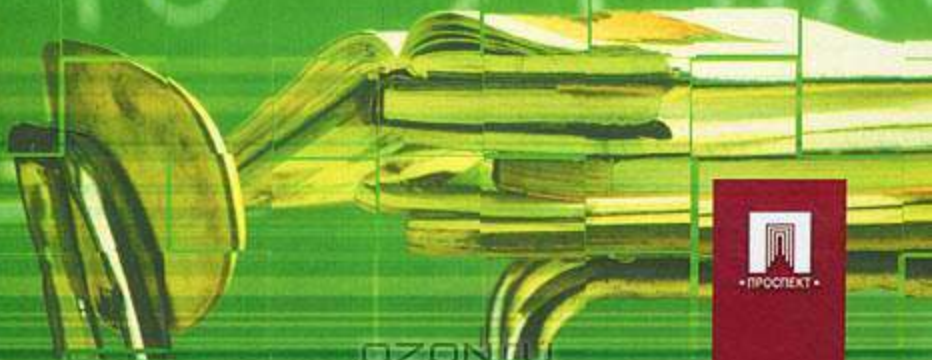


И. П. Агабекян

# АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ССУЗОВ

Учебное пособие



OZON.RU



И.П. Агабекян

---

# АНГЛИЙСКИЙ ЯЗЫК для ССУЗОВ

---

Учебное пособие



Электронные версии книг на сайте  
[www.prospekt.org](http://www.prospekt.org)



ПРОСПЕКТ  
Москва  
2015

УДК 373.167.1:811.111+811.111(075.3)  
ББК 81.2Англ-922  
А23

Электронные версии книг  
на сайте [www.prospekt.org](http://www.prospekt.org)

**Агабекян И. П.**

А23      Английский язык для ссузов : учебное пособие. – Москва :  
Прспект, 2015. – 288 с.

ISBN 978-5-392-16751-7

Учебное пособие соответствует государственному образовательному стандарту и требованиям программы по иностранным языкам для средних специальных учебных заведений. Содержит вводный фонетический курс; тематические тексты для чтения; поурочный грамматический справочник с закрепляющими упражнениями; грамматические и словарные тесты.

Для учащихся средних специальных учебных заведений, лицеев и колледжей.

УДК 373.167.1:811.111+811.111(075.3)  
ББК 81.2Англ-922

*Учебное издание*  
**Агабекян Игорь Петрович**  
**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ССУЗОВ**

*Учебное пособие*

Оригинал-макет подготовлен компанией ООО «Оригинал-макет»  
[www.o-maket.ru](http://www.o-maket.ru); тел.: (495) 726-18-84

Санитарно-эпидемиологическое заключение  
№ 77.99.60.953.Д.004173.04.09 от 17.04.2009 г.

Подписано в печать 01.09.2014. Формат 60 × 90<sup>1</sup>/<sub>16</sub>.  
Печать офсетная. Печ. л. 18,0. Тираж 2000 экз. Заказ №

ООО «Прспект»  
111020, г. Москва, ул. Боровая, д. 7, стр. 4

ISBN 978-5-392-16751-7

© И. П. Агабекян, 2014  
© ООО «Прспект», 2014

## **От автора**

Учебное пособие соответствует государственному образовательному стандарту и требованиям программы по иностранным языкам для средних специальных учебных заведений.

Пособие рассчитано на 4 семестра работы в колледжах и средних специальных учебных заведениях. Пособие также может быть использовано на подготовительных курсах и факультетах дополнительного образования, а также для самостоятельного обучения.

Цель пособия — развить у учащихся навыки чтения и перевода, извлечения, обработки и передачи информации на английском языке, а также — подготовить к экзаменам по английскому языку.

Пособие состоит из вводного урока, основного курса и приложений. Каждый урок основного курса содержит тексты для чтения и перевода и грамматический материал с закрепляющими упражнениями.

Грамматические и словарные тесты помогут проверить усвоение пройденного материала и подготовиться к ЕГЭ.

Тексты для дополнительного чтения можно использовать для аудиторных и внеаудиторных занятий по английскому языку, для самостоятельного дополнительного чтения, для развития навыков работы со словарем и передачи содержания на английском языке, а также для подготовки к экзаменам.



## Вводный урок

Вводный фонетический курс. Основные понятия в грамматике: части речи, члены предложения.

### Английский алфавит English alphabet

БУКВА	НАЗВАНИЕ	БУКВА	НАЗВАНИЕ
A a	[eɪ]	N n	[en]
B b	[bi:]	O o	[əʊ]
C c	[si:]	P p	[pi:]
D d	[di:]	Q q	[kju:]
E e	[i:]	R r	[ɑ:]
F f	[ef]	S s	[es]
G g	[dʒi:]	T t	[ti:]
H h	[eɪtʃ]	U u	[ju:]
I i	[aɪ]	V v	[vi:]
J j	[dʒeɪ]	W w	[ˈdʌblju:]
K k	[keɪ]	X x	[eks]
L l	[el]	Y y	[waɪ]
M m	[em]	Z z	[zed]

## ФОНЕТИКА

### Особенности английского произношения

В английском языке и системе его письменности имеется значительное расхождение между написанием слова и его произношением. Это требует специальную запись звукового образа слова — фонетическую транскрипцию. Знание знаков транскрипции необходимо для правильного чтения и произношения слова.

Транскрипционные значки звуков заключаются в квадратные скобки:

**а) гласные**

[i:] — долгий и

[ɪ] — краткий, открытый и

[ɛ] — э в словах *этот, экий*

[æ] — более открытый, чем э

[ɑ:] — долгий, глубокий а

[ɔ] — краткий, открытый о

[ɔ:] — долгий о

[o] — закрытый, близкий к у звук о

[u] — краткий у со слабым округлением губ

[u:] — долгий у без сильного округления губ

[ʌ] — краткий гласный, приближающийся к русскому а в словах *варить, бранить*

[ə] — безударный гласный, напоминающий русский безударный гласный в словах: *нужен, молоток*

[ɜ:] — в русском отсутствует, средний между о и э

**б) двугласные (дифтонги)**

[eɪ] — эй

[əʊ] — оу

[aɪ] — ай

[aʊ] — ау

[ɔɪ] — ой

[ɪə] — иа

[eə] — эа

[uə] — уа

**в) согласные**

[p] — п

[b] — б

[m] — м

[w] — звук, образующийся с положением губ, как при б, но с маленьким отверстием между губами, как при свисте

[f] — ф

[v] — в

[θ] (без голоса) — оба звука образуются при помощи языка, кончик которого легко касается верхних передних зубов, как в шепелявом русском з

[ð] (с голосом)

- [s] — с
- [z] — з
- [t] — т, произнесенное не у зубов, а у десен
- [d] — д, произнесенное не у зубов, а у десен
- [n] — н
- [l] — л
- [r] — звук произносится без вибрации кончика языка в отличие от русского **р**
- [ʃ] — мягкий русский **ш**
- [ʒ] — мягкий русский **ж** в слове *возжи*
- [tʃ] — ч
- [dʒ] — озвонченный **ч**
- [k] — к
- [g] — г
- [ŋ] — заднеязычный **н**, произнесенный задней частью спинки языка
- [h] — простой выдох
- [j] — **й**

Некоторые английские согласные имеют двойное чтение, сочетания двух согласных могут передавать один согласный звук, а 6 гласных букв передают 20 гласных звуков в зависимости от положения гласной в слове (ударное или неударное) и от типа слога (открытый или закрытый).

Следует знать три основных правила произношения английских слов:

1. Краткость или долгота гласных звуков в русском языке не влияет на смысл слова. В английском же языке долгота или краткость произнесенного гласного звука меняет смысл слова. Так, [ʃɪp] — корабль, [ʃɪ:p] — овца.

2. В отличие от русского языка в английском языке согласные звуки не оглушаются в конце слова. Оглушение согласных отражается на смысле слова. Например: [bæɪ] — сумка, [bæk] — спина.

3. Гласная буква **e** в конце слова не читается. Чтение гласных букв в английском языке зависит от их положения в слове (ударное или неударное) и от типа слога (открытый или закрытый).

## ПРАВИЛА ЧТЕНИЯ

**Правила чтения букв *a, e, i, o, u* и их сочетаний**

Чтение гласных букв *a, e, i, o, u*, у зависит от:

- 1) типа слога, в котором они стоят;
- 2) ударные они или безударные;
- 3) от того, какие буквы стоят впереди или позади них.

**Типы слогов**

I	II	III
Открытый	Условно-открытый	Закрытый
Слог оканчивается на гласную	Слог оканчивается на согласную, за которой следует произносимая буква <i>e</i>	Слог оканчивается на одну или несколько согласных
he, she, me	make, note, time	sit, but, test

**Правила чтения гласных *a, e, i, o, u*, у в ударных и безударных слогах****Типы слогов**

	I	II	III	IV	V
Гласные	Открытый (ударный тип слога)	Закрытый (ударный тип слога)	Гласная + r (ударный тип слога)	Гласная + + r + e (ударный тип слога)	Безударный слог
<b>A a</b>	[eɪ] plate	[æ] lamp	[ɑː] car	[eə] share	[ə] ago
<b>E e</b>	[iː] we	[ɛ] ten	[ɜː] her	[ɪə] here	[ə] [ɪ] absent forest
<b>I i Y y</b>	[aɪ] fine byte	[ɪ] bit mystic	[ɜː] girl	[aɪə] fire tyre	[ɪ] music copy
<b>U u</b>	[juː] tube	[ʌ] cut	[ɜː] turn	[juə] cure	[ə] [juː] success unite
<b>O o</b>	[əʊ] bone	[ɒ] not	[ɔː] short	[ɔː] more	[ə] [əʊ] confer retro

**Правила чтения буквосочетаний**  
**Сочетания согласных**

Буквосочетание	Звук	Пример
ch	[tʃ]	chair
sh	[ʃ]	she
th	[θ]	thin
th	[ð]	this
wh	[w]	what
wh	[h]	who
ng	[ŋ]	long
ck	[k]	lock

**Непроизносимые согласные**

Буквосочетание	Произношение	Пример
igh	[aɪ]	high light
kn	[n]	know
wr	[r]	write
gn	[n]	sign

**Звуки [ɪ], [i:]**

**Гласный звук [ɪ]**

При произнесении краткого гласного звука [ɪ] кончик языка находится у основания нижних зубов: оттенок русского звука И в словах *шить, шило* практически совпадает с английским [ɪ]: it, sit, in.

**Гласный звук [i:]**

При произнесении долгого гласного [i:] язык продвинут вперед, кончик языка касается нижних зубов, губы несколько растянуты и слегка обнажают зубы. Оттенок русского звука И в словах *ива, иго, игры, избы* практически совпадает с английским звуком [i:].

Сочетания *ee, ea* читаются [i:].

Например: *meet, peat*.

Долгота звука влияет на лексическое значение слова.

Например: feet (ноги) — fit (вмещаться), steel (сталь) — still (все еще).

#### Exercise A [ɪ], [i:]

lead — lid  
beat — bit  
kill — keel  
did — deed  
pit — peat  
it — eat  
mill — meal  
steel — still

#### Exercise B

be — been — bean  
see — seat — seed  
pea — Pete — peat  
bee — been — feet  
meet — meat — ill  
bean — bin  
pill — peel  
sit — seat  
feel — fill  
fit — feet  
lid — lead  
fit — feat  
me — meet — meat  
meal — seal — mean  
sea — see — meet  
mean — lean — keen  
bill — steel — feel

#### Exercise C

I see a sea. I see lean meat. I eat meat. I like meat.

I like tea. I make tea. I take tea. I like fine tea. I like fine meals.

### Звуки [ɜ], [æ]

#### Гласный звук [ɜ]

При произнесении гласного [ɜ] масса языка находится в передней части ротовой полости. Кончик языка находится у нижних зубов. Губы слегка растянуты. Звук близок к русскому звуку [э] в словах *эти, жесть*.

**Гласный звук [æ]**

При произнесении звука [æ] губы несколько растянуты, нижняя челюсть сильно опущена, кончик языка касается нижних зубов, а средняя спинка языка немного выгибается вперед и кверху.

**Exercise A [e] [æ]**

am — Ann — lamp  
man — can — cat  
sat — hat — bat  
Pat — rat — sam

**Exercise B**

tan — ten  
bad — bed  
tanned — tent  
man — men

**Exercise C**

man — men  
bat — bet  
let — met  
pan — pen  
land — lend  
fan — fen  
pat — pet

**Звуки [ɑ], [ʌ], [eə], [ei]****Гласный звук [ɑ]**

При произнесении английского гласного [ɑ] рот открыт почти как для русского звука, но язык отодвигается дальше назад и книзу и лежит плоско. Кончик языка оттянут от нижних зубов. Губы не растянуты и не выдвинуты вперед.

**Гласный звук [ʌ]**

При произведении краткого гласного [ʌ] губы немножко растянуты, язык отодвинут назад, несколько глубже, чем для русского звука [а]. Кончик языка находится у нижних зубов, напоминает русский звук [а] в словах *камыш, сады, валы*.

**Гласный звук [ɜ]**

Ядро звука — гласный похожий на русский звук в слове *это*. Скольжение происходит в направлении нейтрального гласного [ə] с оттенком звука [а].

**Гласный звук [ɪ]**

Дифтонг, ядром которого является гласный, а скольжение происходит в направлении гласного. Произнося дифтонг необходимо следить за тем, чтобы ядро не было таким широким, как русский гласный [э] а второй элемент не превращался в русский звук [и].

**Exercise A**

car — far — bar  
half — calf — bath  
part — park — fart  
cart — barter — shark  
spark — bath — mark  
park — raft — plant

**Exercise B**

Mary — air — pair  
fare — fair — hair  
care — dare — rare

**Exercise C**

tape — hate — bate  
late — fate — rate  
pain — name — day  
lay — hay — Ray  
mate — plate — Kate  
brave — maple — main  
date — may — pay

**Exercise D**

us — bus  
must — sum  
sun — hunt  
tub — mud  
humble — tumble  
trust — lust



**Звуки [ɪ], [ʊ]****Гласный звук [ɪ]**

При произнесении долгого гласного звука [ɪ] губы напряжены и сильно округлены, но гораздо меньше выдвинуты вперед, чем при русском звуке [y]: *тоол*.

На письме передается буквосочетанием двойное *oo*, за исключением случаев перед буквой *k*.

Например: *soon* — *скоро*, *vsore*, *тооп* — *луна*

*Исключение*: *book* — книга, краткое [ʊ].

**Гласный звук [ʊ]**

При произнесении краткого гласного звука [ʊ] губы заметно округлены, но не выдвинуты вперед, язык оттянут назад, но несколько меньше, чем для [ɪ] (долгого). Звук напоминает безударный русский звук [y] в словах *пустой*, *тупой*, произнесенный без выдвижения губ вперед:

*hook* — крюк

*look* — взгляд.

Запомните слова, в которых в качестве исключения произносится [ʊ]

*put* — класть, *pull* — тянуть, *push* — толкать, *full* — полный

**Exercise A**

*too* — *tooth* — *food*

*boot* — *fool* — *foot*

*soon* — *spoon* — *tooth*

*boot* — *mood* — *shook*

**Exercise B**

*took* — *shook* — *book*

*hook* — *look* — *cook*

**Exercise C**

*fool* — *pool* — *hook*

*fool* — *too* — *book*

*cook* — *boot* — *loop*

*foot* — *cool* — *mood*

*soon* — *spoon* — *moon*

## Exercise D

pull (тянуть)	—	pool (бассейн)
tool (инструмент)	—	full (полный)
soon (вскоре)	—	sun (солнце)

**Звуки [ɜ], [i], [əu]****Гласный звук [ɜ]**

Для того, чтобы правильно произнести звук, следует придать органам речи положение, как при произнесении звука [ɑ], затем значительно округлить губы и несколько выдвинуть их вперед.

**Гласный звук [i:]**

Для того, чтобы произнести звук, следует исходить из положения органов речи при произнесении звука [ɑ], затем слегка округлить губы и произнести краткий звук [o].

**Гласный звук [əu]**

Дифтонг начинается со звука, который представляет собой нечто среднее между русскими звуками [o] и [э]. Губы при произнесении начала этого дифтонга слегка растянуты и округлены. Скольжение происходит в направлении гласного [y].

## Exercise A

more	—	score
dawn	—	hawk — because

## Exercise B

not	—	top	—	hot
dot	—	map	—	mob

## Exercise C

tone	—	note	—	smoke
code	—	hope	—	cope
boat	—	soap	—	coat
floor	—	for	—	form
fork	—	pork	—	sport
cone	—	loan	—	moan
lobe	—	mould	—	gold

**Звуки [ɪə], [aɪ], [h]****Дифтонг [ɪə]**

Ядро звука — гласный [ɪ], а скольжение происходит в направлении нейтрального гласного, имеющего оттенок звука [ə].

**Дифтонг [aɪ]**

Ядро дифтонга — гласный звук, похожий на русский звук [а] в слове чай. Скольжение происходит в направлении звука [ɪ], однако его образование полностью не достигается, в результате чего слышится лишь начало звука [ɪ].

**Согласный звук [h]**

Этого звука в русском языке нет. В английском языке он встречается только перед гласным и на слух представляет собой легкий, едва слышный выдох. В отличие от русского [х] английский [h] образуется без всякого участия языка, поэтому необходимо следить за тем, чтобы задняя спинка языка не поднималась близко к мягкому нёбу.

**Exercise A**

year	— hear	— ear
tear	— peer	— beer
here	— near	— fear
rear	— leer	— mere

**Exercise B**

mile	— pile	— kite
site	— side	— ride
height	— light	— fight
night	— right	— tight
pike	— hike	— hide

**Exercise C**

hope	— heap	— hat
heal	— heel	— heal
health	— height	— hear
hood	— his	— ham
her	— here	— hate

## Exercise D

hit — heat — head  
hall — hollow — hammer  
hand — happy — hard

**Звуки [θ], [ð]****Согласный звук [θ]**

В русском языке подобного звука нет. Звук [θ] глухой. При его произнесении язык распластан и ненапряжен, кончик языка образует узкую плоскую щель, неплотно прижимаясь к нему. В эту щель с силой проходит струя воздуха. Кончик языка не должен сильно выступать за верхние зубы или слишком плотно прижиматься к губам. Зубы должны быть обнажены, особенно нижние, так, чтобы нижняя губа не касалась верхних зубов и не приближалась к нам.

**Согласный звук [ð]**

При произнесении звука [ð] органы речи занимают такое же положение, как и при произнесении звука [θ]. Звук [ð] отличается от звука [θ] только звонкостью.

## Exercise A

through — fifth — myth  
thief — booth — tooth  
thank — think — thought  
theatre — theory — theft

## Exercise B

thermometer — thick — thin  
thirst — thirty — thorough  
threat — three — thunder  
threw — throat — thumb  
faith — hearth — path  
bath — booth — broth

## Exercise C

this — that — those  
them — they — the  
there — though — these

### Звуки [w], [ŋ]

#### Согласный звук [w]

При произнесении звука [w] губы округлены и значительно выдвинуты вперед, а задняя часть языка занимает примерно такое же положение, как при произнесении русского звука [y]. Струя выдыхаемого воздуха с силой проходит через образованную между губами круглую щель.

#### Согласный звук [ŋ]

При произнесении звука [ŋ] задняя спинка языка смыкается с опущенным мягким небом и воздух проходит через носовую полость. Для того чтобы добиться нужного положения органов речи, можно сделать вдох через нос с широко открытым ртом, затем следить за тем, чтобы ни кончик языка, ни его передняя и средняя часть не касались неба.

#### Exercise A

what	— why	— where
whip	— wheat	— while
wedding	— wages	— wait
weather	— woman	— wind
wall	— waltz	— walk

#### Exercise B

wing	— king	— ring
something	— nothing	— anything
sing	— bring	— waiting

## ОСНОВНЫЕ ПОНЯТИЯ В ГРАММАТИКЕ

### Части речи

Все слова, входящие в язык, делятся на разряды, называемые частями речи.

Различаются следующие части речи:

- 1) существительное (noun, *n*);
- 2) прилагательное (adjective, *a*);
- 3) числительное (numeral, *num*);
- 4) местоимение (pronoun, *pron*);
- 5) глагол (verb, *v*);

- 6) наречие (*adverb, adv*);
- 7) предлог (*preposition, prep*);
- 8) союз (*conjunction, conj*);
- 9) междометие (*interjection, interj*).

1. **Существительным** называется часть речи, обозначающая предметы. Предметами в грамматике называют все то, о чем можно спросить: *кто это?* или *что это?*

Например:

Кто это? — *a doctor, a man, a girl*.

Что это? — *a tree, a house, love*.

Существительные имеют два артикля: **a (an)** — неопределенный и **the** — определенный.

Существительные имеют два числа: единственное — *a boy, a tree* и множественное — *boys, trees*.

Существительные имеют два падежа: общий — *my sister* и притяжательный — *my sister's*. Притяжательный падеж, как правило, имеют одушевленные существительные.

2. **Прилагательным** называется часть речи, обозначающая признаки предметов и отвечающие на вопрос: *какой?*

Например: *red, interesting, Russian* и т. д.

Прилагательные не изменяются по родам, числам и падежам. Прилагательные имеют три степени сравнения: положительную, сравнительную и превосходную.

Например: *good — better — the best*.

3. **Числительным** называется часть речи, обозначающая количество или порядок предметов при счете. Числительные делятся на количественные и порядковые.

Например: *one — the first, two — the second, three — the third*.

4. **Местоимением** называется часть речи, которая употребляется вместо имени существительного или прилагательного.

5. **Глаголом** называется часть речи, которая обозначает действие или состояние, представленное в виде действия.

Глаголы в английском языке имеют четыре основные формы:

- 1) инфинитив (неопределенная форма) *to live*;
- 2) прошедшее время (Past Indefinite) *lived*;
- 3) причастие прошедшего времени (Past Participle) *lived*;
- 4) причастие настоящего времени (Present Participle) *living*.

С помощью этих форм образуются все сложные временные формы действительного и страдательного залога.

**6. Наречием** называется часть речи, указывающая на признак действия или на различные обстоятельства, при которых протекает действие (как, где, когда и т. д.). Например: *quickly, well*.

Существительное, прилагательное, числительное, местоимение, глагол и наречие являются **самостоятельными** частями речи. Они обозначают предметы, их качества, действия и т. п. и являются членами предложения.

Предлоги и союзы являются **служебными** частями речи. Они показывают различные отношения между членами предложения или предложениями.

### Члены предложения

**Предложением** называется сочетание слов, выражающее законченную мысль:

Слова, входящие в состав предложения и отвечающие на какой-нибудь вопрос, называются **членами предложения**. Члены предложения делятся на главные и второстепенные.

Главные члены предложения — *подлежащее и сказуемое*; второстепенные члены предложения — *дополнение, определение и обстоятельство*.

**Подлежащим** называется член предложения, обозначающий предмет или лицо, о котором что-либо говорится в предложении. Подлежащее отвечает на вопрос *кто?* или *что?*

**Сказуемым** называется член предложения, обозначающий то, что говорится о подлежащем. Сказуемое отвечает на вопросы: *что делает подлежащее? что делается с подлежащим? кем или чем является подлежащее*

**Дополнением** называется второстепенный член предложения, который обозначает предмет и отвечает на вопросы, соответствующие в русском языке вопросам косвенных падежей как с предлогом, так и без него: *кого? чего? что? кому? чему? кем? чем? о ком? о чем?*

**Обстоятельствами** называются второстепенные члены предложения, которые обозначают, как или при каких обстоятельствах (*т. е. где, когда, почему, зачем* и т. п.) совершается действие.

Обстоятельства могут обозначать:

- 1) время;
- 2) место;
- 3) образ действия;
- 4) причину;
- 5) цель;
- 6) степень.



