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**Інструктивно-методичні матеріали
до організації самостійної та індивідуальної роботи студентів
із практичного курсу англійської мови**

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Інструктивно-методичні матеріали до організації самостійної та індивідуальної роботи студентів із практичного курсу англійської мови. Частина II. – Житомир, 2020. – 88 с.

Навчальне видання укладено для студентів-філологів третього курсу денної форми навчання Житомирського державного університету імені Івана Франка, які навчаються за освітньою програмою підготовки бакалаврів “Німецька мова та література (переклад включно)” спеціальності 035 Філологія 035.043 Германські мови та літератури (переклад включно), перша – німецька. Запропоновано запланований на курс навчання дисципліни матеріал для самостійної та індивідуальної роботи студентів. Уміщено матеріали з відповідних тем, що вивчаються у 5 семестрі, кожна з яких включає тексти з комунікативними завданнями до них (респонсивними, ситуативними, дискусивними та ін.), серію тренувальних тестів та лабораторні роботи на основі аудіо та відеоматеріалів.

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ВСТУП

Методичні матеріали укладено для студентів-філологів третього курсу денної форми навчання Житомирського державного університету імені Івана Франка, які навчаються за освітньою програмою підготовки фахівців першого бакалаврського рівня «Німецька мова та література (переклад включно)» (галузь знань 03 «Гуманітарні науки», спеціальність 035 Філологія, спеціалізація 035.043 Германські мови та літератури (переклад включно), перша – німецька). Навчальна дисципліна «Практичний курс англійської мови» є складовою частиною блоку дисциплін вільного вибору студента, які спрямовані на професійну підготовку випускників з вищою філологічною освітою.

Навчальне видання орієнтоване на формування у студентів мовленнєвих навичок шляхом виконання циклів вправ з лексики та граматики англійської мови, читання та аудіювання автентичних текстів. Пропоновані методичні матеріали для самостійної та індивідуальної роботи представляють собою збірку текстів, вправ та тестів, які практикують навички читання, говоріння, аудіювання та письма у студентів третього курсу.

Дана навчальна дисципліна передбачає значну кількість самостійної роботи студентів, тому посібник рекомендовано для відпрацювання лексики та граматики з тематики, яка вивчається на третьому курсі. У посібник включено матеріали до трьох модулів, які вивчаються на третьому курсі (“The City and Its Inhabitants”, “Types of Transport”, “Weather and Climate”). У кожному з них подано вправи на читання, закріплення лексики, відпрацювання граматики, ідіом та фразових дієслів

У посібнику підібрані автентичні англомовні тексти та розроблено вправи для аудиторної та самостійної перевірки засвоєння студентами лексичного та граматичного матеріалу. Пропоновані вправи скомпоновано таким чином, щоб розширити їхній лексичний запас та відпрацювати нову лексику в текстах, розмовних завданнях, лексико-граматичних вправах, тестах. Кожен змістовий модуль включає дотекстову роботу, тематичні тексти і діалоги, лабораторні роботи з аудіювання. Робота над кожним модулем завершується певним підсумковим видом роботи.

Текстовий матеріал було підібрано за критерієм відповідності рівню мовних вимог та завданням навчання іноземній мові на даному етапі. Запропоновані завдання передбачають як самостійну, так і індивідуальну роботу студентів, спонукають їх до співпраці в навчальному процесі (проектні завдання, рольові ігри тощо).

Методичні матеріали було апробовано практикою роботи на кафедрі англійської мови ННІ іноземної філології Житомирського державного університету імені Івана Франка.

НАВЧАЛЬНО-ТЕМАТИЧНИЙ ПЛАН САМОСТІЙНОЇ ТА ІНДИВІДУАЛЬНОЇ РОБОТИ

№ з/п	Назва теми	Кількість годин
Модуль 1. Місто та його мешканці		
1	Read the article "London" and do the assignments.	2
2	Write an essay on the topic: "London historical past".	2
3	Compare and contrast pictures of two London's sights.	2
4	Read the article "London: Some Glimpses of History" and do the assignments.	2
5	Read the article "London's burning" and do the assignments.	4
6	Audio lab "The sights of London"	2
7	Write an essay on the topic: "Five top places worth visiting in London" explaining your choice.	2
8	Audio lab "The City of London".	2
9	London's Royal Parks (Enterprise 4, p. 194-195) Write a paragraph which of the parks would you like to visit and why.	2
10	Prepare a presentation: "The history of foundation of my favorite London's sight".	2
11	Read the article "British Isles" and do the assignments.	4
12	Video lab "The climate and geography of the UK"	2
13	Read the article "Some Glimpses of English Geography" and do the assignments.	4
14	Compare and contrast pictures of the UK scenery and climate.	2
15	Read the article "Some Glimpses of English Weather" and do the assignments.	2
16	Read the article "Four Nations" and do the assignments.	2
17	Audio lab "Attractive places for tourists".	2
18	Prepare a presentation on one of the countries of the UK taking into consideration the history of its foundation and capital city, relief and climate, its national symbols, national day, important cultural events, outstanding countrymen, famous tourist attractions etc.	4
Усього годин за модуль 1		44
Модуль 2. Транспорт		
1	Read the article "Traffic and driving" and do the assignments.	4
2	Audio lab "The London Underground".	2
3	Read the article "Transport Service" and do the assignments.	4
4	Audio lab "Transport in the Past" (Enterprise 4, Unit 12).	4

5	Write an essay on the topic: "Transport Service in the UK vs in Ukraine".	4
6	Read the text "Worldwide Taxis" (Enterprise 4, Unit 12, p. 144-145) and prepare the assignments.	2
7	Audio lab "The map of London Underground".	2
8	Read the article "Town and country life" and do the assignments.	2
9	Write an essay on the topic: "Advantages and disadvantages of city life".	4
10	Read the article "Urban and Rural Lifestyles" and do the assignments.	4
11	Compare and contrast two pictures of urban and rural lifestyle.	4
12	Write an essay on the topic: "Is it better to enjoy the rural idyll or take an advantage of hectic city life?"	4
13	Audio lab "City living makes it harder to concentrate".	4
Усього годин за модуль 2		44
Модуль 3. Погода та клімат		
1	Read the article "Weather Forecasting" and do the assignments.	4
2	Prepare a report on the topic: "Ukrainian weather lore".	2
3	Audio lab "Weather Forecasts".	2
4	Compare and contrast pictures of two different climates.	2
5	Prepare a presentation on the types of climate in the UK.	4
6	Read the article "Climate of the World" and do the assignments.	4
7	Prepare a presentation: "The global climate change: myth or scary reality?"	4
8	Audio lab "The UK weather forecast".	2
9	Read the article "Climate extremes" and do the assignments.	4
10	Compare and contrast pictures of two extreme weather phenomena.	2
11	Prepare a presentation: "The world's notorious natural disasters".	4
12	Audio lab "Conversations about the weather".	
13	Read the article "Climate change warnings" and do the assignments.	4
14	Write an essay on the topic: "The prospects of the world climate change and its possible consequences".	2
15	Prepare a presentation: "Ukrainian natural disasters: causes and ways of prevention".	4
Усього годин за модуль 3		44

ЗАВДАННЯ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ ТА ІНДИВІДУАЛЬНОГО ВИКОНАННЯ

Модуль 1. Місто та його мешканці TOPIC “The City and Its Inhabitants”

Exercise 1. You are going to read about the capital of Great Britain.

A) Before reading match the following words with their definitions given below.

1. the square mile	A. a business person, especially a man who works in the financial area of London
2. headquarter	B. the fashionable part of London where there are many theatres and many large, expensive shops and hotels
3. merchant	C. an area in southeastern England that includes the City of London and London boroughs (areas with their own local government)
4. city gent	D. an area on the edge of a large town or city where people who work in the town or city often live
5. West End	E. a person whose job is to buy and sell products in large amounts, especially by trading with other countries
6. East End	F. a person who has come to a different country to live there permanently
7. immigrant	G. the district of London where many banks, financial institutions and other big companies have their offices; it is also called the City of London or the City
8. Greater London	H. the main offices of an organization such as the army, the police or a business company
9. suburb	I. the densely populated part of eastern London containing former industrial and dock areas, now extensively redeveloped for offices

London

London, the capital city of the United Kingdom lies on the river Thames, which floats through the city. It is home for the headquarters of all government departments, Parliament, the major legal institutions and the monarch. It is the country's business and banking centre and the *centre of its* transport network, it contains the headquarters of the national television networks and of all the national newspapers. It *is* about seven

times larger than any other city in the country. About a fifth of the total population of the UK lives in the Greater London area.

The original walled city of London was quite small. It is known colloquially today as 'the square mile'. It did not contain Parliament or the royal court, since this would have interfered with the autonomy of the merchants and traders who lived and worked there. It was in Westminster, another 'city' outside London's walls, that these national institutions met. Today, both 'cities' are just two areas of central London. The square mile is home to the country's main financial organizations, the territory of the stereotypical English 'city gent'. During the daytime, nearly a million people work there, but less than 8000 people actually live there.

Two other well-known areas of London are the West End and the East End. The former is known for its many theatres, cinemas and expensive shops. The latter is known as the poorer residential area of central London. In the 20th century large numbers of immigrants settled there.

There are many other parts of central London which have their own distinctive characters, and central London itself makes up only a very small part of Greater London. In common with many other European cities, the population in the central area has decreased in the second half of the 20th century. The majority of Londoners live in its suburbs, millions of them travelling into the centre each day to work. These suburbs cover a vast area of land.

Like many large cities, London is in some ways untypical of the rest of the country in that it is so cosmopolitan. Although all of Britain's cities have some degree of cultural and racial variety, the variety is by far the greatest in London.

It only justifies the fact that its popularity as a tourist destination is constantly growing. This popularity is probably the result of its combination of apparently infinite cultural variety and a long history which has left many visible signs of its richness and drama.

Those who come to learn London's history will find much to interest them in the City, the heart of the business and financial life of the country. The most striking building in the City today is St. Paul's Cathedral designed by Christopher Wren, a

famous English architect of the 17th century. People say that the Cathedral is the finest Renaissance church in Europe. In the West End you will see Westminster Abbey, where many famous people are buried.

Across the road from Westminster Abbey are the Houses of Parliament with its famous Big Ben, a huge clock built just over a century ago. In this part of London and further west, are the finest theatres, cinemas, large museums, the most famous shops and numerous parks. London is full of parks and green places like Kensington Gardens, Hyde Park, Regent's Park. When you are walking along their shady avenues, sitting on the grass, admiring beautiful flowerbeds or watching swans and ducks floating on the ponds, it seems unbelievably that all around there is a large city with its heavy traffic and smoke.

B) *Are the following statements true or false? Correct the false ones.*

1. The capital of the United Kingdom is situated on the river Severn.
2. The square mile is the poor area of London with a lot of country's warehouses, docks and slums.
3. As a rule, Londoners live in the downtown.
4. London has very poor historical heritage.
5. St. Paul's Cathedral is a famous specimen of Baroque architecture.
6. Westminster Abbey is situated in the East End of London.
7. Big Ben is a museum where pictures from the whole world are kept.
8. London cannot boast of parks and green spaces.
9. Like many other capital cities London has problems with pollution.
10. If you want to watch a movie or buy something extraordinary you should go to the East End.

Exercise 2. Read about the history of London and do the tasks.

London: Some Glimpses of History

When the Romans invaded Britain in the first century, the London area contained a few ancient British settlements. Some scholars claim that the name

London dates back to one of these, Llyn-dyn, which in Celtic meant 'a fortified hill near the river'. The Romans changed it to Londinitim and made it an important town. The plan of the City of London remains broadly Roman, nestling next to the Thames, and roughly skirted by its Roman Wall built around AD 200. It is interesting to know that it was made of the same stone from Kent that was later used on St Paul's Cathedral and the Tower of London.

Londinium was settled at the most easterly fordable (the narrowest and shallowest) point of the river before it grew too wide: a point where the tide can bring ships forty miles inland. That lowest fordable spot on the Thames was where the Romans built the first London Bridge out of wood. Roman London's road network revolved round the bridge which was later rebuilt by the Normans in stone in the 12th century. It was replaced again in the 19th century by the bridge that was demolished in 1971 and sold to Arizona where you can see it nowadays.

It's telling that the Romans chose the north, less marshy river bank as the basis for Londinium; the area that still roughly marks the square mile of the City of London. The marshiness of the south bank explains why the north was settled first: and why the major administrative and commercial areas of the city were founded there. It also explains why south of London has been unfashionable for centuries. The north-south divide also explains why the majority of the city's grandest buildings with the oldest origins – Westminster Abbey, the Houses of Parliament, St Paul's Cathedral among them – are on the north bank of the Thames. Note that this divide is opposite to the well-known North-South divide of the UK – the perceived economic and cultural differences between Southern England and the rest of Great Britain which has been far less developed.

London's significant political, religious and commercial buildings are still on the river bank or near it. And most royal palaces are on or close to the river: Hampton Court, Windsor, Whitehall, Buckingham Palace etc.

After the Great Fire of London, this happened in 1666, the rows of new terraced houses migrated west from the City of London – the natural direction for prosperity to spread since the prevailing wind blew to the east. In the 17th

century, at the time of a declining royal court and an increasingly powerful Parliament, new developments went up in and around Westminster.

Symmetrical town-planning isn't a naturally English thing. London, like the majority of other English cities, looks less impressive from the air – no grand avenues, no pleasing grand-scale geometry. But on the ground, at eye-level, it presents more surprises – more curves, more side streets, alleys, dead ends. The taste for natural development has triumphed over more symmetrical projects.

After the heavy bombardment of the City during the Second World War, a new financial centre of concrete, steel and glass skyscrapers was erected over the next sixty years – but still on the medieval plan. Buildings have been getting higher due to planning restrictions in old cities (cities cannot expand outwards) and the race in show-off high-rise, high density developments. The London horizon is now dominated by skyscrapers.

Before William the Conqueror invaded the island, London was neither the formal nor the informal capital of England. Canterbury was the religious capital, Winchester the secular one. It was only in the 11th century that London became first the informal capital of England, as the country's biggest, richest city, and then the formal one.

In the last thousand years, London's supremacy over the rest of England has only intensified. One can now speak about London and Not-London division of Britain. London has become a place of attraction for the young and the talented, sucking them away from other English cities; and for immigrants too, who think of England as London. London is now an international city drawing in the super-rich: more than half the homes sold in London in 2010 for one million or more were sold to foreign buyers.

A) Answer the following questions:

1. What theory as to the origin of the name of London is mentioned in the text?
2. How was the place for the settlement chosen?
3. What do you know about the history of London Bridge?

4. What geographical, meteorological and political conditions influenced the direction in which London districts developed?
5. Is London symmetrically planned? Why did it happen?
6. Which other cities used to be the most prominent in the course of English history?
7. Why has London won supremacy in the last thousand years?

B) Find words or phrases in the text opposite in meaning to the following ones:

to destroy, modern, scarcely populated, dry (about some ground), tiny, religious, minority, poverty, a through street, developing.

C) Match the words from the left and right column to make collocations and translate the sentences below.

