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ПРАКТИКУМ
з навчальної дисципліни
«ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)»
для самостійної роботи студентів
спеціальності 103 «Науки про Землю»

Освітньо-професійна програма: «Управління земельними і водними ресурсами»
(бакалавр)

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ВСТУП

Навчальна дисципліна “Іноземна мова (англійська)” розроблена з метою формування практичних навичок у спілкуванні англійською мовою у професійному середовищі, перекладу англо-українських та українсько-англійських професійних матеріалів.

У наш час, коли міжнародні зв'язки нашої держави стрімко розвиваються, необхідною умовою для того, щоб вважати себе спеціалістом з вищою освітою, є володіння іноземними мовами.

Метою курсу навчальної дисципліни “Іноземна мова (англійська)” є формування таких навичок:

- 1) формування мовленнєвих навичок та умінь та засвоєння лінгвістичних та соціокультурних знань;
- 2) розвиток когнітивних здібностей;
- 3) формування впевненості щодо використання мови як засобу комунікації та для переклада, а також розвиток позитивного відношення до вивчення англійської мови і засвоєння відповідної культури;
- 4) розвиток здатності до самостійного пошуку та засвоєння нового матеріалу;
- 5) розвиток загальних умінь спілкування.

Відповідно до основної мети навчання іноземної мови для студентів можна виділити наступні **завдання**:

- 1) навчити вільно й правильно, з додержанням фонетичних, граматичних та стилістичних норм та на основі засвоєння широкого словникового запасу говорити й писати англійською мовою;
- 2) засвоїти лексичні одиниці в межах навчальних модулів;
- 3) розуміти на слух тексти, що відносяться до знайомих тем, за умови стандартної та чіткої вимови і не надто високого темпу мовлення;
- 4) спілкуватися в найтиповіших ситуаціях в межах засвоєного матеріалу;
- 5) вміти долати чинники, що перешкоджають розумінню під час спілкування;
- 6) інтегрувати навичкові параметри (фонетика, лексика та граматики) у мовленнєвих вміннях;

Самостійна робота студентів є складовою навчального процесу, важливим чинником, який формує вміння навчатися, сприяє активізації засвоєння студентом знань. Самостійна робота студентів є основним засобом опанування навчального матеріалу в позааудиторний час і полягає у процесі взаємодії керуючої діяльності викладача і самостійної пізнавальної діяльності студентів. Мета самостійної роботи студентів – сприяти засвоєнню в повному обсязі навчальної програми та формуванню самостійності як особистісної риси та важливої професійної якості, сутність якої полягає в умінні систематизувати, планувати та контролювати власну діяльність.

Серед головних завдань самостійної роботи студентів виділяють підвищення ефективності навчання за рахунок додаткової системи вправ; забезпечення фонових знань, необхідних студенту для роботи з матеріалами, що стосуються спеціальності; удосконалення комунікативних умінь й навичок володіння англійською мовою при спілкуванні на теми, що стосуються психології та юриспруденції; розвиток власне перекладацьких навичок та умінь.

Організація позааудиторної самостійної роботи студентів передбачає необхідність ширшого огляду тематики курсу з використанням основної та допоміжної літератури, аналітичного осмислення теоретичного матеріалу.

Наприкінці курсу студенти повинні вміти:

вести бесіду-діалог проблемного характеру відповідно до програмної тематики та комунікативної функції;

робити самостійні усні монологічні повідомлення англійською мовою за тематикою курсу;

реферувати (усно та письмово) оригінальні різностильові тексти;

здійснювати переклад з англійської мови на українську та навпаки текстів, що відповідають тематиці та рівню складності курсу.

Завдання для самостійної роботи студентів

LEXICAL TASKS

TASK 1. Maps and Globes

1. Indicate whether the statements below are correct or incorrect by writing **TRUE** or **FALSE** in the spaces provided.

- _____ Maps are a flat representation of the entire Earth or a part of the Earth.
- _____ Globes are a 2-dimensional replica of the Earth.
- _____ Globes are a more accurate representation of how the Earth looks.
- _____ Maps are bulky and difficult to carry.
- _____ Maps can be used to locate places around the world.

2. Maps and globes have different features. Using the words from the word box below, place each feature in the correct category.

Maps	Globes

Word Box

Flat

2-dimensional

Spherical

Bulky

3-dimensional

Can be folded

Model of Earth

Not a true representation of Earth

1. _____ maps show the natural features of the Earth, such as mountains, Plateaus, Plains etc.

- A. Thematic
B. Political
C. Physical

2. _____ maps show the boundaries of cities, towns, Villages etc.

- A. Thematic
B. Political
C. Physical

3. _____ maps focus on particular information like roads, population, Parks etc.

- A. Thematic
B. Political
C. Physical

4. _____ is the ratio between the actual distance on the ground and distance shown on the map.

- A. Sketch B. Scale C. None

5. _____ colour indicates water bodies on the globe or map.

- A. Brown B. Blue C. Green

1	Road Map	a	Shows conditions in the atmosphere, such as air pressure, wind speed and direction.
2	Political Map	b	Shows the shape of the land by using contour lines. Numbers show the height of the land above sea level.
3	Topographical Map	c	Shows road and transport routes as well as town names, labels etc. Used for navigation and travel.
4	Physical Map	d	Shows the locations and names of natural features of a place. Includes deserts, mountains, rivers, lakes, volcanoes etc.
5	Weather Map	e	Shows the locations and names of manmade features of a place. Includes towns, borders, states etc.

We see them every day, we use them when we travel, and we refer to them often, but what is a map?

A **map** is defined as a representation, usually on a flat surface, of a whole or part of an area. The job of a map is to describe spatial relationships of specific features that the map aims to represent. There are many different types of maps that attempt to represent specific things. Maps can display political boundaries, population, physical features, natural resources, roads, climates, elevation (topography), and economic activities.

Maps are produced by cartographers. ***Cartography*** refers both the study of maps and the process of map-making. It has evolved from basic drawings of maps to the use of computers and other technologies to assist in making and mass-producing maps.

Is a Globe a Map? A globe is a map. Globes are some of the most accurate maps that exist. This is because the earth is a three-dimensional object that is close to spherical. A globe is an accurate representation of the spherical shape of the world. Maps lose their accuracy because they are actually projections of a part of or the entire Earth.

Have you ever heard about mental maps? The term ***mental map*** refers to the maps that aren't actually produced and just exist in our minds. These maps are what allow us to remember the routes that we take to get somewhere. They exist because people think in terms of spatial relationships and vary from person to person because they are based on one's own perception of the world.

Evolution of Maps. Maps have changed in many ways since maps were first used. The earliest maps that have withstood the test of time were made on clay tablets. Maps were produced on leather, stone, and wood. The most common medium for producing maps on is, of course, paper. Today, however, maps are produced on computers, using software such as GIS or Geographic Information Systems.

The way maps are made has also changed. Originally, maps were produced using land surveying, triangulation, and observation. As technology advanced, maps were made using aerial photography, and then eventually remote sensing, which is the process used today.

The appearance of maps has evolved along with their accuracy. Maps have changed from basic expressions of locations to works of art, extremely accurate, mathematically produced maps.

Read the text and be ready to give the definitions of the main terms: a map, a mental map, cartography. Search the Internet and find more information to make and present a short report about the evolution of maps.

TASK 3. Composition of the Atmosphere

The atmosphere surrounding Earth is made up of several layers of gas mixtures. The most common gases in our atmosphere are nitrogen, oxygen and carbon dioxide. The amount of the gases in the mixture varies above the different places on Earth.

The atmosphere puts pressure on the planet. The amount of pressure becomes less and less the further away from Earth's surface you are. When we think of the atmosphere, we mostly think of the part that is closest to us. At any moment in time, the overall condition of Earth's atmosphere, including the part we can see and the parts we cannot, is called *weather*. Weather can change, and it frequently does. That is because the conditions of the atmosphere can change.

The four main layers in Earth's atmosphere are the troposphere, the stratosphere, the mesosphere and the thermosphere. The layer that is closest to the surface of Earth is called the *troposphere*. It extends up from the surface of Earth for about 11 kilometres. This is the layer where airplanes fly. We experience almost all weather in this layer. About three-fourths of our atmosphere's air is also found in the troposphere. Just above the troposphere is the stratosphere. It extends to about 50

kilometres above Earth's surface. Most of our planet's ozone layer is in this colder, drier layer. Ozone is important to the health of our planet because it helps keep some of the sun's dangerous radiation from reaching the Earth's surface.

If we continue upward, the next layer is the mesosphere, which extends up to about 80 kilometres above Earth's surface. The mesosphere is extremely cold. It is within this layer that you are most likely to find meteors. Most meteors will completely burn up before they reach Earth's surface.

The final layer is the thermosphere, the layer that is closest to the sun. Temperatures in the thermosphere can be over 1,500° Celsius.

Together, the layers of our atmosphere protect Earth. The atmosphere provides the conditions needed to support life.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

- 1) Which layer of the atmosphere has most of the air?
- 2) If you were to send a bottle rocket 15 kilometres up into the air, which layer of the atmosphere would it be in?
- 3) What are the most common gases in Earth's atmosphere?
- 4) Why is it important to protect the stratosphere?
- 5) Why aren't there many meteors in the troposphere?

TASK 4. Nature and Climate

Read the following paragraphs. Complete them with the missing words.

threats / pollutants / waste / greed / consumption

1) Human greed

It is us, people, who are the 1) _____ of most environmental problems below. People are the reason why the climate changes. Human _____ and disrespect for the rest of the world combined with uncontrolled resource and energy 2) _____ and armed conflicts and wars are the most serious 3) _____ to nature regionally and locally. Humans negatively impact the environment through industrial 4) _____ dumped in waterways and destroying forest.

developing / diseases / drinking / issues / population

2) Poverty in the developing world

More than 80 percent of the world's 1) _____ lives in extreme poverty in slums or in rural areas of 2) _____ countries. Bad situation and lack of 3) _____ water, good food and wood for cooking lead to serious environmental 4) _____. Infectious 5) _____ continue to blight the lives of the poor across the world.

resources / growing / result / amounts

3) Growing human population

Global human population growth 1) _____ to around 83 million annually. Today

over 7 billion people live on the Earth and the 2) _____ is huge pressure on the world's 3) _____. It is expected to keep 4) _____, and estimates have put the total population at 8.6 billion by 2030.

polluted / damaging / produce / controversial / harmful

4) Unsustainable agriculture

People need to eat, but the way we 1) _____ our food today raises a number of 2) _____ issues about the environment. Water is 3) _____ with fertilizers and pesticides. Genetically modified crops are not only 4) _____ for human health, they are 5) _____ for the environment.

deforestation / supports/ exploitation / destruction / threatened / impact

5) Biodiversity loss

Biodiversity 1) _____ the health of the planet and has a direct 2) _____ on all our lives. The 3) _____ of forests for wood, fuel and agricultural land has led to massive 4) _____. It is a major contributor to the fast loss of plant and animal species. Similarly, life in oceans which 5) _____ the greatest variety of life on earth is 6) _____ by overfishing, petrochemicals, coastal development, the effects of climate change and many other factors.

Match the two halves of the sentences. Choose one and illustrate it with some real-life examples.