## Урок 1

**Тема урока:** About myself. My friends.

**Грамматика:** Местоимения: личные, притяжательные, указательные, вопросительные, возвратные.

### TEXT 1 About Myself

My name is Tanya Bobrova. I am 17. I was born on the 5<sup>th</sup> of March 1988 in Moscow.

My family is not very large. We have five people in our family. I live with my parents, my younger sister and my grandmother. My father's name is Vladimir Ivanovich. He is forty years old. He is a doctor and he works at a hospital. My mother's name is Lyudmila Leonidovna. She is thirty-nine years old. She is a housewife. My younger sister Natasha is a pupil. She is in the seventh form. My grandmother lives with us. She doesn't work. She is a pensioner. I love my family. We are all friends and we love each other.

We live in a big flat in a new house. There are four rooms in our flat: a living room, a study, two bedrooms, a kitchen, and a bathroom. We have all modern conveniences: gas, hot water, running water, electricity and telephone.

I have my duties about the house. I must go shopping, clean the rooms. It's not difficult for me. I want our home to be clean and tidy. I think there is no place better than home.

Last year I finished school number 92. We had many well-educated teachers at our school. I was a good pupil and I did well in all subjects. My favourite subjects at school were Mathematics, Russian and English. Now I'm a first course student of the college.

I have many friends. Most of them are my classmates. We spend much time together, go for a walk or to a disco party, talk about lessons, music, and discuss our problems.

I like reading. I like detective stories but I prefer to read historical novels or modern writers. I like to listen to modern music, but sometimes I like to listen to some classical music. My favourite composer is Tchaikovsky. I haven't much time to watch TV but sometimes I spend an hour

or two watching an interesting film or a news programme. In the evening I often look through fresh newspapers or read some interesting book. I like fresh air and exercises, but I have not much time for doing sports.

**Words:**

- parents [ˈpeərənts] — родители  
housewife — домохозяйка  
younger — младшая  
pensioner [ˈpenʃənə] — пенсионер  
living room — жилая комната  
study — кабинет  
bathroom — ванная, туалет  
bedroom — спальня  
modern — современный  
conveniences — удобства  
running water — холодная вода  
electricity [ɪlekˈtrɪsɪti] — электричество  
tidy [ˈtaɪdi] — опрятный  
educated [ˈedʒuketɪd] — образованный  
favourite — любимый  
to go in for sports — заниматься спортом

**Questions:**

1. What is your name?
2. How old are you?
3. Where do you live?
4. How large is your family?
5. What are your father and mother?
6. How many rooms are there in your flat?
7. What conveniences have you got?
8. What are your duties about the house?
9. What was your favourite subject at school?
10. What books do you like to read?
11. What music do you like to listen to?
12. Do you go in for sports?

**Задание 1.1. Составьте рассказ о себе, заполнив пропуски.**

My name is ... I am ... years old. I was born on ... in ...  
We have ... people in our family. I live with ...

My father's name is ... He is ... years old. He is a ... and he works ...

My mother's name is ... She is ... years old. She is a ...

I have a (younger/elder sister/brother). He/she is a ...

We live in a ... There are ... rooms in our flat: ... and a ... We have all modern conveniences: ...

I have my duties about the house. I must ... I always help my ... about the house.

I finished school number ... My favourite subjects at school were ... and ... Now I'm a ...

I like reading. I like to read ... and I also like to read ...

I like to listen to modern music. I like to listen to ... My favourite composer is ...

I like to watch TV. My favourite programmes are ...

Now I'm a student of ... We have many subjects at ... My favourite subjects are...

## TEXT 2

### My Friends

I have many friends but my best friend is Peter. He is fifteen. Now we are first year students of the technical school. He is a good student because he studies hard and is very diligent. He wants to become a good specialist. He often helps me with my English lessons and I'm grateful to him for that. We made friends with Peter when he and his family moved to our house. We have very much in common: we like the same music, we both like reading.

Now a few words about his appearance. He is rather tall, strong and well-built. He has an oval face, straight nose, dark-brown hair, blue eyes and a nice smile. People find him good-looking. Peter is a good sportsman. He goes in for sports. He plays football and basketball well.

I have another friend. Her name is Natasha. She is a schoolgirl and she lives next door. She is a blonde with blue eyes, she is slim and pretty. She has long fair hair. She likes riding a bike and computer games.

I like all my friends very much. I think they are all my faithful friends.

#### Words:

**technical school** [ˈtɛknɪkəl] — техническое училище

**to study hard** — усердно учиться

**diligent** [ˈdɪlɪdʒənt] — прилежный, старательный

**to make friends** — подружиться

**appearance** [ə'piərəns] — внешний вид  
**rather** ['rɑ:ðə] — довольно  
**tall** [tɔ:l] — высокий  
**well-built** — хорошо сложен  
**oval** ['əʊvəl] — овальный  
**face** — лицо  
**straight** ['streɪt] — прямой  
**to move** — эд. переехать  
**common** — общий  
**slim** — стройная  
**pretty** — красивая (о женщине)  
**blonde** [blɒnd] — блондин(ка)  
**fair hair** ['feə 'heə] — светлые волосы  
**to ride a bike** — ездить на велосипеде  
**faithful** — верный

**Questions:**

1. Is it easy for you to make friends?
2. Who is your best friend?
3. How did you make friends?
4. Where does your friend study?
5. How does your friend look like?
6. What kind of sport does your friend like?
7. Do you like to spend your free time with your friends?
8. What are the hobbies of your friends?

**Задание 1.2.** Напишите рассказ о внешности и характере своего друга (знакомого человека). Используйте дополнительный словарь.

**handsome** ['hænsəm] — красивый (о мужчине)  
**short** [ʃɔ:t] — маленького роста  
**stout** [staut] — приземистый, коренастый  
**fat** [fæt] — полный, тучный  
**plump** ['plʌmp] — полный  
**brunette** [bru:'net] — брюнет(ка)  
**gray hair** — седые волосы  
**chestnut hair** ['tʃesnʌt] — волосы каштанового цвета  
**bold headed** [bəʊld] — лысый  
**short sighted** — близорукий

**smart, clever, bright** — умный(ая)  
**stupid** [ˈstjuːpɪd] — тупой, глупый  
**boring** — скучный  
**quiet** [ˈkwaɪət] — спокойный  
**impulsive** [ɪmˈpʌlsɪv] — порывистый, импульсивный  
**aggressive** [əˈɡresɪv] — агрессивный  
**rude** [ruːd] — невежливый, грубый  
**shy** [ʃaɪ] — застенчивый, робкий; стеснительный  
**active** [ˈæktɪv] — активный  
**talkative** [ˈtɔːkətɪv] — разговорчивый  
**enthusiastic** [ɪnˌθjuːzɪˈæstɪk] — полный энтузиазма, энергии

## ГРАММАТИКА

### МЕСТОИМЕНΙΑ (THE PRONOUNS)

#### Личные местоимения Personal Pronouns

Личные местоимения употребляются вместо имени существительного или имени прилагательного. Местоимением **he** (он) заменяются слова, обозначающие мужчин.

*Tom is a student. — He is a student.*

Местоимением **she** (она) заменяются слова, обозначающие женщин.

*Nancy is a schoolgirl. — She is a schoolgirl.*

Местоимением **it** заменяются слова, обозначающие неодушевленные предметы (в том числе животных, если мы не знаем, какого они пола).

*I have a book. — It is interesting.*

*This is a bird. — It is very big.*

Местоимение **they** (они) относится ко всем трем родам

*They are boys. — They are girls. — They are birds.*

Местоимением **such** (такой) заменяются прилагательные, обозначающие свойства.

*This is an interesting film. — I like such films.*

Личные местоимения в английском имеют два падежа:

1) именительный падеж (the Nominative Case);

2) объектный падеж (the Objective Case), заменяющий собой все падежи русского.

Число	Лицо	Именительный падеж	Объектный падеж
Ед. ч.	1-е	I (я)	me (мне, меня)
	2-е	you (ты)	you (тебе, тебя)
	3-е	he (он)	him (ему, его)
		she (она) it (оно)	her (ей, ее) it (ему) неодуш.
Мн. ч.	1-е	we (мы)	us (нам, нас)
	2-е	you (вы)	you (вам, вас)
	3-е	they (они)	them (им, их)

### Притяжательные местоимения Possessive Pronouns

Лицо	Единственное число	Множественное число
1-е	my (мой, моя, мое, мои)	our (наш, наша, наше, наши)
2-е	your (твой, твоя, твое, твои)	your (ваш, ваша, ваше, ваши)
3-е	his (его), her (ее), its (его)	their (их)

Притяжательные местоимения отвечают на вопрос *чей?* и имеют две формы: основную и абсолютную. Основная форма употребляется в тех случаях, когда за притяжательным местоимением стоит существительное.

*This is my book and that is your book.* — Это моя книга, а та твоя книга.

### Абсолютные формы притяжательных местоимений

Абсолютная форма притяжательных местоимений употребляется в тех случаях, когда за местоимением не стоит существительное.

Лицо	Единственное число	Множественное число
1-е	mine (мой, моя, мое, мои)	ours (наш, наша, наше, наши)
2-е	yours (твой, твоя, твое, твои)	yours (ваш, ваша, ваше, ваши)
3-е	his (его), hers (ее), its (его)	theirs (их)

*This is my book and that is yours.* — Это моя книга, а та твоя.

*It is not mine.* — Она не моя.

*Is that your jacket?* или *Is that jacket yours?*

*Give me those keys* или *Give me those.*

*Are those big trees?* или *Are those trees big trees?*

**Задание 1.3.** Вставьте подходящие по смыслу личные местоимения.

1. ... am sitting on the sofa.
2. ... are watching TV.
3. Are ... from England?
4. ... is going home.
5. ... are playing football.
6. ... is a wonderful day.
7. ... are speaking English.
8. Is ... your sister?
9. ... are swimming in the pool.
10. ... they in the cinema?

**Задание 1.4.** Замените выделенные слова личными местоимениями.

*Образец: The pupils learned the new words. — They learned them.*

1. The teacher helped the pupils to translate the text.
2. Mother asked Mary to wash the plates.
3. My friend writes a letter to his sister.
4. Jane took three books from Jim.
5. His cousins live in Moscow.
6. Their grandfather and grandmother will come tomorrow.
7. Mary works in a shop.

**Задание 1.5.** Выберите правильные притяжательные местоимения.

1. Is this (your / yours) book?
2. It's (their / theirs) door, not (our / ours).
3. They're new pupils and I don't know (their / theirs) names.
4. (My / Mine) flat is bigger than (her / hers), but (her / hers) is nicer.
5. That's not (my / mine) book. (My / Mine) is new.
6. They took (our / ours) books and we took (their / theirs).
7. Are these pencils (her / hers)?
8. Is this (your / yours) house or (their / theirs)?

**Задание 1.6.** Выберите правильные местоимения в объектном падеже.

1. The teacher always gives the pupils homework:  
a) me; b) them; c) you.

2. I read the book to **my little sister**.  
a) her; **b) us**; c) him.
3. The boys are riding **their bikes**.  
a) it; **b) them**; c) her.
4. My father is writing a letter to **John**.  
a) him; **b) her**; c) me.
5. I don't know **the answer**.  
a) she; **b) her**; c) it.
6. Open the **window**, please.  
a) it; **b) them**; c) us.
7. Sally is going to **Anne**.  
a) her; **b) him**; c) me.
8. Can you tell **the people** the way to the cinema, please?  
a) you; **b) us**; c) them.
9. The books are for **Peter**.  
a) her; **b) him**; c) you.
10. Can you help **my sister and me**?  
a) her; **b) me**; c) us.

### Указательные местоимения Demonstrative Pronouns

Указательные местоимения **this** и **that** имеют единственное и множественное число.

Единственное число	Множественное число
<b>this</b> [ðɪs] (этот, эта, это)	<b>these</b> [ði:z] (эти)
<b>that</b> [ðæt] (тот, та, то)	<b>those</b> [ðəʊz] (те)

Местоимения **this** и **these** указывают на лицо или предмет, находящиеся близко к говорящему, а местоимения **that** и **those** указывают на лицо, предмет или действие, отдаленные по месту или по времени от говорящего.

Местоимение	БЛИЗКО	ДАЛЕКО
it	this	that
they	these	those



*These books are too old.* — Эти книги слишком старые.

*This car is expensive.* — Этот автомобиль дорогой.

*This house is bigger than that house.* — Этот дом больше, чем тот.

*That man is our teacher.* — Тот человек — наш преподаватель.

*This is my house and that is yours.* — Это мой дом, а тот — твой.

Указательное местоимение **such** имеет одну неизменяемую форму.

*I like such books.* — Мне нравятся такие книги.

Местоимение **one** (во множественном числе — **ones**) используется как заменитель существительных, обозначающих предметы, чтобы не повторять их два раза.

*This book is more interesting than that one.* — Эта книга более интересна, чем та.

*These tomatoes are fresher than those ones.* — Эти помидоры более свежие, чем те.

*This pen is the one which I lost yesterday.* — Это та ручка, которую я потерял вчера.

### Means of transport — Транспортные средства

Задание 1.7. Назовите транспортные средства.

Образец:



*This is a van.*

1.



2.



3.



4.



5.



6.



7.



8.





9.

- a. ship
- b. bicycle
- c. lorry (амер. truck)
- d. plane
- e. underground (амер. subway)



10.

- f. submarine
- g. high speed train
- h. car
- i. motorcycle
- j. bus (double-decker)

### Вопросительные местоимения Interrogative Pronouns

Эти местоимения употребляются для построения вопросительного предложения.

**What** (что, какой, какая, какое, какие)

*What is it?* — Что это такое? *What book is it?* — Какая это книга?

**Who** (кто)

*Who is this man?* — Кто этот человек?

**Whose** (чей)

*Whose pencil is it?* — Чей это карандаш?

**Which** (который)

*Which of these books is yours?* — Которая из этих книг твоя?

**When** (когда)

*When does the lesson begin?* — Когда начинается урок?

**Why** (почему, зачем)

*Why did you come here?* — Почему вы пришли сюда?

**How** (как)

*How are you?* — Как поживаете?

**How many (much)** (сколько)

*How much is this book?* — Сколько стоит эта книга?

Вопросительное местоимение **what** относится к словам, обозначающим вещи, предметы, явления. Вопросительное местоимение **who** относится к словам, обозначающим людей.

*Примечание.* Если мы спрашиваем имя человека, то используем местоимение **who**, а если интересуемся родом его занятий, то местоимение **what**.

*Who is he?* — Кто он? (как его зовут) *He is Mr. Johnson.*

*What is he?* — Кто он? (по профессии) *He is an engineer.*

Местоимение **who** имеет два падежа:

1) именительный падеж — **who** (кто);

2) объектный падеж — **whom** (кому, кого).

*Who is here?* — Кто здесь?

*Whom do you see there?* — Кого ты там видишь?

*Whom did you give my book?* — Кому ты дал мою книгу?

Задание 1.8. Прочитайте и переведите на русский язык.

1. *What is this? — It's a pen.*

*What kind of pen is it? — It's a black ball pen.*

*Is it an expensive pen? — No, it isn't. It's a cheap pen.*

2. *What is that? — It's a bird.*

*Is it a big bird? — Yes, it is. It's a very big bird.*

3. *What are these? — They are schoolchildren.*

*Are they American schoolchildren? — No, they're not. They're Russian schoolchildren.*

4. *What are those? — They are trees.*

*What are these? — They are keys.*

*What are those? — They are clouds.*

### ОТНОСИТЕЛЬНЫЕ МЕСТОИМЕНИЯ

#### Relative Pronouns

Относительные местоимения используются для связи двух предложений. Например, следующие два предложения можно соединить в одно, используя относительное местоимение:

*I found a flat. This flat has three rooms.* — Я нашел квартиру. В ней три комнаты.

*I found a flat which (that) has three rooms.* — Я нашел квартиру, в которой три комнаты.

Относительные местоимения имеют много различных форм: **who** — кто, **whom** — кого, **whose** — чей, **that** — тот, **which** — который, **that which** — тот, **what** — что. Если речь идет о людях, то используется местоимение **who** (напр., **he/she who, they who**).

*He who eats well works well.* — Тот, кто ест хорошо, работает хорошо.

*They who learn well usually get good marks.* — Те, кто учится хорошо, обычно получают хорошие отметки.



## Урок 2

**Тема урока:** My working day.

**Грамматика:** Имена существительные во множественном числе. Притяжательный падеж существительных. Артикли.

### ТЕКСТ My Working Day

As I told you already, I am a first-year student of the technical college.

Now, let me describe my usual working day. My classes begin at nine o'clock. So on weekdays I have to get up at seven o'clock. My alarm clock usually wakes me up and my working day begins. I turn on the radio, do my morning exercises, take a shower and brush my teeth. After that I get dressed and comb my hair. Then I have breakfast. I love to listen to the latest news on the radio while I am eating.

I leave the house at ten minutes past eight and walk to the nearest bus stop. I live rather far from the college and it usually takes me about a quarter of an hour to get there by bus. Sometimes when the weather is fine and I have enough time I walk to the college.

As a rule we have three or four classes a day. We have lectures in different subjects. Usually I don't miss my classes because I want to pass my examinations successfully.

At twelve o'clock we have a big interval for lunch. That's my favourite time. That is the time to share the latest news with my friends. I prefer not to go to the canteen and we often have lunch in a small cafe not too far from the college. At one o'clock we have to be back to our classes. During the working day we also have several short intervals that last for ten minutes.

From time to time I have to stay at the college till late in the evening because I go to the library to get ready for my practical classes or to write a report. As a rule I have no free time on weekdays. So by the end of the week I get very tired.

I come home at about 7 o'clock in the evening. My parents are already at home. We have supper together and share the latest news. After supper we wash dishes, drink coffee or tea and watch TV. I prefer old comedies and serials or films about travelling. Sometimes I go for a walk in the park or visit my friends.

At about eleven at night I go to bed. I like to read something before going to bed or to listen to some music. Sometimes I fall asleep while I am reading.

Words:

**weekdays** — рабочие дни

**alarm clock** [ə'lu:m] — будильник

**to comb** ['kəʊm] **hair** — причесывать волосы

**to turn on (off)** — включать (выключать)

**to get dressed** — одеваться

**successfully** [sək'sesfəli] — успешно

**especially** [is'peʃəli] — особенно

**to share** [ʃeə] — делить(ся)

**have to be back** — должны вернуться

**report** [rɪ'pɔ:t] — доклад

**practical classes** — практические занятия

**canteen** [kæn'ti:n] — столовая

**it takes me ... minutes to get to the college by bus** — у меня уходит ... минут, чтобы добраться до колледжа на автобусе

**to miss classes** — пропускать занятия

**to pass exams** — сдать экзамены

**to do well** — делать успехи, хорошо учиться

**to get ready** — подготовиться

**as a rule** — как правило

**to get tired** — устать

**to fall asleep** — засыпать

**Задание 2.1.** Переведите на английский язык следующие слова и словосочетания:

- 1) я хочу рассказать вам о...
- 2) быть студентом ...
- 3) по будним дням
- 4) по рабочим дням
- 5) просыпаться
- 6) вставать в 7 часов утра
- 7) принимать душ
- 8) чистить зубы
- 9) одеваться
- 10) у меня уходит час, чтобы добраться до ...
- 11) ездить на трамвае (троллейбусе, автобусе)

- 12) опаздывать на занятия
- 13) заканчиваться поздно вечером
- 14) пропускать занятия
- 15) сдать экзамены успешно
- 16) время от времени
- 17) подготовиться к занятиям
- 18) как правило
- 19) уставать
- 20) свободное время.

**Задание 2.2.** Напишите короткий рассказ о своем типичном рабочем дне, ответив на следующие вопросы.

1. When do you usually get up? Do you get up early?
2. Is it easy for you to get up early?
3. Does your alarm clock wake you up or do you wake up yourself?
4. Who usually makes breakfast for you?
5. What do you usually have for breakfast?
6. When do you usually leave your house?
7. How long does it take you to get to your college?
8. Do you go there by bus/trolley-bus or walk?
9. How many lectures do you usually have every day?
10. Where do you usually have lunch (dinner)?
11. What time do you come back home?
12. How long does it take you to do your homework?
13. How do you usually spend your evenings?
14. Do you have much free time on weekdays?
15. What time do you usually go to bed?

### ГРАММАТИКА

#### МНОЖЕСТВЕННОЕ ЧИСЛО СУЩЕСТВИТЕЛЬНЫХ

Множественное число имен существительных образуется путем:

1. Добавления окончания *-s* к существительному

<i>a cat</i>	<i>cats</i>
<i>a sea</i>	<i>seas</i>
<i>a boy</i>	<i>boys</i>
<i>a book</i>	<i>books</i>
<i>a pen</i>	<i>pens</i>
<i>a girl</i>	<i>girls</i>

2. Добавления окончания **-s** к существительным, оканчивающимся на гласную + **y**

<i>turkey</i>	индюк	<i>turkeys</i>
<i>monkey</i>	обезьяна	<i>monkeys</i>
<i>day</i>	день	<i>days.</i>

3. Замены **y** на **i** и добавления **-es** к существительным, оканчивающимся на согласную + **y**

<i>a fly</i>	муха	<i>flies</i>
<i>a lady</i>	леди	<i>ladies</i>
<i>a body</i>	тело	<i>bodies</i>
<i>a country</i>	страна	<i>countries</i>
<i>a company</i>	компания	<i>companies</i>
<i>a party</i>	партия	<i>parties</i>
<i>a baby</i>	младенец	<i>babies.</i>

4. Добавления окончания **-es** к существительным, оканчивающимся на **s, x, z, ch** and **sh**

<i>mass</i>	масса	<i>masses</i>
<i>class</i>	класс	<i>classes</i>
<i>box</i>	коробка	<i>boxes</i>
<i>buzz</i>	звонок	<i>buzzes</i>
<i>watch</i>	часы	<i>watches</i>
<i>match</i>	спичка	<i>matches</i>
<i>dish</i>	блюдо	<i>dishes</i>
<i>crash</i>	крушение	<i>crashes.</i>

5. Замены **f** на **v** и добавления окончания **-es** к существительным, оканчивающимся на **f** и **fe**

<i>knife</i>	нож	<i>knives</i>
<i>wife</i>	жена	<i>wives</i>
<i>life</i>	жизнь	<i>lives</i>
<i>half</i>	половина	<i>halves</i>
<i>shelf</i>	полка	<i>shelves</i>
<i>wolf</i>	волк	<i>wolves.</i>

Но не всегда. *Исключениями* являются:

<i>belief</i>	вера	<i>beliefs</i>
<i>chief</i>	шеф	<i>chiefs</i>
<i>chef</i>	шеф-повар	<i>chefs</i>



<i>cliff</i>	утес	<i>cliffs</i>
<i>roof</i>	крыша	<i>roofs</i>

6. Добавления **-s** или **-es** к существительному, оканчивающемуся на **o**

<i>piano</i>	пианино	<i>pianos</i>
<i>potato</i>	картофель	<i>potatoes</i>
<i>tomato</i>	помидор	<i>tomatoes</i>
<i>hero</i>	герой	<i>heroes</i>

Ряд существительных образуют множественное число **не по общим правилам**:

а) изменяется корневая гласная:

<i>a man</i>	мужчина	<i>men</i>	мужчины
<i>a woman</i>	женщина	<i>women</i>	женщины
<i>a foot</i>	нога	<i>feet</i>	ноги
<i>a tooth</i>	зуб	<i>teeth</i>	зубы
<i>a goose</i>	гусь	<i>geese</i>	гуси
<i>a mouse</i>	мышь	<i>mice</i>	мыши.

б) добавляется окончание **-en**:

<i>an ox</i>	бык	<i>oxen</i>	быки
<i>a child</i>	ребенок	<i>children</i>	дети.