1. high	A. area
2. fordable	B. town-planning
3. commercial	C. settlement
4. symmetrical	D. spot
5. road	E. density
6. ancient	F. network

1. Як найбільше і найбагатше місто у країні, Лондон поступово став її неофіційною столицею.
2. Протягом багатьох століть болотистий південний беріг ріки Темзи вважається менш престижним, ніж північні райони Лондона.
3. Лондонське Сіті було сплановано стародавніми римлянами і досі залишається середньовічним за своїм плануванням.
4. Оскільки вітер переважно віяв на схід, заможні люди будували свої особняки та будинки рядної забудови на заході від Сіті.
5. Відносно недавня, але дуже популярна туристична пам'ятка — Лондонське око, величезне колесо огляду. Воно було спроектоване та зведене у 1999 році, щоб

відзначити нове тисячоліття. Це найвище колесо огляду в Європі. У пасажирів скляних капсул чудовий панорамний вид на Лондон. Можна чітко бачити багато відомих пам'яток, серед яких Букінгемський палац, собор Святого Павла та будівля Парламенту.

6. Велика пожежа Лондону і бомбардування під час Другої світової війни завдали суттєвої шкоди міським будівлям, але нові архітектурні шедеври з'явилися потому.

7. Хоча обмеження на забудівлю перешкоджало розвитку міста вшир, Лондон поглинув чимало сусідніх селищ і містечок, і зараз до нього звертаються як Великий Лондон.

8. Сьогодні Лондон вихваляється низкою показових висотних будинків зі скла і бетону.

Exercise 3. Read the text about London's burning and do the tasks.

A) Six sentences have been removed from the text below. While reading, choose from the sentences a–f the one which fits each gap. (1–5).

- a) The King asked him if he had anything to say.
- b) James swam to the surface, and when he put his head above the water he saw that he was in the River Thames during the Great Fire of London, and everything was burning.
- c) They were screaming and shouting, calling him a spy, and soon more people joined the crowd.
- d) He silenced everyone and ordered the guards to chop off the professor's head.
- e) As he was doing so, he tried to tell them that the fire would end the plague.
- f) There, he was brought before Charles II, the King of England at that time.

London's burning

The Vikings had tied a weight around the professor's legs, and he sank into the water. He didn't feel the cold; he didn't feel anything. The water was black, and he could

feel himself being pulled down. Then the weight broke off, and the ropes around his arms and legs came free. 0) _____

The year was 1666. A horrible plague had killed 75000 people in London, and now their city was burning. Everyone thought that they were cursed.

Once he was out of the river, James saw some people passing buckets of water from one person to the next trying to put out the fire. He decided to help them.

1) _____ He also told them that the city would be rebuilt in a bigger and better way. "How do you know all this?" one man asked suspiciously.

"Perhaps he's a Dutch spy" another said.

"Maybe he's the one who started the fire" the first man added.

England was at war with the Dutch, and many people thought that they had set London on fire. The people dropped their buckets and began chasing the professor. 2) _____

He ran through the streets of London with the angry crowd chasing after him and buildings burning all around. He ran into a dead-end street. There was a wall in front of him. All he could do was wait for the crowd to close in on him.

They dragged James to the palace. 3) _____ The professor also saw Christopher Wren, the famous architect who would rebuild most of the churches in London, and he was amazed at the historical significance of the moment. It almost made him forget the trouble he was in.

The charges against James were read out to the King, accusing him of being a spy and the possible cause of the fire. 4) _____

"Even if I told you the truth," he said, "you wouldn't believe me."

The King told him he would be sent to the Tower if he did not answer the charges. James didn't think they would believe him, but he told them it was the King's baker who had started the fire by accident and that it had spread because of the wind and because all the buildings were made of wood. Everyone listened with interest. The King asked him how he knew this. "I'm from the 21st century. I've been sent here by mistake" he said.

Everyone began to laugh. The King was furious. He thought the professor was treating him like a fool. 5) _____

When they placed his head on the block, James hoped that he would be saved again from death, but he didn't feel sure. His heart beat wildly and his mind raced.

"I just want to get back to the 21st century," he said. Then he heard a thud as the axe hit the block.

B) Fill in the correct word(s) from the list to make the phrases below, one word is odd here. Illustrate them with your own examples.

beat	dead-end	to answer	to be	to start/put out	to set
to chop off	to tell	to bewilder	to treat	came	to accuse

1. _____ the fire
2. _____ at war
3. _____ smth on fire
4. a(n) _____ street
5. _____ smb of smth
6. _____ smb like a fool
7. _____ smb the truth
8. _____ the charges
9. _____ smb's head
10. his heart _____ wildly
11. the ropes _____ free

C) Read the passage and correct the mistakes.

On September 2, 1666 a small fire ~~has~~ started in the house of the King baker in Pudding Lane near the London Bridge. A strong wind made the fire to spread quicklily and it burned for three days. The fire it destroyed about 13000 homes. Thousands of people gathered they belongings and were escaped to the river. Other people ran out to the hills and open fields. The Great Fire of London was the most worst fire the city had ever experience as it was destroyed more than halves of its buildings.

D) Put the events in the order as they happened and write the summary of the story.

- A. He told them that the fire would end the plague. _____
- B. The city was burning and people were trying to put out the fire. _____
- C. The people thought he was a spy. _____

- D. James found himself in London in the year 1666. _____
- E. He was taken to King Charles II _____
- F. He decided to help the people. _____
- G. The King ordered the guards to chop off his head. _____

Exercise 4. Look at the list of the most popular attractions in London and write down an essay on the topic "Five top places worth visiting in London" explaining your choice.

<ul style="list-style-type: none"> ➤ London Eye ➤ The Tower of London ➤ Tower Bridge Exhibition ➤ Buckingham Palace ➤ St Paul's Cathedral ➤ Shakespeare's Globe Theatre ➤ London dungeon ➤ The House of Parliament ➤ Westminster Abbey ➤ Windsor Castle ➤ Kensington Palace ➤ London zoo ➤ London aquarium ➤ Trafalgar Square ➤ Piccadilly Circus 	<ul style="list-style-type: none"> ➤ Museums and Art Galleries (the National Gallery, the National History Museum, the British Museum, the Tate Gallery of Modern Art, the Maritime Museum Greenwich, Madame Tussaud's Museum, the Sherlock Holmes Museum, the Victoria & Albert Museum) ➤ London parks and gardens (Hyde Park, Regent's Park, St. James's Park. Victoria Park, Battersea Park. Kensington Gardens, Holland Park. Richmond Park) ➤ Theatres: the Lyceum theatre, the Royal Opera House (Covent Garden), the Duke of York Theatre, Warner Brothers Studio Tour ➤ Famous department stores: Harrods. Hamleys Toy Shop. Harvey Nichols
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TOPIC “Britain and the British”

Exercise 1. Read the text about the British Isles and do the tasks.

The British Isles

Islands and sea

The British Isles are a group of islands. The largest is Britain, which includes the countries of England, Wales and Scotland. The island of Ireland is divided between Northern Ireland, which is part of the United Kingdom, and the Republic of Ireland. There are many smaller offshore islands, e.g. Anglesey, the Orkneys and the Scilly Isles.

Being an island has affected Britain's history and the British people's attitude to the rest of Europe. The sea is a barrier which has deterred invaders and kept Britain apart from the rest of Europe. It forced the British to become seafaring people who built up a strong navy for defence and sent merchant ships to trade goods around the world. British people still have an island mentality: they are used to being independent, separate and on the edge of things, and in general they like this. The seabed has also brought Britain wealth: the North Sea is a rich source of oil and natural gas.

Nowhere in Britain is far from the sea, and the seaside is a popular place for summer holidays and day trips. Britain's coasts have sandy beaches, steep cliffs and wild rocky shores. Some people go to a beach to sunbathe, while others walk along a coast path to enjoy the views and sea breezes.

Country and climate

England has been called a ‘green and pleasant land’, and **Ireland** is known as the ‘Emerald Isle’. The rain for which the British Isles are famous helps to keep the countryside fresh and green. On the Scottish mountains snow may last well into spring, and lower hills are often covered in mist even in summer. **Scotland** has a romantic image of wild mountains, lochs (lakes) and purple heather moors. The mainland is divided into two by the Great Glen, a series of valleys and lochs running south-west to north-east. It is in one of these lochs that the famous Loch Ness monster is supposed to live. North of the Great Glen are the Highlands, a mountainous and thinly populated

region. This is the home of many of the Scottish clans that over the centuries resisted the influence of the Lowland Scots and the English. To the south are the hills of the Lowlands and the cities of Edinburgh and Glasgow. Off the west coast are the islands of the Hebrides. North and central **Wales** are also mountainous, and there are few large towns. In the Snowdonia National Park Mount Snowdon rises to 3560 feet (1085 metres). The dark, jagged hillsides bear the scars of old slate quarries. In south Wales are the more rounded summits of the Brecon Beacons and the industrial valleys.

The beautiful and often romantic countryside of Ireland attracts many visitors from Britain. Areas popular with tourists include Connemara and Killarney in the Republic and the Giant's Causeway in Northern Ireland. In England there are hills, rolling countryside and farmland. In summer the flatter land in the south and east turns yellow with oilseed rape flowers or ripening corn. The hills of the Lake District and the moors of North Yorkshire, celebrated in the writings of William Wordsworth and the Brontë sisters, are popular with walkers. Further south, chalk downs form sheer white cliffs where they meet the English Channel. The River Thames rises in the Cotswolds and flows east through Oxford to London and the sea. The Norfolk Broads, a large area of rivers and lagoons in East Anglia, are popular for boating and fishing trips.

A) *Answer the following questions.*

1. How many countries does the island of Britain include?
2. How many parts is the island of Ireland divided in?
3. Why the fact being exactly an island has affected Britain's history?
4. Where is Mount Snowdon situated? What is its height?
5. What areas in the island of Ireland are popular among tourists?

B) *Fill in the gaps with the words **cliff(s)**, **ridge(s)**, **valley** in the sentences below.*

1. The farm is in a beautiful, sheltered, quiet _____ beside the nature reserve.
2. That picturesque cottage is set on a _____ in the Chiltern Hills and attracts many tourists with its quiet beauty.
3. Steep mountain _____, punctuated with castles, slice into densely forested valleys.

4. Mid-Atlantic _____ is a very long narrow elevation on the ocean floor that runs all the way from Iceland in the North Atlantic to Bouvet Island in the South Atlantic.
5. The house stood remote, in the middle of nowhere, on the side of a river _____, surrounded with trees of many kinds.
6. In my opinion, that secluded _____ with a stream _____ was an ideal spot for wild camping.
7. The coastline varies from white chalk _____ to quiet river estuaries.

C) *Match the words with their definitions and then fill in the gaps in the sentences below.*

1. the seafront	A. the land along the sea or the ocean usually where there is sand and rocks
2. the seashore	B. platform in a harbor where boats come in to land
3. a beach	C. part of the town facing the sea or the ocean
4. a quay	D. the area or sand and small stones beside the sea or a lake

1. Sarah sat at the end of the _____, fishing and watching the boats sailing into the harbour.
2. The southern _____ is home to a good seafood restaurant and a lot of peaceful sand.
3. Situated on the northern coast of Corfu, Acharavi is a growing resort with an 8 km long sandy _____ joining it to Roda.
4. The town's _____ area is relatively safe (perhaps apart from traffic problems), although non-geological activities associated with swimming or boats may involve hazards.
5. Boat _____ was the busiest part of the old Port of Singapore, handling three quarters of all shipping business during the 1860s.
6. If you are looking for _____ apartments, we can offer two- and three-storey buildings which spread from the beach of Adelianos Campos up to the Old National Road.

7. Nature has given us a picturesque _____ and high blue mountains, the biggest desert and lake in Europe, quiet forests and huge rivers.
8. It is a high quality _____ with many facilities available, so wide that even at high tide it can be enjoyed.

Exercise 1. Read the text about England and do the tasks.

Some Glimpses of English Geography

The extreme variety of the English landscape largely created by chunks of raised sea bed and fragments of land mass that began life south of the equator 600 million years ago and gradually migrated north. Britain is a random collection of soil and stones, flipped over by tectonic grazing, frozen by ice ages, sculpted by volcanoes fried by the sun, sometimes swamped by the sea, sometimes lifted above it.

No other country in Europe packs so many different stones into such a small area as Britain does. In a thirty-mile journey, you'll come across as many different landscapes as you might cover in 300 miles in a more geologically uniform country like Canada or Australia.

You tend to find better stone in the west – granites, slates and sandstones. As you move east, the stones get younger and their quality lessens.

East Anglia is largely made of sand, clays and chalk. The latter is responsible for more English landscapes than any other single rock. As well as forming the White Cliffs of Dover, it improves the quality of agricultural lands while chalk streams produce the best fishing in England.

Of all the geographic factors that have shaped England and the English the most powerful is the fact that they live on an island. Thirty per cent of the English live within six miles of the coast. And no one in England is more than seventy miles – or two hours' drive – from the sea.

For all the closeness to the sea, most major English cities tend to be some way from it – unlike major coastline cities like Hong Kong or Los Angeles or Cardiff, Belfast or Dublin. English cities are more likely to be on a major river, at a spot where the river has narrowed enough to be forded.

Britain is rich in waterways and almost every town stands on its river, every village upon its stream. We can see it in the names: Burton-on-Trent, Stratford on Avon, Kingston-upon-Thames, Newcastle-on-Tyne, and so on.

From the times of the Romans until the 17th century, Britain's seas and rivers were more important than roads for the transport of goods and people; many roads were mere tracks suitable only for packhorses. Most English rivers were navigable for barges for a part of their course, and heavy goods were transported either on the rivers or by sea. Rivers such as the Thames, Lea, Severn and Wye were of the utmost importance for transport. Even in the 16th century, attempts were made to improve the waterways by dredging and widening, and cutting off awkward bends. From making artificial cuts in rivers, it was only a short step to constructing canals to connect rivers.

Road transport was difficult and river transport was inadequate even on the sections where the river channels had been deepened. The growing population of the country required more food, and the industries more coal. The first canals were built to meet special needs. By the end of the 18th century, three canals had been constructed across the Pennines.

Over the last two centuries, the Industrial Revolution, rather than the sea, has dictated the size and importance of English cities. Of the top ten most populated English cities, only Liverpool, the sixth biggest, and Bristol, the eighth biggest, are maritime cities. Island status has tended to make England a strong independent country. There have been very few invaders in the past 2000 years and no invaders at all for nearly 1000 years. Watery borders are harder to cross than terrestrial ones.

A) Are the following statements true or false? Correct the false ones.

1. Great Britain is a geologically uniform country.
2. Sandstone is the most important material in making English landscapes.
3. Insular geographic position largely predetermines the English economy.
4. Nearly none of British cities stands on a river.
5. Waterways were less exploited in Great Britain in the past than land roads.
6. The British began building canals in the 17th century.
7. Most big British cities are situated on the seacoast.

8. The British watery borders have always made this country an easy target for invaders.

B) *Find English equivalents to the following phrases in the text you have read. Illustrate them with your own examples.*

Надзвичайна різноманітність, щільно населений, придатний для мешкання, острівне положення, якість каміння стає гіршою, покращується якість сільсько-господарчих земель, бути багатим на водні шляхи, приморські міста, судноплавний, поглиблення дна і розширення водних шляхів, задовольнити потреби, достатньо вузька річка для переходу вброд, наземні кордони.

Some Glimpses of English Weather

English weather may not be extreme, but that doesn't stop it from being unique. Britain is a longish, thinnish island, stretching roughly north-south across several climate zones. When you move east or west towards the coast, or north towards cooler weather, you get varying extremes of temperature.

The temperature also depends on how sheltered a place is. Torquay's seafront palm trees can only survive because they are protected by Dartmoor and Exmoor to the north. English urban garden squares are sheltered by terraced houses on all sides in winter; and the squares enjoy early warmth at the beginning of summer because of the greater heat of city centres.