1) A great number of environmental problems	a) pollution is industry.
2) More than 1 billion people in the world	b) threatened by overfishing.
3) Soon there will be lack of	c) pressure on resources.
4) Life in oceans is	d) live in extreme poverty.
5) Climate change is	e) caused by deforestation.
6) The fast loss of species is	f) one of the most challenging issues facing humanity.
7) The major contributor to air	g) are caused by people.
8) The growing human population puts	h) clean fresh water in some regions of the world.

TASK 5. Climate change - can we stop it?

The world is getting hotter. We have to take drastic measures to combat global warming; but can we do this quickly enough, or are we going towards a climate catastrophe?

There are still some people who say that climate change is not real! Others say that it is real, but we cannot do anything to stop it, so we need not try. A few people even say that climate change is not caused by human beings. But most people now

understand that our world is getting hotter, and we have to do something about it. We only have one Earth, and we can't get another one.

Twenty years ago, people could perhaps imagine that climate change was not a real problem, because some scientists still had doubts. Today almost all the world's scientists agree: the world is getting hotter, and it is the fault of human beings. Our planet is going towards a climate catastrophe, but we can stop its worst effects. Indeed, we must do everything possible to stop them.

In November 2021, world leaders (or most of them) met in Glasgow, in Scotland, for the COP26 summit. They took quite a few decisions, to try and stop the Earth getting too warm. Many countries promised to become "carbon neutral" before 2050. Some have promised to become carbon-neutral even faster. World leaders agree that we have to stop using coal and oil to generate heat and electricity; we should use green energy sources instead, known as "renewables".

Before the year 2100, all the energy that we use may perhaps come from renewable sources; the sun, the sea, the wind and rivers can produce more than enough energy for everyone on our planet, but we still have a long way to go.

The green energy revolution has already begun, but the challenges are still enormous. "Going green" will cost an enormous amount of money, and use some kinds of technology that do not yet exist. Also, there are some people who believe that it will be too expensive.

Although most people care about our planet and know that we have to act now to avoid a climate catastrophe, there are other people who have different priorities. There are people who just don't care, and there are people who care more about themselves than about the world around them. There are people and big companies that just want to make money, and are not interested in anything that gets in their way. Most importantly, there are politicians who are frightened of doing anything that other people will not like; they make promises, but they do not keep them.

1. Match the words or word combinations with the appropriate explanation.

1	agree	a	caused by
2	the fault of	b	make, create
3	effects	c	difficulties
4	met	d	to have the same opinion
5	coal	e	dependable
7	generate	f	came together
8	challenge	g	consequences
9	priority	h	something that we believe is most important
10	reliable	i	a black rock that can be burned

2. Complete this extract choosing the correct word from the three options suggested in each case.

At COP26, people _____ (agree, agrees, agreed) that we will _____ (must, have, have to) stop using _____ (coal, carbon, chalk) as soon as possible, because it is the _____ (dirtiest, dirtier, more dirty) of fuels.

Yet for some countries this will be very difficult. _____ (More, Most, The most) of their electricity is generated by _____ (burn, to burn, burning) coal, so if they stop _____ (to use, use, using) coal, people will not have _____ (enough of, enough, more) electricity. In developed countries, (everyone, anyone, someone) uses electricity, and industry uses _____ (lots, a lot, lots of) electricity. No countries can stop using coal _____ (if, unless, because) they have another source of electricity to use _____ (also, too, instead).

The _____ (clean, cleaner, cleanest) electricity comes from the wind and the sun, but it takes time _____ (build, building, built) solar power plants and wind turbines for _____ (the whole, a whole, whole) country. Then there is another big problem; we cannot _____ (depend, depend of, depend on) solar power and the wind, because the sun _____ (not shine, does not shine, is not shining) at night, and the wind _____ (blows, does not blow, not blows) all the time. These kinds of green power are not _____ (real, reliable, relying), so we need other ideas.

Some people believe that we _____ (not, don't, cannot) afford to fight climate change because it will cost _____ (even, too, as) much. The truth is that we _____ (not, don't cannot) afford not to fight against climate change, because the cost of a climate catastrophe will be _____ (so, even, ever) higher.

TASK 6. New climate theories

Air pollution is an increasing environmental concern, and rising global warming temperatures are not the only consequence....

Climate change is now an indisputable phenomenon. Scientists have identified two distinct and worrying developments. While global warming, which has been predicted for some time, is clearly taking place, there is also growing evidence of global dimming – a reduction of sunlight.

According to BBC Online, the term global dimming was created by Gerry Stanhill, an English scientist who lives in Israel. Stanhill found that sunlight had reduced by 22% in Israel over the past few years. He also noted similar changes in the United States (with sunlight down 10%), in parts of the former Soviet Union (with a reduction of 30%), and in parts of the British Isles (with a loss of 16%) the cause appears to be air pollution.

Climate change impacts humans and animals.

Air pollution caused by fossil fuel emissions, will also probably cause a further rise of 0.6 degrees Celsius of global warming, according to professor Stephen Schneider,

a leading climatologist from Stanford University in California. He points out that in the past century there has already been a 0.7-degree temperature increase.

According to Schneider, the results will endanger species such as polar bears. The traditional life-style of the Inuit people of the Arctic will also be impacted. At the same time, the British Antarctic Survey has revised its predictions about the col-lapse of the Antarctic ice sheet. It used to be believed that it would remain intact until the turn of the 22nd century. Now there is a risk of a much more imminent collapse.

1. Find in the text the words corresponding to the following definition.

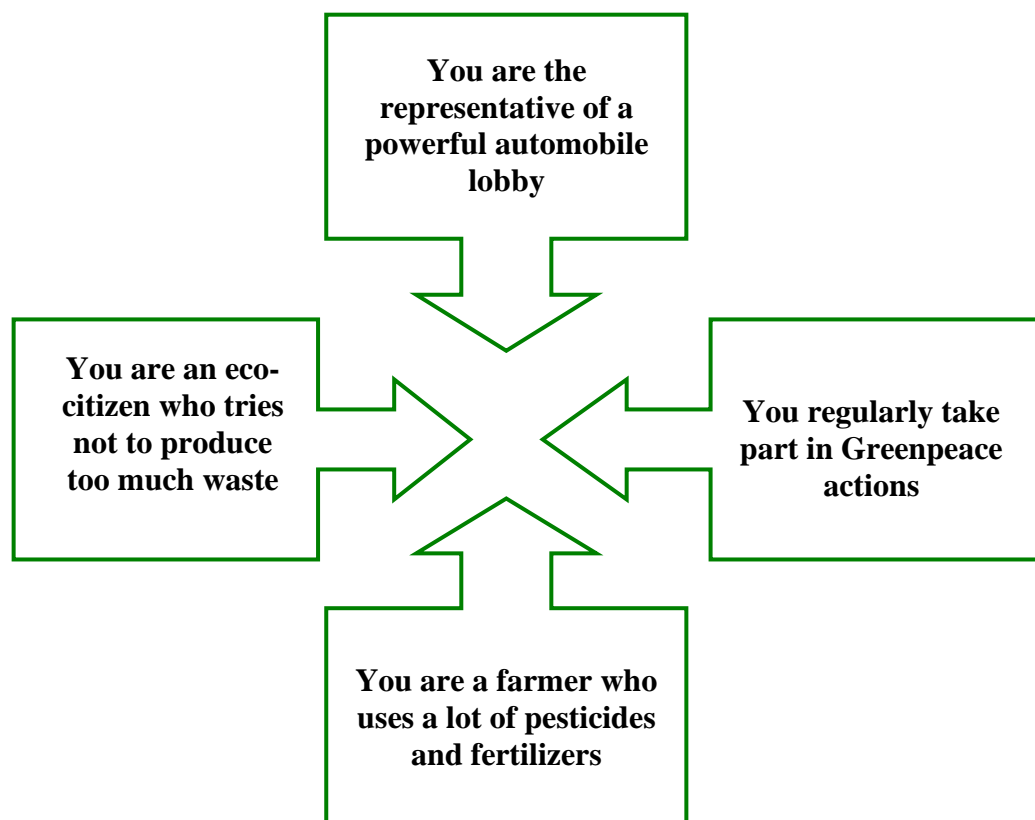
- | | | |
|---|-------|---|
| 1 | | ✓ A rise in the world temperature that has become a major environmental issue; |
| 2 | | ✓ to direct someone's attention; |
| 3 | | ✓ A gathering of a sample of data or opinions considered to be representative of a whole; |
| 4 | | ✓ to fall abruptly and completely; |
| 5 | | ✓ to continue unchanged. |

Writing: choose one of the following subjects and write 150-200 words.

a) Are you environment friendly?

b) Do you think that nuclear energy could be a solution to a cleaner production of energy? Why? Why not? Can't you think about any other solutions? What are their advantages and limits?

Role-play activity: Choose one of the following roles and discuss in groups on the theme "Saving the environment – what should be done?"



TASK 7. Water Vapor and Humidity

1. Read the text and do the quiz after it.

When an object is cool and warm air touches the cool object, the air cools and droplets of water forms on the outside of the object. This is the result of the hot and cold air coming into contact with each other. This water in the air is called *water vapor*. Water vapor is in the form of a gas.

Characteristics of water vapor include it being colorless, odorless, invisible, and has no taste. *Humidity* is the amount of water vapor in the air. When the in the air turns into a gas it is called evaporation.

Water vapor gets into the air day through the process of evaporation. Ocean water, and other bodies of water, is turned into water vapor using the energy from the sun. The molecules of the water are absorbed by the Sun's energy near the surface of the water which then evaporates into the air.

The changing of a gas into a liquid is called condensation. An example of condensation is the water which covers a mirror following a hot shower.

Another large source of water vapor in the air is when the plants absorb water through their roots and stems into their leaves. The leaves then give off water. The process of plants releasing water into the air is called transpiration.

All of the water in the air, whether it is from the world's ocean and other bodies of water, the water on a mirror following a hot shower, or the water a plant releases into the air; it is all called humidity because it is the amount of water vapor in the air.

When the air is filled with this water, the amount of water in the air can be measured. Another measurement used is called *relative humidity*. Relative humidity is a comparison between how much water is already in the air compared with how much water the air is able to hold at a certain temperature.

When the air can no longer hold the water vapor several things can happen. It may rain or snow depending on the temperature. The air could be become foggy or misty, or dew may appear on the grass in the mornings. Another problem with too much water vapor in the air, especially in the summer, is it becomes very uncomfortable and people began to sweat very easily.

In summary, the water in the air is called water vapor. Water vapor in the air forms when cold air and warm air come in contact with each other. Examples include moisture on the outside of a cold glass, or a mirror after a hot shower, which is also called condensation. When this water is turned into a gas and is released into the air it is called evaporation. Plants also release water into the air during a process called transpiration. Finally, all of the water vapor in the air is called humidity. A comparison between how much water is already in the air compared with how much water the air is able to hold at a certain temperature is called relative humidity. When this happens there could be rain, snow, fog, or dew.

1) Which of the following forms is water vapor?

- A: Liquid
- B: Gas
- C: Solid

D: All of the above

2) Which of the following best defines humidity?

A: Amount of water in the air

B: Amount of the sun's energy

C: The force of water

D: Water absorbed by plants

3) Which of the following takes place when the water is changed into a gas?

A: Relative humidity

B: Humidity

C: Evaporation

D: Condensation

4) Which of the following is an example of condensation?