в) заимствуются формы единственного и множественного числа из латинского и греческого языков:

<i>a formula</i>	формула	<i>formulae (formulas)</i>	формула
<i>a crisis</i>	кризис	<i>crises</i>	кризисы
<i>a criterion</i>	критерий	<i>criteria</i>	критерии
<i>a bacterium</i>	бактерия	<i>bacteria</i>	бактерии
<i>a datum</i>	данное	<i>data</i>	данные
<i>an index</i>	индекс	<i>indices</i>	индексы.

В английском языке есть существительные, которые имеют одну (общую) форму для единственного и множественного числа:

<i>a deer</i>	олень	<i>deer</i>	олени
<i>a sheep</i>	овца	<i>sheep</i>	овцы
<i>a fish</i>	рыба	<i>fish</i>	рыбы
<i>a swine</i>	свинья	<i>swine</i>	свины
<i>moose</i>	лось	<i>moose</i>	лоси
<i>bison</i>	бизон	<i>bison</i>	бизоны.

Некоторые существительные могут употребляться в форме только единственного либо множественного числа.

**Только в единственном числе употребляются слова:**

*money* — деньги

*sugar* — сахар

*hair* — волосы

*business* — дело

*information* — информация, сведения

*progress* — прогресс, успехи

*news* — новость, новости

*peace* — мир

*love* — любовь

*knowledge* — знание, знания

*advice* — советы

*furniture* — мебель

*luggage* — багаж

*fruit(s)* — фрукты.

**Только во множественном числе употребляются слова:**

*clothes* — одежда

*goods* — товары

*riches* — богатства

*thanks* — благодарность

*manners* — манеры.

Только во множественном числе употребляются обозначения предметов, состоящих из двух и более частей:

*trousers* — брюки

*glasses* — очки

*scissors* — ножницы

*shorts* — шорты

*pliers* — плоскогубцы.

**Как читаются окончания существительных во множественном числе?**

-s читается как [s] после глухих согласных: *books, cats*;

-s читается как [z] после звонких согласных и гласных: *pens, boys*;

-es читается как [ɪz] после s, ss, sh, ch, x, z: *boxes, classes, watches*;

y после согласных переходит в ies и читается как [ɪz]: *cities, ladies*.

## ИСЧИСЛЯЕМЫЕ И НЕИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ

Исчисляемые существительные легко узнать. Они обозначают предметы, которые мы можем сосчитать. Например: ручка. Мы можем посчитать ручки. Их может быть одна, две, три или большее количество ручек. Вот некоторые примеры исчисляемых существительных:

<i>dog</i>	собака	<i>bottle</i>	бутылка
<i>cat</i>	кот	<i>box</i>	коробка
<i>animal</i>	животное	<i>litre</i>	литр
<i>man</i>	мужчина	<i>coin</i>	монета
<i>person</i>	человек	<i>dollar</i>	доллар
<i>cup</i>	чашка	<i>plate</i>	тарелка
<i>fork</i>	вилка	<i>table</i>	стол
<i>chair</i>	стул	<i>suitcase</i>	чемодан
<i>bag</i>	сумка		

Неисчисляемые существительные обозначают вещества, понятия и т. д., то есть то, что не может делиться на отдельные элементы. Мы не можем посчитать их. Например, мы не можем посчитать «молоко». Мы можем посчитать «бутылки молока» или «литры молока», но мы не можем непосредственно посчитать «молоко». Вот некоторые примеры неисчисляемых существительных:

<i>music</i>	музыка	<i>rice</i>	рис
<i>art</i>	искусство	<i>sugar</i>	сахар
<i>love</i>	любовь	<i>butter</i>	масло
<i>happiness</i>	счастье	<i>water</i>	вода
<i>advice</i>	совет	<i>air</i>	воздух
<i>information</i>	информация	<i>electricity</i>	электричество
<i>news</i>	новости	<i>gas</i>	газ
<i>furniture</i>	мебель	<i>money</i>	деньги
<i>luggage</i>	багаж	<i>currency</i>	валюта

Неисчисляемые существительные обычно употребляются в единственном числе, поэтому используется глагол в единственном числе. Например:

*This news is very important.* — Эти новости очень важны.

*Your luggage looks heavy.* — Ваш багаж выглядит тяжелым.

С неисчисляемыми существительными обычно не используется неопределенный артикль *a/an*. Нельзя сказать «an information» или «a music». Но можно сказать:

- a piece of news*    новость  
*a bottle of water*    бутылка воды  
*a grain of rice*    зерно риса

Напитки (кофе, вода, чай) обычно неисчисляемые существительные. Но мы можем сказать (напр., в ресторане): *Two teas and one coffee, please.* — Два чая и один кофе, пожалуйста.

**Задание 2.3.** Перепишите исчисляемые и неисчисляемые существительные в 2 столбика и переведите их.

Clothes, picture, air, time, water, machine, music, snow, word, coffee, money, idea, family, knowledge, sea, hour, tree, silver, meat, happiness, information, speed, book, news, house, friend, milk, student, pen, paper.

**Задание 2.4.** Напишите следующие существительные во множественном числе.

Woman, money, information, box, sheep, place, library, photo, mouse, lady, glasses, bush, dress, country, bus, party, wife, day, knife, knowledge, month, pen, hero, goose, company, life, deer, tomato, city, man, play, news, child, fruit, shelf, leaf, foot, fish.

**Задание 2.5.** Выберите правильный вариант, обращая внимание на исчисляемые и неисчисляемые существительные.

1. He's got much information / informations about our travel.
2. He's going to buy some new trouser / trousers.
3. They are not going to buy new furniture / furnitures.
4. His hair / hairs is fair.
5. I'm going to buy new sunglass / sunglasses.
6. They gave us some advice / advices.

**Задание 2.6.** Поставьте существительные в следующих предложениях во множественное число (обратите внимание на изменения в указательных местоимениях и формах глагола *to be*).

1. This man works at our office. 2. I'll give you my book. This story is very interesting. 3. A woman, a man, a boy and a girl are the room. 4. Put this knife on that table. 5. What is your name? 6. He keeps his toy in a box. 7. A new house is in our street. 8. He has a new suit. 9. The plate was on the table. 10. This town is very large. 11. Is that girl your sister? 12. Is this a good student? 13. Is this a good match? 15. The student put his book on the desk. 16. That house is new.

**Задание 2.7.** Перепишите предложения во множественном числе.

Образец: *There is a man on a bicycle. — There are men on bicycles.*

1. His report is not ready yet.
2. Is there a mouse under the bed?
3. A high mountain is very cold at the top.
4. There is a large window in the classroom.
5. There is only one holiday this month.
6. This flower is beautiful.
7. My foot is tired.
8. There is a party this weekend.
9. That is a large box.
10. This is an expensive watch.

**Задание 2.8.** Перепишите предложения в единственном числе.

Образец: *There are many museums in Madrid. — There is a museum in Madrid.*

1. Are there any geese on the pond?
2. Our schools are near.
3. These watches are broken.
4. Those Rock and Roll bands are loud.
5. There are many fish in the sea.
6. There are potatoes for dinner.
7. Those knives are very sharp.
8. Your children are very good.
9. The cliffs are dangerous.
10. There are many car crashes every year.

**Задание 2.9.** Перепишите предложения без ошибок.

Образец: *How many houses is there on your street? — How many houses are there on your street?*

1. Mathematics are very difficult.
2. Our football team are winners.
3. There are many monkeys in the tree.
4. The dishes are on the table.
5. My tooths are yellow.
6. How many womans are there in your company?
7. Are my shirtes washed yet?
8. Not many citys is clean and safe.
9. There is many problem in this exercises.
10. There are six librarys in our school.

**ПРИТЯЖАТЕЛЬНЫЙ ПАДЕЖ СУЩЕСТВИТЕЛЬНЫХ**

Притяжательный падеж существительных, обозначающих людей и животных, образуется путем добавления к существительному апострофа и окончания ('s). Например: *John's car, the cat's milk, the dog's tail.*

Притяжательный падеж существительных, обозначающих предметы, образуется с помощью предлога *of*. Например: *The pupils of my class. The door of the car.*

После имен, оканчивающихся на *s*, ставится ('s). Например: *Denis's wife. Gladys's job.*

К существительным во множественном числе, уже имеющим окончание *s*, добавляется только апостроф ('). Например: *my parents' car, my grandparents' house.*

The child's toys — The children's toys

The boy's books — The boys' books

**Задание 2.10.** Употребите притяжательный падеж существительных.

Образец: *The friends of my parents. — My parents' friends.*

1. The children of John Turner.
2. The questions of my son.
3. The wife of my brother.
4. The name of this man.
5. The voice of this girl.
6. The car of my parents.
7. The room of my friend.
8. The handbags of these women.
9. The flat of my sister is large.
10. The children of my brother are at home.
11. The room of the boys is large.
12. The poems of Lermontov.

**Задание 2.11.** Вставьте слова в скобках, используя или *'s*, или предлог *of*.

1. What is ...? (the name / this man)
2. What is ...? (the address / Mike)
3. When is ...? (birthday / your mother)
4. Do you like ...? (the taste / this ice-cream)
5. Look at the number at ... (the bottom / the page)
6. What is ...? (this man / the profession)
7. For me summer is ... (the best time / the year)
8. ... is near the market. (the house / my parents)
9. ... is very good. (the work / Mary)
10. ... is yellow. (the colour / wall)
11. ... very light. (the room / my sister)
12. The post-office is at ... (the end / the street)
13. I need ... (the help / my friend)
14. ... is very tasty. (the filling / this pie)

**Задание 2.12.** Переведите на английский язык, употребляя притяжательный падеж существительных.

1. Чья это книга? — Это книга Петра. 2. Мэри взяла книги своего брата. 3. Дайте мне работы учеников, пожалуйста. 4. Это офис нашего директора. 5. Это семья моего друга. Отец моего друга учитель. Мать моего друга врач. 6. Чьи это письма? — Это письма моих друзей.

### АРТИКЛИ

Неопределенный артикль **a (an)** происходит от числительного **one** (один), определенный — от указательного местоимения **that** (тот).

#### Когда используется неопределенный артикль **a (an)**?

Неопределенный артикль **a (an)** ставится перед исчисляемыми существительными в единственном числе. Неопределенный артикль **a** ставится перед существительными, начинающимися с согласной (*b, c, d, f, g*, и т. д.).



This is **a** banana.



This is **a** dress.



This is **a** coat.

Неопределенный артикль **an** ставится перед существительными, начинающимися с гласной (*a, e, i, o, u*). Например:



This is **an** apple.



This is **an** egg.



This is **an** ice cream.



This is **an** orange.



This is **an** umbrella.

Неопределенный артикль означает, что мы не знаем этого человека или предмет или это не важно для нас.

*I am **a** person.* — Я — человек. (Один из многих людей.)

*She is **a** good doctor.* — Она — хороший доктор. (Одна из многих хороших докторов.)

*That is **an** airplane.* — Это — самолет. (Один из многих самолетов.)

*I use **a** computer to write.* — Я использую компьютер, чтобы писать. (Один из многих компьютеров.)

*He works in **an** office.* — Он работает в офисе. (В одном из многих офисов.)

*He lives in **a** big house.* — Он живет в большом доме. (В одном из многих больших зданий.)

Упомянув предмет впервые, мы употребляем перед ним неопределенный артикль **a(an)**. Упомянув этот же предмет вторично, мы ставим перед ним определенный артикль **the**.



This is **a** house. **The** house is small.



This is **a** bed. **The** bed is new.



This is **a** dress. **The** dress is black.

Неопределенный артикль **a** необходим в конструкциях:

I have a... This is a... I am a... I see a... There is a... He is a...

What a good boy! What a fine day!

### Когда не употребляется неопределенный артикль?

Неопределенный артикль не употребляется:

а) с неисчисляемыми и абстрактными существительными:

*I like **coffee and tea**.*

***Friendship** is very important in our life.*



б) с существительными во множественном числе:

*The books are on the table.*

в) с именами собственными:

*I told Jane about that.*

г) с существительными, перед которыми стоят притяжательные или указательные местоимения или существительные в притяжательном падеже:

*This car is better than that.*

*My bike is old.*

*Mary's house is new.*

д) с существительными, за которыми следует количественное числительное, обозначающее номер:

*Read the text on page eight.*

### Когда употребляется определенный артикль *the*?

1. Определенный артикль *the* употребляется в том случае, когда мы знаем, о каком предмете идет речь.



This is **the** house where I live.



This is **the** dress that I bought.



This is **the** bed in my bedroom.

*The town where Tom lives is very big.*

*What book is Julie reading? She is reading **the** book Tom gave her.*

*Take **the** book, please.*

2. Определенный артикль **the** употребляется:

а) с названиями рек, морей и океанов, горных хребтов, групп островов: *the Thames, the Mississippi, the Pacific Ocean, the Atlantic Ocean, the Black Sea, the Mediterranean Sea, the British Isles, the Alps, the West Indies*;

б) с названиями некоторых стран, областей и городов: *the Ukraine, the Crimea, the Caucasus, the Netherlands, the Hague, the Riviera, the Congo*;

в) с названиями стран, состоящими из 2 и более слов: *the Russian Federation, the United States of America, the United Kingdom*;

г) перед собирательным именем семьи или нации: *The Petrovs* — Петровы, *the British* — британцы, *the Americans* — американцы, *the Japanese* — японцы;

д) когда речь идет о единственном в своем роде предмете или явлении: *The Sun is in the centre of the solar system. The Moon shines brightly. The sky is blue*;

е) когда существительное имеет ограничивающее определение, чаще всего с предлогом **of**: *I don't know the name of this man*;

ж) в словосочетаниях типа: *in the north, to the west, at the cinema, the same, in the country, the rest of the ...*;

з) с названиями гостиниц, театров, зданий, музеев: *The Ritz, The Tower of London, The Empire State Building, The Louvre, The Odeon Cinema, The Royal Theatre*;

и) если перед существительным стоит прилагательное в превосходной степени: *This is the most interesting book*.

### Когда не употребляются артикли?

Артикли не употребляются:

а) с абстрактными существительными: *I like music. Sugar is sweet*;

б) с именами собственными и географическими названиями: *Nick, Jane, London, Spain, Moscow*;

в) артикль не нужен в сочетаниях со словами *next* и *last* типа: *next week, next year, last month, last Tuesday*;

г) с существительными во множественном числе: *We are people. They are good doctors. They live in big houses*;

д) перед словами, обозначающими периоды времени: *seven o'clock, Friday, September, New Year's Day, 2005, winter*.

**Задание 2.13.** Прочтите и переведите, объясните использование артиклей **a, an, the**.

1. What is that? — It is a horse.

What kind of horse is it? — It is a race horse?

Which race horse is it? — It is the race horse that loses all races.

Is it a slow race horse? — It is the slowest race horse in the world.

2. What is that? — It is a building.

What building is it? — It is the Police Department.

3. Is that the hospital? — No, it is an apartment building.

Is it the apartment building where Tony lives? — No, it is the apartment building where Karen lives.

**Задание 2.14.** Вставьте артикли **a, an, the**, где они необходимы.

1. Tom lives in ... town.

2. Julie is reading ... English book.

3. We eat meat with ... knife and ... fork.

4. There is ... boy on ... bicycle.

5. I know ... boy with black hair.

6. ...Boys are young men.

7. I have ... television.

8. ... television in my house is broken.

9. ...televisions are very common today.

10. This is ... key.

11. This is ... key to ... my car.

12. ...keys are for opening locks.

**Задание 2.15.** Вставьте артикли **a, an, the**, где они необходимы.

1. This is ... pencil. ... pencil is red. 2. She is ... teacher. She is our ... teacher of English. 3. There are ... many flowers in your garden. ... flowers are beautiful. 4. Did you write ... plan? Give me your ... plan, please. 5. ... Black Sea is in ... South of Russia. 6. This is ...Nick. He works as ... engineer. He is ... good engineer. 7. There are ... some schools in our street. ... schools are new. 8. In summer ... sky is blue and ... sun shines brightly. 9. ... Petrovs are very friendly. 10. This is ... Ann's book. 11. ... winter begins in December. 12. What .. fine day it is today! 13. ... History and ... Computer Science were ... my favourite subjects at ... school. 14. I don't know ... way to ... station. 15. Usually I get up at ... 7 o'clock in ... morning. 16. Will you have ... cup of ... tea? 17. ... Warsaw

is ... capital of Poland. 18. This is ... book, ... book is very interesting.  
19. Do you see ... sun in ... sky today? 20. I went to ... Smirnovs, but they were not at ... home.

**Задание 2.16.** Вставьте артикли, где они необходимы.

1. I think we must call ...doctor.
2. Do you know ... Browns? They live next to us.
3. ... Peter is tallest in ... class.
4. There are some beautiful towns in ... north of Italy.
5. ...Greece is in ...south.
6. ... President is ... head of state in ...US.
7. What did you have for ... dinner?
8. ...Trafalgar Square is in ...London.
9. ...White House is ... home of ... President of ...US.
10. ...British Museum has some very interesting exhibitions.
11. Take ... pen and make ... exercise in written form.
12. ...Hyde Park is very famous all over ...world.
13. In spring ... sky is blue and ... sun is shining.
14. Do you read ... Daily Telegraph or ... Sun?
15. Did you visit ...Kremlin, too?
16. My son studies at ... Moscow University.
17. Are you going to ... theatre tonight?
18. My brother is in ...hospital, because he needs an operation.

**Задание 2.17.** Выучите названия стран и их столиц.

**Страны и их столицы**  
**Countries and their capitals**

Australia [ɔːˈstreɪliə] — Австралия	Canberra [ˈkænb(ə)rə] — Канберра
Austria [ˈɔːstriə] — Австрия	Vienna [vɪˈenə] — Вена
Belgium [ˈbelʒəm] — Бельгия	Brussels [ˈbrʌslz] — Брюссель
Bulgaria [bʌlˈɡeəriə] — Болгария	Sofia [ˈsəʊfiə] — София
Canada [ˈkənədə] — Канада	Ottawa [ˈotəwə] — Оттава
China [ˈtʃaɪnə] — Китай	Beijing [beiˈʒɪŋ] — Пекин
France [frɑːns] — Франция	Paris [ˈpæris] — Париж
Germany [ˈdʒɜːməni] — Германия	Berlin [ˈbɜːlɪn] — Берлин

Greece [grɪs] — Греция	Athens [ˈæθɪnz] — Афины
Hungary [ˈhʌŋɡəri] — Венгрия	Budapest [ˈbjʊːdəˌpest] — Буда- пешт
India [ˈɪndjə] — Индия	Delhi [ˈdɛli] — Дели
Italy [ˈɪtəli] — Италия	Rome [rəʊm] — Рим
Japan [dʒəˈpæn] — Япония	Tokyo [ˈtəʊkiəʊ] — Токио
The Netherlands [ˈneðələndz] — Голландия	Amsterdam [ˈæmstəˈdæm] — Ам- стердам
Poland [ˈpəʊlənd] — Польша	Warsaw [ˈwɔːsɔː] — Варшава
Romania [rəʊˈmeɪniə] — Румы- ния	Bucharest [ˈbjʊkərest] — Буха- рест
Sweden [ˈswɪdn] — Швеция	Stockholm [ˈstɒkɦəʊm] — Сток- гольм
Switzerland [ˈswɪtsələnd] — Швейцария	Bern [bɜːn] — Берн
The United States of America — Соединенные Штаты Америки	Washington [ˈwɒʃɪŋtən] — Ва- шингтон

## Урок 3

**Тема урока:** Sports.

**Грамматика:** Глаголы *to be* и *to have*.

Неопределенные местоимения, производные от *some, any, no, every*.

Предложения с оборотом *there is / there are*.

Интернационализмы.

### TEXT 1

#### Sports

People all over the world are fond of sports and games. Sport makes people healthy, keeps them fit, more organised and better disciplined. It unites people of different classes and nationalities. Many people do sports on their personal initiative. They go in for skiing, skating, table tennis, swimming, volleyball, football, basketball, body-building etc.

All necessary facilities are provided for them: stadiums, sport swimming pools, skating-rinks, football fields. But, of course, one has to pay for these services.

Sport is paid much attention to in our schools and Institutes. Physical training is a compulsory subject. Different sports and games are popular with my classmates. All my friends go in for different kinds of sport, such as water sports (that is swimming, sailing, rowing), gymnastics, horse-racing, wrestling, fencing, weightlifting, boxing, football, basketball, volleyball, etc.

And now a few words about our physical training lessons at school. In summer they are held out-of-doors. When it is cold outside the lessons are held indoors in our school gymnasium.

Professional sport is also paid much attention to in our country. In the city where I live, there are different sport societies, clubs and sport schools. Practically all kinds of sports are popular in our country, but gymnastics and tennis enjoy the greatest popularity.

The most popular kinds of sports in the United States are baseball, basketball and American football. In England the popular kinds of sports are golf and rugby. Englishmen like football too. It is their national kind of sports.

## Words:

- all over the world** — во всем мире  
**to be fond of** — эд. любить  
**healthy** — здоровый  
**to be fit** — быть в форме  
**personal initiative** — личная инициатива  
**skiing** — лыжный спорт  
**skating** — коньки  
**body-building** — культуризм  
**facilities** — помещения, оборудование  
**swimming pool** — плавательный бассейн  
**skating-rink** — каток  
**attention** — внимание  
**compulsory** — обязательный  
**sailing** — парусный спорт  
**rowing** — гребля  
**wrestling** — борьба  
**fencing** — фехтование  
**weightlifting** — штанга  
**out-of-doors** — на воздухе  
**indoors** — в помещении  
**sport societies** — спортивные общества

## Questions:

1. Why do people all over the world are fond of sports and games?
2. What are summer sports and what are winter sports?
3. What kinds of sports are popular with your friends and school-mates?
4. Do you have to pay for sports facilities, such as stadiums, swimming pools and tennis courts?
5. What can you say about physical training lessons at your school?
6. What kinds of sport are the most popular in our country?
7. What are the sports clubs in our country?
8. What are the most popular kinds of sport in America and England?
9. What other American or English sports do you know?
10. Are American football and baseball popular in Russia? Why and why not?
11. What do you do to be healthy and fit?

## TEXT 2

### The Olympic Games

The Olympic Games were held on Greek land in the ancient times. The first Olympic Games took place in 776 B.C. The Olympic Games took place every four years at Olympia and were a part of a religious festival. The four-year interval was called an Olympiad. The games were so important that even wars were stopped during Olympic Games.

At first, the athletes took part only in race (the sprint). Later, they threw the discus and javelin, then broad jumping and wrestling were added. The Olympic Games were held for more than 1,000 years. The Byzantine Emperor Theodosius abolished them in 394 A.D.

The Games were revived in 1896 to support understanding and friendship among nations. The first modern games were held in Athens, Greece. Young men and women come from all over the world to compete in various sports and represent their country. They live in an Olympic Village at the site of the games.

The Olympic Games are organized and governed by the International Olympic Committee (IOC). It sets the program of the games, chooses the city where the games are to be held, and determines the standards of games. Each country has a National Olympic Committee.

The opening ceremony of each Olympic Games is held in a major stadium. The president of the host country usually opens the games. Athletes from Greece march the first and athletes from other countries march after them around the stadium in the parade of Nations. Then, looking at the Olympic Flag, the athletes take the Olympic Oath:

*We swear that we will take part in these Olympic Games in the true spirit of sportsmanship, and that we will respect the rules that govern them, for the glory of sport and the honor of our country.*

The Olympic Flame is lit with a torch that is brought by a relay of athletes from the ruins of ancient Olympia in Greece. When the Games are finished, the flag is lowered and the flame extinguished.

