергопотреблением

exchange - обмен

odor - запах

contaminants - загрязняющие вещества

formaldehyde - формальдегид

volatile organic compounds - летучие органические соединения

radon - радон (эманация радия)

mold - growth рост плесени

air change - воздухообмен

vents - вентиляционные отверстия

duct system - система воздуховодов

spot ventilation - местная вентиляция

localized exhaust fan - локализованных вытяжной вентилятор

conjunction - сочетание

Ventilation – it is the process of moving air into and out of an interior space either by natural or mechanically induced (forced) means.

When creating an energy-efficient, airtight home through air sealing techniques, it's very important to consider ventilation. Unless properly ventilated, an airtight home can seal in indoor air pollutants. Ventilation also helps control moisture – another important consideration for a healthy, energy-efficient home.

Purpose of ventilation

Your home needs ventilation – the exchange of indoor air with outdoor air – to reduce indoor pollutants, moisture, and odors. Contaminants such as formaldehyde, volatile organic compounds, and radon can accumulate in poorly ventilated homes, causing health problems. Excess moisture in a home can generate high humidity levels. High humidity levels can lead to mold growth and structural damage to your home.

To ensure adequate ventilation, the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) says that a home's living area should be ventilated at a rate of 0.35 air changes per hour or 15 cubic feet per person, whichever is greater.

Ventilation strategies

There are three basic ventilation strategies:

Natural ventilation

Uncontrolled air movement into a home through cracks, small holes, and vents, such as windows and doors. Not recommended for tightly sealed homes.

Whole-house ventilation

Controlled air movement using one or more fans and duct systems.

Spot ventilation

Controlled air movement using localized exhaust fans to quickly remove pollutants and moisture at their source. Typically used in conjunction with one of the other strategies.

1. Questions:

1. What is the ventilation?
2. Is it important to use ventilation?
3. What is the purpose of ventilation?
4. What are the ventilation strategies?
5. What is the most popular ventilation?

2. Match the words with their definitions:

exchange	the act of joining together; combination; union
odor	a geographical area that is restricted in extent
contaminants	the property of a substance that gives it a characteristic scent or smell
mold	to give up, part with, or transfer (one thing) for an equivalent
duct	a pollutant
spot	a coating or discoloration caused by various saprotrophic fungi that develop in a damp atmosphere on the surface of stored food, fabrics, wallpaper, etc
conjunction	a tube, pipe, or canal by means of which a substance, esp a fluid or gas, is conveyed

3. Write the correct positive or negative imperatives in the sentences below depending on whether you think they are things you should or shouldn't do.

*Business Christmas Cards Do's and Don'ts - Imperatives and Conjunctions
(Giving instructions/ giving reasons)
Worksheet Imperatives Practice*

_____ (send) a business Xmas card to a client's home address,
 _____ (send) it to their office
 _____ (handwrite) something in your business Christmas cards
 _____ (make) homemade business Xmas cards
 _____ (send) separate Xmas cards to each person you deal
 with in a client company or a supplier, including secretaries and assistants
 _____ (buy) Christmas cards in January
 _____ (write) the same message in every card you send
 _____ (include) the names of a business associate's family in a
 business Xmas card
 _____ (write, print or stamp) your company name in the
 Christmas card
 _____ (send) two separate Xmas cards if your friend or
 family member is also your business associate
 _____ (send) Christmas cards with general, non-religious
 messages and pictures like "Happy Holidays" or "Season's Greetings" to your
 overseas clients
 _____ (buy) Xmas cards from a charity
 _____ (send) Xmas cards made of recycled paper and
 clearly marked as such Match the sentences to the sentences on the next page giving
 reasons for the things above, then use the reasons to check your original answers
 above.

4. Insert "to" or "for" in the following sentences:

1. Our organization started in 1994 ____ lead the Web to its full potential.
2. We develop common protocols ____ promote its evolution.
3. We have the Offices Program ____ adoption of W3C recommendations among developers.
4. In August 2011, W3C created Community and Business Groups ____ support innovation.
5. We invite technical experts ____ coordinate technology development.
6. We also invite experts ____ management of other operations.
7. If you need ____ get some information about our organization, complete the request form.

5. Please, continue the sentences:

1. I am helping my teammate to ...
2. I decided to save up to ...
3. I studied at the university to ...
4. I have created my own website to ...
5. I spoke with the project manager to...

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Content

Unit 1	3-16
Text 1 ‘Foreign Languages in Our Life’	3
Text 2 ‘High Education in Great Britain’	7
Text 3 ‘Economy of Great Britain’	11
Unit 2	17-28
Text 1 ‘The profession of an engineer’	17
Text 2 ‘Kinds of engineering’	20
Unit 3	29-41
Text 1 ‘Three Natural Resources used by Industries’	29
Text 2 ‘Industrial ecology’	33
Text 3 ‘Environmental Issues: air pollution’	37
Unit 4	42-53
Text 1 ‘What Are the Different Types of Heating Systems?’	42
Text 2 ‘Air conditioner’	46
Text 3 ‘Ventilation’	51
References	54

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