A: Water changing into a solid

B: Water vapor changing into a liquid

C: A gas changing into a solid

D: A liquid changing into a gas

5) Relative _____ is a comparison between how much water is already in the air compared with how much water the air is able to hold at a certain temperature.

A: Evaporation

B: Transpiration

C: Vapor

D: Humidity

6) Which of the following is the process of plants releasing water into the air?

A: Respiration

B: Evaporation

C: Transpiration

D: Humidity

TASK 8. Wind and Solar Energy

Renewable energy originates from resources that are practically inexhaustible in relation to human needs. For instance, the sun, as the source of solar and most other forms of renewable energy, will continue to shine for some billions of years.

Fossil fuel reserves like coal, petroleum and natural gas are limited in their future availability. Moreover, their use makes many European countries dependent on imports. They are also associated with significant CO₂ emissions and thus contribute to global warming. An increase in the use of renewable energy as a proportion of total energy use is therefore planned in Europe and worldwide.

Renewable energy, also referred to as sustainable energy, saves resources and protects the climate. However, some forms of it are not available for energy generation on a steady basis, but are instead subject to considerable fluctuations depending on the time of day, season and region: the sun does not always shine, nor

does the wind always blow. Only renewable biomass and geothermal energy can be used to supply base load power, i.e., to ensure continuous supply.

In the future, renewable energy will contribute significantly to the energy mix. It will be important to combine those forms of renewable energy that fluctuate in availability, like solar and wind power, with resources capable of supplying base load power. So-called “hybrid power plants”, which make use of various energy resources, might be a feasible solution. Such power plants may work with solar thermal energy during the day and with

geothermal energy during the night. It may also be possible to combine this with biomass power.

1. One word does not fit with the other three. Decide and underline the word. Consult a dictionary if necessary.

sustain	prolong	remit	perpetual
boundless	limited	inexhausted	endless
increase	enlarge	diminish	expand
save	consume	deplete	use
various	different	homogeneous	diverse
biomass	oil	petrol	gas
supply	contribute	furnish	distribute

2. Decide whether the following statements are TRUE or FALSE.

1. Hybrid power plants are run on such fossil fuels as coal and gas.
2. Another name for renewable energy is sustainable energy.
3. The sun can be an example of non-renewable energy.
4. The reserves of fossil fuels are limited in their availability.
5. Geothermal energy guarantees the continuous supply of energy.

TASK 9. Land

Land is among the most important natural resources. It covers only about thirty per cent of the total area of the earth's surface and all parts of this small percentage are not habitable.

The uneven distribution of population in different parts of the world is mainly due to varied characteristics of land and climate. The rugged topography, steep slopes of the mountains, low-lying areas susceptible to water logging, desert areas, thick forested areas are normally sparsely populated or uninhabited. Plains and river valleys offer suitable land for agriculture. Hence, these are the densely populated areas of the world.

Land is used for different purposes such as agriculture, forestry, mining, building houses, roads and setting up of industries. This is commonly termed as Land use.

The use of land is determined by physical factors such as topography, soil, climate, minerals and availability of water. Human factors such as population and technology are also important determinants of land use pattern.

Land can also be classified on the basis of ownership as – private land and community land. Private land is owned by individuals whereas, community land is owned by the community for common uses like collection of fodder, fruits, nuts or medicinal herbs. These community lands are also called common property resources.

People and their demands are ever growing but the availability of land is limited. The quality of land also differs from place to place. People started encroaching the common lands to build up commercial areas, housing complexes in the urban areas and to expand the agricultural land in the rural areas. Today the vast changes in the land use pattern also reflect the cultural changes in our society. Land degradation, landslides, soil erosion, desertification are the major threats to the environment because of the expansion of agriculture and construction activities.

- ✓ **Observe the land, type of soil and water availability in the region you live. Discuss in your class, how it has influenced the lifestyle of people there.**
- ✓ **Collect information about changes in the land use over the years, in the place where you live. Share your findings with your groupmates.**

TASK 10. Biomes of the World

What are biomes? – A **biome** is very large ecological area on the earth's surface with fauna and flora (animals and plants) adapting to their environment. Each biome is characterized by a particular type of climate, vegetation, and animal life.

The major biomes are:



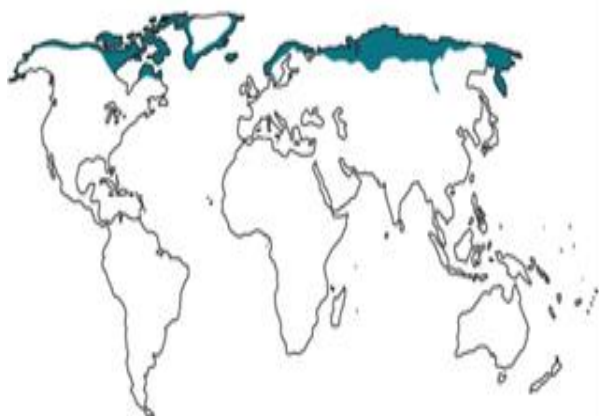
The coldest biome is **Tundra**.

Temperature: -40°C to 18°C.

Precipitation: 150 to 250 mm of rain per year.

Vegetation: Almost no trees due to the short growing season and permafrost; lichens, mosses, grasses, sedges, shrubs.

TUNDRA biome around the world



Location: Regions south of the ice caps of the Arctic and extending across North America, Europe, and Siberia.

Description: The tundra is the coldest of the biomes. It also receives low amounts of precipitation, making the tundra similar to a desert. Much of Alaska and about half of Canada are in the tundra biome. Tundra is also found at the tops of very high mountains elsewhere in the world. Temperatures are frequently extremely cold, but can get warm in the summers.

Tundra winters are long, dark, and cold. The temperatures are so cold that there is a layer of permanently frozen ground below the surface, called permafrost.

Vegetation in the tundra has adapted to the cold and the short growing season.

Mosses, sedges, and lichens are common, while few trees grow in the tundra.

1. Collect the necessary information to fill in the table. You can watch videos and use the internet to research about the following biomes.

<https://www.youtube.com/watch?v=RT6x5GVPG8&t=68s>

Biomes – Fact file

Ecosystem	Describe the location of the biome	Describe the climate of the biome	Give some examples of vegetation and/or animals that can be found in the biome	Give at least one example of how plants/animals adapted to live in the biome
Northern Coniferous Forest / Taiga				
Temperate grasslands				
Temperate Deciduous				
Mediterranean				
Hot Desert				
Savanna Grasslands				
Tropical Rainforest				

2. Match the terms with their definitions.

biome desert freshwater marine permafrost
savanna steppe taiga tundra

1. a biome with extremely inhospitable conditions where vegetation is mostly shrubs, grass, moss and lichen.
2. a temperate grassland where the grass is shorter compared to those in prairies.
3. another name for a boreal forest.
4. a biome around a body of water that has a salt content of less than 1% such as ponds, rivers, and lakes.
5. a biome that covers around 3/4 of the earth's surface.
6. the frozen layer under the soil surface of tundra biomes.
7. a biome that can be hot and dry, cold, semiarid, or coastal.
8. another name for a tropical grassland.
9. a type of environment with a distinct climate and its own community of plants and animals.

TASK 11. Soil Life

1. Complete this extract choosing the correct word from the three options suggested in each case.

Soil is the loose top layer of Earth's surface. Plants depend on soil. It holds them up. It provides them with food and water.

Soil is made of _____ (fungi, humus, particles). These very small pieces mostly come from rocks broken down by weathering. Other soil particles come from rotting remains of plants and animals. The part of soil that comes from living things is called _____ (loam, organic matter, texture).

Many small organisms live in soil. They include worms, bacteria, and fungi. _____ (Fungi, Humus, Particles) are like plants, but they aren't green. And they have no leaves, flowers, or roots. The organisms feed on dead plants and animals. They cause them to _____ (decay, loams, particles), or break down. The decayed plant and animal matter is called _____ (fungi, humus, loam). Humus makes the soil dark. It provides nutrients plants need to grow.

Soil develops in layers. The top layer consists mostly of humus. It is called _____ (bedrock, subsoil, topsoil). The next layer down is called _____ (bedrock, subsoil, topsoil). It contains more rock particles than topsoil and less humus. It is not as good for growing plants.

The layer below the subsoil has many pieces of rocks. The pieces get bigger when they are deeper in the ground. Most plants cannot grow in this rocky layer.

The soil layers all rest on solid rock. It is called bedrock.

2. Read the text and answer the questions after it.

Soil is made up of four different things. They are rocks, humus, air, and water. Rocks are often broken up by wind, water, and changing temperatures causing them to become very small. These tiny pieces of rock form a part of soil.

The best soil for growing plants is soil that has a lot of humus, water, and air. A good type of soil for growing plants would be soil found in forests and farms.

Humus is the part of soil made up of dead plants and animals. It is often found near the surface of the ground. Some soils are rich in humus and some are not. Air and water live in the spaces in soil. Worms squirm through soil creating holes and spaces for air and water to move. If soil has no spaces for air and water it won't be as good for growing.

There are rock pieces often found in soil. The three main kinds are sand, silt, and clay. Sand is loose and does not hold water well. Silt holds water, but it is very light and can be blown away easily. Clay holds water, but it is heavy and may not be the best for growing. A mixture of all three types of rock is called loam and provides the type of nutrients plants need. Loam would be the best rock mixture found in soil for growing.

Many animals live in soil. Insects lay their eggs in soil, and many small creatures live on the top of the soil eating the dead pieces of plants and animals. Larger creatures like groundhogs and badgers also make their homes in soil by burrowing deep tunnels.

Sometimes soil can lose its shape through a process called erosion. Problems are caused when soil breaks down due to time, water, and wind. Soil can often be saved from erosion when there are many tree roots in it. Roots from trees work to hold soil together.

1. Name the main soil components and give their characteristics.
2. What is the difference between silt and clay?
3. What steps should be taken to prevent soil from erosion?
4. What soils are suitable for agriculture?

TASK 12. Deforestation

- 1) Deforestation simply put means the removal of trees and forests, usually through cutting or burning. In South America, most deforestation takes place because of a need for agricultural land. In countries with poor economies, such as those in South America, people turn to agriculture to meet the everyday needs of living.
- 2) The causes of deforestation are mainly related to a competitive global economy, which forces poorer countries to use their only resources for money. This happens both locally and nationally. Locally, people use land for farming to make money, due to poverty and increasing populations. Nationally, governments sell logging concessions to cover debts and develop industries.

- 3) The problem is, using their forests is only a short-term solution, which is causing even worse, and long-term effects. Trees are made of about 50% carbon, so when trees are burnt, carbon is released into the atmosphere. Cutting them down reduces the amount of rain, raising temperatures and allowing the sun to heat up the land and dry it out. Also greatly affected are the animals and plants that live in the rainforests. Tropical rainforests hold about 50% of earth's species of animal. When we destroy their habitat, we kill them too.
- 4) The solutions to problems such as deforestation lie in addressing the root cause. Organizations such as Greenpeace and other activists make a huge effort to save the rainforests, but in doing so they make many enemies. And, if deforestation continues at its current rate, in just 100 years there will be no more rainforests left.

Adapted from www.gapyear.com

Task 1. Tick the correct answer.