Words:

**Olympic Games** [ə'limpɪk] — Олимпийские игры  
**were held (took place)** — проводились  
**ancient** ['eɪnʃənt] — древний, античный  
**religious festival** [rɪ'lɪdʒəs] — религиозный праздник  
**to abolish** [ə'bolɪʃ] — отменять  
**B.C. (before Christ)** — до нашей эры



**A.D. (anno Domini)** — нашей эры  
**athlete** [ˈæθlɪt] — спортсмен; легкоатлет  
**race** — состязание в беге  
**to throw** (threw, thrown) — бросать, кидать, метать  
**to throw the discus** — метать диск  
**javelin** [ˈdʒævɪn] — метательное копье  
**broad jump** — прыжок в длину  
**wrestling** [ˈreslɪŋ] — борьба  
**to revive** [rɪˈvaɪv] — возрождать  
**to compete** [kəmˈpi:t] — состязаться, соперничать  
**to represent** [ˌrepɪˈzent] — представлять  
**to set the program** — устанавливать программу  
**opening ceremony** [ˈserɪməni] — церемония открытия  
**host country** [ˈhəʊst] — страна — устроительница игр  
**oath** [əuθ] — клятва  
**to swear** [swɛə] — клясться; присягать  
**sportsmanship** — спортивное мастерство, честность  
**to respect the rules** — уважать правила  
**to govern** [ˈgʌv(ə)n] — править, управлять  
**glory** — слава  
**honor** [ˈɒnə] — слава  
**Olympic Flame** — олимпийский огонь  
**relay of athletes** — эстафета легкоатлетов  
**torch** — факел  
**to extinguish** [ɪksˈtɪŋɡwɪʃ] — тушить

**Questions:**

1. When did the first Olympic Games take place?
2. How often did the Olympic Games take place in the ancient times?
3. What were the first competitions?
4. Who abolished the Olympic Games?
5. Where and when were the first modern Olympic Games held?
6. Who organises the Olympic Games now?
7. Who usually opens the games?
8. Athletes of which country march the first around the stadium in the parade of Nations?
9. Who lights the Olympic Flame?

## ГРАММАТИКА

## Глагол to be

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
<b>Настоящее время (Present Indefinite)</b>			
Ед.	I am.	Am I?	I am not.
	You are.	Are you?	You are not.
	He (she, it) is.	Is he (she, it)?	He (she, it) is not.
Мн.	We (you, they) are.	Are we (you, they)?	We (you, they) are not.
<b>Прошедшее время (Past Indefinite)</b>			
Ед.	I (he, she, it) was.	Was I (he, she, it)?	I (he, she, it) was not.
	You were.	Were you?	You were not.
Мн.	We (you, they) were.	Were we (you, they)?	We (you, they) were not.
<b>Будущее время (Future Indefinite)</b>			
Ед.	I shall be.	Shall I be?	I shall not be.
	You (he, she, it) will be.	Will you (he, she, it) be?	You (he, she, it) will not be.
Мн.	We shall be.	Shall we be?	We shall not be.
	You (they) will be.	Will you (they) be?	You (they) will not be.

## Глагол to have

Лицо	Утверждение	Отрицание	Вопрос
<b>Единственное число</b>			
1-е	I have	I have no...	have I?
2-е	you have	you have no...	have you?
3-е	he/she/it has	he/she/it has no...	has he/she/it?
<b>Множественное число</b>			
1-е	we have	we have no...	have we?
2-е	you have	you have no...	have you?
3-е	they have	they have no...	have they?

Глагол **to have** означает «иметь», «обладать» и переводится на русский язык «у меня (тебя и т. д.) есть».

Вопросительная форма образуется постановкой глагола-сказуемого перед подлежащим.

В отрицательных предложениях ставится отрицательное местоимение **no**: *I have **no** watch. He has **no** books.*

В кратких отрицательных ответах после глагола следует отрицание **not**: *I have **not** или (в разговорной речи) I haven't, he has **not** или he hasn't.*

**Задание 3.1.** Вставьте нужную форму глагола **to be**.

1. He ... born in 1985. 2. We ... students now. 3. We ... good friends in our class. 4. It ... an interesting book. 5. Who ... absent today? 6. He ... a student. 7. What ... he? 8. ... he a doctor? 9. These ... my pencils. 10. Where ... this book? It ... on the table. 11. What ... their names? 12. Mary ... a girl. 13. Who ... he? 14. What ... you? 15. This man ... in the room. 16. How ... she? 17. How ... you? I ... fine. 18. How ... your friend? 19. ... he your son? 20. Tomorrow we ... at home. 21. ... you a sportsman? 22. There ... no book on the table. 23. It ... my parents' car. 24. There ... 25. pupils in our class now.

**Задание 3.2.** Вставьте нужную форму глагола **to be**.

1. Mathematics ... very difficult.
2. Our football team ... winners.
3. There ... many birds in the tree.
4. The dishes ... on the table.
5. My teeth ... white.
6. How many boys and girls ... there in your class?
7. ... my shirts washed yet?
8. Not many cities ... as big as Moscow.
9. There ..., many problem in this exercises.
10. There ... six libraries in our school.

### НЕОПРЕДЕЛЕННЫЕ МЕСТОИМЕНИЯ **SOME, ANY**, ОТРИЦАТЕЛЬНОЕ МЕСТОИМЕНИЕ **NO** И ИХ ПРОИЗВОДНЫЕ

Употребление неопределенных местоимений **some** (какой-нибудь, какой-то, некий, некоторый) и **any** (какой-нибудь, всякий, любой), а также их производных определяется типом предложения.

В утвердительном предложении употребляются, как правило, местоимение **some** и его производные:

*Give me **something** to read, please.* — Дайте мне что-нибудь почитать, пожалуйста.

*I met him **somewhere** before.* — Я встречал его где-то раньше.

В вопросительных и отрицательных предложениях обычно используются местоимение **any** и его производные:

*Have you seen him **anywhere**?* — Вы видели его где-нибудь?

*Is there **anything** I can do for you?* — Могу ли я что-нибудь для вас сделать?

В отрицательных предложениях используется либо местоимение **any** и его производные, либо отрицательное местоимение **no**:

*I cannot find this book **anywhere**.* — Я не могу нигде найти эту книгу.

*There is **nobody** in that room.* — В той комнате никого нет.

*There isn't **anybody** in that room.* — В той комнате никого нет.

Различия между местоимениями **any** и **some** — в степени неопределенности, поэтому иногда местоимение **any** можно встретить и в утвердительных предложениях:

*You can find this book **anywhere**.* — Эту книгу вы можете найти где угодно.

NO/NONE	SOME	ANY	EVERY
no one	someone	anyone	everyone
nobody	somebody	anybody	everybody
nothing	something	anything	everything
nowhere	somewhere	anywhere	everywhere
nowhere	someplace	anyplace	every place

**Задание 3.3.** Вставьте **somebody**, **anybody**, **nobody** или **everybody**.

1. The question is so difficult that ... can answer it. 2. ... left his bag in our classroom yesterday. 3. Has ... in this group got a dictionary? 4. It is too late. I think there is ... in the office now. 5. ... knows that plants like water. 6. Is there ... here who knows English? 7. You must find ... who can help you. 8. ... knew anything about our home task. 9. The question is very easy. ... can answer this question. 10. There is ... in the next room. I don't know him. 11. Please, tell us the story. ... knows it. 12. Is there ... you want to tell me? 13. Has ... here got a red pencil?

**Задание 3.4.** Сделайте предложения отрицательными.

1. There is some milk on the floor.
2. There is some water in the refrigerator.
3. Someone is at the door.
4. Everyone is tired after the trip.

**Задание 3.5.** Сделайте предложения утвердительными.

1. There isn't anything good on TV tonight.
2. No one is at home.
3. There aren't any books on the shelf.

**Задание 3.6.** Ответьте на следующие вопросы утвердительно или отрицательно.

1. Are there any boys in your math class?
2. Is anyone ready for the test?
3. Are any of you Russians?
4. Are there any good book stores in your town?
5. Is anything better than chocolate ice cream?

**Задание 3.7.** Задайте вопросы, на которые следующие предложения могут быть ответами.

1. Nobody is at the school today; it's Sunday.
2. Yes, someone is in the kitchen with Jenny.

**Задание 3.8.** Заполните пропуски местоимениями *any, some, no* или *none*.

*Образец:*

Are there ... books on the shelf? No, there aren't ...

Are there any books on the shelf? No, there aren't any.

1. Do ... foreigners work in your company? Yes, there are ...
2. She hasn't ... clothes to wear to the party. No problem, I can give her ...
3. Mary, there is ... sugar in the sugar bowl. We had better get ...
4. Are there ... good movies this weekend? No, there are ...
5. I want to take a shower; is there ... hot water? I'm sorry, there is ...

hot water.

### **Оборот there is / there are**

Оборот *there is / there are* служит для выражения наличия (отсутствия) какого-либо предмета в определенном месте или в определенное время. Перевод предложения с таким оборотом нужно начинать с обстоятельства места (т. е. с конца предложения), а если его нет, то со сказуемого.

Present Indefinite	
Ед. число	Мн. число
<i>There is a picture on the wall.</i> На стене картина.	<i>There are pictures on the wall.</i> На стене картины.
<i>Is there a picture on the wall?</i> На стене есть картина?	<i>Are there pictures on the wall?</i> На стене есть картины?
Past Indefinite	
Ед. число	Мн. число
<i>There was a picture on the wall.</i> На стене была картина.	<i>There were pictures on the wall.</i> На стене были картины.
<i>Was there a picture on the wall?</i> На стене была картина?	<i>Were there pictures on the wall?</i> На стене были картины?
Future Indefinite	
Ед. число	Мн. число
<i>There will be a picture on the wall.</i> На стене будет картина.	<i>There will be pictures on the wall.</i> На стене будут картины.
<i>Will there be pictures on the wall?</i> На стене будет картина?	<i>Will there be pictures on the wall?</i> На стене будут картины?

Выбор формы глагола **to be** зависит от числа существительного, следующего сразу за ним:

*There is a chair and two armchairs in the room,*

*There are two armchairs and a chair in the room.*

Вопросительные предложения с оборотом **there is / there are** строятся следующим образом.

Общий вопрос: *Is there anything in the bag? Will there be lessons tomorrow?*

Специальный вопрос: *What is there in the bag?*

Разделительный вопрос: *There are some pupils in the classroom, aren't there?*

**Задание 3.9.** Вставьте глагол **to be** в нужной форме.

1. There ... a telegram on the table. 2. ... there any telegrams from Moscow? Yes, there ... some. 3. ... there ... a flight for Moscow tomorrow? Yes, there ... 4. There ... much snow last winter. 5. There ... a lot of stars and planets in space. 6. ... there ... a lift in your future house? Yes, there ... 7. Some years ago there ... many old houses in our street. 8. ... there any

lectures yesterday? No, there ... 9. ... there a lamp over the table? Yes, there ... 10. ... there any interesting stories in this book? 11. ... there a test last lesson? No, there ... 12. Soon there ... a new film on.

**Задание 3.10.** Поставьте вопросы к следующим предложениям.

1. There are some new books in our library. 2. There is no book on the table. 3. There were many old houses in our street. 4. There are 4 seasons in a year. 5. There will be a conference next week. 6. There are many large cities in our country. 7. There was nobody in the room. 8. There are 7 days in a week. 9. There is something on the shelf. 10. There are many places of interest in London. 11. There are many beautiful flowers in our garden. 12. There was much work last week.

**Задание 3.11.** Напишите следующие предложения в прошедшем и будущем времени.

1. There is much snow in winter. 2. There are 5 theatres in our city. 3. There is no lift in our house. 4. There are many new books in our library. 5. There is little milk in the bottle. 6. There are 3 rooms in our flat. 7. There is a map on the wall.

**Задание 3.12.** Переведите на английский язык, употребляя неопределенные (или отрицательные) местоимения и их производные.

1. На стене есть какие-нибудь картины? — Да, там есть несколько. 2. В саду никого нет. 3. В нашей комнате есть кто-нибудь? 4. В классе есть кто-то. 5. В саду есть кто-нибудь? — Там никого нет. 6. На столе есть что-нибудь? — Нет, там ничего нет. 7. В сумке что-то есть. 8. В этой книге есть что-нибудь интересное? 9. Есть кто-нибудь здесь? 10. В комнате есть кто-нибудь? — Нет, там никого нет. 11. В нашей библиотеке есть какие-то книги на английском языке. 12. В вашей библиотеке есть какие-нибудь книги на английском языке? 13. Мой друг не хочет мне ничего сказать. 14. Возьмите что-нибудь почитать для меня в библиотеке.

### ИНТЕРНАЦИОНАЛИЗМЫ

В английском языке, как и в других языках, есть довольно большое количество слов, которые имеют в основном латинские и греческие корни и понятны без перевода. Например: *radio, telephone, computer* и т. д. Такие слова называются интернационализмами. Они часто используются как термины, т. е. слова, обозначающие определен-

ные понятия в науке, технике, искусстве. Сами названия наук также являются интернационализмами. Например: *Physics, Mathematics, Biology* и т. д. Знание интернационализмов облегчает чтение, понимание и перевод научных и технических текстов. Однако не все интернационализмы имеют одинаковое значение в английском и в русском языках. Например:

*cabinet* — шкафчик, корпус прибора (и кабинет)

*accurate* — точный

*fabric* — ткань, а не фабрика

*mixture* — смесь (*мед.* микстура) и т. д.

Задание 3.13. Прочитайте следующие слова, пользуясь знаками транскрипции, и найдите их русские эквиваленты.

coffee [ˈkɒfi]

visit [ˈvɪzɪt]

comedy [ˈkɒmədi]

park [ˈpɑːk]

experiment [ɪksˈperɪmənt]

student [ˈstjuːdənt]

music [ˈmjuːzɪk]

sport [spɔːt]

academy [əˈkædəmi]

engineer [ˌendʒɪˈniə]

profession [prəˈfeʃn]

cafe [ˈkæfe]

diploma [dɪˈpləʊmə]

problem [ˈprɒbləm]

information [ˌɪnfəˈmeɪʃn]

planet [ˈplænet]

official [əˈfɪʃl]

colony [ˈkɒləni]

technology [tekˈnɒlədʒi]

organisation [ˌɔːɡənəˈzeɪʃn]

literature [ˈlɪtərətʃə]

tourism [ˈtuərɪzəm]

process [ˈprəʊses]

specialist [ˈspeʃəlɪst]

culture [ˈkʌltʃə]

gymnasium [dʒɪmˈneɪzɪəm]

technical [ˈteknɪkəl]

professional [prəˈfeʃənəl]

system [ˈsɪstəm]

technician [tekˈniʃən]

programme [ˈprəʊɡræm]

million [ˈmɪljən]

equivalent [ɪˈkwɪvələnt]

stipend [ˈstaɪpend]

dissertation [ˌdɪsəˈteɪʃn]

discipline [ˈdɪsɪplɪn]



## Урок 4

**Тема урока:** Travelling. Shopping.

**Грамматика:** Прилагательные. Наречия. Степени сравнения прилагательных и наречий.

Многозначность слов. Синонимы. Антонимы.

### TEXT 1 Travelling

Modern life is impossible without travelling. Almost all people are fond of travelling. Thousands of people travel every day either on business or for pleasure. It is very interesting to see new places, other towns and countries.

There are various means of travelling. People can travel by air, by train, by sea or by road. Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive, too.

Travelling by train is slower than by plane, but it has its advantages. With a train you have speed, comfort and pleasure combined. You can see much more interesting places of the country you are travelling through. Modern trains have comfortable seats. There are also sleeping cars and dining cars that make even the longest journey enjoyable.

Speed, comfort, and safety are the main advantages of trains and planes. That is why many people prefer them for business trips to all other means of travelling.

Travelling by sea or sea voyages are popular mostly as pleasure journeys. Large ships can visit foreign countries and different places of interest.

Many people like to travel by car. It is interesting too, because you can see many places in a short time, you can stop anywhere you wish and spend as much time as you like at any place.

Nowadays a very popular method of travelling is hiking. It is travelling on foot. Walking tours are very interesting.

#### Words:

**advantage** [əd'vɑ:ntɪdʒ] — преимущество

**business trip** — деловая поездка, командировка

**means** — средство; способ

**expensive** — дорогой (о стоимости)

**plane (airplane)** — самолет

**journey** ['dʒə:ni] путешествие, поездка (по суше)

**sleeping car** — спальный вагон

**dining car** — вагон-ресторан

**sea voyage** ['vɔɪdʒ] морское путешествие

**nowadays** — в наши дни

**hiking** — пеший туризм

**walking tour** ['tuə] — пешая экскурсия

Questions:

1. Why do people travel?
2. What are the means of travelling?
3. What are the advantages of travelling by plane?
4. What are the advantages and disadvantages of travelling by car, train and ship?
5. Why do many people prefer to travel by car?
6. How do you prefer to travel and why? Tell about your last travelling.

## TEXT 2 Shopping

People do shopping almost every day. When people want to buy something, they go to shops where various goods are sold. Through the shop-window we can see what is sold in this or that shop. Big supermarkets are self-service shops. Customers can buy all the necessary foodstuffs there: bread, milk, meat, fish, grocery, sausages, sweets, vegetables and fruit. When customers come into the shop, they take a food basket and choose the products they want to buy. When they put everything they want into the basket they come up to the cashier's desk. There is a computer with a laser scanner that reads and sums up the prices on packed goods at the cashier's desk. The saleswoman tells how much to pay. The customers pay the money and leave the shop.

At the grocer's you can buy sugar, tea, coffee, salt, pepper, ham, bacon, sausages, frankfurters and so on. Bread is sold at the baker's, meat at the butcher's. We go to the greengrocer's for vegetables and fruit. Cakes and sweets are sold at the confectioner's. When we want to buy clothes, we go to men's and ladies clothes shop. We buy boots and shoes at the footwear shop. We buy jewelry at the jeweler's. We buy books at the book-seller's.

Some shops may have many departments. These shops are called department stores or supermarkets. Supermarkets are self-service stores with departments for different food products. Supermarkets sell thousands of food products: meat, fresh fruits and vegetables, dairy products, canned groceries, bakery items, delicatessen items, and frozen foods. Some supermarkets also have seafood and alcohol. The supermarkets are located in shopping centres or malls and along main roads. Supermarkets are popular because they save time, have low prices and variety of products in one place. There you can buy almost everything you need. These shops are called self-service shops because there are no salespersons there but only cashiers at the cash desks. The customers choose the goods they want to buy and pay for them at the cash desk.

**Words:**

**cannot do without** — не могут без

**to buy** [baɪ] — купить, покупать

**various** [ˈveəriəs] — различный

**goods** — товары

**the grocer's** — бакалея

**the baker's** — булочная

**the butcher's** — мясной магазин

**the greengrocer's** — овощной и фруктовый магазин

**the confectioner's** — кондитерский магазин

**footwear shop** — обувной магазин

**the jeweler's** — ювелирный магазин

**cashier** [kæʃɪə] — кассир

**bookseller's** — книжный магазин

**salesgirl** [ˈseɪlsgɜːl] — продавщица

**saleswoman** — продавщица

**salesman** = shop assistant — продавец

**to weigh** [wei] — взвешивать

**scales** [skeɪlz] — весы

**self-service** [ˌselfˈsɜːvɪs] — самообслуживание

**mall** [mɒl] *ам.* — торговый центр

**department store** — универсальный магазин

**canned** — консервированный

**supermarket** — супермаркет, универсам

**sugar** [ˈʃʊɡə] — сахар

- coffee ['kɒfi] — кофе  
frankfurter ['fræŋkfɜ:tə] — сосиска  
ham [hæm] — ветчина  
sausage ['sɔ:sɪdʒ] — колбаса  
meat ['mi:t] — мясо  
dairy ['deəri] — молочные продукты  
bakery items ['a:təməz] — хлебные изделия, выпечка

**Questions:**

1. Do shops play an important role in our life?
2. Where do people go when they want to buy something?
3. What can see through the shop-window?
4. What can we buy at the grocer's?
5. What can we buy at the baker's?
6. What can we buy at the greengrocer's?
7. What can we buy at the butcher's?
8. What can we buy at the confectioner's?
9. What can we buy at the footwear shop?
10. What can we buy at the bookseller's?
11. Where do the customers pay for the goods at the self-service shops?
12. What is a supermarket?

**TEXT 3**  
**Shopping in London**



Tower Bridge

Probably every visitor is going to do shopping in London.

You can see the most fashionable goods from all over the world in stores on Knightsbridge and Brompton Cross (intersection of Fulham Rd and Brompton Rd), Bond Street and Sloane Street.

You can buy nice clothes at reasonable prices on Oxford Street and on King Road.

The department stores that are most popular are: Harrods, Harley Nichols, Selfridge, Fortnum & Mason, Marks & Spencer.

You might want to visit some of the following Flea markets: Portobello Road market, Petticoat Lane Market, New Caledonian market, and Camden Market. Shopping in London is very interesting, especially for tourists from other countries.

**Words:**

**fashionable** — модный, стильный

**intersection** — пересечение

**Rd** сокр. от **road** — дорога

**reasonable prices** — приемлемые цены

**following** — следующий

**Flea market** — «блошинный рынок», барахолка

**especially** [is'peʃəli] — особенно

**Questions:**

What are the most popular department stores in London?

Where you can buy nice clothes if you're in London?

**Задание 4.1. Прочитайте и переведите диалог.**

**At the Greengrocer's**

**Salesman:** Morning Harry, how's it going?

**Harry:** Things are going fine Bob, how's business?

**Salesman:** Oh, the usual. So what'll it be for today? There's some fine eggplant, and there's some great zucchini.

**Harry:** What's that?

**Salesman:** What ... this? This here is a tomato, Harry.

**Harry:** No, not that! That yellow thing, there.

**Salesman:** Oh this, these are yellow peppers. They are sweet. They're good in salad.

**Harry:** I'll take three.

**Salesman:** Okay, do you want this big one?

**Harry:** Yes, I want the three biggest ones.

**Salesman:** Okay, here you are.

**Harry:** Thanks.

**Salesman:** That's two twenty.

**Harry:** Two twenty for three peppers!

**Salesman:** That's the price.

**Harry:** Okay, but it's expensive. Here's the money.

**Salesman:** Thanks. Prices are high for me too. Here's your change.  
See you later.

**Harry:** Good-bye.

**Words:**

**eggplant** — баклажан

**zucchini** [zu'kɪni] — кабачок цуккини

**here you are** — вот, пожалуйста

**change** — сдача

#### TEXT 4

#### Transportation in London



London double-decker

First of all you have to remember that they drive on the left side of the road in England. It may take some time to get used to it.

You can take one of London's tourist Double-Deckers and start getting acquainted with London that way. The owner of those buses is Big Bus Company, and the cost is 12 pounds (6 — for a child). You pay once, and you can ride any of their buses all day long.

You could also take a tourist boat catamaran (Catamaran Cruises) down the Thames, e.g. a 4-hour tour is 6.5 pounds (4.5 — for a child), and you can admire the beautiful sights of London from a boat.

You can also buy a travel card to go on excursions in London for a day or a week. There are weekend travel cards and Family travel cards.

**Words:**

**to get used** (*to smth.*) — привыкнуть к чему-л.

**to get acquainted** (*with smth.*) — познакомиться, ознакомиться с чем-л.

**all day long** — целый день

**boat** [bəʊt] — лодка, корабль

**cruise** [kru:z] — круиз

Задание 4.2. Прочитайте и переведите диалог.

**Reserving a Room at the Hotel**

**Hotel Clerk:** Hello, Sunrise Inn. May I help you?

**Mr. Jones:** Yes, I'd like to reserve a room for two on the 3<sup>rd</sup> of May.

**Hotel Clerk:** Oh, yes. We have one suite available.

**Mr. Jones:** How much is that?

**Hotel Clerk:** It's \$200.

**Mr. Jones:** That's a little too expensive for me. Do you have a cheaper room available either on the 2<sup>nd</sup> or 3<sup>rd</sup>?