The reverse is true too: some parts of England are decidedly unsheltered. Across the country, there are pockets of extreme cold where dense cold air sinks into natural basins producing very low temperatures in winter and in early autumn, making leaves from the trees fall earlier than higher up the valley. In Redhill Surrey, and Rickmansworth, Hertfordshire the temperatures are fifteen degrees lower than in central London, which is only fifteen miles from them. Fortunately, there are not so many cold spots in the country.

The most powerful factor in producing the climate and Englishness of the English weather is the Gulf Stream. London is on much the same latitude as Calgary in Canada, Kyiv in Ukraine and Irkutsk in Siberia, but it doesn't share the weather conditions of those places since London is warmed by the Gulf Stream. It's because of the Gulf Stream that

daffodils bloom in Cornwall in spring before all other counties; that is why parts of Cornwall don't get their first frost until December, while other bits of the country get hit in early October. For the same reason azaleas, rhododendrons and camellias do well in that county.

The variety of English weather conditions dictates which parts of England are heavily settled, which parts better suited to agriculture, which best left to semi-wilderness. But practically every corner of the country is made habitable due to the combination of meteorological, geological, and geographic factors. You might not want to live on the slopes of Scafell Pike England's tallest mountain (3209 feet), but it is habitable all the same.

That's largely why England is now the sixth most densely populated major country in the world, with 45401 people per square kilometre. England, with fewer wild places than Wales or Scotland, is particularly packed. Taken as a whole, the United Kingdom drops to the seventeenth most overcrowded country in the world, with 255 people per square kilometer and the 50 overall population of 63.7 million.

It is the gentleness of English weather, combined with its unpredictability that makes it such a popular subject for conversation. It's because of that unpredictability, too, that the English talk so appreciatively of sudden warm snaps, that they strip off and dive into the sea the moment the sun comes out – they know it's not going to last. Hospitable climate makes the English obsessive gardeners and obsessive walkers.

A) *Answer the following questions.*

1. What does the author mean by calling Britain a 'longish and thinnish' island?
2. What are places with higher temperatures sheltered with?
3. Where are the so-called 'cold spots' situated and what is specific about them?
4. Why is the Gulf Stream supposed to be the most powerful factor in producing the English climate?
5. What determines the density of population in different areas in Britain?
6. In what ways do the variety, gentleness and unpredictability of English weather influence the English life?

B) *Find the words derived from the same roots and explain their meanings, which were used in the text above. Illustrate them with your own examples.*

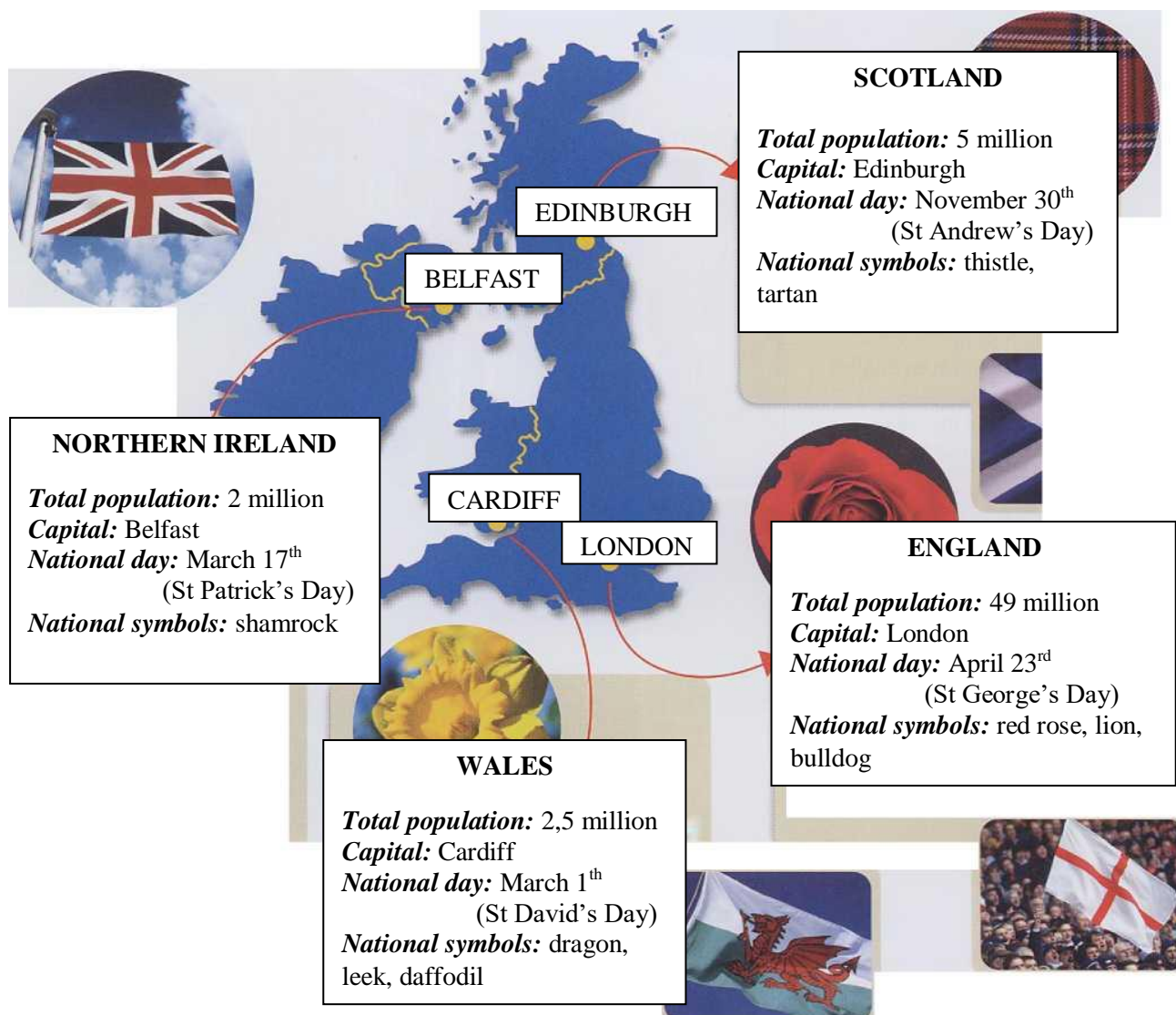
1. nation— _____	5. wild— _____
2. hospitality— _____	6. power— _____
3. to predict— _____	7. to inhabit— _____
4. crowd— _____	8. obsession— _____

C) Write an essay on the topic "The British national character is believed to be the accident of geography and weather" taking into consideration what you have learnt.

Exercise 1. You are going to read about British national identity. Before reading think about what is the difference between England, Great Britain and the UK.

Four nations

Exercise 1. A) You are going to read about British national identity. Before reading think about what is the difference between England, Great Britain and the UK.



B) Look at the information files of each country of the UK and fill in the table below.

	England	Scotland	Wales	Northern Ireland
total area				
capital				
population				
nationality				
language				
symbols				
national day, patron				

C) Answer the following questions, which of the countries:

1. has the largest/smallest population?
2. has a national day in the spring?
3. has a national day in the autumn?
4. has a red, green and white flag?

Exercise 2. Read the text about Scotland's capital city and do the tasks.

Edinburgh: Scotland's Capital City

Edinburgh is the jewel in the crown of Scotland. It has several thousand buildings that are officially protected because of their architectural or historic importance – more than any other city outside London. It is also one of the oldest continuously inhabited places in northern Europe. The archeological evidence certifies that people of the Bronze Age lived in the place.

The origin of the city name is not clear yet, but historians agree that the city began around the Castle Rock. At first it was a small fortified settlement, then a castle which was the home of Scottish kings. It was often captured by enemies, demolished but then it rose again. In one of the rooms there Mary, Queen of Scots, gave birth to James, future King of Scotland and England. The Scottish Regalia – the crown, scepter and sword of state – are on view in the Crown room.

Holyrood is the official residence of Her Majesty the Queen in Edinburgh, and is so used when the Queen or some other members of the royal family visit the Scottish capital. For that reason the palace may be closed to the public for a number of weeks in summer, but otherwise Holyrood is usually open to visitors.

Adjacent to the palace stands the ruin of Holyrood Abbey, whose history spans nearly 900 years. The abbey played a prominent role in the religious life of the country, and a number of Scottish monarchs were born, married, crowned, and buried there.

The two royal residences – the Castle and Holyrood Palace – are united by a set of streets called the Royal Mile. Museums, churches, fine town houses of the nobility, stalls, taverns – you can find every tourist attraction here. People of Edinburgh are proud of the fact so much that is worth being preserved has survived while other cities have bulldozed

much of their heritage. The Royal Mile boasts of several museums that are really worth visiting. One of them is the Writers' Museum, which is a treasure-house of items relating to the Scottish outstanding writers Robert Burns, Sir Walter Scott, and Robert Louis Stevenson. Another is the unique Museum of Childhood, opened in 1955 as the first museum in the world of this kind. Now its five floors are filled with childhood toys and other objects connected with children's life from about 4 centuries. There is also Huntly House Museum, a typical 16th century house, packed with collections relating to Edinburgh past: social history, silver, glass, pottery and shoo signs. The People's Story is an unusual museum which tells the story of ordinary people of Edinburgh, from the 18th century to the present day.

Edinburgh is often called the northern intellectual capital of Great Britain. There are three universities in the city, the oldest of which – the University of Edinburgh dates from 1583. A lot of famous scientists, inventors, painters and writers are Edinburghers. Among them Adam Smith who founded the science of political economy. David Hume, the philosopher and historian. Alexander Bell, inventor of the telephone, James Maxwell, one of the world most famous physicists, William Playfair, architect, whose buildings helped the city to earn as label – “the Athens of the North”, Sir Arthur Conan Doyle, the creator of Sherlock Holmes. Muriel Spark, the world famous writer, Sean Connery, the actor, whose name will always be associated with fictional secret agent James Bond.

Few cities offer more tourist attractions than those which Edinburgh people know, appreciate and are proud of.

A) Find words or phrases in the texts which mean the same as:

to destroy, an area where people live, to be exhibited, an ensemble formed by several neighbouring streets, nearby, close to, to evaluate positively, to have a good feature the area can be proud of, to continue for a certain period of time, important and valuable things that have been in a society for a long time, places of interest.

B) Choose the correct variant:

1. Edinburgh dates back to _____.

A. the Norman castle

B. Celtic warriors

C. Scottish clans

D. Bronze Age settlements.

2. Edinburg is considered to be one of the _____.

A. biggest cities in northern Europe

B. best-planned cities in northern Europe

C. most industrially developed cities in northern Europe

D. oldest cities in northern Europe.

3. The Scottish regalia _____.

A. are exhibited at Westminster Abbey B. all belonged to Mary, Queen of Scots

C. are kept at the Castle

D. are hidden somewhere.

4. The Queen's Palace, Holyrood, is open to public _____.

A. all year round

B. only in spring and winter

C. all year but for some time in summer

D. for several weeks in summer

5. The Royal Mile is _____.

A. a street

B. a district

C. a museum

D. Her Majesty's Park

6. Which museum boasts of being the pioneer of its kind?

A. The Museum of Childhood

B. The People's Story Museum

C. The Writers' Museum

D. Huntly House Museum

A) *Are the following statements true or false? Correct the false ones.*

1. The Scottish Regalia include the crown, shield and mace of state.

2. The official residence of Her Majesty the Queen in Edinburgh is Falkland palace.

3. The Royal Mile is an ordinary place that has nothing to boast about.
4. The Museum of Childhood was founded in the 18th century and contains exhibits from adult life.
5. Edinburgh can boast of rich scientific life because of its five universities.

Exercise 3. Make up a presentation on one of the countries of the UK taking into consideration the history of its foundation and capital city, relief and climate, its national symbols, national day, important cultural events, outstanding countrymen, famous tourist attractions etc.

Exercise 4. Say the same in English.

1. Сполучене Королівство Великої Британії та Північної Ірландії складається з чотирьох країн, а саме – Англії, Уельса, Шотландії та Північної Ірландії. Більша частина Англії складається з долин, з невеликою гірською місцевістю на північному заході. Уельс, столиця якого Кардіф розташований на заході, і його узбережжя омивається Ірландським морем. Його рельєф більш гірський, ніж в Англії. Шотландія складається з двох дуже несхожих районів, відомих як Шотландське нагір'я та Шотландська низовина. Пересічена місцевість нагір'я малонаселена. Низовина – район, де мешкає більшість населення Шотландії. Північна Ірландія, столицею якої є Белфаст, – пагористий район з видовищними долинами, ідилічною сільською місцевістю та дикими болотами.
2. На клімат Сполученого Королівства впливають теплий атлантичний Гольфстрім та холодні моря навколо нього. Це робить погоду як непередбачуваною, так і мінливою. Погода на Британських островах різниться в різних частинах країни, але в цілому клімат можна визначити як морський помірний. Непередбачуваність британської погоди – популярна тема для бесід, жартів та змушує британців насолоджуватися кожним періодом теплої та сонячної погоди.
3. Можливо, Лондон має найбільш відомі пам'ятки, але саме природна краса та різноманітність британської сільської місцевості збуджують почуття

відсутності часу та спокою. Ідилічні села з історичними пабами, невеликими крамницями та мальовничими котеджами є в різних районах країни. Англія захоплює безперервними краєвидами огорожених зелених полів; Уельс та Шотландія зачаровують немов намальовані на листівках села на незайманому узбережжі, покритому величними горами та лісами. Деякі села пишаються чудовими музеями старовинних автівок, іграшок та інших диковинок.

4. Брауни вирішили провести вихідні у маленькому прибережному містечку на півдні Англії. Вони ходили містом, захоплюючись дивовижною набережною з чарівними кафе, маленькими крамницями та пасажами. Причал – чудове місце, щоб насолоджуватись захоплюючими видами моря, човнів у бухті та довгої лінії узбережжя з піщаними пляжами. Після обіду у місцевому пабі голова сімейства взяв напрокат велосипеди для всієї родини. Це було фантастичне місце для їзди на велосипеді з нескінченими милями ґрунтових доріг, вільних від руху транспорту.

5. Історія заселення острова Ульва починається з доісторичних часів. Він розташований на захід від Шотландії та відомий мальовничістю свого ландшафту. Про його геологію, давню і сучасну історію та природу можна розповідати чарівні історії. Острів також відомий дивовижними, схожими на колони кручами, які називаються «замками» та розташовані на північному узбережжі. Хоча велика частина острова не має рослинності, у тій частині, що вкрита лісом, є багато видів дерев, включаючи сосну, берест, каштан, три види дуба, чотири види вишні та інші фруктові дерева. Цей острів багатий на історію та дивовижні пейзажі, які завойовують серця та душі всіх відвідувачів. Це чудовий незайманий світ, який ані змінився, ані був пошкоджений протягом століть.

6. Глазго – найбільш велике місто Шотландії, яке широко відоме своєю культурою, стилем та дружелюбністю людей. Глазго пропонує поєднання міжнародно визнаних музеїв та галерей, чудову архітектуру, динамічне нічне життя, фантастичні крамниці та розмаїтість ресторанів та барів. Глазго завоювало

титул Європейського міста культури у 1990 році. У міста є давня репутація проведення концертів живої музики.

7. Бат – ідеальне місце для чудового економного відпочинку. Гіди пропонують безкоштовні пішохідні екскурсії та знайомлять з історією та архітектурою міста. Проведіть ранок у художній галереї, де можна з повна насолодитися роботами багатьох провідних художників, починаючи з 15 століття і до наших днів. Бат – єдине місто в Британії, де є природні гарячі джерела. Отож проведіть другу половину дня, насолоджуючись давньоримськими лазнями.