- a - The text is: ☐ argumentative ☐ informative ☐ narrative
- b - The text is mainly about: ☐ the solutions to deforestation
☐ the causes and effects of deforestation
☐ the effects and solutions to deforestation

Task 2. Correct the following false statements with precise details.

1. Deforestation takes place in developed countries. (paragraph 1)
2. Deforestation happens only at the national level. (paragraph 2)
3. The cutting and burning of trees effects mainly the Man. (paragraph 3)
4. Deforestation is not as dangerous as many people think. (paragraph 4)

Task 3. Focus on paragraph (3) and complete the table.

Event	Result
The cutting of trees
The burning of trees

Task 4. Answer the following questions.

Why are some governments for deforestation?
 Whose responsibility is to resolve the problem.

Task 5. Think over and suggest some ways to stop deforestation?

.....

TASK 13. Resources

Look at all the things around you.... clothes, utensils, foodgrains, combs, a bottle of honey, books.... Each of these has a use, that is why they are important. All these

things are resources. Anything that can be used to satisfy a need is a resource. If you look around you and observe, you will be able to identify many types of resources. The water you drink when you are thirsty, the electricity you use in your house, the textbook you use to study are all resources. Your father has prepared a tasty snack for you. The fresh vegetables he has used are also a resource.

Water, electricity, vegetable and textbook have something in common. They have all been used by you, so they have **utility**. Utility or usability is what makes an object or substance a resource.

Things become resources only when they have value. **Value** means worth. Some resources have economic value, some do not. For example, metals may have an economic value, a beautiful landscape may not. But both are important and satisfy human needs. Some resources can become economically valuable with time. Your grandmother's home remedies have no commercial value today. But if they are patented and sold by a medical firm tomorrow, they could become economically valuable.

Time and technology are two important factors that can change substances into resources. Both are related to the needs of the people. People themselves are the most important resource. It is their ideas, knowledge, inventions and discoveries that lead to the creation of more resources. Each discovery or invention leads to many others. The discovery of fire led to the practice of cooking and other processes while the invention of the wheel ultimately resulted in development of newer modes of transport. The technology to create hydroelectricity has turned energy in fast flowing water into an important resource.

1. Study the glossary and write your own example sentences with these words.



Patent means an exclusive right over any idea or invention. It is a government authority or licence conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention.

Technology is the application of latest scientific knowledge and skills for practical purposes, especially in industry.

Utility is the state of being useful, profitable, or beneficial.

Value is the importance, worth, or usefulness of something.

2. Underline those resources that are regarded as having no commercial value. Explain your choice.

Medical knowledge

Cotton cloth

Old folk songs

Coal deposits

Iron ore

Good weather

Agricultural land

Intelligence

Resourcefulness

*Clean environment
Grandmother's home
remedies*

Medicinal plants

*A good singing voice
Affection from friends
and family*

TASK 14. Types of Resources

Resources are generally classified into *natural, human made and human*. Resources that are drawn from nature and used without much modification are called **natural resources**. The air we breathe, the water in our rivers and lakes, the soils, minerals are all natural resources. Many of these resources are free gifts of nature and can be used directly. In some cases, tools and technology may be needed to use a natural resource in the best possible way.

Natural resources can be broadly categorised into **renewable** and **non-renewable** resources. **Renewable resources** are those which get renewed or replenished quickly. Some of these are unlimited and are not affected by human activities, such as solar and wind energy. Yet careless use of certain renewable resources like water, soil and forest can affect their stock. Water seems to be an unlimited renewable resource. But shortage and drying up of natural water sources is a major problem in many parts of the world today.

Non-renewable resources are those which have a limited stock. Once the stocks are exhausted it may take thousands of years to be renewed or replenished. Since this period is much more than human life spans, such resources are considered non-renewable. Coal, petroleum and natural gas are some examples.

The distribution of natural resources depends upon number of physical factors like terrain, climate and altitude. The distribution of resources is unequal because these factors differ so much over the earth.

Human Made Resources Sometimes, natural substances become resources only when their original form has been changed. Iron ore was not a resource until people learnt to extract iron from it. People use natural resources to make buildings, bridges, roads, machinery and vehicles, which are known as **human made resources**. Technology is also a human made resource.

Human Resources People can make the best use of nature to create more resources when they have the knowledge, skill and the technology to do so. That is why human beings are a special resource. **People are human resources**. Education and health help in making people a valuable resource. Improving the quality of people's skills so that they are able to create more resources is known as **human resource development**.

Human Resource refers to the number (quantity) and abilities (mental and physical) of the people. Though, there are differing views regarding treatment of humans as a resource, one cannot deny the fact that it is the skills of human that help in transferring the physical material into a valuable resource.

1. Study the glossary and write your own example sentences with these words.



To replenish means to restore (a stock or supply) to a former level or condition.

Shortage is a state or situation in which something needed cannot be obtained in sufficient amounts.

Life span is the period of time between the birth and death of an organism.

Stock of resource is the amount of resources available for use.

2. Think of a few renewable resources and mention how their stock may get affected by overuse.
3. Make a list of five human made resources that you can observe around you.

TASK 15. Conserving Resources

The Earth's natural resources include air, water, soil, minerals, fuels, plants, and animals. Conservation is the practice of caring for these resources so all living things can benefit from them now and in the future.

If resources are carelessly managed, many will be used up. If used wisely and efficiently, however, renewable resources will last much longer. Through conservation, people can reduce waste and manage natural resources wisely.

The population of human beings has grown enormously in the past two centuries. Billions of people use up resources quickly as they eat food, build houses, produce goods, and burn fuel for transportation and electricity. The continuation of life as we know it depends on the careful use of natural resources.

The need to conserve resources often conflicts with other needs. For some people, a wooded area may be a good place to put a farm. A timber company may want to harvest the area's trees for construction materials. A business may want to build a factory or shopping mall on the land.

All these needs are valid, but sometimes the plants and animals that live in the area are forgotten. The benefits of development need to be weighed against the harm to animals that may be forced to find new habitats, the depletion of resources we may want in the future (such as water or timber), or damage to resources we use today.

Development and conservation can coexist in harmony. When we use the environment in ways that ensure we have resources for the future, it is called sustainable development. Balancing the need to use resources and also conserve them for the future is also called **sustainable development**. It presupposes carefully utilising resources so that besides meeting the requirements of the present, also takes care of future generations. There are many different resources we need to conserve in order to live sustainably.

- respect and care for all forms of life;
- improvement of the human life quality;
- conservation of the earth's vitality and diversity;
- minimisation of the natural resources' depletion.
- change of personal attitude and practices towards the environment.

The future of our planet and its people is linked with our ability to maintain and preserve the life support system that nature provides. Therefore, it is our duty to ensure that:

- all uses of renewable resources are sustainable;
- the diversity of life on the earth is conserved;
- the damage to natural environmental system is minimised.

1. Why are resources distributed unequally over the earth?
2. What is resource conservation?
3. Why are human resources important?
4. What is sustainable development?

1. Which one of the following does NOT make substance a resource?
(a) utility (b) value (c) quantity

2. Which one of the following is a human made resource?
(a) medicines to treat cancer (b) spring water (c) tropical forests

Non-renewable resources are ...

- (a) those which have limited stock
- (b) made by human beings
- (c) derived from non-living things

ENERGY is the ability to do work. We use energy every day in many different ways. It is essential for our lives. The gas we use to make a cup of coffee for breakfast is energy, the petrol in the bus that brings us to school is energy, the electricity that we use to give us light is energy, the battery that powers our mobile phone is energy. But where does this energy come from?

SOURCES OF ENERGY

Sources of energy are divided into 2 groups: Renewable energy and Non-renewable energy. Renewable energy is a source which can be replenished and is always available. It continues to be available for use by humans indefinitely.

Non-renewable energy is a source which cannot be replenished and eventually it will be used up. It disappears after the use and can't be used again.

ALTERNATIVE ENERGY

WIND ENERGY is a good example of renewable energy. It is the transformation of wind energy into electricity, using wind turbines. Wind turbines are normally grouped together in windy locations to form wind farms. Nowadays, many countries are developing wind energy, in fact the electricity produced by wind power is increased by more than 40% in recent years. This production only represents 1% of world-wide electricity use. The world's largest offshore wind turbines are in Great Britain. The turbines are 70 meters high and provide electricity for 3,000 houses.

SOLAR ENERGY

Solar energy is widely used today in many countries, many governments around the world are trying to encourage this alternative energy source. It comes from the sun. This energy will exist as long as the sun exists.

YOUR TASK: choose a form of renewal energy (HYDROELECTRIC ENERGY, EOLIC ENERGY, PHOTOVOLTAIC ENERGY, BIOMASS ENERGY, TIDAL POWER, HYDROGEN ENERGY) and do some research about it and then report your findings to the class.

TASK17. Energy saving Tips

Work with a partner. Discuss the energy saving tips below and complete the gaps. The preposition 'instead of' goes between the two clauses. Which tips do you currently do? Which tips are new to you? Which ideas will save the most energy – and money? Rank some of the tips from best to worst. Can you think of any more energy saving tips?

instead of

1. Use a hand fan _____
2. Get used to lower temperatures at home _____
3. Hang thick curtains on all your windows _____
4. Take up hobbies that don't require electricity _____
5. _____ printing every document.
6. _____ stubbornly sticking with the same provider.
7. Run a full washing machine _____
8. Don't heat and light empty rooms _____

9. Invest in solar panels for your roof _____
10. Use cold water when washing your hands _____
11. _____ persisting with old outdated equipment.
12. _____ leaving it on while you're asleep.
13. Ride an electric bicycle or scooter _____
14. Don't cover your radiators with furniture _____
15. Move to a warmer climate _____

TASK 18. The water crisis – what are the big issues?

While you read the text, underline any information that might help you in your poster. Remember, the poster is designed to encourage people to act.

The facts about the water crisis are very shocking. According to the British charity WaterAid, around 785 million people do not have clean water in or near their houses, for drinking or washing. That's about ten per cent of the global population. But why is this important?

The serious effects of the water crisis can be seen in four ways: the effect on people's health, on their education, on their financial situation and on the stability of their community. Let's look at these four issues one by one.

Health

Water is used to keep clean, and keeping clean is key to good health. For example, a simple cut to a child's leg can be treated by washing it, to avoid infections. Where there is no clean water, that simple cut can become a serious medical condition. Equally, washing hands with clean water after using the toilet will help stop the spread of fatal diseases.

Education

Children who are not healthy or who have to walk a long way to collect water are less likely to attend fulltime education, and those with unhealthy families at home are less likely to be able to study to the level required to get to college or university. This lack of education contributes to poor sanitation and hygiene. This creates a vicious circle. This problem is particularly bad for girls, who tend to be the families' members who walk a long way to collect water.

Money

Low standards of education make it much more difficult for people get jobs that are both well paid and secure. Without money from employment, it is difficult for communities to develop their water supply and sanitation. In addition, where family members need to spend a lot of time collecting water and carrying it home, they cannot take full-time jobs even if they are available. As mentioned above, this particularly impacts on women and girls.

Political stability

Water is a basic resource that is central to health and well-being. Because of this, it is often a source of conflict and even wars. The stability of a whole region or even a country can be in danger because of a shortage of clean water. To try and decrease

the impact of the water crisis, the United Nations has a Sustainable Development Goal (number 6) that specifically refers to water and sanitation. The intention is to meet these goals by 2030, but many countries are a long way from that goal.