**Hotel Clerk:** I'm afraid we're full on the 2<sup>nd</sup> but we do have a few rooms on the 3<sup>rd</sup>. All rooms are with air-conditioning, a colour TV and telephone.

**Mr. Jones:** Well, how much is that?

**Hotel Clerk:** \$ 80.

**Mr. Jones:** O.K. That'll be fine.

**Hotel Clerk:** How long are you going to stay?

**Mr. Jones:** Ten days.

**Hotel Clerk:** So you're leaving on the 13<sup>th</sup> of May? I hope you'll enjoy the place. Could you tell me your name, please?

**Mr. Jones:** Yes, Mike Jones.

**Hotel Clerk:** Excuse me, how do you spell your last name, Mr. Jones?

**Mr. Jones:** J-O-N-E-S.

**Hotel Clerk:** O.K., Mr. Jones, we look forward to seeing you on May the 3<sup>rd</sup> and thank you.

**Mr. Jones:** O.K. and good-bye.

Задание 4.3. Заполните пропуски подходящими по смыслу словами **one — ones — they — those — these — there**, переведите диалог на русский язык.

**At the Fruit Vendor's**

**Harry:** How much are the bananas?

**Salesman:** These big ones, or these little \_\_\_\_\_?

**Harry:** The big greenish \_\_\_\_\_.

**Salesman:** \_\_\_\_\_ are two dollars a pound.

**Harry:** I'd like two pounds, please. And what are \_\_\_\_\_?

**Salesman:** These are fresh imported Italian figs.

Harry: Are \_\_\_\_\_ good?

Salesman: \_\_\_\_\_ are fantastic! Try one.

Harry: Yes, \_\_\_\_\_ are good. I'd like a pound please. Are \_\_\_\_\_ local grapes or imported grapes?

Salesman: They are local grapes. \_\_\_\_\_ are very good too.

Harry: What are those green things \_\_\_\_\_?

Salesman: \_\_\_\_\_ here are watermelons.

Harry: I'd like \_\_\_\_\_ please.

Salesman: Which \_\_\_\_\_? This \_\_\_\_\_ or that \_\_\_\_\_?

Harry: The small \_\_\_\_\_ there.

Salesman: Here you are.

Harry: Thank you.

### ГРАММАТИКА

#### СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ И НАРЕЧИЙ

##### Прилагательные *big/small*



The first bag.

This bag is small. This bag is the smallest bag.



The second bag.

This bag is bigger than the first bag, but smaller than the third bag.



The third bag.

This bag is the biggest bag.



Наречия *fast/slow*

Cheetahs run **fast**.



Hedgehogs walk **slowly**.



Snails crawl **slowly**.

## Сравнительная степень

*Cheetahs run **faster than** hedgehogs.*

*Hedgehogs walk **more slowly than** cheetahs.*

*Snails crawl **more slowly than** hedgehogs.*

## Превосходная степень

*Cheetahs move **the fastest**.*

*Snails move **the slowest**.*

## ОБРАЗОВАНИЕ СРАВНИТЕЛЬНОЙ И ПРЕВОСХОДНОЙ СТЕПЕНИ ПРИЛАГАТЕЛЬНЫХ

		Сравнительная	Превосходная
Односложные прилагательные; (добавляется -er)	long	longer than	the longest
	nice	nicer than	the nicest
	hot	hotter than	the hottest
Два или более слога; (добавляется more — более или less — менее)	famous	more famous than	the most famous
	interesting	less interesting than	the most interesting
	practical	more practical than	the most practical

Окончание

		Сравнительная	Превосходная
Двусложные на -у: (-у меняется на -ier и -est)	funny	funnier than	the funniest
	easy	easier than	the easiest
	happy	happier than	the happiest
Исключения:	good	better than	the best
	bad	worse than	the worst
	much/many	more than	the most
	little	less than	the least
	far	farther/further than	the farthest/furthest

**Примечание:**

Прилагательные, оканчивающиеся на согласную, удваивают ее: big — bigger — the biggest.

Прилагательные в сравнительной степени используются для сравнения предметов или людей друг с другом. Прилагательные в превосходной степени используются для сравнения одного члена группы со всей группой.

Например: *The Amazon river is longer than the Mississippi.* — Амазонка длиннее, чем Миссисипи.

*The Nile is the longest river in the world.* — Нил — самая длинная река в мире.

Существительное, определяемое прилагательным в превосходной степени, всегда имеет определенный артикль **the**.

В предложениях со степенями сравнения прилагательных и наречий используются следующие союзы и способы выражения сравнения:

*as ... as*

такой же ... как

*not so ... as*

не такой ... как

*not such (a) ... as*

не такой ... как

*twice as much as*

в два раза больше

*three times as long as*

в три раза длиннее, чем

*three times as high as*

в три раза выше, чем

*ten times as much as*

в десять раз больше

*half as much/many*

вдвое меньше

<i>half the size/the weight</i>	в два раза меньше по размеру/по весу
<i>half the length</i>	в два раза меньше по длине
<i>much better/worse</i>	намного лучше/хуже
<i>much more/less</i>	гораздо больше/меньше
<i>the ... the</i>	чем ... тем

**Задание 4.4.** Образуйте сравнительную и превосходную степень от следующих прилагательных и наречий.

1. Large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far.
2. Wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly.

**Задание 4.5.** Переведите предложения на русский язык.

1. This book is not so interesting as that one.
2. The Baltic Sea is not so warm as the Black Sea.
3. The more you read, the more you know.
4. My brother is not as tall as you are.
5. The earlier you get up, the more you can do.
6. Today the wind is as strong as it was yesterday.
7. Your room is as light as mine.
8. John knows Russian as well as English.
9. Mary is not so lazy as her brother.
10. The longer the night is, the shorter the day.

**Задание 4.6.** Раскройте скобки, употребив нужную степень сравнения прилагательного/наречия.

1. Winter is (cold) season of the year.
2. Moscow is (large) than St. Petersburg.
3. Which is (long) day of the year?
4. The Alps are (high) mountains in Europe.
5. Even (long) day has an end.
6. It is one of (important) questions of our conference.
7. Your English is (good) now.
8. Who knows him (well) than you?
9. We have (little) interest in this work than you.
10. Health is (good) than wealth.
11. He worked (well) of all.
12. Today he worked (slowly) than usually.

**Задание 4.7.** Поставьте прилагательные в скобках в нужную форму.

1. Winter is (cold) season.
2. Moscow is (old) than St. Petersburg.
3. What is (short) month in the year?
4. It was (bad) mistake I've ever made.
5. In summer the days are (long) than in winter.

6. It is (cold) today than it was yesterday.
7. The Russian grammar is (difficult) than the English one.
8. It was (good) film I've ever seen.
9. Steel is (strong) than wood.
10. Your house is not so (new) as mine.

### СИНОНИМЫ И АНТОНИМЫ

Синонимами называются слова, имеющие одинаковое или близкое значение. Например: **road, way** — путь, дорога. Антонимами называются слова, имеющие противоположное значение.

Прилагательное	Антоним
<b>alive</b> — живой	<b>dead</b> — мертвый
<b>ancient</b> — древний	<b>modern</b> — современный
<b>bad</b> — плохой	<b>good</b> — хороший
<b>beautiful</b> — красивый	<b>ugly</b> — уродливый
<b>big</b> — большой	<b>small</b> — маленький
<b>bright</b> — яркий	<b>dark</b> — темный
<b>broad</b> — широкий	<b>narrow</b> — узкий
<b>clean</b> — чистый	<b>dirty</b> — грязный
<b>clever</b> — умный	<b>stupid</b> — глупый
<b>closed</b> — закрытый	<b>open</b> — открытый
<b>cold</b> — холодный	<b>hot</b> — горячий
<b>cool</b> — прохладный	<b>warm</b> — теплый
<b>kind</b> — добрый	<b>cruel</b> — жестокий
<b>deep</b> — глубокий	<b>shallow</b> — мелкий
<b>difficult</b> — трудный	<b>easy</b> — легкий
<b>dry</b> — сухой	<b>wet</b> — мокрый
<b>early</b> — ранний	<b>late</b> — поздний
<b>fast</b> — быстрый	<b>slow</b> — медленный
<b>happy</b> — счастливый	<b>sad</b> — печальный
<b>hard</b> — твердый	<b>soft</b> — мягкий
<b>heavy</b> — тяжелый	<b>light</b> — легкий
<b>high</b> — высокий	<b>low</b> — низкий
<b>left</b> — правый	<b>right</b> — левый
<b>long</b> — длинный	<b>short</b> — короткий
<b>narrow</b> — узкий	<b>wide</b> — широкий

Прилагательное	Антоним
<b>old</b> (люди) — пожилой	<b>young</b> — молодой
<b>old</b> (предметы) — старый	<b>new</b> — новый
<b>poor</b> — бедный	<b>rich</b> — богатый
<b>quiet</b> — тихий	<b>noisy</b> — шумный
<b>short</b> (предметы) — короткий	<b>long</b> — длинный
<b>short</b> (люди) — невысокий	<b>tall</b> — высокий
<b>strong</b> — сильный	<b>weak</b> — слабый
<b>thin</b> (люди) — худой	<b>fat</b> — толстый
<b>thin</b> (предметы) — тонкий	<b>thick</b> — толстый

### НАРЕЧИЯ

Наречия показывают, *как* происходит действие. Большинство наречий образуются от прилагательных путем добавления окончания **-ly**:

**slow** медленный — **slowly** медленно

**quick** быстрый — **quickly** быстро.

Если прилагательные оканчиваются на **-y**, **-e**, **-ic**, то наречия образуются следующим образом:

**happy** счастливый — **happily** счастливо

**humble** скромный — **humbly** скромно

**historic** исторический — **historically** исторически.

*Исключения:*

**good** хороший — **well** хорошо

**hard** трудный — **hard** трудно

**fast** быстрый — **fast** быстро.

**Примечание.**

Следующие слова хотя и оканчиваются на **-ly**, являются не наречиями, а прилагательными: **friendly** дружелюбный, **early** ранний, **lively** живой, **lonely** одинокий, **lovely** прекрасный, **silly** глупый, **ugly** уродливый.

**Задание 4.8.** Найдите пары антонимов.

- |              |              |
|--------------|--------------|
| 1. absent    | A. closed    |
| 2. cheap     | B. cold      |
| 3. deep      | C. dull      |
| 4. difficult | D. easy      |
| 5. high      | E. expensive |

- |                |            |
|----------------|------------|
| 6. hot         | F. far     |
| 7. interesting | G. huge    |
| 8. long        | H. last    |
| 9. near        | I. low     |
| 10. next       | J. narrow  |
| 11. open       | K. old     |
| 12. rich       | L. poor    |
| 13. small      | M. present |
| 14. wide       | N. shallow |
| 15. young      | O. short   |

## Урок 5

**Тема урока:** Holidays in the US. The English language in the world.

**Грамматика:** Типы вопросительных предложений и порядок слов в них. Безличные предложения.

### TEXT 1

#### Holidays in the US

Federal holiday in the US is a day when workers have a paid day-off from their jobs. There are some holidays that are not federal holidays but are very popular holidays to celebrate.

#### January

The first day of January is New Year's Day. People in the US sometimes spend this day watching college football games and parades.

On the third Monday in January, Americans celebrate Martin Luther King's birthday. Martin Luther King taught people to use peaceful demonstrations to change laws, instead of violence. Many laws were changed because of his work.

#### February

February 14th is Saint Valentine's Day. In the US today people send cards called valentines, flowers, chocolates or small gifts to their friends.

Presidents' Day (birthdays of George Washington and Abraham Lincoln) is celebrated on the 3rd Monday of February. Americans call George Washington "the father of the country". He was elected the first president. Abraham Lincoln was the 16th president. Lincoln gave Negro slaves freedom with the Emancipation Proclamation.

#### March

March 17th is St. Patrick's Day. This holiday comes from Ireland because St. Patrick was the Irish saint. Many people celebrate this holiday by wearing green clothes in honor of St. Patrick. Some people even drink green beer!

#### April

Easter is a Christian holiday that is celebrated on a Sunday between March 22nd and April 25th. Christians celebrate the resurrection of Jesus Christ. In the US, people attend religious services and family picnics.

### **May**

Mother's Day on the second Sunday in May is a holiday to remember mothers with cards, flowers and presents.

### **June**

Flag Day on June 14th is the anniversary of the adoption of the American flag in 1777.

The third Sunday in June is Father's Day in the United States. This is a day when people remember their fathers with presents and cards.

### **July**

The Fourth of July is a very important holiday in the US. Americans celebrate the independence of the thirteen American colonies from Great Britain and signing of the Declaration of Independence on July 4, 1776. This holiday is the "birthday of the United States of America".

Americans celebrate this day with fireworks and parades.

### **August**

In August there are no holidays to celebrate. Many families go on vacation or have picnics or go to the beach.

### **September**

Labor Day, celebrated on the first Monday in September honors all working people in the US and Canada.

### **October**

The 2nd Monday of October is Columbus Day, celebrating the historic trip of Christopher Columbus to the Americas in 1492. Columbus was Italian and this holiday is especially important to Italian-Americans.

October 31st is Halloween. Children in costumes go from house to house saying "trick or treat". The treat is usually a candy and tricks are rarely done. A symbol of Halloween is the jack-o-lantern, which is made of a pumpkin.

### **November**

Thanksgiving Day is the 4th Thursday in November. On this day Americans remember how the Indians helped the Pilgrims by teaching them how to farm and hunt. On this day, they give thanks for their food, their country, and their families.

### **December**

December 25th is Christmas. Many people decorate their houses with Christmas trees and lights and give presents to each other. Children hang stockings for Santa Claus to fill with gifts.

As you can see the US is a country of many holidays!



## Words:

**paid day-off** — оплаченный выходной

**to celebrate** — праздновать

**instead** [ɪn'sted] — вместо

**violence** ['vaɪələns] — насилие

**Saint Valentine's Day** — день св. Валентина

**to elect** [ɪ'lekt] — избирать

**slaves** — рабы

**Emancipation Proclamation** — Декларация освобождения от рабства

**Easter** ['i:stə] — Пасха

**Christian** ['krɪstjən] — христианский

**Resurrection** [ˌrezə'rekʃən] — воскресение (из мертвых)

**Declaration of Independence** — Декларация независимости США

**fireworks** — фейерверк

**parade** [pə'reɪd] — парад

**to honor** — почитать, чтить

**trick or treat** — злая шутка или угощение

**jack-o-lantern** — фонарик из тыквы

**pumpkin** ['rʌmpkɪn] — тыква

**Thanksgiving Day** — День благодарения

**Pilgrims** — английские колонисты, поселившиеся в Америке в 1620 г.

**to hunt** — охотиться

**Christmas** ['krɪsməs] — Рождество

**stockings** — чулки

**Santa Claus** [ˌsæntə'klaʊz] — Санта Клаус, Дед Мороз

**gift** — подарок

## Questions:

1. What are the famous persons whose birthdays are celebrated in the U.S. Tell what they are famous for.
2. What are holidays in our country that are not celebrated in the U.S.
3. What do all the holidays in December have in common in different countries?
4. Tell about holidays that we celebrate in Russia.
5. What is your favourite holiday in Russia?

**TEXT 2****How Many People in the World Speak English?**

English is one of the most widely used languages in the world. Over 337 million people speak English as their first language, and about 350 million people speak it as a second language. America has the largest number of English speakers — over 226 million speak the language as a mother tongue. India was a British colony for a long time. Now English is the second official language in India. About 3,000 newspapers are published in India in the English language.

English is also the language of international commerce. Over 80 per cent of the world's electronically stored information is in English and two-thirds of the world's scientists read in English. English is an official language in over 75 of the world's territories.

If the rest of the world is not talking English, they are borrowing English words to add to their own language. For example the Japanese go on a "pikuniku" (picnic). Almost all computer terms in Russian are taken from English.

**TEXT 3****Why Should We Learn English?**

Students should learn English because today it is the language of the world. Today knowledge of foreign languages is especially important because they are the main and the most efficient means of information exchange between the people of our planet.

Over 350 million people in the world speak English as a mother tongue. The native speakers of English live in Great Britain, in the United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada and South African Republic. As a second language it is used in the former British and US colonies.

English is the major international language for communication in such areas as science, technology, business and mass media. English is used as one of the official languages of the United Nations Organisation and other political organisations. It is the language of computer software, literature, education, modern music and international tourism.

Learning a foreign language is a long and slow process that takes a lot of time and patience. But every educated person, every good specialist has to know English because it is absolutely necessary nowadays.

It is well known that reading books and magazines in the original, watching films and talking with the native speakers helps a lot. When learning a foreign language you learn the culture and history of the country where this language is spoken.

**Words:**

**exchange** [ɪksˈtʃeɪndʒ] — обмен

**software** [ˈsɒftweɪ] — компьютерные программы

**patience** [ˈpeɪʃəns] — терпение, настойчивость

**native speakers** — носители языка (те, для кого язык родной)

**mass media** [ˈmæs ˈmi:diə] — средства массовой информации

**Questions:**

1. Why do we need to learn foreign languages now?
2. How many people in the world speak English?
3. What English-speaking countries do you know?
4. In what areas is English mostly used?
5. What are the main difficulties for you in learning foreign languages?

## ГРАММАТИКА

### ОСНОВНЫЕ ТИПЫ ВОПРОСОВ В АНГЛИЙСКОМ ЯЗЫКЕ

#### 1. Общий вопрос

Общий вопрос относится ко всему предложению в целом, и ответом на него будут слова **yes** или **no**.

Do you like ice-cream? — Yes, I do.

Can you speak English? — Yes, I can.

Are you a schoolboy? — No, I am not.

Have you bought a text book? — Yes, I have.

**Порядок слов в общем вопросе:**

- 1) вспомогательный (модальный, глагол-связка) глагол,
- 2) подлежащее (существительное или местоимение),
- 3) смысловой глагол (или дополнение).

#### 2. Специальный вопрос

Специальный вопрос относится к какому-нибудь члену предложения или их группе и требует конкретного ответа:

What is your name? — My name is Peter.

Where do you live? — I live in Rostov.

Специальный вопрос всегда начинается с вопросительного слова:

who (кто?)	where (где?)
whom (кого?)	why (почему?)
what (что?)	how long (как долго?)
which (который?)	how many (сколько?)
whose (чей?)	how much (сколько?)
when (когда?)	how (как?)

**Порядок слов в специальном вопросе:**

- 1) вопросительное слово (*what, where, who, when, how* и т. д.),
- 2) вспомогательный (модальный, глагол-связка) глагол,
- 3) подлежащее,
- 4) смысловой глагол,
- 5) дополнения,
- 6) обстоятельства (места, времени, образа действия и т. д.)

В специальных вопросах, обращенных к **подлежащему** в формах Present и Past Indefinite, **не употребляется** вспомогательный глагол **to do (did)** и сохраняется прямой порядок слов:

*Who wants to go to the cinema?*

*Whose pen is it?*

*Who lives here?*

### 3. Альтернативный вопрос

Альтернативный вопрос предполагает выбор из двух возможностей.

*Do you like coffee or tea?* — Вы любите кофе или чай?

Альтернативный вопрос начинается как общий вопрос, затем следует разделительный союз **or** и вторая часть вопроса.

### 4. Разделительный вопрос

Разделительный вопрос состоит из двух частей. Первая часть — это повествовательное предложение (утвердительное или отрицательное), вторая, отделенная запятой от первой, — краткий вопрос, который на русский переводится **не правда ли? не так ли?**

*You are an engineer, aren't you?* — Вы инженер, не правда ли?

*You aren't an engineer, are you?* — Вы не инженер, не так ли?

В кратком вопросе повторяется вспомогательный, модальный или связочный глагол предложения, содержащего заявление. Если сказуемое предложения выражено глаголами *to be* или *to have*, то повторяются эти глаголы.

*He is reading, isn't he?* — Он читает, не так ли? (Повторяется вспомогательный глагол.)

*He can read, can't he?* — Он умеет читать, не так ли? (Повторяется модальный глагол *can*.)

*He is a good specialist, isn't he?* — Он хороший специалист, не так ли? (Повторяется связочный глагол *to be*.)

*He has a book, hasn't he?* — У него есть книга, не так ли? (Повторяется глагол *to have*, употребляемый как смысловой глагол.)

Если в повествовательной части разделительного вопроса содержится **утверждение**, то во второй — **отрицание**. Если в повествовательной части — **отрицание**, то во второй части, как правило, — **утверждение**:

*He is there, isn't he?* — Он там, не так ли?

*He isn't there, is he?* — Он не там, не так ли?

**Задание 5.1.** Составьте предложения из следующих слов:

- 1) with is going to lunch her she
- 2) that what mean does word?
- 3) him every I day see
- 4) you is behind coat your
- 5) sitting them you between are
- 6) is who for cooking she?
- 7) would like to you see a larger room?

**Задание 5.2.** Поставьте вопросы к следующим предложениям (общие, специальные, разделительные).

1. There is a book on the table. 2. He must work hard today. 3. We are leaving for Moscow next week. 4. We were reading the whole evening. 5. They don't go to work on Sunday. 6. It is not cold today. 7. Ann has already begun to read a new book. 8. We learned German at school. 9. They will show you how to get there.

**Задание 5.3.** Составьте письменно общие вопросы к следующим предложениям.

1. Our teacher knows several foreign languages. 2. He has graduated from University last year. 3. We shall go to London next week. 4. They are working in the garden. 5. I have just read this book. 6. I took this book from my friend. 7. He likes reading books. 8. She has many relatives abroad. 9. They were in many countries. 10. Russia is the largest country in the world.

**Задание 5.4.** Составьте письменно вопросы из следующих слов:

- 1) do work where you
- 2) why you were late
- 3) see who you did
- 4) do what you will
- 5) she how feel does
- 6) Moscow Russia is in
- 7) John prefer tennis football or does
- 8) it has been snowing
- 9) children many how got you have
- 10) hair is or Ted's black brown

**Задание 5.5.** Вставьте нужное вопросительное слово.

Образец: **Why** do you want to marry Muriel? — Because I love her.

1. ... have you been waiting? — Since 9 o'clock.
2. ... can I telephone you? — At 9 o'clock.
3. ... will you be then? — Probably at the swimming pool.
3. ... sugar have you got? — Two kilos, I think.

**Задание 5.6.** Закончите разделительный вопрос.

1. He's still sleeping, ...
2. You do go to school, ...
3. Let's go for a walk, ...
4. We won't be late, ...
5. Nobody called, ...
6. They will wash the car, ...
7. We must lock the doors, ...
8. I'm correct, ...
9. So you bought a car, ..., .... Congratulations!

### БЕЗЛИЧНЫЕ И НЕОПРЕДЕЛЕННО-ЛИЧНЫЕ ПРЕДЛОЖЕНИЯ

Английские предложения отличаются от русских тем, что в них всегда есть подлежащее и сказуемое. Поэтому в безличных предложениях, когда нет подлежащего, используется в качестве формального подлежащего местоимение *it*.

*It is cold today.* — Сегодня холодно.

*It rains.* — Идет дождь

Безличные предложения состоят из местоимения *it*, которое не переводится, глагола-связки и именной части сказуемого, выраженного чаще всего именем прилагательным. Именная часть может быть также выражена именем существительным или именем числительным.

Очень часто безличные предложения описывают явление природы, состояние погоды, обозначают время, расстояние.

*It's not far from here.* — Это недалеко отсюда.

*It is nine o'clock now.* — Сейчас девять часов.

Вопросительная и отрицательная формы безличных предложений образуются по тем же правилам, что и вопросительные и отрицательные формы предложений с именным составным сказуемым.

*Is it cold?* — Холодно?