8. Подорожуючи Уельсом, відкрийте для себе чудові жваві міста та мальовничі села північного Уельсу. У 2012 році там навіть з'явилося нове місто, яке називається Сент Азаф (St. Asaph). Воно стало одним з найновіших і найменших міст Великої Британії з населенням тільки 3400 мешканців. Центром міста є славетний собор, який вважається найменшим англіканським собором у Великій Британії. Кожного року місто приймає міжнародний музичний фестиваль.

9. Белфаст є компактным містом, яким легко пересуватися машиною або пішки. Розвиток промисловості сприяв формуванню міста, що також відомо як культурний центр. Доки Белфасту, місце народження «Титаніку», треба неодмінно подивитися. Ходячи по магазинах, не обмежуйтеся центром міста, так як тут багато файних крамниць розташовані по всьому місту та його околицях.

Модуль 2. Транспорт

TOPIC "Types of Transport"

Exercise 1. Read the texts and pay attention to the underlined expressions.

A) Match the underlined expressions with their meanings given below.

1. to disrupt severely	A. very close together
2. to divert traffic	B. to change direction slightly towards the left/right
3. heavy traffic	C. gradually to become less
4. dense traffic	D. a driving licence that is currently in use or acceptable
5. lengthy delays	E. to form a long queue
6. to die down traffic	F. delays that continue for a long time, often too long
7. to get stuck in traffic	G. gradually to become less
8. to build up traffic	H. to move a vehicle into a different gear
9. to tail back traffic	I. an increase of traffic over a period of time
10. to ease off traffic	J. to change gear roughly and noisily
11. valid driving licence	K. a vehicle that is operated by using hands but not by automatic means
12. to get into reverse	L. to prevent from continuing as natural
13. to grind the gears	M. a large amount of traffic
14. to bear left/right	N. to move backward or in the opposite direction
15. to change gear	O. to move very slowly or not at all due to heavy road traffic; to be caught in a traffic jam
16. manual car	P. to make to take a different route

Traffic and driving

Traffic problems

Traffic has been severely disrupted on the motorway, owing to an accident. Currently all traffic is being diverted through the village of Cartmel. Motorists are advised to avoid the area as heavy traffic is expected on many side roads for the rest of the day.

Traffic is very dense on all routes into the city at the moment because of this evening's football cup final. Lengthy delays are expected around the National Stadium area. The heavy traffic is not expected to die down till around 11 pm. So walk or cycle to the march if you want to avoid getting stuck in traffic.

If you are thinking of using the main road this morning, don't! Traffic is currently tailing back over ten kilometres, following an accident near junction 12. Police say traffic is building up on all approach roads and is not expected to ease off during the next three hours.

Learning to drive

Hi Hillary, I'm learning to drive at last! All the jobs I want require a valid driving licence, so I've no choice. I'm hoping to take my driving test in about four months' time, but the last lesson didn't go too well. I'm finding it really hard to change gear. Getting into reverse is particularly hard and I can sense my instructor flinching whenever I grind the gears. Perhaps I should have opted to team an automatic car!

Peter.

Hi Peter,

Much better to learn on a manual car – then you can drive anything after your test. Driving tests are awful. I remember mine when I came to Great Britain and needed a current UK licence. The examiner told me to bear left at a junction and I went right! I'd never driven a right-hand-drive car before. I had to remember to keep to the left instead of to the right. It was a nightmare.

Hillary.

B) Choose the correct variant:

1. After the accident the traffic failed / tailed / held back for more than five miles.
2. The traffic didn't die back / up / down until long after the rock concert.
3. Traffic is being disrupted / dispensed / diverted onto the road because of an accident on the F19 motorway.

4. The traffic starts rising up / building up / massing up in the city centre around 5pm.
5. When the lorry broke down, traffic was severely disrupted / diverted/ disturbed for several hours.
6. When you come into the town, hold / maintain / keep to the left, then bear / drive / hold left at the first roundabout.

C) Paraphrase the underlined phrases using the expressions from the table above with the opposite meaning.

1. There was light traffic on the motorway at the time of the accident.
2. The traffic built up after the performance was over.
3. They all have outdated driving licences.
4. Brief delays are expected on all routes because of the start of the holiday weekend.
5. Bear right at the next junction.
6. My aunt much prefers to drive an automatic car.
7. I don't know how she manages to change gear smoothly like that.

D) Fill in the gaps in the sentences below with the expressions under study to complete the following sentences.

1. Nick always finds it difficult in this car to get into _____ when he needs, for example, to back into a parking space.
2. The officer pointed out that Ted's licence was no longer _____ – it expired last week.
3. In an automatic car you don't need to _____ gear manually.
4. The traffic is always particularly _____ on the main road coming into downtown in the rush hour.
5. There were _____ at the railway station that day because of the hurricane.
6. Traffic was severely _____ on the main road that morning.
7. Sarah _____ in traffic on her way to conference.

E) Complete the sentences with the verbs in the correct tense form from the table below.

break down	crash	get	hit	overtake	park	pay	stop
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1. Susan was late for work on Monday because she _____ stuck in a huge traffic jam during the rush hour.
2. The inexperienced driver _____ into a tree. Luckily, he wasn't hurt.
3. David's new bicycle _____ only a month after he bought it! It is being repaired right now.
4. While Tom was driving, a youngster suddenly appeared on the road from nowhere, so he had to _____ the brakes.
5. You should always check your mirrors before you _____ another car.
6. Last month Rachel was caught speeding, so she had to _____ a heavy fine.
7. In the UK, if you _____ your car on a double yellow line, you can get a fine.
8. Kate forgot to _____ at the traffic lights. She nearly hit a pedestrian!

Transport Service

Exercise 1. You are going to read about transport system in the UK and the USA.

A) *Before reading match the following words with their definitions given below.*

1. traffic	A. the service that offers transportation for longer distances in contrast to transit buses that are typically used within a single metropolitan region
2. public transport	B. a part of a road separated by a line from the rest of the road for the use of people riding bicycles
3. the Underground	C. a device on a car that reduces the amount of poisonous gas that is released from the exhaust
4. coach service	D. the region surrounding a city
5. freight	E. a system of vehicles such as buses and trains that operate at regular times on fixed routes and are used by the public
6. exhaust emissions	F. substances that come out of an exhaust system into the atmosphere
7. cycle lane	G. a railway system in which electric trains travel through tunnels below ground (also the tube)
8. traffic jam	H. damage caused to water, air etc. by harmful substances or
9. pollution	
10. catalytic converter	
11. urban area	

	waste I. goods that are carried from one place to another by ship, aircraft, train or lorry J. the number of vehicles moving along the roads, or the amount of aircraft, trains, or ships moving along the route K. a large number of vehicles close together and unable to move or moving very slowly
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Most journeys in the UK and the USA are made by road. Some of these are made on public transport (*AmE* public transportation) but most are by private car.

In Great Britain many people rely on their car for daily local activities, e.g. if they get to work, do the shopping or visit friends. People that live in urban areas may use buses, trains or, in London, the Underground, to get to city centres. They do it because traffic is often heavy and it is difficult to find anywhere to park a car. Some places in the country may have a bus only two or three times a week so people living there have no choice but to rely on their cars.

In the USA large cities have good public transportation systems. The El railroad in Chicago and the underground systems of New York, Boston, San Francisco and Washington, DC are heavily used. But, as a rule, most American people prefer to use their cars. Families often have two cars and, outside major cities, have to drive fairly long distances to schools, offices, shops, banks, etc. And, many college and even high-school students have their own cars.

Long-distance travel in the UK is also mainly by road, though railways link most towns and cities. Most places are linked by motorways or other fast roads and many people prefer to drive at their own convenience rather than use a train, in spite of the fact that they may get stuck in a traffic jam. Long-distance coach services are usually a cheaper alternative to trains, but they take longer and may be less comfortable. Some long-distance travel may be by air, especially those that are undertaken for business reasons. There are regular flights between regional airports, as well as to and from London. A lot of freight is also distributed by road, though heavier items and raw materials often go by rail.

In America much long-distance travel is by air. The USA has two main long-distance bus companies, Greyhound and Trailways. Amtrak, the national network, provides rail services for passengers. Private railway companies such as Union Pacific now carry only freight, though in fact over 70% of freight goes by road.

Traffic congestion and pollution are the main problems associated with road transport in both the UK and the USA. The number of cars on British roads is predicted to increase by a third within a few years, making both these problems worse. The British government would like more people to use public transport. But so far they have had little success in persuading people to give up their cars or to share rides with neighbours. Most people are sure that public transport is simply not good enough. American people too have resisted government requests to share cars because it is less convenient and restricts their freedom. Petrol is relatively cheap in the USA and outside the major cities public transport is bad. Because of this they see no reason to use their cars less.

Despite the use of unleaded petrol, exhaust emissions from vehicles still cause air pollution which can have serious effects on health. The USA was the first nation to require cars to be fitted with catalytic converters. Emissions are required to be below a certain level, and devices have been developed to check at the roadside that vehicles meet the requirement. Stricter controls are also being applied to lorries. Car manufacturers are now developing modern electric cars and, in fact, people willingly buy them, which will apparently cause less pollution.

The cheapest and most ecologically-friendly ways to travel are to walk or ride a bicycle. In Oxford and Cambridge bicycles are common, and many other cities now have special cycle routes or cycle lanes beside the main road. But, nevertheless, there are so many cars on the roads nowadays that cycling can be dangerous. Bicycles are used in the USA usually mostly for fun or sport.

B) *Are the following statements true or false? Correct the false ones.*

1. Most journeys in the UK are made on public transport.
2. People living in cities often use their cars rather than public transport.
3. American families as a rule own an only car.

4. Long-distance coach services are more expensive and comfortable in comparison to trains.
5. The government would like more people ride horses.
6. The most environmentally-friendly way of travelling is to travel by plane.
7. The great majority of people are against ecologically-friendly means of transport.
8. Australia was the first to require cars to be fitted with catalytic converters.
9. Riding a bicycle is the safest means of transport.

C) Draw a parallel between British and American cultures in terms of transport systems on what you learnt. Fill in the culture comparison profile.

Comparison Items	The UK	The USA
structure of transportation system		
preferable means of travelling		
famous transport companies		
attitude to environmentally-friendly means of transport		
deterioration of rolling stock		
reasons for traffic congestions		

Town and country life

Exercise 1. Read the texts and pay attention to the underlined expressions.

A) Match them with their meanings given below.

1. rustic charm	A. a place or experience in the countryside in which everything is peaceful and everyone is happy
2. the back of beyond	B. very busy and full of activity life
3. rural idyll	C. the centre full of busy activity
4. quiet backwater	D. means of transport that passengers can be trusted or depended on and travel successfully
5. in the middle of nowhere	E. to be open at any time
6. to be bored rigid	F. buildings that are not cared for and are in a very bad condition
7. hectic pace of life	G. a detached single family dwelling unit or just home
8. to hail a taxi	H. a road that is very full of traffic
9. bustling centre	I. an extremely isolated place
10. reliable public transport	J. to be extremely bored
11. to be open all hours	K. the appeal beauty that is simple and picturesque
12. urban regeneration	L. the reconstruction of built up areas, especially where there is evidence of urban decay
13. derelict buildings	M. in a place that is far away from other people, houses, or cities
14. residential dwelling	N. to wave or shout at a taxi to make it stop
15. congested roads	O. a quiet place isolated such as a village where there is little activity, excitement, progress, etc.

City life versus country life

Hi Carol,

Well, I did it. I moved into town. I must say I don't miss the rustic charm of life in the back of beyond! For some people my village Clovelly is a rural idyll, but for me it was always just a quiet backwater in the middle of nowhere where nothing ever happened and where I was bored rigid. I've only been in town a week, but I love everything about it – the crowded streets, the hectic pace of life, the fact that you can get a cappuccino or hail a taxi at two in the morning. In Bradford's bustling centre you can enjoy high quality urban living, with reliable public transport and shops and restaurants whose long opening hours will suit your busy lifestyle.

So when are you coming to visit me?

Nick.

City Council plans

City Councillors last night approved extensive plans for urban regeneration.

Key features of the plan include restoration of derelict buildings and a tree-planting scheme. The hope is that the inner city will soon resemble the s an attractive and desirable place to live.

Planners believe that an increase in the number of residential dwellings in the town centre will ease the problem of congested roads and night-time crime: with commercial and recreational facilities within walking distance and open all hours, it is hoped that many people will choose to leave their cars at home, and that it will be safer to walk on the street at night.

B) Paraphrase the underlined phrases using the expressions from the table above.

1. The village is regarded as a quiet place where nothing happens, but the people who live there love it.
2. She lives in a simple cottage miles away from any other inhabited places.
3. The government plans to provide funds to subsidise the modernisation and improvement of our cities.
4. The city council has declared that part of the town may only be used for people's homes.
5. This near-by road is always full of traffic.
6. My cousin lives in a full of busy activity area and he enjoys life there to the fullest.
7. Betty was extremely bored with the summer camp's rules.
8. The local authorities are likely to demolish that neglected building.
9. The picturesque beauty of the Lake District in England always attracted prominent writers and poets throughout the world.
10. This resort is a real paradise for night life lovers because here casinos, pubs, and nightclubs are open round the clock.

C) Write down opposite meanings to the expressions below.

1. smart, modern buildings – _____
2. quiet roads – _____
3. a quiet city centre – _____
4. urban decay – _____

5. the urban nightmare – _____
6. restricted opening times – _____
7. to be extremely interested – _____
8. in the downtown – _____
9. peaceful and calm lifestyle – _____
10. untrustworthy means of travelling – _____

Exercise 2. Say the same in English.

1. Мегаполіс – велике місто, яке є важливим економічним, політичним та культурним центром країни. У Великій Британії мегаполіси є багатонаціональними та створюють найбільш щільно заселені райони.
2. Деякі люди вважають за краще жити у центрі міста, щоб бути ближче до місця, де вони працюють, але іншим подобається жити у спальних районах, де є комфортне та затишне середовище. та їздити кожного дня на роботу.
3. Швидко зростаюче місто – це населений пункт, який відчуває швидкий зріст населення та економіки. Чинниками успішного зростання є близькість до мегаполісу та/ або природних ресурсів. Іноді через економічний занепад населення може покинути місто і воно перетворюється на місто-примару.
4. Це містечко може пишатися багатьма історичними пам'ятками, які допомогли йому завоювати ім'я найбільш відомого культурного центру країни. Як будь-яке інше давнє місто, воно не має симетричного планування. Звивисті вулички та провулки містечка створюють чарівні райони, якими можна милуватися безкінечно. Про це місто можна прочитати в багатьох історичних книгах.

Сим волом торговельного міста у Великій Британії є ринок. Торговельні міста часто виростили поблизу укріплених поселень, щоб мати їхній захист. Сьогодні це чудові історичні місця з відомими туристичними пам'ятками. Традиційна атмосфера та повільний ритм життя цих міст відрізняє їх від великих міст, де панують хмарочоси, затори та забруднене довкілля.

Urban and Rural Lifestyles

Exercise 1. You are going to read two texts about urban and rural lifestyles.

A) Read Susan's essay about her life in London and match the paragraphs A-I with following topics.