Study the glossary and write your own example sentences with these words.



Sanitation – cleaning and washing of, for example, kitchens and bathrooms.

Example: There is good sanitation at the hospital.

Intention – a plan or schedule.

Example: The intention is to finish on Wednesday.

Available - present or ready for immediate use; accessible, obtainable.

Example: The family kept emergency supplies available. Fresh fruit is available during the summer.

Shortage - a state or situation in which something needed cannot be obtained in sufficient amounts.

Example: Schools nationwide are experiencing a shortage of teachers. The government admitted that there was a petrol shortage, but warned people against panic buying.

TASK 19. Climate change and water

The two hottest years in history so far were 2016 and 2020. Fossil-fuel use across the world is creating climate change, which has a large and damaging influence on many aspects of the life of our planet. And one of these damaging influences is on water. Specifically, the extreme weather patterns caused by climate change mean that global communities increasingly have too little or too much water. Too little and too much water both have disastrous results. Ninety per cent of the natural disasters we have in the world are connected to water.

Too much water

Excessive heat and moisture in the atmosphere lead to heavy rainfall and storms. In many countries, this excessive water is causing floods that are getting both bigger and more frequent. These floods are seen in countries as diverse as Pakistan, the United Kingdom, Germany and Malawi. Low-income countries tend to have less resilient infrastructures to deal with the flooding, and so people suffer more. In particular, farmland is flooded and crops are destroyed, leading to risks of starvation and financial problems. In addition, fresh water is contaminated and toilets destroyed, and this can lead to diseases.

Too little water

The problem of too little water can be equally catastrophic. Clean water is a basic requirement for drinking, and reduced and unpredictable rainfall can mean some communities lose their local water supply and need to travel large distances to collect

water. All this impacts the female population especially, as they usually collect this water. A water shortage also means basic hygiene and sanitation such as handwashing and clean toilets may be difficult to find, and this will result in more deaths from diseases. As temperatures rise and there is less rain, agricultural communities need more water to grow their crops, leading to less water for drinking and hygiene and the risk of food shortages. The stability of communities is also at risk from regional conflicts about water shortages.

Lakes and the sea

Climate change means that lakes will become warmer, and this can kill fish, which in turn means that fishing communities will suffer. Sea levels are also rising due to climate change, and in low-income countries, this can result in seaside towns and villages being damaged or even completely destroyed.

From the above, it is clear that there is a strong connection between climate change and both too much and too little water. Both of these issues can result in catastrophes for communities around the world.

1. Read the text carefully and then mark the following statements True or False.

1. The hottest periods in the history were observed in the 20th century.
2. Climate change is caused by the increasing use of drinking water.
3. The extreme weather can affect the availability of water in global communities (they will have too little or too much water).
4. Too little and too much water both have damaging results.
5. A water shortage means thriving of agriculture in the region.
6. Increase in temperature can lead to appearance of new fish species.

2. Study the glossary and write your own example sentences with these words.



Fossil fuel – any fuel made from carbon, such as oil, gas or petrol

Example: Burning oil and fossil fuels causes climate change.

Starvation – the result of people not eating enough

Example: There was starvation after the floods.

Catastrophic – a very serious situation

Example: The result of the fire was a catastrophic loss of life.

TASK 20. World Water Day

1. Think and answer the questions.

What does water mean to you?

Why is water important to you?

What do you use the most water for?

How does water affect the food you eat?

2. Match the words with the definitions.

1. to flush the toilet	A. to put lots of water into the toilet to clean it
2. to hold an event	B. to become sick
3. thirsty	C. water that is not safe to drink
4. a billion people	D. feeling that you want to drink
5. to catch a disease	E. 1,000,000,000 people
6. dirty water	F. to have a special day that can come to

Did you know that in the UK every person uses about 150 litres of water every day and most of the water we use is to flush the toilet? Let's take a minute to think about the water we use. The human body is 60% water and we need to drink lots of water to be healthy. When we are thirsty, we just go to the kitchen and fill a glass with clean water. We also need water for cooking. Imagine trying to cook pasta or rice without water! We have toilets in our houses and when we want to brush our teeth or have a shower, we use the bathroom. We use water indirectly too. Farmers, who produce the food we eat, use water to make the plants grow. When we turn on a light or switch on a TV or a computer, we use energy and we need water to produce this energy.

The truth is that we are lucky enough to have clean water whenever we want, but this is not the case for many people around the world. Did you know that around 750 million people do not have clean water to drink? That's around 1 in 10 people in the world. And did you know that 2.5 billion people do not have clean toilets? That's about 1 in 3 people in the world.

If we drink dirty water or we can't wash our hands when we go to the toilet, we can catch diseases from the bacteria and become ill. Every year over 500,000 children die from diarrhea from dirty water. That's around 1,400 children every day! In Ghana, 80% of all diseases are from dirty water, in Nigeria 70% of people don't have toilets and in Nicaragua, 80% of people don't have clean drinking water. Also, in some countries children walk many kilometres every day to get water and sometimes the water isn't even clean! If children walk many hours a day to get water, they can't go to school so they don't learn how to read or write and don't get an education.

In 1993 the United Nations decided that March 22nd is the World Day for Water. On this day every year, countries around the world hold events to educate people about the problems of dirty water and that clean water is something that everyone should have around the world. People organize events to raise money and this money helps countries like Nigeria or Nicaragua get clean water to its people so that children don't die from diarrhea and so that they can go to school.

For World Water Day, some people in the UK walk, run or cycle 10km, others climb mountains or even jump from an aeroplane and skydive to the ground. At one school children between the ages of 10 and 15 walk 6km with 6 litres of water so they

can see how it feels to walk a long distance carrying heavy bottles of water. People give them money to do these things and all the money helps get clean water to as many people as possible around the world.

Put the phrases in the correct groups.

<i>Walk many km every day to look for water</i>	<i>Grow good</i>	<i>Flush the toilet</i>	<i>Cook</i>
<i>Can't wash their hands</i>	<i>Can't go to school</i>	<i>Die from diarrhoea</i>	<i>Brush our teeth</i>
<i>Make energy</i>	<i>Don't have toilets</i>		

We use water to...	When there isn't any water, people...
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Fill the gaps with the correct number from the box.

60%	1,400	70%	10km	80%
750	2.5	150	6	22nd

- In the UK people use about _____ litres of water a day.
- The human body is _____ water.
- _____ million people around the world do not have clean water.
- _____ billion people around the world do not have clean toilets.
- _____ children die from diarrhea from dirty water every day.
- In Nigeria _____ of people don't have toilets.
- In Nicaragua _____ of people don't have clean drinking water.
- The World Day for Water is on March _____ every year.
- For World Water Day in the UK, people walk, run or cycle _____ to help people who don't have clean water.
- In the UK children walk 6km with _____ litres of water to raise money for World Water Day.





Present Simple Tense

Simple Present Tense indicates an action which happens in the present, but it isn't necessary for actions to happen right now.

POSITIVE (+)	NEGATIVE (-)	QUESTION (?)
I start	I do not start	Do I start
You start	You do not start	Do you start
He starts	He does not start	Does he start
She starts	She does not start	Does she start
It starts	It does not start	Does it start
We start	We do not start	Do we start
You start	You do not start	Do you start
They start	They do not start	Do they start

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Positive Sentences	Negative Sentences	Question Sentences
<ul style="list-style-type: none"> My mother lets me go out with my friends. I prefer my coffee black. She puts the keys on the table. The teacher shouts at us all the time. I have two brothers. Coffee grows in Brazil. 	<ul style="list-style-type: none"> My mother doesn't let me go out with my friends. I don't prefer my coffee black. She doesn't put the keys on the table. The teacher doesn't shout at us all the time. I don't have two brothers. Coffee doesn't grow in Brazil. 	<ul style="list-style-type: none"> Does your mother let you go out with your friends? Do you prefer your coffee black? Does she put the keys on the table? Does the teacher shout at us all the time? Do I have two brothers? Does coffee grow in Brazil?



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Exercise 1. Make the Present Simple with to be and other verbs (this exercise includes positive, negative, Yes/No and Wh-question form). Fill in the full sentence.

- How often / you / write letters?
- I / not / want to see you.
- Your sister / work in the hospital?
- She / sing well.

- We / home alone.
- They / from Canada?
- Jack / read books in Spanish?
- Kate / not / interested in science.

- | | |
|--|--|
| 5. Bill and Tim / not / go to bed early. | 13. People / eat ice-cream in hot weather. |
| 6. Why / they here? | 14. We / not / tired. |
| 7. What / you / like about London? | 15. How / he? |
| 8. My friend / study French. | 16. They / not / drink coffee at all. |

Exercise 2. Put in the verbs in brackets into the gaps. Use Simple Present. Watch the punctuation and form sentences or questions.

1. Anne _____ my questions. (not/to answer)
2. _____ tomatoes in this shop? (they - to sell)
3. This girl _____ trousers at school. (not/to wear)
4. _____ Mr. Barker physics? (to teach)
5. Ken often _____ the school bus? (to miss)
6. He _____ posters on the wall anymore. (not/to hang)
7. _____ for the tickets? (you/to pay)
8. Your aunt _____ pop music. (not like)
9. Dogs _____ with cats. (not play)
10. Claire _____ to jazz music very often. (listen)

Exercise 3. Complete the following sentences using present simple tense.

1. My friends _____ (go) camping every summer.
2. _____ (you / like) swimming?
3. Katie _____ (get up) at 6:00 am every day.
4. We always _____ (use) dictionary in class.
5. My parents _____ (not live) in Chicago.
6. _____ (Kara / study) French?
7. _____ (he / play) basketball?
8. Lea and her sister _____ (watch) TV every day after dinner.
9. Pamela never _____ (play) video games.
10. His daughter always _____ (take) their dog out for a walk.
11. I usually _____ (go) to bed around 10 o'clock.
12. What time _____ (you / get up) on weekdays?
13. _____ (the movie / start) at 8 o'clock?
14. Which bus _____ (you / take) to go to school?
15. My son usually _____ (visit) his grandpa on the weekends.
16. Your brother _____ (eat) too much chocolate.

PRESENT SIMPLE VS CONTINUOUS – MEANING

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PRESENT SIMPLE	PRESENT CONTINUOUS				
<p>HABITS. REGULAR OR REPEATED ACTIONS</p> <ul style="list-style-type: none"> ➔ I wash my hair every day. ➔ He usually gets up very early. 	<p>ACTIONS IN PROGRESS NOW</p> <ul style="list-style-type: none"> ➔ I can't talk. I'm brushing my teeth. ➔ He can talk now. He's having a shower. 				
<p>FACTS, PERMANENT SITUATIONS OR STATES</p> <ul style="list-style-type: none"> ➔ I have one brother. He lives in Paris. ➔ Water boils at 100 degrees. 	<p>ACTIONS IN PROGRESS AROUND NOW</p> <ul style="list-style-type: none"> ➔ I'm reading a new book. I love it! ➔ He is training hard these days. 				
<p>WITH *STATIVE VERBS</p> <ul style="list-style-type: none"> ➔ Give me the money. I need it now. ➔ What happened? You look sad. 	<p>SIGNAL WORDS</p> <p><i>now, at the moment, these days, this week, this month, etc.</i></p>				
<p>SIGNAL WORDS</p> <p><i>always, never, often, sometimes, every day, once a month, twice a week, etc.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="color: blue; text-align: center;">I DO IT REGULARLY</th> <th style="color: red; text-align: center;">I'M DOING IT NOW</th> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ➔ I drink tea. ➔ I do yoga. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ➔ I'm drinking tea. ➔ I'm doing yoga. </td> </tr> </table>	I DO IT REGULARLY	I'M DOING IT NOW	<ul style="list-style-type: none"> ➔ I drink tea. ➔ I do yoga. 	<ul style="list-style-type: none"> ➔ I'm drinking tea. ➔ I'm doing yoga.
I DO IT REGULARLY	I'M DOING IT NOW				
<ul style="list-style-type: none"> ➔ I drink tea. ➔ I do yoga. 	<ul style="list-style-type: none"> ➔ I'm drinking tea. ➔ I'm doing yoga. 				