*Wasn't it interesting?* — Разве это не было интересно?

*Isn't it funny?* — Разве это не смешно?

Частица **not** ставится после первого вспомогательного глагола.

**Задание 5.7.** Переведите на английский язык.

1. Сегодня холодно. 2. Идет снег целый день. 3. Сейчас утро. 4. Было приятно познакомиться с вашим другом. 5. Поздно. Пора спать. 6. Разве это не смешно? 7. Сейчас уже 10 часов утра. 8. На улице холодно? 9. Сейчас ранняя весна, но уже тепло. 10. Это далеко отсюда?

**Задание 5.8.** Поставьте вопрос к подчеркнутым словам в предложениях.

Образец: *The class plays football.* — *What does the class play?*

1. On Thursday Peter has got English, History and Maths.

2. Yesterday Carol and Jane went to the swimming pool.

3. Susan has to take a taxi because she is late for work.

4. The boys are hiding under Tom's bed.

5. Andrew's new mountain bike costs £1000.

6. The children prefer ice cream for dessert.

7. The telephone is ringing.

8. At sunset Peter and Sally are walking along the beach.

**Задание 5.9.** Прочитайте и переведите диалог. Найдите вопросительные предложения и определите их тип.

**Student:** Excuse me. Could you, please, tell me how to get to the railway station?

**Passerby:** Sure. It's quite a long way but you could take a bus or a trolley bus.

**Student:** Oh, great! How long will it take me to get there?

**Passerby:** That depends on the kind of transport. Which one would you like to go by?

**Student:** Which is the quickest?

**Passerby:** Well, it's up to you to decide.

**Student:** How long will it take me to get there by trolley bus?

**Passerby:** Trolley bus — about 15 min.

**Student:** I see. Where is the stop?

**Passerby:** Oh, you know, it's about 5 minutes from here; the second turning on the left.

**Student:** Thank you very much.

**Passerby:** Oh, wait. The bus stop is much nearer. You can see it over there; and it will take you 25 minutes to get to the railway station.

**Student:** Thank you very much, but I think I'd better take a taxi.



## Урок 6

**Тема урока:** Moscow. The Russian Federation.  
**Грамматика:** Числительные: количественные, порядковые. Дни недели, месяцы. Как сказать о времени по-английски.

### TEXT 1 Moscow



The Kremlin

Moscow is the capital and the largest city of Russia. It stands on the banks of the Moskva River. More than nine million people live in the city now. Moscow is the economic, political and cultural centre of Russia.

The prince Yuri Dolgoruky founded Moscow in 1147. The Kremlin and the Red Square are in the center of Moscow. The Kremlin has

a red brick wall, up to 21 m in height with 19 towers that surrounds palaces, cathedrals, and other monuments. The Great Kremlin Palace, built in 1849, is the most impressive structure inside the Kremlin. Other famous Kremlin palaces are the Granovitaya Palace (built in 1491) and the Terem (built in 1636).



The Kremlin wall with a tower and the cathedrals inside

Among many cathedrals, now used mainly as museums, are the Cathedral of the Assumption (Успення) and the Archangel ['ɑ:k,eɪndʒəl] Cathedral, each with five gilded domes, and the Cathedral of the Annunciation (Благовещения) (built in 13th—14th century), with nine gilded domes. The bell tower of Ivan the Great has the height of 98 metres. On

a nearby pedestal is the Tsar Bell (nearly 200 tons), one of the largest in the world. A recent addition to the Kremlin is the Palace of Congresses, completed in 1961.

St. Basil's Cathedral, a masterpiece of Russian architecture was built in 1561 to celebrate Russian victory over Kazan kingdom. It has coloured domes, stands at one end of Red Square and at the other end there is Historical Museum.

Other places of interest in Moscow include the Central Lenin Stadium and the tall Ostankino TV tower, which has a revolving restaurant. Moscow has a modern railway underground system (Metro) famous for its marble-walled stations.

Moscow is a scientific and cultural center with a lot of institutes, universities, libraries and museums. The city leads a vast cultural life. It has a lot of cinemas, clubs, concert halls, more than 40 drama and musical theatres, including the Bolshoi Theatre, the Art Theatre, the Maly Theatre, the Vakhtangov Theatre.

Muscovites are proud of their museums: the Tretyakov Art Gallery, the A. S. Pushkin Museum of Fine Arts and the State Historical Museum. Crowds of people visit Tretyakov Gallery admiring beautiful pictures of Russian painters.

There are a lot of big plants and factories in Moscow. Among the products are aircraft, high-quality steel, ball bearings, cars and other motor vehicles, machine tools, electrical equipment, precision instruments, chemicals, textiles, shoes, paper, furniture. Food processing, printing, and the repair of rail equipment are important industries.

**Words:**

**capital** [ˈkæpɪtl] — столица

**prince** [prɪns] — князь

**bank** [bæŋk] — берег (реки)

**height** [haɪt] — высота

**cathedral** [kəˈθiːdrəl] — кафедральный собор

**masterpiece** [ˈmɑːstəpɪs] — шедевр

**architecture** [ˌɑːkɪˈtektʃə] — архитектура

**palace** [ˈpælɪs] — дворец

**fortress** [ˈfɔːtrɪs] — крепость

**bell tower** [ˈtauə] — колокольня

**gilded** — позолоченный

**dome** [ˈdəʊm] — купол

crowd [ˈkraʊd] — толпа  
 scientific [ˌsaɪənˈtɪfɪk] — научный  
 marble [ˈmɑːbl] — мрамор  
 vast [vɑːst] — обширный  
 printing [ˈprɪntɪŋ] — печатание, печать  
 machine tool [məˈʃiːn tuːl] — станок  
 precision instruments [prɪˈʒɪzən] — точные приборы  
 furniture [ˈfɜːnɪʃə] — мебель  
 repair [rɪˈpeə] — ремонт  
 equipment [ɪkˈwɪpmənt] — оборудование  
 rail equipment [ˈreɪl ɪkˈwɪpmənt] — подвижной состав  
 ball bearing [ˈbeərɪŋ] — шарикоподшипник  
 processing [ˈprəʊsesɪŋ] — обработка  
 furniture [ˈfɜːnɪʃə] — мебель

**Questions:**

1. Who and when founded Moscow?
2. Name the places of interest in Moscow.
3. What cathedrals are situated inside the Kremlin?
4. Why the Kremlin is the most important place of interest for tourists?
5. What is known about Moscow Metro?
6. What is Palace of Congresses used for at present time?

**TEXT 2**

**The Russian Federation**

The Russian Federation is the largest country in the world. It occupies about 1/7 (one-seventh) of the Earth surface. The country is situated in Eastern Europe, Northern and Central Asia. Its total area is over 17 million square kilometres.

The Russian Federation is washed by 12 seas of three oceans: the Arctic, the Atlantic and the Pacific. In the south and in the west the country borders on fourteen countries. It also has a sea-border with the USA.

There are no countries in the world where such a great variety of flora and fauna can be found as in our land. Our country has numerous forests, plains and steppes, taiga and tundra, highlands and deserts. The highest mountains in our land are the Altai, the Urals and the Caucasus. There are over two thousand rivers in the Russian Federation. The longest of them are the Volga, the Ob', the Yenisei, the Lena and the Amur. Our land is also rich in lakes with the deepest lake in the world, the Baikal, included.

The territory of the Russian Federation is divided into 11 time zones. The climate conditions are rather different: from arctic and moderate to continental and subtropical. Our country is one of the richest in natural resources countries in the world: oil, natural gas, coal, different ores, ferrous and non-ferrous metals and other minerals.

The Russian Federation is a multinational state. It comprises many national districts, several autonomous republics and regions. The population of the country is about 140 million people.

Moscow, the capital of Russian Federation, is the largest political, scientific, cultural and industrial center of the country and one of the most beautiful cities on the globe. Russian is the official language of the state. The national symbols of the Russian Federation are a white-blue-red banner and a double-headed eagle.

The Russian Federation is a constitutional republic headed by the President. The country government consists of three branches: legislative, executive and judicial. The President controls only the executive branch of power — the government, but not the Supreme Court and Federal Assembly.

The legislative power belongs to the Federal Assembly comprising two chambers: the Council of Federation (upper Chamber) and the State Duma (lower Chamber). Each chamber is headed by the Speaker. The executive power belongs to the government (the Cabinet of Ministers) headed by the Prime Minister. The judicial power belongs to the system of Courts comprising the Constitutional Court, the Supreme Court and federal courts. Our country has a multiparty system.

The foreign policy of the Russian Federation is that of international cooperation, peace and friendship with all nations irrespective of their political and social systems.

#### Words:

- Eastern** [ˈi:stən] — восточный
- Northern** [ˈnɔ:ðən] — северный
- to border on** [ˈbɔ:də] — граничить с
- plain** [ˈpleɪn] — равнина
- steppes** — степи
- taiga** — тайга
- desert** [ˈdezət] — пустыня
- highlands** — горные возвышенности
- the Urals** [ˈjuərəlz] — Уральские горы

the Caucasus [ˈkɔːkəsəs] — Кавказ  
 moderate [ˈmɒdərɪt] — умеренный  
 natural resources [nɪˈsɔːsɪz] — природные богатства  
 coal [ˈkəʊl] — (каменный) уголь  
 ore [ɔː] — руда  
 ferrous and non-ferrous metals — черные и цветные металлы  
 state [ˈsteɪt] — государство  
 banner [ˈbænə] — знамя, флаг  
 legislative [ˈledʒɪslətɪv] — законодательный  
 executive [ɪɡˈzekjʊtɪv] — исполнительный  
 judicial [dʒuˈdɪʃl] — судебный  
 Federal Assembly — Федеральное Собрание  
 the Council [ˈkaʊnsl] of Federation — Совет Федерации  
 State Duma [ˈdjʊmə] — Государственная Дума  
 Supreme Court [sjuːˈprɪm ˈkɔːt] — Верховный суд  
 irrespective of [ˌɪrɪsˈpektɪv] — независимо от  
 foreign [ˈfɒrɪn] policy — международная политика

#### Questions:

1. What is the territory of Russia?
2. What oceans wash the borders of the Russian Federation?
3. How many countries have borders with Russia?
4. Are Russian flora and fauna various?
5. What are the highest mountains in Russia?
6. What is Baikal famous for?
7. What is the climate in Russia like?
8. What is the national symbol of Russia?
9. What does the Federal Assembly consist of?
10. Who is the head of each Chamber of the Federal Assembly?

#### Задание 6.1. Переведите на английский язык.

1. Общая площадь Российской Федерации составляет более 17 миллионов километров.
2. В мире нет стран с такой разнообразной флорой и фауной.
3. Озеро Байкал — самое глубокое озеро на земном шаре.
4. На территории Российской Федерации 11 часовых поясов.
5. Россия является конституционной республикой, с президентом во главе.

6. Законодательная власть принадлежит Федеральному Собранию, состоящему из двух палат.

7. Президент контролирует только исполнительную ветвь власти.

**Задание 6.2. Ответьте на вопросы.**

1. What is the biggest lake on the territory of Russia?
2. What are the longest Russian rivers (in European and Asian parts of the Russian Federation)?
3. What is a city with subtropical climate?
4. What are the cities with arctic climate?
5. What are the highest mountains on the territory of Russia?
6. What are the old historical cities in Russia?
7. What are the places of recreation and tourism?

## ГРАММАТИКА

### ЧИСЛИТЕЛЬНЫЕ (THE NUMERALS)

Числительные обозначают количество предметов или порядок предметов при счете.

Числительные делятся на количественные, отвечающие на вопрос «сколько?» и порядковые, отвечающие на вопрос «какой?».

Количественные числительные от 13 до 19 образуются прибавлением суффикса **-teen** к основе.

Числительные, обозначающие десятки, имеют суффикс **-ty**. Порядковые числительные, кроме первых трех (first, second, third), образуются прибавлением суффикса **-th** или **-eth** к соответствующим количественным числительным. Существительные с порядковыми числительными всегда употребляются с определенным артиклем.

#### **Количественные числительные** СКОЛЬКО?

- 1 one — один
- 2 two — два
- 3 three — три
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight

#### **Порядковые числительные** КАКОЙ ПО СЧЕТУ?

- the **first** первый  
the **second** второй  
the **third** третий  
the fourth  
the fifth  
the sixth  
the seventh  
the eighth

9	nine	the ninth
10	ten	the tenth
11	eleven	the eleventh
12	twelve	the twelfth
13	thirteen	the thirteenth
14	fourteen	the fourteenth
15	fifteen	the fifteenth
16	sixteen	the sixteenth
17	seventeen	the seventeenth
18	eighteen	the eighteenth
19	nineteen	the nineteenth
20	twenty	the twentieth

**Десятки**

20	twenty—the twentieth
30	thirty — the thirtieth
40	forty — the fortieth
50	fifty — the fiftieth
60	sixty — the sixtieth
70	seventy—the seventieth
80	eighty — the eightieth
90	ninety — the ninetieth

**Составные числительные**

twenty-two—the twenty-second
thirty-three — the thirty-third
forty-four — the forty-fourth
fifty-five — the fifty-fifth
sixty-six — the sixty-sixth

**Числительные от 100 и больше**

100 — a (one) hundred	100th — the hundredth
101 — a (one) hundred and one	101st — the one hundred and first
200 — two hundred	200th — the two hundredth
1,000 — (one) thousand	1000th — the thousandth
1,001 — a (one) thousand and one	
5,550 — five thousand five hundred and fifty	
5,000,000 — five million	
1,500 — fifteen hundred (one thousand five hundred)	

Числительные **hundred, thousand, million** не имеют окончания **-s**, когда перед ними стоит другое числительное. Когда числительные обозначают неопределенное количество, они употребляются во множественном числе с окончанием **-s**, за которым следует предлог **of**. Сравните:

hundreds of books	two hundred books
thousands of books	five thousand books
millions of people	two million people.

Номера страниц, домов, квартир, транспорта обозначаются не порядковыми, а количественными числительными. В этих случаях существительные употребляются без артикля: *page 15, house 40, flat 13, bus 72.*

**Задание 6.3.** Напишите по-английски.

1. Количественные числительные:  
3, 5, 11, 12, 13, 24, 69, 325, 1005, 530 425
2. Порядковые числительные:  
1, 2, 15, 23, 84, 149, 150, 208, 1000, 2 000 000.

### Как читаются даты?

Числительное, обозначающее год, делится на две части — число сотен, а затем — число десятков и единиц.

- 1900 — nineteen hundred, in (the year) nineteen hundred  
2004 — two thousand four, in (the year) two thousand four  
1905 — nineteen five, in (the year) nineteen five

Даты читаются следующим образом:

- April 12, 2001    1) on the twelfth of April, two thousand one  
                          2) on April the twelfth, two thousand one.

**Задание 6.4.** Напишите цифрами следующие даты.

1. The first of March nineteen seventy-six.
2. The fifth of December two thousand.
3. The sixteenth of May nineteen five.
4. The third of July nineteen hundred.

**Задание 6.5.** Напишите по-английски.

- 1) 7 марта 1999 года; 2) 1 сентября 1974 года; 3) 22 апреля 1911 года; 4) 11 марта 1951 года; 5) 12 декабря 2024 года.

### Как читаются дробные числительные?

Простые	Десятичные
$\frac{1}{4}$ — a (one) half	0.1 — O [ɔɪ] point one
$\frac{1}{4}$ — a (one) quarter	2.45 — two point four five



$\frac{2}{3}$  — two thirds

35.25 — three five (или: thirty-five)  
point two five

1.5 — one and a half

**Задание 6.6.** Напишите цифрами дробные числа.

*Простые:*

1) A (one) half 2) two thirds 3) a (one) quarter 4) three fourths 5) two and a (one) half 6) five and one sixth 7) a (one) fifth.

*Десятичные:*

1) Zero (nought/ou) point two 2) two point four five 3) four point five 4) three four (thirty four) point one zero two 5) nought point nought one 6) six point three five 7) fifty eight point three nought five.

**Единицы времени:**

second ['sekənd] — секунда

minute ['mɪnɪt] — минута

quarter hour ['kwɔ:tə aʊə] — четверть часа

half hour ['hɑ:f aʊə] — полчаса

hour ['aʊə] — час

day [deɪ] — день

week ['wi:k] — неделя

fortnight ['fɔ:tnaɪt] — две недели

month ['mʌnθ] — месяц

year ['jɪə] — год

decade [di'keɪd] — десятилетие

century ['sentʃʊri] — столетие

millennium [mɪ'lenɪəm] — тысячелетие

**Обозначения времени:**

Если минутная стрелка (the long hand) находится в правой части циферблата (a face) — используется предлог **past**.

*It's ten past eleven.* 10 минут двенадцатого.

*It's a quarter past eleven.* Четверть двенадцатого.

*It's half past eleven.* Половина двенадцатого.

Если минутная стрелка находится в левой части циферблата, то используется предлог **to**.

*It's ten to twelve.* Без десяти двенадцать.

*It's a quarter to twelve.* Без четверти двенадцать.

*It's twenty minutes to twelve.* Без двадцати минут двенадцать.

*It is eleven sharp.* Ровно одиннадцать.

Время до полудня обозначается **a.m.** (от лат. ante meridiem), а после полудня **p.m.** (от лат. post meridiem).

Например:

01:00	one o'clock a.m.	
13:00	one o'clock p.m.	
02:00	two o'clock a.m.	
14:00	two o'clock p.m.	
01:05	one oh five	or: five past one
01:10	one ten	or: ten past one
01:15	one fifteen	or: a quarter past one
01:20	one twenty	or: twenty past one
01:30	one thirty	or: half past one
01:35	one thirty five	or: twenty five to two or: twenty five of two
01:45	one forty five	or: a quarter to two or: a quarter of two
01:55	one fifty five	or: five to two or: five of two
01:55:38	one fifty five and thirty eight seconds	

Задание 6.7. Скажите по-английски время.

А) 8:05, 8:10, 8:15, 8:20, 8:25, 8:30, 8:35, 8:45, 8:50, 8:55, 9:00.

- Б) 1. Ровно двенадцать часов.  
 2. Без четверти три.  
 3. Половина пятого.  
 4. Четверть седьмого.  
 5. Десять минут второго.  
 6. Без двадцати двенадцать.

**Дни недели** (употребляются с предлогом **on**)

**Monday** ['mʌndɪ] — понедельник

**Tuesday** ['tʃu:zdi] — вторник

**Wednesday** ['wenzdi] — среда

**Thursday** [θə:zdi] — четверг

**Friday** ['fraɪdi] — пятница

**Saturday** ['sʌtədi] — суббота

**Sunday** ['sʌndi] — воскресенье

**Месяцы** (употребляются с предлогом *in*)

- January [ˈdʒænjuəri] — январь  
February [ˈfebruəri] — февраль  
March [mɑːtʃ] — март  
April [ˈeɪprəl] — апрель  
May [meɪ] — май  
June [dʒuːn] — июнь  
July [dʒuːlaɪ] — июль  
August [ˈɔːɡəst] — август  
September [sepˈtembə] — сентябрь  
October [okˈtəʊbə] — октябрь  
November [nəʊˈvembə] — ноябрь  
December [diˈsembə] — декабрь

**Времена года** (употребляются с предлогом *in*)

- spring [sprɪŋ] — весна  
summer [ˈsʌmə] — лето  
autumn [ˈɔːtəm] — осень  
winter [ˈwɪntə] — зима

**Запомните следующие слова и выражения:**

- a watch — часы (наручные, карманные)  
a clock — часы (стенные, настольные)  
My watch is five minutes fast. — Мои часы спешат на 5 минут.  
My watch is five minutes slow. — Мои часы отстают на 5 минут.  
What day is it today? — Какой сегодня день (недели)?  
What date is it today? — Какое сегодня число?  
What time is it now? — Какой час?  
What is the time? — Какой час?

**Выражения, связанные со временем:**

- yesterday — вчера  
the day before yesterday — позавчера  
today — сегодня  
tonight — сегодня вечером  
tomorrow — завтра  
the day after tomorrow — послезавтра  
a fortnight — две недели

from 10 till 12 — с 10 до 12

half an hour — полчаса

10 days ago — 10 дней назад

It's time to ... — пора (делать что-л.)

in an hour's time — в течение часа

in time — вовремя (не слишком поздно; так, чтобы успеть)

on time — вовремя (точно по плану)

in the middle of ... — в середине

this week (month, year) — на этой неделе (в этом месяце, году)

next week — на следующей неделе

last week — на прошлой неделе.

**Задание 6.8.** Переведите на английский язык.

1. В году 365 дней. 2. На митинг пришли почти 1500 человек. 3. В библиотеке 20 545 книг. 4. Я прочитал около 100 страниц. 5. Первый автобус приходит в 6:00. 6. Рисунок находится на второй странице. 7. Миллионный посетитель пришел сегодня на выставку.

**Задание 6.9.** Напишите по-английски словами.

1)  $1\frac{1}{4}$ ; 2)  $2\frac{3}{5}$ ; 3) 0,25; 4)  $6\frac{5}{6}$ ; 5) две целых, сто пять тысячных; 6) два миллиона человек; 7) миллионы книг; 8) триста восемьдесят пять страниц; 9) двадцать первое декабря 1997 года; 10) двенадцатое марта 2004 года.

**Задание 6.10.** Выберите правильный вариант, как написать словами следующие выражения.

1) John is very fast. He can run 0.250 mile in 45 seconds!

A: John is very fast. He can run oh point two five oh mile in forty-five seconds!

B: John is very fast. He can run one divided by four of a mile in forty-five seconds!

C: John is very fast. He can run a quarter mile in forty-five seconds!

D: John is very fast. He can run one fourth of a mile in forty-five seconds!

E: John is very fast. He can run one over four mile in forty-five seconds!

2) He gave  $\frac{1}{2}$  of his money to Peter.

A: He gave one second of his money to Peter.

B: He gave one divided by two of his money to Peter.

C: He gave half of his money to Peter.

D: He gave one over two of his money to Peter.

E: He gave one seconds of his money to Peter.

$$3) 1 + 1 = 2$$

A: one more one is two.

B: one more one equals two.

C: one plus one, two.

D: one and one am two.

E: one plus one is two.

## Урок 7

**Тема урока:** London. Great Britain.

**Грамматика:** Предлоги места, направления, времени. Фразовые глаголы.

### TEXT 1 London

London is the largest city in Western Europe. More than 7 million people live there. It lies on both banks of the Thames.

#### Parts of London



The City of London

London is traditionally divided into several parts: the City of London, which is the financial center of the United Kingdom, the West End, which is the area of museums, art galleries, largest department stores, cinemas, and hotels. West End and is associated with wealth and luxury; and the East End, which is the industrial part of London and is very important for the commerce.

#### The Tower of London

Most of London sights, such as the Tower, the Houses of Parliament, Westminster Abbey, Trafalgar Square, and others are famous all over the world.

The Tower of London was founded in the 11<sup>th</sup> century by William the Conqueror. The Tower in the past was a fortress, a palace, and a prison. Though the kings were born, lived and were married there, it happened also that kings and queens were murdered in the Tower. It was said that whoever held the keys to the Tower, held the keys to the kingdom.



The Tower of London

The Tower has several towers: the Jewel Tower, where the Royal precious jewels are kept, the White Tower, in which the Kings of England held their Court, and others. One of the towers is called the Bloody Tower, where the king Edward V and his brother were murdered. The Duke of York, Queen Anne Boleyn, the Princess (afterwards Queen) Elisabeth and many other people were in prison in the Tower.



The Beefeater

Now the Tower is a museum and the Crown jewels and other treasures are kept there. The Guard, known as "beefeaters" still keep watch. *The Ceremony of the Keys* that is centuries old takes place every night.

Now the only inhabitants of the Tower are ravens. There is a legend that the Tower will fall if it loses its ravens. Therefore the birds with clipped wings are carefully guarded.