_____ Conclusion

_____ Multicultural London

_____ Crime and People's Attitude

_____ The Cost of Living

_____ Environmental Problems

_____ Famous Sights

_____ Introduction

_____ Transport

_____ Leisure Choices

My Home – Love it or Hate it!

by Susan Smith

A I live in Blackheath in South London. London's one of the largest and most exciting cities in the world, and there are advantages and disadvantages to living here.

B The main advantage is that there's a lot to do and see. In the centre of London there are tourist attractions like Madam Tussaud's and the Science Museum, and there are all kinds of parks and historic buildings. I suppose that we don't always make the most of it. We only visit places like the Tower of London when one of our relatives comes to visit!

C Secondly, London is a great place for entertainment. All the new films come here first, and if we want to go to a pop concert or a big sports event, there's always something right on our doorstep. And of course the shopping is great – there's everything from department stores like Harrods to Camden Market.

D Another advantage of living in London is that you can travel easily and quickly across the city on the underground. And we've got railway stations and airports to take you anywhere in the world.

E Lastly, London is truly cosmopolitan. Kids at my school are from lots of different cultures, but that doesn't stop us being friends. It is good to mix with people from different backgrounds. It stops you from becoming narrow-minded.

F But there are some major problems if you live in London. Like most other capital cities, it is noisy, polluted and congested with traffic. The traffic problem is so bad that they have recently introduced a congestion charge for central London. Drivers now have to pay if they want to take their cars to the city centre, hopefully that will improve the situation.

G Secondly, things are very expensive here – apparently it is more expensive to live here than to live in any American city. For example, if you go to the cinema in the centre of London it can cost you £11. And to go just one stop on the underground can cost you nearly £1.

H But the worst problem about living in London is that, in general, people aren't very friendly. Nobody will talk to strangers or help people in the street if they are in trouble. They don't trust each other, and I think that's because they are scared of becoming victims of crime. London has the highest crime rate in the country.

I But in spite of these negative points, I still wouldn't want to live outside of London. It's my home – love it or hate it!

B) *Find words or phrases in the essay which mean the same as:*

the type of home and family that someone has, the demand for money, ignoring smth, to use something for smb's benefit, a conservative and prejudiced person, to be very near to smb's home.

C) *Are the following statements true or false? Correct the false ones.*

1. Susan is bored rigid with her life in London.
2. London can boast of various places of interest.
3. There is untrustworthy public transport in the place where she lives.
4. She doesn't like the idea of socializing with people from different backgrounds.
5. Because of the congested traffic, cars are not allowed to the city centre.
6. She claims that London is known for its reasonable prices.
7. Londoners are very delightful, trustworthy and amiable people.

D) Complete the summary of the essay using words below:

activities	expense	home	multicultural
principal	shops	unfriendliness	variety

For Susan, the (1) _____ advantage of living in London is the (2) _____ of things that there are to see and do. She thinks that the (3) _____, the choice of leisure (4) _____ and the transport are good, and she likes the fact that London is a (5) _____ city. The disadvantages for her are the traffic, the (6) _____, people's (7) _____ and the crime, but she doesn't want to leave her (8) _____.

E) Read Kate's postcard and answer the following questions:

1. What is the name of the village?
2. Where is it situated?
3. What is its population?
4. What facilities and places for entertainment does it have?

Dear Tom,

Thanks for your letter. I thought you would like a postcard from my hometown, Gladwell. As you can see, it is not exactly New York! It is only a small village in Yorkshire, in the north of England. About 5000 people live here. We've got a village pub and a church – that's all! But it is in a very beautiful area, and I like village life.

I'll send you a long letter soon.

Kate.

F) Write down an essay on one of the topics suggested using the topical vocabulary under study:

- The pros and cons of the country life.
- The advantages and disadvantages of a hectic city life.
- City life versus country life.

Модуль 3. Погода та клімат

TOPIC “Weather and Climate”

Exercise 1. You are going to read about unusual ways of predicting weather.

A) Before reading think about:

- *Do you listen to the weather forecasts? Do you trust them?*
- *Have you heard the weather forecast for today? Is it correct?*

Weather Forecasting

A region's weather may change greatly from day to day. People have tried to predict the weather for thousands of years. A correct prediction is of great importance to sailors and soldiers, airmen and fishermen, travellers and farmers.

Nowadays scientists with their ultra-modern equipment can make weather forecasting somewhat more accurate, but in the past, people had a fairly reliable system of their own to predict the weather. They understood that all life on earth depended on the sun so they looked to the sun and planets, wind and water, birds and beasts which all depended on the sun, for guidelines.

Most Irishmen believe in the St. Swithin's day (July 15th) story, which says that the twelve days before this day are a guideline for the twelve months which follow, while rain on that day brings forty days of similar weather.

The sun, sunken in the clouds, means rain in the morning. A red sunset promises good weather and if the sun is enveloped by dense clouds but trying to shine forth, a heavy rainfall is expected to follow.

The rainbow is never very welcome while harvesting hay, as the downpour is to come after it.

The moon in all its phases is a great weather guide. In winter and early spring if the new moon makes her appearance on the second or third day in the form of a small silvery crescent with upturned ends, it foretells frost and snow for the duration of the moon. If the moon races behind the clouds, that means wind and storm. The stars,

shining like diamonds in a clear sky in late autumn, winter or spring mean a hard frost at night.

A shooting star means plenty of harsh weather. Seeing a shooting star you can make a wish, but it will be pointless to wish for fair weather.

The direction of the winds is very important for weather forecasting. The east wind in winter means frost and snow while in summer it is welcomed as it brings good dry weather. The north wind also brings the snow while the west and south-west winds bring rain conditions.

The river in all its moods can be a very accurate forecaster of the weather conditions. The colour of the water is a good guideline – dark water is a sign of heavy rain, but when the sand and pebbles are clearly visible in the river bed, it means fine weather. Domestic animals understand climatic conditions much better than we do. If the cat sits with her back to the fire, cold weather with frost is coming. If she sits at the fire washing her face with her paw, rain is approaching.

Our feathered friends are most sensitive to changes in weather conditions. The robin or sparrow seen washing their feathers in a pool of water is a sign of fine weather. When magpies gather together and chatter loudly they predict storm and rain. Crows fly low, caw loudly before a storm occurs. The swallow arriving early is a sign of a good summer. When they fly low above the ground, rain is on its way. If they migrate in early autumn, winter with harsh conditions can be expected. If the cuckoo in the forest calls with a clear sweet voice, you have prospects for good weather. If she calls at intervals in a harsh voice, the weather in the nearest future will be bad.

Butterflies, bees and other insects are also sensitive to changes of weather. Worms, crawling on the road or on the surface of the ground forecast rain in the near future. Frogs come out on the ground when heavy rain is on the way. Spiders, patiently threading their webs outside doors and windows promise bad weather, but, when they weave their webs on tops of bushes in early spring, good weather is on the way.

Many rural people still believe and rely on traditional ways of predicting the weather and regard them more accurate and dependable than meteorological weather forecasts.

B) *Are the following statements true or false? Correct the false ones.*

1. Ancient people relied on heavenly bodies in predicting the weather.
2. Irishmen used to believe that it would rain twelve more days if it rained on St. Swithin's day.
3. Farmers are very happy when they see the rainbow in the sky.
4. The new moon is never used for weather predictions.
5. A shooting star promises fair weather.
6. Both the north and the east winds could bring snow in winter.
7. Birds washing in dust promise sunny weather.
8. Swallows can predict the weather not only for the near future but also for the coming season.
9. Frogs seen on the ground predict wet weather.
10. If a spider weaves its web in the room, people expect bad weather.

C) *Find English equivalents to the following phrases in the text you have read. Illustrate them with your own examples.*

Ультра-сучасне устаткування, досить надійна система, щільні хмари, сильний дощ, молодий місяць, срібний півмісяць, ясна погода, сильний нічний мороз, падаюча зірка, точний провісник погоди, погодні умови, домашні тварини, пернаті друзі, традиційні способи прогнозування погоди.

D) *Answer the following questions.*

1. Which signs mentioned in the text did you know before? Who told you about them?
2. Why was it so important for people in old times to know the signs of nature for predicting the weather?

3. Have you ever seen a rainbow or a shooting star? Describe the events in detail.
4. Have you ever watched the behaviour of your domestic animals or pets? Do you agree they can predict the weather?

E) Make up a report about weather forecasting on the topic "Ukrainian weather lores".

Exercise 2. Say the same in English.

1. Як і інші народи світу, давні слов'яни уважно спостерігали за зміною погоди, щоб передбачити майбутній врожай. Найголовнішими днями для прогнозування були дні з 26 грудня по 6 січня. Погода кожного дня пророкувала погоду відповідного місяця. Так, вважалося, що якщо, наприклад, 30 грудня було сонячно, то весь березень буде сонячним і ясным. Якщо в цей день йшов сніг, то березень очікувався дощовим. Якщо в цей день усе було покрито інеем, то, за прогнозами, через тиждень повинно було стати тепло.
2. Новий рік і Різдво були особливо важливими для прогнозування врожаю. Якщо Новорічний день був похмурим, а вночі небо було зоряним, хлібороби очікували гарний врожай пшениці. Якщо в цей день було тепло і мало снігу, врожай обіцяв бути поганим. Якщо в Різдвяну ніч усе небо було покрито зірками, то прогнози на гарний врожай були ще кращі, а також очікувався великий приплід худоби (breed of cattle) і багато ягід у лісі.
3. Ось ще кілька цікавих народних прикмет. Січневі відлиги обіцяють холодну весну і дощове літо. Якщо після дощу чи грози над землею піднімається пара, то знову буде або гроза або сильний вітер. Якщо 25 січня йде сніг, то літо буде дощовим і холодним, а якщо світить сонце, птахи з півдня прилетять раніш звичайного. Якщо наприкінці лютого бурульки ставали довгими – весна буде довгою і прохолодною. Якщо птахи в'ють гнізда на сонячній стороні дерева, літо буде холодним. Якщо навесні сніг тане з північної сторони мурашника, літо буде теплим і довгим, а з південної – коротким і холодним. Якщо в перші дні червня йде дощ, то інші дні будуть сухими. А якщо в цей місяць багато туманів, у лісі буде багато грибів, Бджоли стають злими і частіше жалять перед посухою. Якщо

липень жаркий, грудень буде морозним. Якщо узимку мало снігу, улітку буде мало дощів.

Exercise 1. Read the text and do the tasks.

Climate of the World

Climate is the weather of a place averaged over a length of time. The earth's climate varies from place to place, creating a variety of environments. Thus, in various parts of the earth, we find deserts; tropical rain forests; tundras (frozen, treeless plains); conifer forests; prairies; and coverings of glaciers. Climate also changes with time. Human activity also may be changing the global climate.

Global warming could change conifer forests, leading to shifts in plant and animal populations. It could also melt enough polar ice to raise the sea level, and it could increase the frequency and severity of tropical storms.

Climates vary from place to place because of five main factors: 1) latitude (distance from the equator); 2) altitude (height above sea level); 3) topography (surface features); 4) distance from oceans and large lakes; 5) the circulation of the atmosphere. The earth's surface is a patchwork of climate zones.

Climatologists have organized similar types of climates into groups. The modified version specifies 12 climate groups which are described below.

Tropical wet climates are hot and muggy the year around. They support dense tropical rain forests. Rainfall is heavy and occurs in frequent showers and thunderstorms throughout the year. Temperatures are high, and they change little during the year. The coolest month has an average temperature no lower than 18 °C. The temperature difference between day and night is greater than the temperature difference between summer and winter. Frost and freezing temperatures do not occur. Plants grow all year.

Tropical wet and dry climates occur in areas next to regions that have tropical wet climates. Temperatures in tropical wet and dry climates are similar to those in tropical wet climates, where they remain high throughout the year.

Semiarid and desert climates occur in regions with little precipitation.

Desert climates are drier than semiarid climates. Semiarid climates, also called steppe climates, usually border desert climates. In both climate groups, the temperature change between day and night is considerable.

Subtropical dry climates feature warm to hot, dry summers and mild, rainy winters. These climates, sometimes called Mediterranean climates, occur on the west side of continents roughly between 30° and 45° latitude. The closer to the coast the area is, the more moderate the temperatures and the less the contrast between summer and winter temperatures.

Humid subtropical climates are characterized by warm to hot summers and cool winters. Rainfall is distributed fairly evenly throughout the year. Most summer rainfall occurs during thunderstorms and an occasional tropical storm or hurricane. Humid subtropical climates lie on the southeast side of continents, roughly between 25° and 40° latitude.

Humid oceanic climates are found only on the western sides of continents where prevailing winds blow from sea to land. The moderating influence of the ocean reduces the seasonal temperature contrast so that winters are cool to mild and summers are warm. Moderate precipitation occurs throughout the year. Low clouds, fog, and drizzle are common. Thunderstorms, cold waves, heat waves, and droughts are rare. Snow is a major element in humid continental climates. Winter temperatures are so low that snowfall can be substantial and snow cover persistent. Snow cover has a chilling effect on climate.

Subarctic climates have short, cool summers and long, bitterly cold winters. Freezes can occur even in midsummer. Most precipitation falls in the summer. Snow comes early in the fall and lasts on the ground into early summer.

Tundra climates are dry, with a brief, chilly summer and a bitterly cold winter. Continuous permafrost (permanently frozen ground) lies under much of the treeless tundra regions.

Icecap climates are the coldest on earth. Summer temperatures rarely rise above the freezing point. Temperatures are extremely low during the long, dark winter. Precipitation is meagre and is almost always in the form of snow.

Highland climates occur in mountainous regions. A highland climate zone is composed of several areas whose climates are like those found in flat terrain. Because air temperature decreases with increasing elevation in the mountains, each climate area is restricted to a certain range of altitude.

A) Find words or phrases in the text which mean the same as:

a general increase in world temperatures caused by increased amounts of carbon dioxide around the Earth; tropical forests with tall trees that are very close together, growing in an area where it rains a lot; a large mass of ice; unpleasantly warm and wet; a period of unusually hot weather for a long time; a layer of soil that is always frozen in countries where it is very cold; temperature of the ordinary or usual standard; a large area of land where it is always very hot and dry and there is a lot of sand; smooth and level, even type of land; a tree such as a pine or fir that has leaves like needles and produces brown cones that contain seeds.

B) Answer the following questions.

1. What is the difference between climate and weather?
2. How does the earth's climate vary from place to place?
3. What consequences can global warming have?
4. What climate zones do you know?
5. What is characteristic of each climate zone?
6. Which climate patterns can you find in Ukraine?
7. Which climate would you like to live in? Why?

Exercise 2. Fill in the gaps with words related to the words in the table and then complete the sentences with the verbs in correct tense form from the table.

NOUN	ADJECTIVE	VERB
snow		
	rainy	

		to drizzle
sleet		
fog		
cloud		
thaw	—	
	—	to hail
thunder		

1. It never _____ (snow) there and you can swim in the ocean all the year round.
2. It _____ (drizzle) very lightly and I could hear the tiny patter of small raindrops.
3. In this region of the country it often _____ (sleet) in late autumn.
4. It was a _____ (fog), chilly day without sunshine so the sea was murky and opaque.
5. Put on your warm coat, it will be _____ (cloud) and cool tomorrow.
6. People in _____ (rain) maritime climates call it just water and complain when it falls from heaven.
7. The lake is frozen all winter, but it usually _____ (thaw) in March.
8. We stopped to admire a dazzling _____ (snow) landscape.
9. If it _____ (thunder), a loud noise comes from the sky after lightning.
10. She enjoyed walking in the park though it was a cold _____ (drizzle) day.
11. I couldn't see my face as the mirror _____ (fog) in.
12. Between hot bright periods, the sky boils with _____ (thunder) clouds that drift on by without realizing a drop.