*Verbs of the senses: hear, see, smell, look, seem, sound. Opinion: believe, consider, like, love, hate, prefer, think, etc. Possession: have, own, belong, etc. Also: be, need, mean, remember, want, etc.

t e s t - e n g l i s h . c o m

Exercise 4. Put the verbs in the correct forms, present continuous or present simple.

1. Hurry up! Everybody _____ (wait) for you.
2. _____ (you/listen) to the radio? - No, you can turn it off.
3. _____ (you/listen) to the radio every day? - No, just occasionally.
4. The river Nile _____ (flow) into the Mediterranean.
5. Look at the river. It _____ (flow) very fast today - much faster than usual.
6. We usually _____ (grow) vegetables in our garden but this year we _____ (not/grow) any.
7. How is your English? - Not bad. It _____ (improve) slowly.
8. Ron is in London at the moment. He _____ (stay) at the Park Hotel.
He _____ (always/stay) there when he's in London.
9. Can you drive? - I _____ (learn). My father _____ (teach) me.
10. Normally I _____ (finish) work at 5.00, but this week I _____ (work) until 6.00 to earn a bit more money.
11. My parents _____ (live) in Bristol. They were born there and have never lived anywhere else. Where _____ (your parents/live)?

12. Sonia _____ (look) for a place to live. She _____ (stay) with her sister until she finds somewhere.

Exercise 5. Complete the sentences with the present simple or present continuous form of the verbs in brackets. Use contractions where possible.

1. She _____ (run) because she's late for her lesson.
2. Our teacher always _____ (give) us lots of homework.
3. We _____ (not want) to go to the concert.
4. What time _____ (you / meet) Pete tomorrow?
5. I _____ (not work) today. I'm on holiday.
6. People _____ (speak) English in Jamaica.
7. Archie _____ (not use) his computer at the moment.
8. _____ (Tony / live) near the park?
9. Let's go out. It _____ (not/rain) now.
10. Julia is very good at languages. She _____ (speak) four languages very well.

Exercise 6. Fill in the blanks with the Present Simple or Present Continuous:

1. Ted _____ (take) a shower right now.
2. What _____ (we / have) for dinner tonight?
3. My brother _____ (have) a daughter and a son.
4. I _____ (not / solve) some math problems at the moment.
5. My grandfather often _____ (come) over for dinner at the weekends.
6. My school _____ (begin) at nine every day.
7. What time _____ (you / wake up) on weekdays?
8. What _____ (you / do) tomorrow night?
9. I usually _____ (not / work) on Sundays but today I _____ (work).
10. She _____ (not / sleep) now, she _____ (study).
11. How often _____ (you / review) your lessons?
12. I _____ (not / go) on holiday this summer.
13. Can you speak slowly please, I _____ (not / understand) you.
14. She _____ (work) as a secretary in a big company.
15. Miss Clara _____ (take) a violin class every Wednesday.
16. It _____ (be) usually so humid here in summer time.
17. Don't forget to take your coat, it _____ (be) cold outside.
18. This flower _____ (smell) so good.
19. That coat over there _____ (not / belong) to me.
20. Where _____ (you / live)?

PAST SIMPLE TENSE

TO BE

+

S + Was/were

They were friends.

-

S + was not/were not + ...

They weren't friends.

?

Was/Were + S + ...?

Were they friends?

VERBS

S + V-ed

She worked yesterday.

S + did not + verb (base form)

She didn't work yesterday.

Did + S + verb (in base form)?

Did she work yesterday?

Usage

To express completed action in the past

To describe a series of completed actions in the past

To express habits in the past

For stative verbs (have (own), be, think (believe), know, dislike, need, owe, wish

Example

I saw a ghost last Friday.

I finished work, walked to the beach, and found a nice place to swim.

When I was young, I watched lots of television every day after school.

He had a small cottage in the woods.

Exercise 7. A. Fill in the blanks with the past simple of the verbs in brackets.

1. When I _____ (be) in Japan I _____ (find) everything very different.
2. Two years ago, my parents _____ (buy) a new car.
3. Last summer Peter _____ (spend) his holidays in a summer camp with his friends. They _____ (go) swimming, they _____ (play) football and golf they _____ (visit) many interesting places.
4. My sister _____ (get) a good job in a bank.

5. Susan and her cousins _____ (come) to Portugal ten years ago.

B. Complete the sentences with the past simple (affirmative / negative / interrogative) of the verbs in brackets.

My sister and her husband _____ (come) from Greece.

1. I _____ (not like) the U2 concert.
2. My cousin _____ (phone) from France yesterday evening.
3. On Monday Johann _____ (go) to school on foot.
4. (they / leave) _____ the country last Saturday?
5. (you / like) _____ the film?
6. They _____ (not finish) the homework yesterday.
7. (she / go) _____ to the cinema with her parents last night? - No, she didn't. She _____ (stay) at home. She _____ (get) a cold.
8. We _____ (go) to Spain by car.
9. I _____ (have) a wonderful holiday with my family last July.
10. (you / travel) _____ to Madrid by car or by plane?
11. Many years ago, it _____ (be) very difficult to live without electricity.
12. Last year they _____ (buy) a house at the seaside.
13. I _____ (meet) him the day before yesterday.

C. Choose the best option for each of the following sentences.

1. Mrs. Harris _____ the last train.
a) Take b) took c) did take
2. There _____ many people here last night.
a) Was b) were c) wasn't
3. He _____ at home with me yesterday evening.
a) Were b) was c) be
4. She _____ with her family on holidays.
a) Go b) did go c) went
5. He _____ some books and CDs.
a) Brought b) bought c) did buy
6. They _____ their passports at home.
a) Leave b) did leave c) left
7. She _____ some interesting photos.
a) Take b) taken c) took
8. It _____ a good present.
a) Were b) was c) is
9. _____ (she / arrive) home at 5:30?
a) Did she arrived b) did she arrive c) arrived

Exercise 8. Complete the sentences with the SIMPLE PAST of the verbs in parentheses.

1. They _____ (watch) TV last night.

2. Priscila _____ (talk) to her friends all day.
3. I _____ (have) a terrible headache yesterday.
4. Bob _____ (come) home from school late.
5. They _____ (arrive) late and _____ (miss) the bus.
6. he _____ (study) hard and _____ (pass) the exam.
7. He _____ (call) the office to tell them he was sick.
8. I _____ (speak) to the director as he was leaving the room.
9. Dr. Johnson _____ (get up) early this morning.
10. Mary _____ (do) her homework and _____ (go) to school.
11. Chris _____ (find) a ten-dollar bill.
12. The dog _____ (follow) us down the road.
13. Those students _____ (work) hard last semester.
14. Linda _____ (stop) at the corner and _____ (call) us.
15. I _____ (try) to talk to Helen last night.
16. I _____ (pay) the phone bill yesterday.
17. My dad _____ (catch) a cold when he _____ (be) in Canada.
18. She _____ (leave) home early yesterday.
19. They _____ (know) each other very well when they _____ (be) kids.
20. The teacher _____ (bring) the exams corrected.
21. She was cleaning the vase when she _____ (drop) it.
22. We _____ (jog) in the park yesterday.
23. The fire _____ (occur) while we _____ (be) out.
24. I _____ (meet) some nice people at the party last weekend.
25. Carol _____ (sleep) until late on the weekend. Then, she _____ (go) out to lunch.
26. We _____ (fly) to the USA on a great airplane.

Exercise 9. Fill in the correct form of the verb.

Simple Present	Simple Past	Simple Present	Simple Past
win	_____	pay	_____
fly	_____	break	_____
give	_____	read	_____
hear	_____	drive	_____
meet	_____	know	_____

Fill in the correct form of the verb.

1. The tutor group _____ a prize. (to win)
2. Peter _____ for Emily's ticket. (to pay)
3. The bird _____ high in the sky. (to fly)
4. Jake _____ his arm. (to break)
5. The doctor _____ him some medicine. (to give)
6. They _____ the good news. (to hear)

7. Ben _____ his taxi through London. (to drive)
8. The friends _____ in front of the café. (to meet)
9. The man _____ all the answers. (to know)
10. She _____ the newspaper. (to read)

PAST CONTINUOUS TENSE



S + was/were + V-ing

She was cooking all morning.



S + was/were + not + V-ing

She was not sleeping when he came home.



Was/were + S + V-ing?

Was she sleeping when he came home?

Usage

Example

To describe parallel actions

While I was washing the dishes, I heard a loud noise.

To describe what someone was doing at a particular point in time

I was working in the garden all day yesterday.

To express interrupted action in the past

I was driving to work when I crashed my car.

To describe repetition and irritation

He was always complaining in class.

Exercise 10. Fill in the blanks below to complete the sentences. Use the words in the above boxes.

1. A: _____ they watching TV at midnight? B: No, they _____.
2. We _____ eating lunch in the cafeteria at noon.
3. A: _____ you talking on the phone a few minutes ago? B: No, I _____.
4. I _____ walking home when I saw the car accident.

5. My classmate and I _____ studying together at the library.
6. While he _____ cleaning the house, we _____ cooking.
7. A: What _____ you doing at one o'clock? B: I _____ sleeping.
8. The car engine _____ working, so I had to fix it.
9. A: _____ you listening to the teacher? B: Yes, I _____.
10. At seven o'clock, Mr. Smith _____ robbing the bank.
11. Steven _____ doing his homework, he was playing with his friends.
12. It _____ raining last night, so I took my umbrella.
13. Anne _____ studying in London last year.
14. I _____ working as a teacher when I first met your mother.
15. We _____ swimming while you _____ playing volleyball.

Exercise 11. Make the past continuous.

1. (they / take the exam?)
2. (when / he / work there?)
3. (you / make dinner?)
4. (they / drink coffee when you arrived?)
5. (when / we / sleep?)
6. (they / study last night)
7. (we / talk when the accident happened)
8. (he / not / exercise enough)
9. (I / talk too much?)
10. (it / not / snow)
11. (how / they / feel?)
12. (they / not / talk)
13. (where / I / stay?)
14. (why / he / study on a Saturday night?)
15. (I / go to school when you saw me)
16. (you / sleep at 6am)
17. (she / work when I called)
18. (we / not / leave when you called)
19. (I / not / stay in a hotel)
20. (we / make too much noise?)

Exercise 12. Fill in the correct form of the past tense (Past Simple or Past Continuous).