### The Houses of Parliament



The Houses of Parliament and the Clock tower "Big Ben"

The Houses of Parliament are the most beautiful buildings not only in London, but in the whole Europe. The Houses of Parliament are also called the Palace of Westminster. The Queen enters the Palace of West-

minster only on the day of the opening of Parliament at the beginning of the session. She wears a crown and many jewels when she makes her speech from the Throne in the House of Lords.

A fire destroyed the old Houses of Parliament. The new Houses of Parliament were built in 1857. The famous 320 foot (97.5 meters) clock Tower is called "Big Ben" after Sir Benjamin Hall under whose direction the construction of the clock was conducted.

### **St. Paul's Cathedral**



St. Paul's Cathedral

It took the architect Christopher Wren 35 years to build the Cathedral. It is one of the most beautiful pieces of architecture in Europe. It has a huge dome with a golden ball on the top. The interior of the Cathedral is very beautiful too.

### **The British Museum**



The British Museum

There are many museums and art galleries in London. The British Museum is famous for its rich library (about 7 000 000 books). It is also the Museum of History, Archaeology, Art and Ethnography. The British Museum contains the most important collections in Britain.



### The Buckingham Palace



The Buckingham Palace

The Buckingham Palace is the place where the Queen of England lives.

### Trafalgar Square



Trafalgar Square

Trafalgar Square is the geographical centre of London. It was named in the memory of Admiral Nelson's victory in the battle of Trafalgar in 1805. The tall Nelson's Column stands in the middle of the square. Opposite the Nelson monument is the National Gallery and the

National Portrait Gallery. They contain the finest art collections of the world.

### Westminster Abbey



Westminster Abbey

Westminster Abbey is the place where the coronation of nearly all kings and queens has taken place since the time of the Conquest. Many of them are buried here as well as some other famous people of the country. Westminster Abbey is famous for its architecture and history.

There are the graves of some of the world's famous writers, poets and scientists: Chaucer, Charles Dickens, Tennyson, Thomas Hardy, Kipling and others are buried here. There in the Poet's Corner there are

memorials to Shakespeare and Milton, Burns, Byron, Scott, Thackeray and Longfellow. Here is also the grave of the Unknown Soldier who was killed in the First World War.

### Parks in London



St. James Park

There are many parks in London: Hyde Park with its Speaker's Corner, St. James Park, and Kensington Park.

The East End is an industrial district of London. There are many factories there. The region is densely populated by working class families, those people who have built the palaces of the West End.

#### Words:

**several** [ˈsevr(ə)l] — несколько

**art gallery** [ˈgæləri] — картинная галерея

**commerce** [ˈkɒməs] — торговля; коммерция

**sights** — достопримечательности

**fortress** — крепость

**to murder** [ˈmɜːdə] — убивать

**whoever** — кто бы ни

**Royal** — королевский

**precious jewels** [ˈpreʃəs ˈdʒuːəls] — драгоценные камни

**Court** — двор (короля)

**Bloody Tower** [ˈblʌdi] — Кровавая башня

**Duke of York** — герцог Йоркский

**prison** — тюрьма

**beefeater** — бифитер, служитель охраны лондонского Тауэра

**to keep watch** — дежурить

**inhabitants** — обитатели

**raven** [ˈreɪvən] — ворон

**clipped wings** — подрезанные крылья

**is called after** — назван в честь

**construction** — строительство

**to conduct** — проводить

**grave** — могила

**Conquest** ['kɒŋkwɛst] — завоевание Англии норманнами (1066 г.)

**densely populated** — плотно населенный

Questions:

1. What is the capital of Great Britain?
2. What is London's population?
3. On what river does London stand?
4. Into what parts is London divided?
5. Why is the City called the business centre of London?
6. Who was buried in Westminster Abbey?
7. What is the West End famous for?
8. Why is the central square in London named Trafalgar Square?
9. Who lives in the East End?

## TEXT 2

### Great Britain



The official name of Great Britain is *The United Kingdom of Great Britain and Northern Ireland*. Great Britain is an island country. It is situated on the British Isles in the northwest of Europe. The English Channel 18 miles wide separates it from France. Great Britain is separated from Belgium and Holland by the North Sea, and from Ireland by the Irish Sea.

### Parts of Great Britain

The United Kingdom of Great Britain consists of four parts: England, Wales, Scotland and Northern Ireland. England, Wales and Scotland occupy the territory of Great Britain and Northern Ireland is situated in the northern part of Ireland. The territory of the United Kingdom is about 244 000 (two hundred and forty-four thousand) square kilometres. The population is over 56 million. The capital is London.

The surface of the United Kingdom varies greatly. The northern and the western parts of the country are mountainous and are called the Highlands. All the rest is a vast plain that is called the Lowlands. The mountains are not very high. The rivers are not very long. The most important of them are the Severn and the Thames. There are many beautiful lakes in the mountainous part of the country.

No part of England lies more than one hundred miles from the sea. The coast line has a number of fine bays and excellent natural harbors. World famous ports include London, Liverpool, Bristol, Plymouth, Southampton, Portsmouth, Dover and others.

### **Climate in Great Britain**

The climate of Great Britain is mild the whole year round. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of Great Britain. Winters are not cold and summers are not hot. October is usually the wettest month, July — the hottest, and January — the coldest.

### **British Economy**

Great Britain is a highly developed industrial country. It is known as one of the world's largest producers and exporters of iron and steel products, machinery and electronics, chemicals and textile. One of the chief industries is shipbuilding.

Great Britain is a country with old cultural traditions and customs. The most famous educational centres are Oxford and Cambridge universities. They are considered to be the intellectual centres of Europe. The education is not free, it is very expensive.

### **British Political System**

The United Kingdom is a monarchy and the Queen is the head of the state. But in practice it is ruled by the elected government with the Prime Minister at the head. The British Parliament consists of two chambers: the House of Lords and the House of Commons.

There are three main political parties in Great Britain: the Labour party, the Conservative party and the Liberal party.

## Words:

- to be situated** — быть расположенным  
**British Isles** ['aɪlz] — Британские острова  
**surface** ['sɜ:fɪs] — поверхность  
**to vary** ['veəri] — отличаться  
**high** — высокий  
**low** — низкий  
**land** — земля, страна  
**plain** — равнина  
**vast** [vɑ:st] — огромный  
**lake** — озеро  
**shipbuilding** — кораблестроение  
**climate** ['klaɪmɪt] — климат  
**mild** — мягкий  
**industry** — промышленность  
**to occupy** ['ɒkjupaɪ] — занимать  
**population** — население  
**density** — плотность  
**to develop** — развивать  
**to produce** — производить  
**to export** — экспортировать  
**chemical** ['kemɪkəl] — химический  
**textile** ['tekstaɪl] — текстиль  
**government** ['gʌvnmənt] — правительство  
**chamber** ['tʃeɪmbə] — палата  
**ruling** — правящий

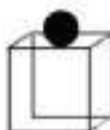
## Questions:

1. What is the official name of Great Britain?
2. Where is it situated?
3. What parts does it consist of?
4. What is the territory and the population of Great Britain?
5. What city is the capital of Great Britain?
6. What is the surface of the country?
7. Are there any big rivers and lakes in Great Britain?
8. What is the climate on the British Isles like?
9. Is Great Britain a highly developed industrial country?
10. What goods does the British industry produce?

11. What big industrial cities are there in Great Britain?
12. What outstanding people of Great Britain do you know?
13. Are there any big educational establishments in Great Britain?
14. Is Great Britain a constitutional monarchy?
15. What is the name of the Queen of Great Britain?
16. How many chambers does the British Parliament consist of? What are they?
17. What are the main political parties in Great Britain?

**ГРАММАТИКА****ПРЕДЛОГИ (PREPOSITIONS)****Предлоги места**

The ball is **in** the box.



The ball is **on** the box.



The ball is **under** the box.

John's house



Jane's house



Bill's house



John's house is **next to** Jane's house.

Jane's house is **between** Bill's and John's houses.

Bill's house is **next to** Jane's house.

Задание 7.1. Ознакомьтесь с предлогами места и переведите предложения с примерами их употребления.

<b>above</b>	над	The sun is <b>above</b> the clouds.
<b>after</b>	за, позади	The boy ran <b>after</b> the ball.
<b>against</b>	напротив, рядом с	The sofa is <b>against</b> the wall.
<b>among</b>	между, посреди, среди	The house was <b>among</b> the trees.
<b>around</b>	вокруг, около	He walked <b>around</b> the table.
<b>behind</b>	за, сзади, позади; после	Passengers sit <b>behind</b> the driver.
<b>below</b>	ниже	His shorts are <b>below</b> his knees.
<b>beneath</b>	ниже, под	The pen was <b>beneath</b> the books.
<b>beside</b>	рядом с; близ, около	The bank is <b>beside</b> the cinema.
<b>between</b>	между	Mary sat <b>between</b> Tom and Jane.
<b>by</b>	у, при, около	Our house is <b>by</b> the river.
<b>close to</b>	близ, около	The school is <b>close to</b> my house.
<b>in front of</b>	перед	The car was <b>in front of</b> the bus.
<b>in</b>	в, во, на, у	The pen is <b>in</b> the drawer.
<b>inside</b>	внутри	The bird is <b>inside</b> the cage.
<b>near</b>	рядом с	The school is <b>near</b> my house.
<b>next to</b>	рядом с	The bank is <b>next to</b> the cinema.
<b>on</b>	на	The cup is <b>on</b> the table.
<b>opposite</b>	напротив	Eva sat <b>opposite</b> Tom at the table.
<b>outside</b>	снаружи	The garden is <b>outside</b> the house.
<b>over</b>	над	The plane flew <b>over</b> the Atlantic.
	на	She put a cloth <b>over</b> the table.
<b>underneath</b>	под	There was dust <b>underneath</b> the carpet.
<b>within</b>	внутри	The offices are <b>within</b> the building.
	в пределах	It will be ready <b>within</b> a week.

## Предлоги направления

Задание 7.2. Ознакомьтесь с предлогами направления и переведите предложения с примерами их употребления.

<b>across</b>	поперек, через	It's dangerous to run <b>across</b> the road.
<b>along</b>	вдоль, по	She walked <b>along</b> the street.
<b>down</b>	(вниз) по; вдоль по	The town is situated <b>down</b> the river.
<b>from</b>	от, из, с, по	The wind is blowing <b>from</b> the north.
<b>into</b>	в	He went <b>into</b> the shop.
<b>off</b>	с	He fell <b>off</b> the horse.
<b>onto</b>	на	Put the books <b>onto</b> the shelf.
<b>out of</b>	из	He got <b>out of</b> the taxi.
<b>past</b>	мимо	She went <b>past</b> the shop.
<b>round</b>	вокруг	The Earth moves <b>round</b> the Sun.
<b>through</b>	через	The Moskva River flows <b>through</b> Moscow.
<b>to</b>	к, на	I met him on the way <b>to</b> the station.
<b>towards</b>	к	The child ran <b>towards</b> her father.
<b>under</b>	под	Water flows <b>under</b> a bridge.
<b>up</b>	вверх	She went <b>up</b> the stairs.

## Предлоги времени

Задание 7.3. Ознакомьтесь с предлогами места и переведите предложения с примерами их употребления.

<b>about</b>	около	It's <b>about</b> ten o'clock.
<b>after</b>	после	We arrived <b>after</b> ten o'clock.
<b>all</b>	весь, целый	I work <b>all</b> year/week/day.
<b>almost</b>	почти	It is <b>almost</b> 7:00.
<b>at</b>	в	The show begins <b>at</b> ten o'clock.
<b>before</b>	до, перед, раньше	We must come back <b>before</b> dinner.
<b>by</b>	к	We must arrive <b>by</b> 7:00.
<b>during</b>	в течение	I worked <b>during</b> the vacation.
	во время	We arrived <b>during</b> the show.
<b>for</b>	в течение, в продолжение	We lived in London <b>for</b> two weeks.
<b>from</b>	с, от, начиная с	I learn English <b>from</b> this year.
<b>in</b>	в, во время	I work <b>in</b> the summer.



	в течение	I will work in December.
	через	I'll see you in a week.
on	в, по	We work on Saturdays,
throughout	на всем протяжении	We have vacation throughout the summer.
until	до	Wait until ten o'clock.

### ФРАЗОВЫЕ ГЛАГОЛЫ (PHRASAL VERBS)

Фразовые глаголы состоят из глагола и предлога, при этом значение глагола часто неузнаваемо меняется. Например: **to give** — давать, но **to give up** — бросать, отказываться. *He gave up smoking.* — Он бросил курить.

Глаголы могут комбинироваться с разными предлогами и иметь совершенно разные значения. Например:

**to stand out** — выделяться, выступать, не сдаваться; держаться

**to stand up** — вставать

**to stand in** — быть в хороших отношениях

**to stand off** — держаться на расстоянии от; отодвинуться

**to stand by** — защищать, помогать, поддерживать, присутствовать

**to stand fast** — стой!

**to stand down** — уступать свою позицию

**to stand against** — противиться, сопротивляться

**to stand for** — поддерживать, стоять за.

Проблема с фразовыми глаголами состоит в том, что они могут иметь несколько различных значений. Например: *turn up at a party* — появиться на вечеринке, но *turn up the radio* — включить радио. Фразовый глагол *to come out* может иметь 12 различных значений. Тем не менее следует знать значения самых употребительных фразовых глаголов:

**to ask for** — просить

**to be interested in** — интересоваться

**to blow up** — взрывать

**to bring up** — воспитывать

**to come back** — возвращаться

**to come in** — входить

**to depend on** — зависеть

**to fill out** — заполнять бланк

**to fill up** — наполнять

- to find out — узнать, выяснить  
to get up — вставать  
to give back — вернуть  
to go back — вернуться  
to go on — продолжать  
to keep on — продолжать  
to listen to — слушать  
to look after — заботиться  
to look at — смотреть на  
to look for — искать  
to look forward to — ожидать с нетерпением  
to pay for — платить  
to pick up — собирать  
to put on — надевать  
to take after — походить на кого-л.  
take care of — заботиться  
to take off — снимать  
to thank for — благодарить  
to turn down — убавить громкость  
to turn off — выключать  
to turn on — включать  
to turn up — увеличить громкость  
to wait for — ждать  
to wake up — просыпаться.

Задание 7.4. Переведите предложения с фразовыми глаголами.

1. I woke up with the alarm clock.
2. Don't wait for me, I'll come back late.
3. Grandpa doesn't hear, turn up TV, please.
4. Put on your coat, it's raining.
5. Please, turn your radio down.
6. My son took after me.
7. They came in through the back door.
8. It isn't easy to bring up children.
9. Fill out this application form, please.
10. The terrorists tried to blow up the railroad station.
11. Go back to your place, please.
12. Go on reading, please.

13. Pupils must get up when they answer.
14. She filled up the sugar-bowl with sugar.
15. Don't forget to give the book back.
16. My sister found out that her letter was not sent.
17. My mother promised to look after my dog.
18. The sportsman tried to keep on running after he fell down.
19. I'm looking for my book.
20. I always look forward to the holidays.
21. Turn on the CD player so we can dance.
22. We turned off the lights.
23. My elder sister took care of me.
24. They picked up the flowers in the field.
25. It was so hot that I had to take off my shirt.
26. What are you looking for?

## Урок 8

**Тема урока:** Washington. The USA.

**Грамматика:** Времена английского глагола. Active Voice. Конструкция ***be going to do***.

### TEXT 1 Washington



The Capitol

The capital of the United States of America is Washington. It was named after the first President of the United States — George Washington. It is situated on the Potomac River in the District of Columbia. The district is a piece of land, which does not belong to any one state but to all the states. The district is named in honour of Christopher Columbus, the discoverer of America.

Washington was founded in 1791 as the capital. It's quite a new city. The population of the city is nearly one million people. Washington is not a very large city, but it is very important as the capital of the USA.



Monument to George Washington

Washington has many historical places. The largest and tallest is the Capitol, where the Congress meets. It is a very beautiful building with white marble columns. There is a law in Washington against building structures higher than the Capitol. Not far from the Capitol there is the Library of Congress. It holds five million books.

The White House, the residence of the president is the oldest public structure in the capital and one of the most beautiful. It was built in 1799. It is a two storey white building. Not far from the Capitol is the Washing-

ton monument, which looks like a very big pencil. It is 160 metres high and it is empty inside. A special lift brings visitors to the top in 70 seconds, from where they can enjoy the view of the city.



The White House

The Jefferson Memorial was built in memory of the third President of the USA Thomas Jefferson, who was also the author of the Declaration of Independence. The Memorial is surrounded by cherry trees.

The Lincoln Memorial is devoted to the memory of the sixteenth President of the USA, the author of the Emancipation Proclamation, which gave freedom to Negro slaves in America.

Words:

**District of Columbia** — округ Колумбия

**named after** — названный в честь

**indication** — указание

**piece of land** — участок земли

**nearly** [ˈniəli] — около, приблизительно

**marble** [ˈmɑ:bl] — мраморный

**empty** [ˈempti] — пустой, полный

**two storey** — двухэтажный

**Declaration of Independence** — Декларация независимости

Questions:

1. When was Washington, D.C. founded?
2. Where is Washington situated?

3. What state does District of Columbia belong to?
4. What are the most important places of interest in Washington?
5. What is the nickname of the Washington memorial?
6. What is the design of Lincoln memorial?
7. What is the population of Washington?
8. Are there any specific laws about the height of the buildings in Washington, D.C.?

## TEXT 2

### New York

New York is one of the largest cities in the world. It was founded three hundred years ago in the mouth of the Hudson River.

The centre of New York is Manhattan Island. In 1626 it was bought from the Indians for twenty-four dollars. Today Manhattan is the centre of business and commercial life of the country. There are many skyscrapers, banks and offices of American businessmen in Manhattan. Broadway begins here; the Stock Exchange is located here. Not many people live in Manhattan, although the majority work here. Numerous bridges link Manhattan Island with the other parts of New York.

People from almost all parts of the world live New York. It is even called "Modern Babylon". A lot of immigrants came to the USA from different countries at the beginning of the 20th century. They entered the USA through New York — the Gateway of America.

New York is one of the leading manufacturing cities in the world. The most important branches of industry are those producing paper products, vehicles, glass, chemicals, and machinery. The city traffic is very busy.

#### Words:

**mouth** — устье

**Stock Exchange** — Нью-Йоркская фондовая биржа

**majority** [mə'dʒɔrɪtɪ] — большинство

**numerous** ['nju:mərəs] — многочисленный

**to link** — соединять

**to inhabit** [ɪn'hæbɪt] — проживать, населять

**Babylon** — Вавилон

**vehicle** ['vi:kl] — средства передвижения (автомобили и т. п.)

**opposite** — напротив, противоположный

**gateway** — ворота

**skyscrapers** — небоскребы

**branches of industry** — отрасли промышленности

**city traffic** — движение городского транспорта

Questions:

1. When was New York founded?
2. What was the price of the Manhattan Island in 1626?
3. What is Manhattan today?
4. Do many people live in Manhattan?
5. What is Broadway famous for?
6. Why is New York called "Modern Babylon"?
7. What are the most important branches of industry in New York?

### TEXT 3

#### The United States of America

The United States of America is the 4<sup>th</sup> largest country in the world after Russia, Canada and China. It lies in the central part of the North American Continent between the two oceans: the Atlantic Ocean in the East and the Pacific Ocean in the West.

Canada in the North and Mexico in the South are the only countries that have borders with the USA. The total area of the USA is about 9 million square kilometres. The population is about 230 million people.

The country is washed by 3 oceans: The Arctic, the Atlantic and the Pacific. The country has many lakes, including the Great Lakes and many rivers, the longest of which are the Mississippi, the Missouri, the Columbia and others. The highest mountains are the Rocky Mountains, the Appalachian, the Cordillera and the Sierra Nevada. The highest peak, Mount McKinley, is in Alaska.

The climate conditions are rather various. The country is rich in natural and mineral resources: oil, gas, iron ore, coal and various metals.

The USA is a highly developed industrial and agricultural country. The main industrial branches are aircraft, rocket, automobile, electronics, radio engineering and others. Nowadays the USA is one of the leading powers of the world due to its economic, political and military influence.

The United States of America is a federal state and a parliamentary republic, headed by the President. According to the US Constitution the powers of the Government are divided into 3 branches: legislative (the

Congress), executive (the President), and judicial (the Supreme Court). The Congress has two houses — the Senate and the House of Representatives. The Supreme Court is the highest court in the country.

There are two main political parties in the United States: the Democratic Party (their symbol is a donkey), and the Republican Party (their symbol is an elephant). The president is elected for a 4-year term and not more than two times.

**Words:**

**total area** — общая площадь

**borders** — границы

**Appalachian** — Аппалачи

**Great Lakes** — Великие озера

**Rocky Mountains** — Скалистые горы

**Sierra Nevada** — Сьерра-Невада

**Cordillera** — Кордильеры

**highly developed** — высокоразвитый

**climate conditions** — климатические условия

**branch** ['brʌntʃ] — ветвь, отрасль (промышленности)

**aircraft** ['eɪkrɑ:ft] — авиация

**automobile** ['ɔ:təməubɪl] — автомобиль

**electronics** [ɪlek'trɒnɪks] — электроника

**radio engineering** — радиотехника

**influence** — влияние

**leading** — ведущий

**due to** — благодаря

**military** — военный

**to head** — возглавлять

**parliamentary republic** — парламентская республика

**government** ['gʌvənmənt] — правительство

**power** — власть

**legislative** ['lɛdʒɪslatɪv] — законодательный

**judicial** [dʒuːdʃɪl] — судебный

**executive** [ɪgˈzɛkjʊtɪv] — исполнительный

**donkey** ['dɒŋki] — осел

**elephant** ['ɛlɪfənt] — слон

**symbol** — символ

**to elect** — избирать



term ['tɑ:m] — срок

Senate ['senɪt] — Сенат

House of representatives — палата представителей

Supreme Court — Верховный суд

#### Questions:

1. What is the geographical position of the United States?
2. What countries have borders with the United States?
3. What are the highest mountains in the United States?
4. What are the biggest rivers in the United States?
5. What are the main industrial branches of the United States economy?
6. What are the biggest cities of the United States?
7. What is the political system of United States?
8. What are the three branches of the United States government?

### ГРАММАТИКА

#### ВРЕМЕНА АНГЛИЙСКОГО ГЛАГОЛА

#### АКТИВНЫЙ ЗАЛОГ

##### Active Voice

#### Таблица всех временных форм глагола

Время	Простое Indefinite (Simple)	Длительное Continuous	Завершенное Perfect
<b>Present</b> Настоящее	I write. Я пишу (вообще, обычно).	I am writing. Я пишу (сейчас).	I have written. Я (уже) написал.
<b>Past</b> Прошедшее	I wrote. Я (на)писал (вчера).	I was writing. Я писал (в тот момент).	I had written. Я написал (уже к тому моменту).
<b>Future</b> Будущее	I shall/will write. Я напишу, буду пи- сать (завтра).	I shall/will be writing. Я буду писать (в тот момент).	I shall/will have writ- ten. Я напишу (уже к тому моменту).

## НАСТОЯЩЕЕ НЕОПРЕДЕЛЕННОЕ ВРЕМЯ Present Indefinite (Simple)

**Present Simple** образуется от неопределенной формы глагола без частицы *to*. В 3-м лице единственного числа добавляется окончание **-s**.

**Present Simple** употребляется:

а) для сообщения о факте:

*The sun **rises** in the east.*

*In Europe, the weather **is** cold in winter.*

*Authors **write** books;*

б) для сообщения об обычных, повторяющихся действиях:

*I **go** to school **every day**.*

*John **plays** tennis **once a week**.*

*We **start** work at 9 a.m. **every day**.*

*Mary **doesn't work** on Sundays.*

Для указания на повторный характер действия часто употребляются слова:

**every day/week, month, year** (каждый день/неделю, месяц, год)

**often** (часто)

**seldom** (редко)

**always** (всегда)

**usually** (обычно)

**never** (никогда).

Наречия **often, seldom, always, never, usually** обычно ставятся перед глаголом.