Exercise 3. Say the same in English.

1. Погода визначається як стан атмосфери у даний час у певній місцевості, в залежності від температури, тиску повітря, напрямку і сили вітру, вологості, хмарності й опадів.
2. Використовуючи дані метеорологічних спостережень, синоптики можуть дати точний прогноз погоди тільки на 48 годин. Прогнозуючи погоду на

найближчий тиждень чи місяць, вони ґрунтуються на звичайних погодних умовах даної місцевості у даний час, і звичайно, іноді можуть помилятися.

3. Британія – острівна країна, і тому моря, що оточують її, впливають на її клімат і погодні умови. Гольфстрім, тепла течія в Атлантичному океані, робить зиму теплішою, а літо більш дощовим. Завдяки цій течії моря навколо Британських островів узимку ніколи не замерзають.

4. Погоду в Британії не можна передбачити, і часто протягом одного дня всі чотири пори року можуть змінити одна одну. Зранку може яскраво світити сонце, удень може піти заливний дощ, а закінчитися день може снігопадом. Хоча Британія знаменита своїми частими дощами, не можна сказати, що це найбільш дощова країна у світі. У деяких частинах країни опадів досить мало. Наприклад, на південному сході, у графстві Кент, опадів набагато менше, ніж у Північно-Шотландському нагір'ї. Іноді ці райони навіть страждають від посухи, але це трапляється вкрай рідко.

Climate extremes

Exercise 1. You are going to read about extreme weather conditions in different parts of the world.

A) Before reading think about:

- *How does the weather affect your day-to-day life?*
- *Does the weather influence what clothes you put on? Whether you put an umbrella in your bag or not?*

In certain parts of the world, people's actual survival depends on the way that they adapt their lives to the extreme weather conditions of their environments.

Extreme heat

Temperatures in the Australian outback –the central desert area of Australia – can often exceed 50°C for the summer months. New houses are sometimes specifically situated towards the east or west, to avoid the summer sun. Their roofs are insulated to stop heat getting in, and their wood is specially treated to

resist the heat. Due to the strength of the sun over this part of the world, Australia has the highest rate of skin cancer in the world. Since 1981, there has been an official campaign by the Australian government to encourage Australians to protect their skin from the sun. Forest fires are another result of consistently high temperatures. These have become more and more common in the past few years, even happening around the city of Sydney.

Snow and extreme cold

Valdez in Northern Alaska is used to battling against the elements. The town was relocated in 1964 after an earthquake and tidal wave completely destroyed it, and it currently has the record snowfall for the whole continent of North America – 7.7 metres per year. Snow and ice are part of daily life for Alaskans. Many towns, including the state capital Juneau, are accessible only by sea or by air, as roads either don't exist or are blocked for most of the year. Some houses are built without excavating any foundations, and most have special strong roofs to support the snow, and features such as windows that only open inwards so that they aren't ripped off by the Arctic wind.

Hurricane

Thanks to its coastal location and tropical climate, Florida is the American state most regularly hit by hurricanes. On average a hurricane happens along the Florida coast every 5 years. Most cause some damage to buildings and vehicles but some, such as Hurricane Andrew in 1992, can cause devastation. Andrew was the worst hurricane in America's history and caused 65 deaths and \$26 billion worth of damage to property. Not surprisingly, Floridians spend a lot of money protecting their homes from hurricane damage. They prefer concrete walls to wooden or metal constructions, and most windows and doors have hurricane shutters. Some new houses are also being built with special reinforced rooms for sheltering from hurricanes.

Tornadoes

Tornadoes happen during storms when warm air and strong winds begin to spin upwards. These distinct funnel-shaped winds can cause great damage along their paths. Central states such as Kansas and Oklahoma see the majority of the USA's tornadoes. In

fact, there is a famous tornado 'route' through ten midwestern states which is known as 'Tornado Alley'. Homes in that area often have storm cellars where families can shelter from the weather.

Earthquakes

The San Andreas Fault is a break in the Earth's crust that lies underneath California, causing several small earthquakes every year. Most of the earthquakes are not even noticeable, and the last large one happened in 1994. However; a catastrophic earthquake nearly destroyed San Francisco in 1906. Scientists say that it is possible that another massive earthquake may happen in the future, but they predict that they will recognise the warning signs years before it happens. As a precaution against earthquakes, some older buildings in Californian cities are being pulled down, and there is very little new building along the fault line itself.

B) Match the weather conditions to the geographical area mentioned in the text.

1. earthquakes	A. Australia
2. extreme heat and forest fires	B. central USA
3. hurricanes	C. northern USA
4. snow and extreme cold	D. southeastern coast of the USA
5. tornadoes	E. western coast of the USA

C) Match the natural disasters from the text with their definitions.

1. drought	A. a very large ocean wave that flows over the land and destroys things
2. avalanche	B. a sudden shaking of the earth's surface that often causes a lot of damage
3. tsunami	C. a very large amount of water that covers an area that is usually dry
4. hurricane	D. an extremely violent storm consisting of air that spins very quickly and causes a lot of damage
5. flood	E. a violent storm, especially in the western Atlantic ocean
6. tornado	F. a large mass of snow, ice and rocks that falls down the side of a mountain
7. earthquake	G. an outbreak of lava from a mountain with a large hole at the top
8. volcanic eruption	F. a long period of dry weather when there is not enough water for plants and animals to live

D) *Answer the following questions.*

1. What health problem does the sun cause in Australia?
2. Why was Valdez rebuilt in the 1960s?
3. Can you drive to the state capital of Alaska? Why?
4. How often do hurricanes hit the Florida coast, on average?
5. Where do most of the USA's tornadoes happen?
6. When was the last serious earthquake in California?
7. How do people protect their dwellings from extreme weather conditions?
8. Why do scientists say that people should not panic about a future major earthquake in California?

E) *Make a report about extreme weather conditions on one of the following topics:*

- Ukrainian natural disasters.
- The world's notorious natural disasters.

Climate change warning

Exercise 1. You are going to read about a new report into global warming.

A) *Before reading match the following words with their definitions given below.*

1. catastrophic	A. able to be seriously considered
2. rapid	B. affecting a lot of things
3. far-reaching	C. causing a lot of damage
4. plausible	D. happening fast or suddenly
5. ambitious	E. needing a lot of effort to be successful
6. to detail	F. to give information about something
	G. wide in range and including a lot of information

Final call to save the world from ‘climate catastrophe’ (8th of October 2018)

The world's leading scientists say it's the final call, the most extensive warning yet on the catastrophic consequences of global warming above 1.5°C.

The Intergovernmental Panel on Climate Change (IPCC) have issued a special report on their findings after three years of research.

Their dramatic document says that going past a rise of 1.5°C is dicing with the planet's liveability, and this "guard rail" could be exceeded in just 12 years, in 2030. The report also suggests the world is already completely off track, and is heading for a rise of 3°C.

To keep to the preferred target of 1.5°C above pre-industrial levels will mean "rapid, far-reaching and unprecedented changes in all aspects of society". It will be hugely expensive – but there is still a window of opportunity to achieve it.

The researchers say that if we fail to keep temperature rises below 1.5°C, there will be some significant and dangerous changes to our world. We can kiss goodbye to coral reefs, as the report says they would be essentially 100% wiped out at 2°C of warming. Ocean temperatures and acidity will also be affected, as well as the ability to grow crops such as rice, maize and wheat.

Despite some inevitable compromises in the report between climate researchers who want to stick to what the study shows and political representatives that have the economy and living standards in the front of their minds, there are some key messages that come through loud and clear.

The report urges rapid and significant changes in four big global systems: energy, land use, cities and industry. It adds that the world cannot meet its target without changes by individuals, advising people to:

- buy less meat, milk, cheese and butter and more locally sourced seasonal food and throw less of it away;
- drive electric cars but walk or cycle short distances;
- take trains and buses instead of planes;
- use videoconferencing instead of business travel;
- use a washing line instead of a tumble dryer;
- insulate homes;
- demand low carbon in every consumer product.

It will also take investment of 2.5% of global gross domestic product (GDP), the value of all goods and services produced, for two decades. Machines, trees and plants will also be needed to capture carbon from the air that we can then store deep underground forever.

So is any of it plausible? On the one hand, the global economy is heavily reliant on carbon and key activities depend on it. On the other hand, wind turbines and solar panels have come down significantly in price and more and more countries are setting ambitious green targets.

Ultimately, politicians will be faced with a difficult choice: persuade voters that the revolutionary change detailed in the report is urgently needed, or ignore it and say scientists have got it wrong.

Professor Jim Skea, co-chair of the IPCC said: "They really need to start work immediately. The report is clear that if governments just fulfill the pledges they made in the Paris agreement for 2030, it is not good enough."

B) Discuss/answer the following questions.

1. What worldwide systems should we change to help limit temperature rises?
2. What transport changes should people make?
3. What shopping habits should people make changes to?
4. What changes to work habits should people make?
5. What renewable energy technologies are now more attractive to use?
6. What difficult choice do politicians have to make about the findings in the report?
7. Do you think that keeping to the target of 1.5°C of warming is achievable? Why?
8. Do you think that governments will take action after this report? Why?
9. Do you think that governments will take action after this report? Why?

C) Write down an essay on the topic "Five top pieces of advice to avoid climate catastrophe".

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ ТА ІНДИВІДУАЛЬНОЇ РОБОТИ СТУДЕНТІВ

Самостійна та індивідуальна робота є невід'ємною складовою вивчення навчальної дисципліни. Вона здійснюється за такими напрямками:

- виконання завдань до практичних занять;
- підготовка творчих письмових завдань;
- підготовка до підсумкових модульних робіт;
- підготовка до заліку.

Виконання завдань до практичних занять має на меті засвоєння та вдосконалення активного та пасивного лексичного мінімуму, відповідних граматичних та мовленнєвих структур, що сприяє формуванню практичного вміння використовувати спектр лексико-граматичних засобів мови для висловлення думок з тем, передбачених програмою та ознайомлення студентів із способом життя та соціокультурними цінностями англомовних країн.

Алгоритм виконання

- Ознайомтеся з завданнями, які запропоновані для виконання.
- Доберіть до підкреслених в реченні слів та словосполучень необхідний синонім/антонім.
- Перефразуйте підкреслені в реченні слова та словосполучення, використовуючи засвоєний активний лексичний мінімум.
- Вставте в речення/текст необхідну лексичну/граматичну одиницю з активного лексичного мінімуму.
- Заповніть в запропонованих реченнях пропуски словами з активного лексичного мінімуму.
- Доберіть до запропонованих речень логічні пари. Перекладіть запропоновані речення англійською мовою.
- Перефразуйте запропоновані речення, використовуючи засвоєні мовленнєві структури.
- Доповніть запропоновані речення активними мовленнєвими структурами.

- Прокоментуйте письмово запропоновану комунікативну ситуацію, використовуючи активний лексичний мінімум.

Підготовка до написання творчих письмових завдань (твору, есе) має на меті узагальнення та систематизацію знань, умінь і навичок з відповідного модулю.

Алгоритм виконання

- Ознайомтеся з темами, які запропоновані для написання.
- Повторіть основний лексичний мінімум з теми, мовленнєві структури та граматичні моделі за основним підручником, підберіть додаткові матеріали або іншу довідкову літературу, необхідну для підготовки (в пригоді стануть додаткові матеріали з теми, які було запропоновано викладачем на практичних заняттях).
- Перегляньте зміст теми, користуючись власними конспектами або підручниками.
- Напишіть запропоноване творче завдання та здайте викладачу у зазначений термін.

Підготовка до підсумкових модульних робіт (ПМР) має на меті узагальнення та систематизацію знань з окремих модулів або дисципліни у цілому.

Алгоритм виконання

- Ознайомтеся з темою, яка запропонована для підсумкової модульної роботи.
- Повторіть основний лексичний мінімум з теми, мовленнєві структури та граматичні моделі за основним підручником, підберіть додаткові матеріали або іншу довідкову літературу, необхідну для підготовки (в пригоді стануть додаткові матеріали з теми, які було запропоновано викладачем на практичних заняттях).
- Перегляньте зміст теми, користуючись власними конспектами або підручниками.

Підготовка до заліку має на меті узагальнення та систематизацію знань з окремих модулів або дисципліни у цілому.

Алгоритм виконання

- Ознайомтеся з переліком тем до заліку або екзамену.

- Повторіть основний лексичний мінімум, мовленнєві структури та граматичні моделі з теми за основним підручником, підберіть додаткові матеріали або іншу довідкову літературу, необхідну для підготовки.
- Повторіть основний лексичний мінімум, мовленнєві структури та граматичні моделі з теми за основним підручником, підберіть додаткові матеріали або іншу довідкову літературу, необхідну для підготовки.
- Перегляньте зміст кожної теми, користуючись власними конспектами або підручниками.
- Визначте рівень знань з кожної теми.
- Визначте питання, які потребують ретельнішої підготовки (опрацювання додаткової літератури). Для самоперевірки виконайте практичні завдання з відповідної теми.

З огляду на вищезазначене, передбачається виконання студентами наступних видів самостійної та індивідуальної роботи:

- Читання і переклад текстів, укладання словника з прочитаного тексту.
- Відпрацюйте техніку читання неодноразово прочитавши текст вголос, звертаючи особливу увагу на читання важких слів (транскрипцію складних слів випишіть у зошит).
- Перекладіть текст з англійської мови українською письмово, що дозволить внести деякі корективи, уточнити правильність розуміння даного тексту. Для точного перекладу рекомендується використовувати такі одномовні і двомовні словники:
<https://www.multitran.com/>
<https://dictionary.cambridge.org/>
<https://www.merriam-webster.com/>
- Виконання різноманітних вправ на закріплення граматичного матеріалу і тематичної лексики.
- Виконання різноманітних мовленнєвих вправ на закріплення тематичної лексики щоб розуміти діалогічне та монологічне мовлення комуніканта в межах знайомого лексичного та граматичного матеріалу.

КРИТЕРІЇ ОЦІНЮВАННЯ

1. Контрольні заходи результатів навчання

Оцінювання знань здобувачів з навчальної дисципліни «Практичний курс англійської мови» здійснюється шляхом проведення кредитно-модульних контрольних заходів, які включають поточний, підсумковий модульний, підсумковий семестровий контроль.

2. Розподіл балів, які отримують студенти

Рівень навчальних досягнень здобувачів оцінюється за 100-бальною шкалою. Оцінювання навчальних досягнень здобувачів складається з суми балів, отриманих ними за змістові модулі впродовж семестру (максимальна кількість балів – 100).