1. I _____ my old friend in town the other day. He _____ to ignore me and _____ somewhere else. (SEE, SEEM, LOOK)
2. The teacher _____ a photo of us while we _____ up the tree. (TAKE, CLIMB)
3. We _____ Martha at the airport last week. She _____ for the arrival of her sister while we _____ to New York. (MEET, WAIT, TRAVEL)
4. "What _____ to him? – He _____ totally surprised when I _____ him. " – (YOU SAY, LOOK, SEE)

5. He _____ exam papers when I _____ him. (CORRECT, VISIT)
6. A man _____ on the road while I _____ my bike. Luckily, I _____ not to crash into him. (FALL, RIDE, MANAGE)
7. We _____ a few miles off the coast when a horrible thunderstorm _____ up. We _____ to get to safety as soon as possible. (SAIL, COME, HAVE)
8. I haven't seen him for ages. When I last _____ him, he _____ for a new job. (SEE, LOOK)
9. While the two teams _____ up everyone _____ a flag. It _____ a very emotional moment. (WARM, WAVE, BE)
10. "What _____ when I _____ to your place yesterday evening?" – "I _____ the baby". (YOU DO, COME, FEED)
11. I _____ down a dark alley when suddenly I _____ footsteps. I _____ around and _____ that an old woman with a dog _____ me. (WALK, HEAR, TURN, SEE, FOLLOW)
12. "Why _____ out last night?" – "I _____ too tired and _____ to stay at home." (YOU NOT GO, BE, DECIDE)
13. The policeman asked me, "How fast _____ when you _____ the old lady in front of you?" (YOU DRIVE, SEE)
14. Mom _____ dinner when we _____ home from football practice. (PREPARE, GET)
15. When I _____ young, I always _____ to be a pilot. (BE, WANT)

Exercise 13. Fill in the correct form of the past tense (Past Simple or Past Continuous).

1. My friend Harry _____ off the ladder while he _____ the ceiling of his room. (FALL, PAINT)
2. We _____ the house in 2003. At that time, it _____ £ 150,000. (BUY, COST)
3. Dad _____ interested in buying a new car. (NOT BE)
4. My sister _____ for me at the airport terminal when I _____. (WAIT, ARRIVE)
5. A few nights ago, I _____ a book when suddenly I _____ a noise outside. A few teenagers _____ loud music. (READ, HEAR, PLAY)
6. The fire _____ when the first firefighters _____ at the scene. (STILL BURN, ARRIVE)
7. My brother _____ for a job when he _____ across an interesting ad in the newspaper. (LOOK, COME)
8. I _____ someone call my name. I _____ around and _____ my dad standing at the back of the queue. I _____ so surprised. (HEAR, TURN, SAW, BE)
9. My sister _____ a bright summer dress when I _____ her at the performance. (WEAR, SEE)
10. I _____ preparing dinner at 4.p.m and I _____ still at it when my wife _____ home. (START, BE, COME)
11. Our housekeeper _____ the vase. As she _____ up the pieces, she _____ her middle finger. (BREAK, PICK, CUT)

12. We suddenly _____ that we _____ in the wrong direction. (REALISE, DRIVE)
13. She _____ a great skier when she was young. (BE)
14. I _____ an old friend in town while I _____ the shopping. (MEET, DO)
15. While the children _____ with others my husband and I _____ to have a cup of coffee. (PLAY, DECIDE)
16. Magellan _____ around the world for the first time 500 years ago. (SAIL)
17. I _____ my dog for a walk in the park when suddenly another dog _____ him. (TAKE, ATTACK)

Exercise 14. Choose the correct word.

Dave: Hi, Jenny, what (1) *did you do / are you doing* last weekend?

Jenny: I (2) *was going / went* to a party.

Dave: (3) *Did / Do* you have a good time?

Jenny: Yes, I really (4) *am enjoying / enjoyed* it. I (5) *met / was meeting* this really nice guy. His name's Danny.

Dave: Oh, yes?

Jenny: I (6) *was talking / talked* to my friend Paula, when Danny (7) *asked / was asking* me to dance.

Dave: Where's he from?

Jenny: Liverpool, but he (8) *lives / lived* in London at the moment.

Dave: How (9) *does he know / is he knowing* Paula?

Jenny: They (10) *are going / go* to swimming club together.

Dave: So, (11) *are / were you seeing* him again?

Jenny: Yes, we (12) *go / are going* to the cinema tonight.

Dave: Great. Have a good time.

Exercise 15. Each sentence has one mistake. Write the correct sentences.

1. She was seeing the shark while she was surfing.
2. What was you doing last night at 8.00pm?
3. I was reading a book when my brother was getting back.
4. He didn't liked the film very much.
5. What did he see while he swam?
6. You can turn off the TV, I not was watching it.
7. I was talking to Stephen while the phone rang.
8. I went to the cinema last night but I wasn't liking the film.



Present Perfect Tense

Present Perfect Tense is used to express an event that started in the past and the impact of the event is now continuing (or a long-running event that started in the past and is still going on).

POSITIVE (+)	NEGATIVE (-)	QUESTION (?)
I have started	I have not started	Have I started
You have started	You have not started	Have you started
He has started	He has not started	Has he started
She has started	She has not started	Has she started
It has started	It has not started	Has it started
We have started	We have not started	Have we started
You have started	You have not started	Have you started
They have started	They have not started	Have they started

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Positive Sentences	Negative Sentences	Question Sentences
<ul style="list-style-type: none"> I have already prepared breakfast. My sister has cleaned the room. It has rained a lot lately. I have seen her before. She has watched this movie several times. He has saved \$20.000.000 up until now. 	<ul style="list-style-type: none"> I have not prepared breakfast yet. My sister has not cleaned the room. It has not rained a lot. I have not seen her before. She has not watched this movie several times. He has not saved any money until now. 	<ul style="list-style-type: none"> Have you prepared breakfast? Has she cleaned the room? Has it rained a lot ? Have you ever seen her before? Has she watched this movie several times? Has he saved any money until now?

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Exercise 16. Choose the correct answer.

1. Why haven't you called the doctor _____?
A) already B) yet C) ever D) still

2. Have you _____ been to the Bahamas?
A) lately B) still C) ever D) already
3. I have _____ read your e-mail.
A) just B) ever C) still D) yet
4. We haven't met _____ the summer festival.
A) still B) never C) for D) since
5. The manager _____ hasn't decided what to do.
A) still B) never C) ever D) yet
6. Have you seen him _____?
A) already B) ever C) recently D) still
7. They have had their house _____ two and a half years.
A) already B) for C) since D) still
8. Dan has _____ climbed a mountain. (This is the first time.)
A) yet B) never C) since D) for
9. I have _____ written an article about drug addiction but I have to write one about tourism.
A) already B) still C) since D) yet
10. Prices have gone up _____.
A) for B) still C) yet D) lately

Exercise 17. Write the suitable signal words on the lines. There are sentences where more signal words can be used.

- | | |
|-------------------|--------------------|
| A) <i>already</i> | F) <i>never</i> |
| B) <i>ever</i> | G) <i>recently</i> |
| C) <i>for</i> | H) <i>since</i> |
| D) <i>just</i> | I) <i>still</i> |
| E) <i>lately</i> | J) <i>yet</i> |

- 1) Sally has _____ finished his last book. I have _____ read such an interesting novel _____.
- 2) We _____ haven't received their invitation card.
- 3) What a great smell! - I have _____ baked a cake for my children.
- 4) Our team has had more trainings _____.
- 5) My mum hasn't had an accident _____ she got her driving license.
- 6) Has the prime minister _____ travelled to the USA?
- 7) They've been on holiday _____ a fortnight.
- 8) Steve has _____ tried to cheat on a test. He studies hard.
- 9) I have _____ thought about our possibilities.
- 10) She hasn't played tennis _____ then.
- 11) We can have lunch. I have _____ set the table.
- 12) His uncle has written two books _____.
- 13) Ms. Greene has acted in our theatre _____ a season.

- 14) My neighbours _____ haven't cut the grass.
- 15) Dave has _____ been late. He is always on time.
- 16) Heidi has ridden a bike in the park _____ the end of her last lesson.
- 17) Have they taken some photos _____?
- 18) Have you _____ told a lie to your mum?
- 19) He has _____ found his pen.
- 20) Jane has seen the doctor _____.

Exercise 18. Complete these sentences with the verbs in brackets and one of the signal words in the box below.

*never ever for since already just yet
so far recently up to now*

Example: I it. (do) - I have already done it.

1. I a ghost. (see) But I would like to.
2. Peter his studies? (finish) - No, not yet.
3. you anyone famous? (meet) - No, never.
4. What Greg since the morning? (do) - Quite a lot of things.
5. I feel so relaxed. I back from my holiday. (get)
6. You should send him an email. - But Ito him. (write)
7. My grandma in the same age she was born. (live) - Really?
8. This is Fiona. She my best friend a long time. (be)
9. I have a plaster on my leg. I it. (break)
10. How many jobs you? (have) - Not very many.

Exercise 19. Write the necessary form of the verbs using the Present Perfect Simple.

1. I _____ him with my own eyes. (see)
2. I _____ my name for years. (not/hear)
3. _____ that piece of rock? (you/get/?)
4. They _____ a servant for weeks. (not/have)
5. I _____ the opinion since. (not/change)
6. I _____ you three times. (call)
7. It is because I _____. (not/dare)
8. I _____ my heart to every other thought. (close)
9. You _____ just the right thing. (do)
10. We _____ together too long. (be)
11. I _____ him a very long time. (know)
12. He _____ home all night. (not/be)
13. They _____ long in the business. (not/be)
14. And _____ to you? (what/he/say/?)
15. But this adventure _____ yet. (not/end)

Exercise 20. Make the present perfect: positive, negative or question.

1. (you / keep a pet for three years)
2. (you / come here before?)
3. (it / rain all day?)
4. (who / we / forget to invite?)
5. (we / not / hear that song already)
6. (he / not / forget his books)
7. (she / steal all the chocolate!)
8. (I / explain it well?)
9. (who / he / meet recently?)
10. (how / we / finish already?)
11. (he / study Latin)
12. (I / know him for three months)
13. (where / you / study Arabic?)
14. (what countries / they / visit in Europe?)
15. (he / hurt his leg)
16. (she / leave her phone in a taxi)
17. (we / not / lose our tickets)
18. (she / call her mother?)
19. (he / take a taxi?)
20. (she / go / to the library)

Exercise 21. Complete each sentence with *for* or *since*.

1. I've been here _____ yesterday.
2. She's been living in London _____ 2002.
3. I've been learning English _____ three years.
4. He's been swimming every day _____ he was ten.
5. He's been a professional coach _____ ten years.
6. I've lived in the same town _____ a long time.
7. I've liked her _____ we first met.

Exercise 22. Each sentence has one mistake. Write the correct sentences.

1. She has won her first race five years ago.
___*She her first race five years ago.*_____
2. She has been running for she was twelve.
3. When have you start your new job?
4. She has broke a lot of records.
5. I've dreamt of winning a medal since a long time.
6. I been skiing last year.
7. I started learning English for a long time ago.

Past Simple Present Perfect

FORM

Subject+Verb -ed/
irregular verb
Subject+didn't+infinitive
He watched TV.
He didn't watch TV.
Did he watch TV?
She wrote a poem.
She didn't write a poem.
Did she write a poem ?

USAGE

Yesterday, a week ago, last year...

a) *an action is already over*
We visited a museum
yesterday.

b) *repeated action in the past*
Every morning she did her
exercises.

c) *a succession actions in the past*
One hour ago he locked his
door and left the house.

FORM

Subject+have/has+past
participle
He has watched TV.
He hasn't watched TV.
Has he watched TV?
They have written a poem.
They haven't written a
poem.
Have they written a poem?

USAGE

Just, yet, already, of late, since ;
when, until, before, after...

a) *a completed action connected
with the present*
I have lost my keys, I'm
sad now.

b) *an action isn't finished*
We have lived here for 3
years. (we still live here)

c) *no time marker*
He has been to Greece.

Exercise 23. Choose the correct answer.

1. I'm really hungry. I (haven't eaten / didn't eat) yet.
2. They (arrived / have arrived) a week ago.
3. We (have worked / worked) here for three years.
4. They (didn't recognize / haven't recognized) me at yesterday's meeting.
5. Our neighbour (was / has been) in hospital since Friday.
6. (Have you travelled / Did you travel) abroad many times?

Exercise 24. Choose the past simple or the present perfect.

1. Last night I _____ (lose) my keys – I had to call my flatmate to let me in.
2. I _____ (lose) my keys – can you help me look for them?
3. I _____ (visit) Paris three times.
4. Last year I _____ (visit) Paris.
5. I _____ (know) my great grandmother for a few years – she died when I was eight.
6. I _____ (know) Julie for three years – we still meet once a month.
7. I _____ (play) hockey since I was a child – I'm pretty good!
8. She _____ (play) hockey at school, but she _____ (not / like) it.
9. Sorry, I _____ (miss) the bus, so I'm going to be late.
10. I _____ (miss) the bus, and then I _____ (miss) the aeroplane as well!
11. Last month I _____ (go) to Scotland.
12. I'm sorry, John isn't here now. He _____ (go) to the shops.
13. We _____ (finish) this room last week.
14. I _____ (finish) my exams finally – I'm so happy!
15. Yesterday, I _____ (see) all my friends. It was great.
16. I _____ (see) Julie three times this week!
17. She _____ (live) in London since 1994.
18. She _____ (live) in London when she was a child.
19. I _____ (drink) three cups of coffee this morning.
20. I _____ (drink) seven cups of coffee yesterday.

Exercise 25. Are the underlined parts of these sentences right or wrong? Correct them where necessary.

1. I've lost my key. I can't find it anywhere.
2. Have you eaten a lot of sweets when you were a child?
3. I've bought a new car. You must come and see it.
4. I've bought a new car last week.
5. Where have you been yesterday evening?
6. Lucy has left school in 1999.
7. I'm looking for Mike. Have you seen him?
8. "Have you been to Paris?" "Yes, many times."
9. I'm very hungry. I haven't eaten much today.
10. When has this book been published?

Exercise 26. Make sentences from the words in brackets. Use the present perfect or the past simple.

1. (it / not / rain / this week)
2. (the weather / be / cold / recently)
3. (it / cold / last week)
4. (I / not / read / a newspaper yesterday)
5. (I / not / read / a newspaper today)
6. (Emily / earn / a lot of money / this year)
7. (She / not / earn / so much / last year)
8. (You / have / a holiday recently?)

Exercise 27. Put the verb into the more suitable form, present perfect simple or past simple.

1. I don't know where Lisa is. _____ (you / see) her?
2. When I _____ (get) home last night, I _____ (be) very tired and I _____ (go) straight to bed.
3. A: _____ (you / finish) painting the bedroom?
B: Not yet. I'll finish it tomorrow.
4. George _____ (not / be) very well last week.
5. Mr. Clark _____ (work) in a bank for 15 years. Then he gave it up.
6. Molly lives in Dublin. She _____ (live) there all her life.
7. A: _____ (you / go) to the cinema last night?
B: Yes, but it _____ (be) a mistake. The film _____ (be) awful.
8. My grandfather _____ (die) before I was born. I _____ (never / meet) him.
9. I don't know Carol's husband. I _____ (never / meet) him.

Exercise 28. Correct the error in each of the sentences.

1. Have you ever eat Chinese food?
2. Mr. Brown already left the office.
3. She has moved to another city last year.
4. We haven't been abroad since a year.
5. They have sent out the invitations yet.
6. The lesson has started ten minutes ago.
7. Jack hasn't seen Jill since she has graduated.
8. Did she just leave?

Present Perfect Continuous Tense

+

S + have/has + been + V-ing

They have been learning English for 2 years.

-

S + have/has + not + been + V-ing

They have not been learning English for 2 years.

?

Have/has + S + been + V-ing

Have they been learning English for 2 years?

Usage

Express long actions that started in the past and continue until now

Express recent actions that have clear evidence or results now

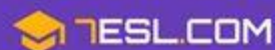
Typically used for shorter, more temporary situations

Example

I've been living in Ireland for almost 4 years.

Her eyes are red because she's been crying all evening.

Have they been learning English this week?



Exercise 29. Study the boxes above. Then, complete the sentences below.

1. My cat _____ (sleep) _____ all day.
2. A: _____ Jim _____ (do) _____ exercise?
B: Yes, he _____. He needs a rest.
3. It _____ (rain) _____ for several days.
4. I failed the test because I _____ not _____ (study) _____ hard.
5. We _____ (drive) _____ for two hours.
6. Tracy and Tom _____ (play) _____ tennis for an hour.
7. A: I'm sorry I'm late. _____ you _____ (wait) _____ a long time?
B: No, I _____.
8. Where _____ you _____ (spend) _____ your summer holidays?
9. Who _____ (eat) _____ my cookies?
10. A: You look tired. _____ you _____ (work) _____ hard?
B: Yes, I _____.

11. I _____ (think) _____ about quitting my job.

12. Why _____ you _____ (get) _____ up so early recently?

Exercise 30. Exercise 1. It's Saturday morning. What have Tim and his friends been doing since they got up? _____

Tim - decorate his bedroom

Patrick - work on his biology project

Sam and Matt - practice rugby

Joe and Peter - watch Sam and Matt

Raymond - do nothing

Sue and Jane - shop

Melanie - help with housework

Maria and Julie - chat on the Internet

Fiona and Eve - do community work

Kate - read a book

Exercise 31. A journalist visits a film festival and talks to the fans waiting to see the film stars.

JOURNALIST Good morning. How long *have you been waiting* 0 (you, wait) to see your favourite stars?

FAN Well, we arrived at about 6 a.m. and it's 10 a.m. now, so we 1 (wait) for about four hours.

JOURNALIST And 2 (you, stand) here all that time?

FAN No, a friend and I take it in turns because of the rain.

JOURNALIST Yes, it's pretty wet. 3 (it, rain) long?

FAN No, only since about 9 o' clock.

JOURNALIST And how about you? Are you a great film festival fan?

FAN Oh, yes. I 4 (come) to this one for six years now.

JOURNALIST Six years? That's as long as I 5 (write) articles for my newspaper. I see you've got an autograph book.

FAN Yes, I always bring it with me. I've got more than 200 autographs

JOURNALIST Whose autograph are you hoping to get today?

FAN Scarlett Johansson's. I 6 (try) to get it for years but I still haven't managed it.

Exercise 32. Use the verbs in the present perfect continuous to complete the dialogue.

build do feed look play worry

JACK AND EVE Hello, Mummy. We're home.

MOTHER Thank goodness. I *have been looking* 0 for you everywhere. What 1 _____ (you)?

EVE We 2 _____ in the park.

MOTHER But you're all dirty.

JACK Yes, I 3 _____ houses with the mud from the pond.

EVE And I 4 _____ the ducks.

MOTHER And I 5 _____ about where you were. Well, you can both go and have a good wash!

Exercise 33. Fiona is in charge of a big party but she arrives late, in the middle of the preparations. Complete the dialogue by putting the verbs into the present perfect simple or the present perfect continuous.

FIONA Hello, everybody. I'm sorry I'm late. I *have been trying* 0 (try) to find a DJ but so far *I haven't found* 0 (not, find) one, though one 1 _____ (promise) to phone me later. 2 _____ (you all, get on) with what we decided?

KATE Well, Tim and I 3 _____ (make) sandwiches ever since we arrived. So far, we 4 _____ (make) about 50.

FIONA Charlie – 5 _____ (you, manage) to set up the sound system yet?

CHARLIE Well, I 6 _____ (work) on it all morning but there are a couple of technical problems that I 7 _____ (not, solve) yet.

FIONA You look very hot, Mike. I suppose that's because you 8 _____ (move) the chairs and tables.

MIKE That's right. But I've almost finished, and my sister 9 _____ (wipe) all of them so they are ready for use.

(RING, RING)

FIONA Oh, that's my mobile. Hello ... Yes, I 10 _____ (expect) your call ... You can? Oh, that's great! ... See you about 9 o' clock then. Bye!

FIONA Great news, everybody. That guy I mentioned 11 _____ (agree) to be our DJ.

Exercise 34. Make either the present perfect simple or present perfect continuous.

1. _____ (you / buy) your train ticket yet?

2. The kitchen is a complete mess! What _____ (the children / do)?

3. Julie _____ (learn) to drive for six years!

4. Amanda _____ (already / have) lunch, so she'll meet us later.

5. How much coffee _____ (she / drink) this morning?

6. Simon _____ (write) three books.

7. I _____ (do) everything I needed to do today! Hurray!

8. It _____ (not / rain) all summer, so the garden is dead.

9. I _____ (read) your book. Here it is, thank you.

10. She _____ (forget) how to get to my house.

11. I _____ (work) in the garden all day and I need a rest.

12. She _____ (make) three cakes. They look delicious!

13. David feels great these days. He _____ (get) up early lately.

14. We _____ (always / hate) rush hour traffic.

15. Recently, I _____ (study) a lot. My exams are in a few weeks.

16. We _____ (write) this book for months and months.

17. I _____ (always / love) chocolate.
18. I _____ (want) to go back to university for a long time.
19. What's that delicious smell? _____ (you / cook)?
20. I _____ (watch) seven films this week

Exercise 35. Fill in the correct form of the present perfect tense.

1. I'm so tired because I _____ so hard lately. (work)
2. The new midfielder _____ 5 goals so far this season, and we're only halfway through it. (score)
3. There's no wine left in the fridge. I _____ both bottles. (drink)
4. Jennifer is getting fatter and fatter all the time. She _____ too much. (probably eat)
5. I _____ a new pair of shoes. How do you like them? (just buy)
6. _____ reading the newspaper? Could you give it to me then? (you finish)
7. I'm writing a new novel at the moment. So far, I _____ the introduction. (only write)
8. Look at how she's sweating. She _____ for hours. (probably run)
9. How long _____ Russian? (you learn)
10. I am not surprised your eyes are hurting. You _____ computer games ever since you got up. (play)
11. My sister _____ with her roommate for 5 years. (live)
12. Where is my new watch? I _____ for it for hours and _____ it yet. (look, not find)
13. There's nothing on your exam paper. You started an hour ago. What _____ up to now? (you do)
14. I _____ a new job and I can start next Wednesday. (find)
15. I _____ Patricia since we were in kindergarten together. What _____ all these years? (not see, she do)
16. I _____ all my passwords recently, but I forgot to write them down. (change)
17. I _____ the new Schwarzenegger film. I don't want to go to the cinema again. (already see)
18. Dad _____ since he was in high school. (not dance)

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