Контроль успішності за семестр відбувається у формі заліку – підсумкова кількість балів з дисципліни (максимум 100 балів), яка визначається як середнє арифметичне балів за модулями. Залік виставляється за результатами роботи студента впродовж усього семестру. *(Згідно Положення про порядок оцінювання знань студентів при кредитно-модульній системі організації навчального процесу в Житомирському державному університеті імені Івана Франка).*

Оцінка за модуль (М)	Оцінка за модульну контрольну роботу (МКР)	Оцінка за залік (Середнє арифметичне оцінок (М+МКР))
85	90	87

КРИТЕРІЇ ОЦІНЮВАННЯ НАВЧАЛЬНИХ ДОСЯГНЕНЬ СТУДЕНТІВ

Рівень	Бали за 100-бальною системою	Критерії оцінювання відповіді	
		Знання	Вміння
Початковий рівень знань «2» (рецептивно-продуктивний)	0-34 балів без права перекладання (для екзаменів та заліків)	Студент однослівно („так” чи „ні”) відповідає на конкретні запитання, відтворює незначну частку граматичних форм і структур та активних вокабулярних одиниць.	Студент намагається відповідати, однак потребує постійної консультації та контролю з боку викладача. За допомогою викладача намагається пояснити граматичні явища.
	35-59 балів	Студент володіє матеріалом на рівні окремих фрагментів, що становлять незначну частину навчального матеріалу. Незадовільне виконання, потрібно допрацювати нащодо складання незначну частину перездачу.	Студент вміє при постійному контролі і допомозі викладача вжити лексичні одиниці в деяких структурах. Студент слабо володіє матеріалом, знає окремі фрагменти, що складають незначну частину матеріалу
Середній рівень знань «3» (репродуктивний)	60-63 балів	Виконання завдання задовольняє мінімальні критерії. Студент володіє матеріалом на початковому рівні, частково відтворює текст підручника; у процесі відповіді допускає окремі видозміни навчальної інформації; ілюструє відповіді прикладами, що були наведені на консультації.	Студент знає навчальний матеріал, без аргументації своїх висновків, без своїх прикладів і не завжди адекватно використовує знання у практичній частині.
	64-73 балів	Студент за допомогою викладача відтворює тему або її основну частину, ілюструючи відповідь власними прикладами.	Студент вміє висловитися на запропоновану тему, вжити активний вокабуляр, підібрати адекватні граматичні структури.
	71-73 балів	Студент за допомогою викладача свідомо відтворює тематику практичних занять, ілюструючи її власними прикладами, допускаючи у відповідях незначні неточності; намагається застосувати окремі прийоми логічного мислення (порівняння, аналіз, висновки).	Студент вміє правильно визначити тему, основні поняття та закономірності, що пояснюють описане явище, зробити якісний аналіз результатів дослідження та частково узагальнити результати.

Достатній рівень знань «4» (конструктивно варіативний)	74-81 балів	Студент без помилок відтворює зміст питання, наводячи власні приклади; правильно розкриває суть понять.	Студент володіє в достатньому обсязі базовими моделями, здатний дати пояснення прикладам, самостійно навести приклади схожих явищ та дати їм узагальнююче пояснення. В правильно виконаній роботі допускається певна кількість помилок.
	82-89 балів	Студент володіє навчальною інформацією, вміє зіставляти, узагальнювати та систематизувати інформацію під керівництвом викладача; аргументовано відповідає на поставлені запитання.	Студент вміє вживати правильно граматичні конструкції, володіє в достатньому обсязі базовими граматичними моделями, передбаченими програмою. Студент здатний дати пояснення прикладам, самостійно навести приклади схожих явищ та дати їм узагальнююче пояснення. При потребі, звертаючись до викладача, може визначити окремі шляхи корекції або розвитку описаного явища. В добре виконаній роботі допускається лише декілька помилок.
Високий рівень знань «5» (творчий)	90-100 балів	Студент вільно володіє темою, має ґрунтовні граматичні знання; вільно відповідає на запитання, що потребують знання кількох тем; оцінює окремі нові факти, явища; судження логічні й достатньо обґрунтовані; узагальнює і систематизує матеріал у межах навчальної теми.	Студент у повному обсязі викладає вивчений матеріал, виявляє розуміння матеріалу, може обґрунтувати свої судження, застосувати знання практично, навести свої приклади, опрацював різні джерела інформації і творчо використав. Відмінне виконання лише з незначною кількістю помилок.

ШКАЛА ОЦІНЮВАННЯ: НАЦІОНАЛЬНА ТА ЄКТС

Сума балів за всі види навчальної діяльності	Оцінка ЄКТС	Оцінка за національною шкалою	
		для екзамену, курсового проекту (роботи), практики	для заліку
90 – 100	A	відмінно	зараховано
82-89	B	добре	
74-81	C		
64-73	D	задовільно	
60-63	E		
35-59	FX	незадовільно з можливістю повторного складання	не зараховано з можливістю повторного складання
0-34	F	незадовільно з обов’язковим повторним вивченням дисципліни	не зараховано з обов’язковим повторним вивченням дисципліни

ТРЕНУВАЛЬНІ ТЕСТИ

Choose the correct variant:

1. The Romans established London at the point where the Thames was shallow enough to be _____.
A. swum B. floated C. forded D. gone through E. bathed
2. The population of London tripled under the _____ of the Tudor dynasty.
A. living B. coronation C. defeat D. ruled E. reign
3. The United Kingdom of Great Britain and Northern Ireland is situated _____ the British Isles.
A. across B. at C. on D. over E. beside
4. Cardiff _____ people from all over the world.
A. magnify B. glances at C. look ahead D. attracts E. astonish
5. London's famous historical places and parks are situated in the _____.
A. East End B. suburbs C. docks D. West End E. warehouses
6. The British Isles lie _____ the north-west _____ the coast of Europe.
A. at, to B. over, through C. to, from D. under, at E. above, on
7. London began to spread beyond the city walls _____ the Tudor and Stuart periods of reign.
A. through B. across C. above D. during E. over
8. Buckingham Palace is the official _____ of the English sovereign.
A. dwelling B. residence C. apartment D. house E. reception
9. The _____ was considered to be the poorest London district with its factories, workshops and docks.
A. City B. West End C. Westminster D. Square Mile E. East End
10. After the Roman _____ of Britain in 43 AD they built a bridge across the Thames.
A. coming B. appearance C. invasion D. going E. approaching

11. The flora of the UK is much _____ in comparison to other European countries.

- A. varied B. differ C. vary D. verify E. variety

12. The climate of Great Britain is not the same _____ all parts _____ the country.

- A. in, of B. at, in C. through, over D. over, behind E. above, along

13. Birmingham _____ a land area over 260 square kilometers.

- A. covers B. spreads C. consist D. comprise E. stretches

14. _____, the capital of Scotland, is one of the most beautiful cities in Europe.

- A. Cambridge B. Edinburgh C. Belfast D. Manchester E. Cardiff

15. Belfast is one of the nation's leading _____ of steel, medical appliances, industrial machinery and sporting goods.

- A. supply B. warehouse C. producers D. slums E. supplements

16. Within the time the derelict land of the East End was _____.

- A. revitalized B. renewed C. refurnished D. redecorated E. rebuilt

17. Westminster Palace was the royal _____ and also the country's main court of law.

- A. residential B. dungeon C. theatre D. residence E. reside

18. London is considered to be _____ to many famous monuments and institutions.

- A. house B. dwelling C. apartment D. room E. home

19. The fauna of Great Britain is similar _____ that of the north-west _____ Europe.

- A. at, in B. with, at C. at, on D. under, with E. to, of

20. The skyline of the City used to be _____ populated.

- A. overhigh B. tightly C. scarce D. densely E. underneath

21. The UK is washed _____ the Atlantic Ocean, the North Sea and the Irish Sea.

A. on B. above C. with D. over E. by

22. The plague of the 14th century carried off a third of the _____ of London.

A. popular B. people C. hamlets D. population E. popularity

23. London stands _____ the river Thames.

A. above B. on C. at D. behind E. over

24. The coastal position of Great Britain gives it a _____ climate.

A. temperate B. temperature C. subtropical D. temperament E. subarctic

25. Many _____ of the Thames were buried under streets and houses.

A. tributaries B. vessels C. floods D. highland E. estuaries

26. Great Britain imports food products and other goods _____ many countries of the world.

A. with B. at C. in D. from E. across

27. The Tower of London is closely associated _____ many crucial events in British history.

A. with B. at C. through D. on E. by

28. Trafalgar Square was named to _____ Admiral Nelson's victory in the battle of Trafalgar.

A. commemorate B. memory C. commemorating D. memorise E. commemorated

29. The British museum contains a _____ collection of manuscripts, coins and sculptures.

A. moneyless B. pricefulness C. price D. worthless E. priceless

30. London is believed not to have a specific _____ date.

A. founder B. founding C. significance D. foundation E. specificity

31. The heart of London is the City, its _____ and business centre famous throughout the world.

A. finance B. moneyless C. financially D. financial E. financed

32. North-west England is famous _____ its beautiful lakes.

A. with B. about C. according D. for E. because

33. London offers many _____ for tourists: London Eye, London dungeon, London Zoo and many others.

A. highlights B. appliances C. landlords D. facilities E. attractions

34. The UK is highly _____ industrial country that exports heavy and light machinery, vessels and other goods.

A. developing B. developed C. development D. undeveloped E. develop

35. Many buildings in the East End were redeveloped into industrial _____.

A. apartments B. homes C. premises D. slums E. shanty towns

36. In the suburbs most tube lines are above ground, whereas in central London the tube is entirely _____.

A. through ground B. underground C. overground D. flat ground E. high ground

37. A _____ is a person who travels a long distance to work every day.

A. community B. traveller C. commutation D. commuter E. companion

38. A _____ is a part of a road separated by a line from the rest of the road for the use of people riding bicycles.

A. vehicle lane B. main road C. side road D. cycle lane E. secondary street

39. Rural population tends to _____ to big cities.

A. migration B. migrated C. migraine D. migrate E. migrant

40. The _____ of nature nowadays has become of international importance.

A. protect B. protectionism C. protectorate D. protection E. protectful

41. Choose the correct variant:

The global problem of environmental protection can only be solved _____ joint international efforts.

A. by B. beside C. against D. with E. through

42. Public transport services in megacities suffer _____ congestion on the roads in rush hours.

A. above B. with C. from D. at E. under

43. _____ is the process of making air, water, soil etc. dangerously dirty and not suitable for people to use.

- A. cleaning B. exhaustion C. pollutant D. expiration E. pollution

44. They had been walking _____ the bustling streets of the megapolis for 3 hours.

- A. around B. over C. through D. at E. above

45. _____ is the service that offers transportation for longer distances in contrast to transit buses that are typically used within a single metropolitan region.

- A. couch service B. fly service C. transport service D. coach service
E. business class service

46. The London underground is _____ used nowadays as it quick and relatively cheap means of travelling.

- A. unheavy B. heavy C. heavilless D. heaviful E. heavily

47. A _____ building is a building that is not cared for and is in a very bad condition.

- A. revitalized B. crammed C. renovated D. demolished E. derelict

48. A railway system in which electric trains travel through tunnels below ground is called the _____.

- A. tub B. underground C. commutation D. through ground E. commutation

49. Nowadays vital sources of life unfortunately are being _____ and destroyed.

- A. wasted B. wasteful C. unwaste D. wasting E. wasteless

50. It goes without saying that life _____ in megacities is longer than in smaller ones.

- A. expectant B. conditions C. expectation D. expectancy E. available

51. The _____ public transport is means of transport that passengers can be trusted or depended on and travel successfully.

- A. unreliable B. untrustworthy C. reliable D. reliability E. reliably

52. A _____ is a long line of vehicles on a road that cannot move or that can only move very slowly.

- A. traffic jam B. traffic C. trafficker D. traffic court E. traffic land

53. This process is _____ by an increasing consumption of natural resources.

- A. accompanied B. accomplishment C. company D. accompany E. accompliful

54. Scientists note that the rural population migrate _____ big cities.

- A. on B. in C. at D. to E. besides

55. _____ is a system of vehicles such as buses and trains that operate at regular times on fixed routes and are used by the public.

- A. publicity B. means of transport C. coach service D. commuters E. public transport

56. Total _____ of smoke in the atmosphere has risen for the last three years.

- A. emissary B. emitnent C. emission D. emit E. emissioness

57. The _____ is the region surrounding a city.

- A. downtown B. country side C. rural idyll D. urban area E. bustling territory

58. The government attaches great importance _____ the protection of natural parks.

- A. with B. on C. across D. to E. at

59. The new mall in this megapolis was meant only _____ well-to-do customers.

- A. according B. for C. at D. to E. through

60. The underground or metro system in London is known locally as the ‘_____’.

- A. tub B. ground C. tube D. tuber E. tubbed

61. Poverty, crime and drug abuse are endemic in areas that have undergone rapid industrialization and _____.

- A. urbanicity B. urbanize C. urbaness D. urbanization E. urban

62. It is a significant port for both _____ and international trade.

A. domestic B. inner C. house D. urban E. homeless

63. _____ public transport causes various traumas and injuries among passengers.

A. crowdless B. crowding C. crowdful D. overcrowded E. uncrowded

64. Rustic charm and rural idyll have always been at the centre of countryside's _____.

A. exciteness B. exciting C. excitedment D. excitement E. excite

65. British transport services offer good _____ between the capital and other cities of the country.

A. commuters B. orbital C. termini D. connection E. congestion

66. The vehicles moving along a road or street are called the _____.

A. route B. congestion C. traffic D. transport E. traffic jam

67. _____ is goods that are carried from one place to another by ship, aircraft, train or lorry.

A. freight B. heavy traffic C. sheeping D. traffic jam E. orbital links

68. London is also the heart of a dynamic _____ region.

A. metropolicy B. metropolised C. metropolitically D. metropolis E. metropolitan

69. The local authorities are likely to limit _____ on the roads.

A. congested B. congest C. congregation D. congestion E. congestionally

70. Along with the local services and orbital links around London suburbs, buses also provide _____.

A. underground services B. through services C. commuter services
D. fly services E. rail services

71. The _____ of the water was just right for the baby to take a bath.

A. temper B. temperature C. thermometer D. scale E. column

72. The storm was accompanied by the impressive _____.

A. fox lightning B. forded lightning C. flashed lightning D. flashing light
E. forked lightning

73. The clouds were _____ enough to see the sun.
A. transparent B. transparentful C. transparently D. transparency E. transport
74. _____ wet climates are hot and muggy the whole year round.
A. tropic B. tropically C. polar D. tropical E. severe
75. The average annual temperature in Great Britain is about 10 _____ Celsius.
A. points B. calories C. degrees D. scale E. screen
76. The rivers were in _____ after heavy downpours.
A. drizzle B. disintegration C. flood D. falls E. torrent
77. A lot of _____ (rain or snow, depending on the time of the year) is typical for this area.
A. precipits B. precipitate C. precipitous D. precipitation E. precipitately
78. It is natural for _____ to melt in such hot conditions.
A. gale B. greenhouse gases C. blustery D. glaciers E. showers
79. The trees and roofs of houses were covered with _____ after the cold winter night.
A. hoar frost B. frost hoar C. frosty D. hail E. hoary
80. The heavy _____ are forecast on the whole territory this week.
A. icebergs B. snow shelves C. ice sheets D. flow of ice E. snowfalls
81. The road was covered with a _____ layer of fog.
A. dense B. density C. densely D. detached E. breeze
82. The heat today is really oppressive, the temperature has risen to 37°C _____ zero.
A. below B. above C. under D. up E. about
83. The _____ in this country caused a lot of damage and deaths of citizens.
A. ice sheet B. breeze C. drizzle D. hurricane E. sleet
84. After months of dry weather the _____ soil needed heavy rains.
A. parchy B. parched C. dessert D. foul E. freezing

85. Because of the dark they couldn't see anything on the thermometer _____.
A. screen B. degree C. point D. temperature E. calorie
86. There was a lot of snow after the _____.
A. flood B. downpour C. hurricane D. hail E. blizzard
87. The _____ promised showers during the whole week.
A. forecast weather B. weathering man C. weather forecast
D. weather forecasting E. weathered
88. This liquid freezes at the temperature of 10°C _____ zero.
A. below B. up C. above D. under E. through
89. Mild winters and hot, dry summers are typical for the Mediterranean _____.
A. equator B. temperature C. latitude D. climate E. hemisphere
90. The scientists claim that ice _____ are disappearing because of global warming.
A. drifts B. shelves C. streams D. floating E. surface
91. The peculiar features of the British climate are its _____, mildness and variability.
A. humid B. humidness C. humidless D. humidity E. humidical
92. In the UK the rivers and lakes are seldom covered _____ ice.
A. in B. above C. up D. through E. with
93. The worst things _____ the British weather are thick fog and smoke which occur in autumn and winter.
A. at B. on C. up D. through E. about
94. _____ is the scientific study of weather conditions.
A. meteoric B. meteorology C. meteorologiness
D. meteorological E. meteor
95. In spring nature awakes _____ its long winter sleep and birds fly back from warm lands.
A. at B. because C. near D. from E. beside

96. A _____ is a place or building used for studying and recording weather conditions.

- A. weather man B. weather station C. weather bound
D. weather ship E. weathering man

97. A period of warm weather during which snow and ice melt is called _____.

- A. sleet B. drought C. thunder D. drizzle E. thaw

98. The _____ is frozen rain drops which fall as hard as balls of ice.

- A. hail B. icicle C. hale D. drift E. hall

99. The regular rising and lowering of the level of the sea is called the _____.

- A. tide pool B. tide mark C. tidy D. tide E. tidiness

100. A _____ is a man on television or radio who tells people what the weather will be like.

- A. weather cock B. weather proof C. weather man D. weather strip E. meteorology

101. A(n) _____ is a sudden shaking of the earth's surface that often causes a lot of damage.

- A. earthquake B. volcanic eruption C. hurricane D. landslide E. blizzard

102. An outbreak of lava from a mountain with a large hole at the top is called _____.

- A. hurricane B. tsunami C. earthquake D. volcanic eruption E. landslide

103. The loud noise that you hear during the storm, usually after the flash of lightning is called the _____.

- A. thundering B. thunder cloud C. thunderous D. thunder E. thunder clap

104. _____ subdivision depends on distance from the sea and altitude.

- A. climatic B. climates C. climate D. climating E. climateness

105. A(n) _____ is a large mass of snow, ice and rocks that falls down the side of a mountain.

- A. avalanche B. iceberg C. hoarfrost D. glacier E. icicle

АУДІО ТА ВІДЕО ЛАБОРАТОРІЯ

Модуль 1. Місто та його мешканці

TOPIC “The City and Its Inhabitants”

Exercise 1. Listen to the guide talking about the sights of London and complete the following table:

Name of a sight	1. _____	2. _____	3. _____	4. _____
year of foundation				
who built				
peculiar features				

Exercise 2. You are going to listen to the recording about the sights of London.

A) Listen to the recording and answer the following questions.

1. Where do people usually start their tour about London?
2. Whom was the Admiralty Arch designed by?
3. Where is Nelson’s Column situated?
4. What is one of the busiest junctions in the West End of London?
5. Where can the statue of Eros be seen?
6. What was the principal centre of London court life in Tudor and Stuart times?
7. Where is the official residence of the Prime Minister situated?
8. What is one of London’s tallest buildings?
9. What London building is covered by a glass dome?
10. Whom was Marble arch modeled by?
11. Who was responsible for the architecture of many of the city’s churches?

B) Fill in the following table:

The Sights of London	The architects
1.	
2.	
3.	

4.	
5.	
6.	

C) Write down an essay on the topic "London's places of interest I would like to visit most".

Exercise 3. You are going to listen to the recording about the city of London.

A) Listen to the recording and answer the following questions.

1. How was the City of London described in ancient times?
2. What famous institutions are situated in the City of London?
3. Where does the Lord Mayor officially reside?
4. What building stands opposite the Mansion House?
5. When was the Bank of England founded?

B) Fill in the following table:

Date	Building
1. 1739–1753	
2. 1694	
3. 1734	
4. 1675-1710	

C) Write down a report about the history of foundation of your favorite London's sight.

Exercise 4. You are going to watch the video about climate and geography of the UK.

A) Before watching tick 5 words out of 10 you think will be in the video.

<ul style="list-style-type: none"> • mountainous terrain • density • coastline • heavy traffic • sparsely populated 	<ul style="list-style-type: none"> • urban area • hilly region • highway • longitude • temperate climate
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B) Watch the video about climate and geography of the UK and check your predictions.

<https://learnenglish.britishcouncil.org/climate-and-geography>

C) Choose the correct variant:

1. The United Kingdom contains of _____.
A. a hundred of small island B. hundreds of small islands C. thousands of small islands
2. England consists mainly of _____.
A. low land with a few mountains B. highlands and lowlands
C. mountains and lowlands
3. The highlands of Scotland have _____.
A. few people and many mountains B. many people and few mountains
C. many people and many mountains
4. Most people in Scotland live _____.
A. in the Highlands B. in the mountains C. in the Lowlands
5. The Atlantic Ocean brings lots of _____.
A. cold windy weather B. wet but not too cold weather C. cold and wet weather

Exercise 4. A) Listen to the guide and fill in the table with the information about what makes the places attractive to tourists.

Place	Famous for
the city of Bournemouth	
the New Forest	
Lamington	
Burley	
Salisbury	
Dorset	

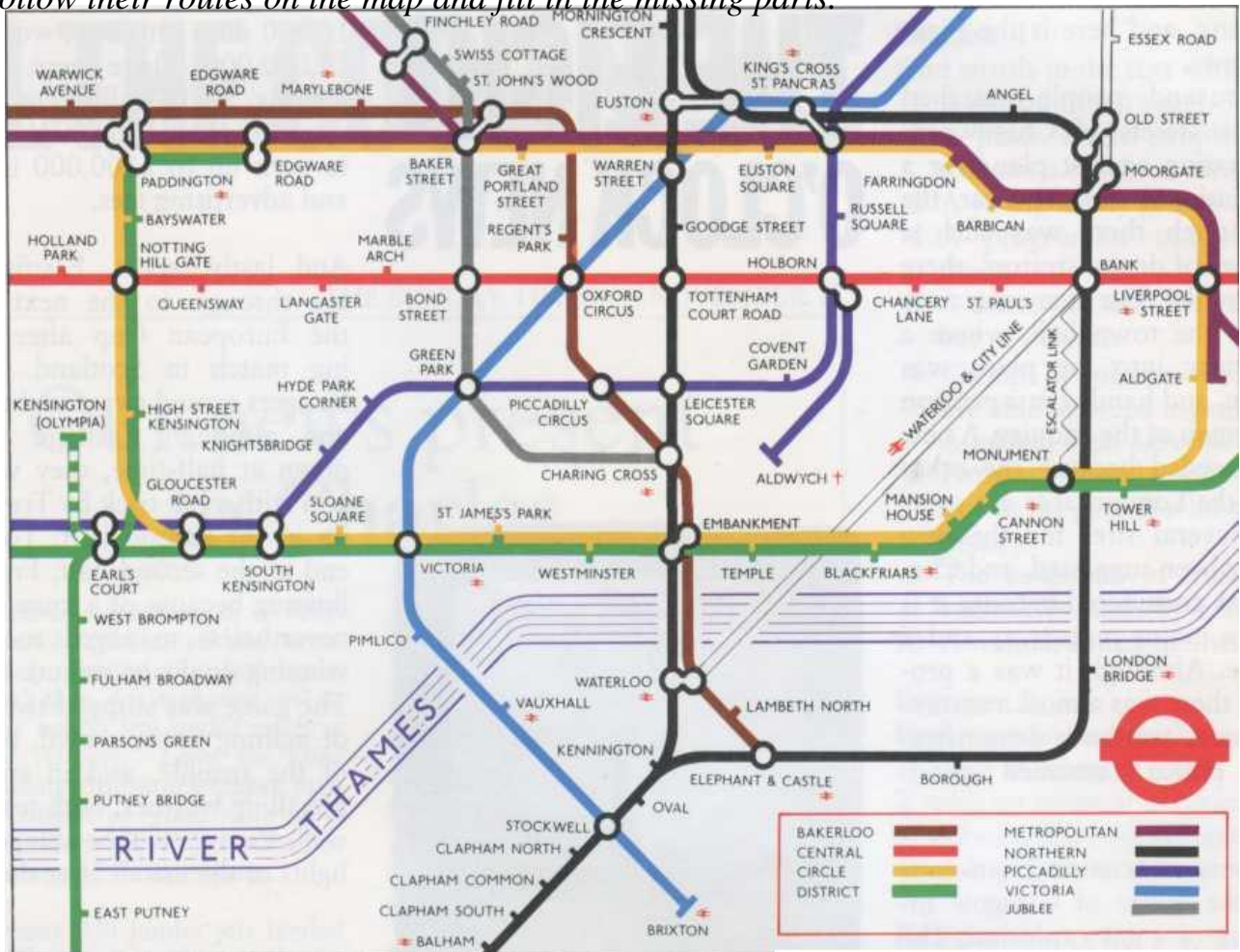
B) Decide which place is the most appropriate one to these people and explain why.

The tourist(s)	Destination
1. Two biology students interested in local habitats	
2. A young man who hopes to hire and ride a bike around the area	
3. Someone who is interested in tasting local dishes	
4. A company of friends planning to celebrate a birthday in the open air	
5. An old lady who is mostly interested in art	
6. A young couple who just want to spend the day together walking around a beautiful town with interesting views to take pictures of	
7. Some overseas tourists who are eager to have a deeper look into British history	
8. The father who wants to show his son how people live and work on a farm	

Модуль 2. Транспорт

TOPIC “Types of Transport”

Exercise 1. A) Listen to the people talking about the London underground map below, follow their routes on the map and fill in the missing parts.



Peter and Susan have just arrived at Victoria.

Peter Right. We've got to get to Baker Street. Can you see it?

Susan Yes, it's up here. It looks easy enough.

Laura is at the enquiry office at King's Cross.

Laura Oh, excuse me. How do I get to King's Road, Chelsea.

?

Clerk You want Sloane Square. Take a look at this map. The best way is to take the Victoria line, that's this light blue one, as far as Victoria Station. Then you'll have to change. _____

_____ .

Laura Thank you very much indeed.

Simon and Elizabeth are at Waterloo.

Simon Where's a map?

Elizabeth There's one over here. They said the hotel was near Russell Square. Can you see it?

Simon Yes, it's up here. In the top right of the map. Look, _____

_____ .

Elizabeth Are you sure that's the quickest way? We could take the Northern line (it's the black one) to Leicester Square, and join the Piccadilly line there.

Simon There's not much in it, really. _____

_____ ?

B) *Using the London underground map above make up a dialogue how to get from:*

1. Sloane Square to Marble Arch.
2. Baker Street to Russell Square.
3. Waterloo to Paddington.
4. Victoria to Great Portland Street.
5. Pimlico to Russell Square.
6. Great Portland Street to St Paul's.

Exercise 2. You are going to watch the video how the map for the London Underground was developed.

A) Before watching match the words with their definitions.

1. circuitry	A. an electrical system
2. cram	B. a pattern which is used to produce many similar versions of something
3. crisp geometry	C. clear simplified shapes that are easy to recognise and understand
4. a draughtsman (UK)/a draftsman (USA)	D. someone who makes detailed technical drawings for a living
5. distinguish	E. the outside edge of a shape or area
6. merge	F. to join two separate entities, e.g. roads or businesses, into a single one
7. the periphery	G. to make something look different from other similar things or to be able to recognise a difference between two similar things
8. a template	H. to push a lot of things, or one big thing, into a very small space

B) Watch the video and answer the following questions.

<https://www.linguahouse.com/esl-lesson-plans/general-english/mapping-the-underground>

1. What features of the city above the ground did the first maps of the Underground show?
2. What did the map of the centre look like?
3. What could you see at the edges?
4. What do people really care about when they're riding on an Underground train?
5. What comparison is made with a type of pasta and why?
6. How did the London Underground know that the new maps were successful?

7. In what two ways do modern maps of other underground systems imitate Harry Beck's map?
8. What are the three principles of design that the presenter lists?

Exercise 3. A) Listen to the recording about Oxford and say if the following statements are true or false or information is not stated in the recording.

1. Oxford's population is quickly increasing.
2. The city's population contains a very limited number of people from different parts of the world.
3. Oxford is famous for its plane building plants.
4. Oxford University Press is the only publishing house in the city.
5. Oxford University dates back to the 14th century.
6. Oxford University is the largest in the English-speaking world.
7. The variety of architecture in the town reflects its history.
8. The city was not ruined during World War II.

B) Complete the following sentences with the information from the recording.

1. A great many people have been coming to Oxford to work from _____.
2. The main car production site is located _____.
3. It is the University that brought about many _____ based businesses.
4. The speaker describes the architecture of Oxford university buildings as _____.
5. After the war Hitler planned to make Oxford his _____.

Exercise 4. You are going to listen to the recording about the life in the countryside.

A) Before listening tick 5 words out of 10 you think will be in the video.

<ul style="list-style-type: none"> • reliable transport • facilities • congested roads • unfriendly people • quiet backwater 	<ul style="list-style-type: none"> • feel isolated • peaceful • sunny spells • customers • rural idyll
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B) *Answer the following questions.*

1. Why did the village shop have to close?
2. What other facility in the village might close?
3. Does Alice think that everyone in the village is friendly?
4. What time does the last bus leave from the village?
5. How many buses are there on Sundays?

C) *Write down advantages and disadvantages Alice mentions talking about her life in the village. Do you support her point of view? Why?*

D) *Write down an essay about the contrast between rural and urban life in Ukraine.*

Модуль 3. Погода та клімат

TOPIC “Weather and Climate”

Exercise 1. Listen to the weather forecasts and put a tick in the appropriate box.

regions	spells of sunny weather	mist/ fog	wind	rain	thunderstorm	dry weather	temperature
Sweden							
Norway							
Germany							
France							
Portugal							
Italy							
Greece							
Northern Ireland							
Scotland							
England							

Exercise 2. A) You are going to listen to the weather forecast for the nearest weekend in the UK. Before listening answer the following questions:

- Weather is changeable and unpredictable, isn't it?
- Weather can influence people's health and mood, can't it?

B) Listen to the recording and answer the following questions.

1. What does the weather forecast say in each of the five episodes on the tape?
2. What time of the year can we expect frost/ cloudy misty days/ dry weather/ warm showers/ snow?

C) Confirm or deny the statements:

1. In the south-east there will be slight frost in the evening.
2. In Scotland the weather will be dry.

3. It'll be clear in Wales.
4. The snow is expected in South-West England.
5. Fog patches will reform in the evening.

D) Fill in the gaps with the appropriate word from the recording:

1. Most of England will enjoy a day of _____ sunshine.
2. Some of these showers will become _____ on hills.
3. Cloud and rain will move slowly and _____ South East.
4. It will become _____ in places.
5. Parts of West Cornwall may have _____.

E) Make up the weather forecast for the nearest day/weekend in one of the following countries: Italy, Sweden, Greece, France, Turkey, Bulgaria, Poland, Norway, China, India.

Exercise 3. A) You are going to hear 6 conversations about the weather. Listen to them and decide in which of them one of the interlocutors:

- A. is concerned about people who live far away?
- B. is not serious about the warning?
- C. suggests relaxing for a while?
- D. enjoys gardening?
- E. is sitting exams?
- F. informs the other about some appliance break down?
- G. hasn't experienced such hot weather in his/ her life?
- H. suggests drinking a lot of water?

B) Write down all the words and expressions from the recording connected to weather and illustrate them with your own examples.

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