В предложениях с глаголом **to be** эти наречия обычно ставятся после глагола.

*He **is never** late for his work.* — Он никогда не опаздывает на работу;

в) когда говорят о вкусах:

*Peter **likes** Chinese food.*

*Julie **doesn't like** fish.*

*Children **love** chocolate.*

### Формы глагола в Present Simple

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
<b>Единственное число</b>			
I play.	I do not play.	I don't play.	Do I play?
You play.	You do not play.	You don't play.	Do you play?
He/she/it plays.	He/she/it does not play.	He/she/it doesn't play.	Does he/she/it play?
<b>Множественное число</b>			
We play.	We do not play.	We don't play.	Do we play?
You play.	You do not play.	You don't play.	Do you play?
They play.	They do not play.	They don't play.	Do they play?

**Задание 8.1.** Вставьте глаголы *start, take, eat, think, sleep, go, like, drink, write, live* в нужной форме.

- The serial on TV ... every day at 8 p.m.
- The children ... milk with their meals.
- Cats usually ... a lot.
- Julie ... a letter to her mother once a week.
- Tom and Julie ... in a big city in the centre of the country.
- Tourists ... to Egypt to see the pyramids.
- Jimmy always ... the bus to go to school.
- We all know that children ... sweets.
- Anne ... it's a good idea to do English exercises.
- If you want to be healthy, you must ... good food.

### PAST SIMPLE

[V + ed]

**Past Simple** правильных глаголов образуется от неопределенной формы глагола без частицы *to* с добавлением окончания **-ed (-d)**.

**Формы глагола в Past Simple**

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
<b>Единственное число</b>			
I played.	I did not play.	I didn't play.	Did I play?
You played.	You did not play.	You didn't play.	Did you play?
He/she/it played.	He/she/it did not play.	He/she/it didn't play.	Did he/she/it play?
<b>Множественное число</b>			
We played.	We did not play.	We didn't play.	Did we play?
You played.	You did not play.	You didn't play.	Did you play?
They played.	They did not play.	They didn't play.	Did they play?

**Правильные и неправильные глаголы**

Все глаголы в английском языке по способу образования прошедшего времени можно разделить на две группы: **правильные и неправильные**. У правильных глаголов вторая и третья формы (Past Simple и Past Participle — простое прошедшее время и причастие прошедшего времени) совпадают между собой и образуются путем прибавления к основе глагола окончания **-ed (-d)**:

to ask — asked

to receive — received

to change — changed

to work — worked

При этом:

а) если глагол оканчивается на **-y** с предшествующей согласной, то буква **y** меняется на **i** и добавляется окончание **-ed**:

to supply — supplied

to apply — applied.

Если глагол оканчивается на **-y** с предшествующей гласной, то буква **y** не меняется и добавляется окончание **-ed**:

to stay — stayed

to play — played;

б) если глагол оканчивается на согласную с предшествующим кратким гласным звуком, то согласная на конце удваивается:

to stop — stopped.

### Как читаются окончания неправильных глаголов?

После звонких согласных и гласных звуков окончание *-ed* или *-d* произносится как [d] loved, said, а после глухих согласных как [t] looked.

После звуков [d] и [t] на конце слова окончание *-ed (-d)* произносится как [ɪd] landed, started.

Неправильные глаголы образуют вторую и третью формы различными способами, без четких правил. Это наиболее часто употребляемые глаголы. В конце книги приведен список часто встречающихся неправильных глаголов.

### Задание 8.2. Раскройте скобки, поставьте глагол в Past Simple.

1. Yesterday evening I (not go) to the cinema with a friend.
2. He (go) to school last year?
3. Last night the concert (finish) at midnight.
4. The secretary (arrive) at the office this morning before her chief.
5. Tom (not give) a bicycle to his friend.
6. The train was at 8 p.m. so I (leave) home at 7 p.m.
7. Last Sunday was my mother's birthday, so I (make) a cake.
8. I (start) to learn English five years ago.
9. It (begin) to rain in the afternoon.
10. Julie (do) a lot of English exercises last week.

### Задание 8.3. Раскройте скобки, поставьте глагол в Past Simple.

1. We (buy) a new car on Tuesday.
2. Mandy not (do) her homework yesterday.
3. When you (meet) Jane?
4. Why they (go) to London?
5. I not (be) ill last month.
6. Where your parents (live) when they (be) young?
7. Jill (be) in London last year.
8. When Fred (give) you this ring?
9. We not (visit) them when they (be) ill.
10. I (read) Hamlet last year.

**FUTURE SIMPLE****1. [will] + [verb]****2. [am/is/are] + [going to] + [V]****Формы глагола в Future Simple**

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
<b>Единственное число</b>			
I shall/will play.	I shall/will not play.	I shan't/won't play.	Shall/Will I play?
You will play.	You will not play.	You won't play.	Will you play?
He/she/it will play.	He/she/it will not play.	He/she/it won't play.	Will he/she/it play?
<b>Множественное число</b>			
We shall/will play.	We shall/will not play.	We won't play.	Shall/Will we play?
You will play.	You will not play.	You won't play.	Will you play?
They will play.	They will not play.	They won't play.	Will you play?

**PRESENT CONTINUOUS****[am / is / are] + [V + ing]**

**Present Continuous** употребляется:

а) для выражения действия, происходящего в настоящий момент. Часто есть указание на время *now* (сейчас), *at the moment* (в данный момент):

*I am reading this page now.*

б) для выражения действия, длящегося в данный период:

*I am learning English this year;*

в) для выражения планируемого в будущем действия:

*Next month I am going for my holidays to Sochi.*

*We are leaving for Moscow in July.* — Мы уезжаем в Москву в июле.

*My friends are coming to dinner tomorrow.*

**Present Continuous** обычно не употребляется со следующими глаголами, которые обозначают не действие, а состояние:

**to feel** — чувствовать

**to be** — быть, находиться

**to live** — жить

to hear — слышать  
 to see — видеть  
 to know — знать  
 to remember — помнить  
 to think — думать  
 to want — хотеть  
 to like — любить, нравиться  
 to love — любить.

#### Формы глагола в Present Continuous

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
<b>Единственное число</b>			
I am playing.	I am not playing.	I'm not playing.	Am I playing?
You are playing.	You are not playing.	You're not playing.	Are you playing?
He/she/it is playing.	He/she/it is not playing.	He/she/it's not playing.	Is he/she/it playing?
<b>Множественное число</b>			
We are playing.	We are not playing.	We aren't playing.	Are we playing?
You are playing.	You are not playing.	You're not playing.	Are you playing?
They are playing.	They are not playing.	They aren't playing.	Are they playing?

**Задание 8.4.** Раскройте скобки, поставьте глагол в Present Continuous.

1. You (learn) English now.
2. You (not swim) now.
3. I (not stand). I (sit).
4. They (not watch) television. They (read) their books.
5. What you (do)? Why you (not do) your homework?
6. I (not study) to become a dentist. I (study) to become a doctor.
7. I (read) the book *Tom Sawyer* now.
8. I (not read) any books right now.
9. You (work) at school?

10. I (meet) some friends after work.
11. I (not go) to the party tonight.
12. He (visit) his parents next weekend.

**Задание 8.5.** Раскройте скобки, выбрав Present Simple или Present Continuous.

1. Every day Julie (take) the bus to go to her office.
2. At the moment you (do) an English exercise.
3. Tom and Julie (learn) English this year.
4. The Bank (open) at 9.30 every morning from Monday to Friday.
5. Our cousins (come) to see us next Sunday.
6. Tom (read) the newspaper every morning on the train.
7. Julie usually (clean) the house on Saturdays.
8. She (write) a letter to a client now.
9. Julie (speak) three languages: English, French and Spanish.
10. Today is Sunday. Tom and Julie (work) in their garden.
11. Yesterday evening I (played) tennis with a friend.
12. I (start) taking tennis lessons last year.
13. When I was at school I (like) history.
14. Five minutes ago I (finish) my homework.
15. Last week I (come) back to Moscow.

**Задание 8.6.** Составьте предложения из следующих слов:

- 1) bed cat is hiding the under the;
- 2) pupil he is new speaking the to;
- 3) are crying you why ?
- 4) a jacket wearing not I am;
- 5) are going now to work you ?
- 6) again is my Pamela using textbook ?
- 7) the today in helping is house mother Bruce his;
- 8) Bruce the at not working factory is;
- 9) you are news the watching ?
- 10) TV no are a we watching movie on.

**PAST CONTINUOUS**  
**[was /were] + [V + ing]**

**Past Continuous** обычно употребляется для выражения конкретного действия, длившегося в точно указанный момент или период в прошлом.

*Yesterday evening, at 9 o'clock, I **was watching** television.*



**Past Continuous** также употребляется для выражения действия, длившегося наряду с другим, более кратким действием в прошлом.

*Yesterday evening, while I was watching television, the phone rang.*

*When I came home yesterday evening, my Mother was cooking dinner.*

#### Формы глагола в Past Continuous

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
<b>Единственное число</b>			
I was playing.	I was not playing.	I wasn't playing.	Was I playing?
You were playing.	You were not playing.	You weren't playing.	Were you playing?
He/she/it was playing.	He/she/it was not playing.	He/she/it wasn't playing.	
<b>Множественное число</b>			
We were playing.	We were not playing.	We weren't playing.	Were we playing?
You were playing.	You were not playing.	You weren't playing.	Were you playing?
They were playing.	They were not playing.	They weren't playing.	Were they playing?

**Задание 8.7.** Раскройте скобки, поставьте глагол в Past Continuous.

1. I (study) when she called.
2. While I (study), she called.
3. I (watch) TV when she called.
4. When the phone rang, she (write) a letter.
5. While we (have) a picnic, it started to rain.
6. Sally (work) when Joe had the car accident.
7. While John (sleep) last night, someone stole his car.
8. Last night at 6 p.m., I (eat) dinner.
9. I (study) while he (make) dinner.
10. While Ellen (read), Tim (watch) television.
11. They (eat) dinner, (discuss) their plans and (have) a good time.

**Задание 8.8.** Раскройте скобки, выбрав Past Simple или Past Continuous.

12. When her husband (come) home, Anne (watch) television.
13. I (prepare) dinner when the telephone (ring).
14. What (you do) yesterday at 10 p.m.?
15. Julie (learn) to drive when she (work) in London.
16. Where (you sit) when the show (begin)?
17. I (visit) Athens while I (tour) Greece.
18. John (fall) down when he (cross) the street.
19. What (you see) while you (wait) for the bus?
20. Where (you go) when your car (break) down?
21. Julie (meet) Peter when she (walk) in the park.

### FUTURE CONTINUOUS

#### 1. [will be] + [V + Ing]

#### 2. [am / is / are] + [going to be] + [V + Ing]

**Future Continuous** употребляется для выражения действия, которое будет длиться в точно указанный момент или период в будущем.

*I will be watching TV tomorrow at 7 o'clock.* — Я буду смотреть телевизор завтра в семь часов.

*I am going to be learning English next year.* — Я буду учить английский в следующем году.

#### Формы глагола в Future Continuous

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
<b>Единственное число</b>			
I will be playing.	I will not be playing.	I won't be playing.	Will I be playing?
You will be playing.	You will not be playing.	You won't be playing.	Will you be playing?
He/she/it will be playing.	He/she/it will not be playing.	He/she/it won't be playing.	Will he/she/it be playing?
<b>Множественное число</b>			
We will be playing.	We will not be playing.	We won't be playing.	Will we be playing?
You will be playing.	You will not be playing.	You won't be playing.	Will you be playing?
They will be playing.	They will not be playing.	They won't be playing.	Will they be playing?

### PRESENT PERFECT [has/have] + [past participle]

Глаголы в формах **Perfect** выражают действие *завершенное*, приведшее к определенному *результату* (или к отсутствию результата). Можно сказать, что с помощью форм **Perfect** мы *подводим итоги* определенному периоду времени, определенных действий. Время подведения итогов либо в настоящий момент **Present Perfect**, либо момент в прошлом **Past Perfect**, либо в будущем **Future Perfect**.

*I have written the letter.* (Present Perfect) — Я (только что) написал письмо (передо мной письмо как результат).

*I had written the letter when he came.* (Past Perfect) — Я написал письмо, когда он пришел (2 действия, одно завершилось раньше другого).

**Present Perfect** образуется при помощи вспомогательного глагола **to have** в настоящем времени (have, has) и третьей формы смыслового глагола.

#### Формы глагола в Present Perfect

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
<b>Единственное число</b>			
I have done.	I have not done.	I haven't done.	Have I done?
You have done.	You have not done.	You haven't done.	Have you done?
He/she/it has done.	He/she/it has not done.	He/she/it hasn't done.	Has he/she/it done?
<b>Множественное число</b>			
We have done.	We have not done.	We haven't done.	Have we done?
You have done.	You have not done.	You haven't done.	Have you done?
They have done.	They have not done.	They haven't done.	Have they done?

Задание 8.9. Раскройте скобки, поставьте глагол в Present Perfect.

1. Our son (learn) how to read.
2. Doctors (cure) many deadly diseases.
3. Scientists (split) the atom.
4. You (grow) since the last time I saw you.
5. English (become) one of the most popular courses at the university.
6. My English really (improve) since I took private lessons.
7. I think I (see) that movie before.
8. He never (travel) by train.
9. Joan (learn) two foreign languages.
10. you (meet) him? — No, I never (meet) him.
11. you (see) that movie? — I (see) that movie twenty times.
12. I think I (meet) him once before.
13. People (travel) to the moon.
14. you (be) to France? — I (be) to France three times.
15. James (not finish) his homework yet.
16. Bill not (arrive) yet.
17. The rain (not stop).
18. Mary (love) chocolate since she was a little girl.
19. She (be) in England for six months.

### PAST PERFECT [had] + [past participle]

**Past Perfect** употребляется:

а) для выражения действия, завершившегося до какого-либо момента или другого действия в прошлом:

*He **had read** the book by 10 o'clock yesterday.* — Он прочел книгу до десяти часов (к десяти часам) вечера;

*When we **came** to the airport the plane **had already landed**.* — Когда мы приехали в аэропорт, самолет уже приземлился;

б) в предложениях, в которых одно действие завершилось до другого действия, лежащего в прошлом:

*He **had read** the book and **was watching** TV when I came.* — Когда я пришел, он уже прочитал книгу и смотрел телевизор.

### Формы глагола в Past Perfect

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
Единственное число			
I had done.	I had not done.	I hadn't done.	Had I done?
You had done.	You had not done.	You hadn't done.	Had you done?
He/she/it had done.	He/she/it had not done.	He/she/it hadn't done.	Had he/she/it done?
Множественное число			
We had done.	We had not done.	We hadn't done.	Had we done?
You had done.	You had not done.	You hadn't done.	Had you done?
They had done.	They had not done.	They hadn't done.	Had they done?

### FUTURE PERFECT

#### 1. [will have] + [past participle]

#### 2. [am/is/are] + [going to have] + [past participle]

**Future Perfect** употребляется для выражения действия, которое будет происходить до определенного момента или другого действия в будущем и завершится или прекратится до него.

*I will have written the letter by 10 o'clock tomorrow.* — Я напишу письмо к 10 часам завтра (действие завершится к определенному моменту времени в будущем).

### Формы глагола в Future Perfect

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
Единственное число			
I will have done.	I will not have done.	I won't have done.	Will I have done?
You will have done.	You will not have done.	You won't have done.	Will you have done?
He/she/it will have done.	He/she/it will not have done.	He/she/it won't have done.	Will he/she/it have done?

Окончание

Утверждение	Отрицание (полная форма)	Отрицание (краткая форма)	Вопрос
<b>Множественное число</b>			
We will have done.	We will not have done.	We won't have done.	Will we have done?
You will have done.	You will not have done.	You won't have done.	Will you have done?
They will have done.	They will not have done.	They won't have done.	Will they have done?

Задание 8.10. Вставьте **to write** в нужной форме.

- We often ... letters to our parents.
- What ... you ... now?
- Yesterday they ... tests from 10 till 12 o'clock.
- Who ... this letter?
- I ... some letters last week.
- What ... you ... tomorrow at 10?
- When I came to her, she ... a letter.
- ... you ... letters tomorrow?
- I ... not ... this letter now. I ... it in some days.
- ... he ... his home task now?
- What ... she ... in the evening yesterday?
- As a rule, he ... tests well.

Задание 8.11. Раскройте скобки, выберите нужное время глагола.

- He (know) several foreign languages.
- I (learn) English at school.
- Usually the classes (begin) at 9 o'clock.
- Our grandparents (live) now in Moscow.
- He often (visit) them last year.
- As a rule I (go) to my school by bus.
- She (work) abroad next year.
- She (not like) loud music.
- Your children usually (ask) many questions.
- At present he (not work) at school.
- My brother (like) music.
- What you (do) yesterday?
- His sister (not go) to the seaside next July.

**Задание 8.12.** Поставьте глагол в скобках в нужную форму, выбрав Present Perfect или Past Simple.

1. Tom (go) to the cinema yesterday.
2. John is playing a game of tennis. He (play) for 2 hours.
3. I (book) the tickets two weeks ago for the concert of classical music.
4. The teacher (speak) English since the beginning of this lesson.
5. In your life, how many countries (you - visit)?
6. The Bank (open) a branch in the new shopping centre last month.
7. The bus is late and Julie is cold. She (wait) for the bus for 10 minutes.
8. Caroline (work) here between 2001 and 2004.
9. Before getting on the plane, John (buy) a book to read during the flight.
10. Since the beginning of this exercise, I (learn) several new words in English.

**Задание 8.13.** Поставьте глагол в скобках в нужную форму.

1. In 2002 John (visit) Moscow with a group of friends.
2. This month we (prepare) for our exams.
3. Natasha is at the cinema waiting for Dennis. She (wait) for 10 minutes.
4. Marie only has half an hour for lunch so she usually (have) a sandwich.
5. David is a good friend of mine. I (know) him since I was six years old.
6. At the moment I need to concentrate. I (do) a grammar exercise.
7. Tom is writing an important report. He (write) four pages already.
8. Once a month Caroline (go) to the hairdresser's to have her hair cut.
9. Last year Peter (travel) all over Australia.
10. Next Saturday, Peter (take) Mary to the theatre.

**Задание 8.14.** Подберите ответы к следующим вопросам.

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. Where does your sister work? | a. At half past four.             |
| 2. What are you doing?          | b. No, I am having dinner.        |
| 3. Do you get up at ten?        | c. She works at home.             |
| 4. Are they writing a letter?   | d. She is going home.             |
| 5. Does he work at night?       | e. No, I get up at nine.          |
| 6. When does Joe go home?       | f. I am going home.               |
| 7. Where is Jane going?         | g. No, he works in the afternoon. |
| 8. Are you watching TV?         | h. No, they are sleeping.         |

## Урок 9

**Тема урока:** Education in Great Britain.

**Грамматика:** Времена английского глагола.  
Passive Voice.

### TEXT 1

#### Education in Great Britain.

#### At What Age Do Children Go to School in Britain?

Children in Britain go to school at the age of 5 (4 in Northern Ireland) until they are 16. Before school many children attend nursery schools. Some parents send their children to private (fee-paying) nursery schools or kindergartens. Children first attend the infants' school until they are 7 years old. At 7 they move to the junior school and at 11 (12 in Scotland) children go from junior to secondary school.

#### What Are the Different Types of Secondary Schools?

Over 85% of secondary school pupils attend comprehensive schools. These schools take children of all abilities and give secondary education for children from the age of 11 to 16 or 18.

Grammar schools give academic education for the children from 11 to 18-years old. Children enter grammar schools on the basis of their abilities, first passing the *eleven-plus examination*.

A small minority of children attends secondary modern schools, which give a more general and technical education for children aged 11—16.

City Technology Colleges (CTCs) give boys and girls strong technological and business education. They are non-fee-paying independent schools, set up by the Government with the help of business sponsors who finance the schools. There are now 15 such colleges in England and Wales.

Specialist schools, which only operate in England, give pupils a broad secondary education in technology, languages, arts or sports. There are over 250 specialist schools. They charge no fees.

#### What Are "Public" Schools?

7% of all schoolchildren in England and 4% in Scotland go to independent school sector that is separate from the state educational system. Parents of pupils attending public schools can afford to pay for their education, and in some cases fees can be several thousand pounds a year.



About 250 of the larger independent schools are known for historical reasons as public schools. Eton, which was founded in 1440, is the first grammar school called a 'public school' because pupils could come to it from any part of England.

**Words:**

**nursery** [ˈnɜːsəri] **school** = **infant** [ˈɪnfənt] **school** — детский сад при начальной школе, подготовительная школа

**kindergarten** — детский сад

**junior school** [ˈdʒuːniə] — младшая школа

**to attend** — посещать

**comprehensive school** [ˌkɒmpriˈhensɪv] — общеобразовательная школа

**abilities** — способности

**secondary education** — среднее образование

**secondary school** — средняя школа

**grammar school** — грамматическая школа

**public school** — привилегированное частное учебное заведение

**eleven-plus examination** — экзамен, принимаемый у детей в возрасте одиннадцати лет

**minority** — меньшинство

**secondary modern school** — средняя современная школа (в Великобритании)

**personality** [ˌpɜːsəˈnælɪti] — личность

**fee** — плата за обучение (в школе)

**to afford** [əˈfɔːd] — позволить себе

**Questions:**

1. When does the pre-school education begin in England, Wales and North Ireland?
2. When does the education begin in England?
3. What are public schools?
4. What are the most famous Public schools in England?
5. What are Grammar and Comprehensive schools?

**TEXT 2**

**English Universities**

All universities usually have both faculties and departments. The faculties are arts, law, medicine, science and theology. The departments include engineering, economics, commerce, agriculture, music and technology.

At the head of each faculty there is a professor. A staff of teachers called lecturers helps him. Professors and lecturers give lectures to large numbers of students or study with small groups, and here the students have a chance to discuss.

All universities admit men and women, but in some universities there are colleges specially for one sex. Most of the universities provide hostels for their students. There are many types of colleges in England. There are colleges within universities. There are teachers' training colleges. There are also technical colleges of various types, colleges of arts and commerce. Colleges give a specialized training. Those who wish to become teachers spend three years at a teachers' training college. They study various subjects and learn how to teach, and after that they have practice teaching at schools.

### What Are the Oldest Universities in Britain?

All English universities except Oxford and Cambridge are fairly new. The *University of Oxford* was the first university in Britain. It was organised in the 12th century as a federation of colleges. They are governed by their own teaching staff known as 'Fellows'. The oldest college, *University College*, was founded in 1249. Other famous colleges are: *All Souls* (founded in 1438), *Christ Church* (founded in 1546) and the first women's college *Lady Margaret Hall* (founded in 1878). Today, *Oxford University* consists of 35 separate colleges, of which two are for women students only.

*Cambridge University* is also organised as a federation of colleges. Cambridge was established by scholars from Oxford in 1208. The oldest college *Peterhouse*, was founded in 1284. The largest college, *Trinity*, was founded by King Henry VIII in 1546.

Scotland also has a number of universities established long ago. By the end of the Middle Ages Scotland had four universities at Edinburgh (founded 1583), Glasgow (founded 1450), Aberdeen (founded 1494) and *St Andrew's* (founded 1411).

The *University of Wales* was founded in 1893. It consists of six colleges. The oldest university is *St David's University College* in Lampeter, founded in 1822.

*Queen's University* in Belfast, Northern Ireland, was founded in 1845 as part of the *Queen's University of Ireland* which had other colleges at Cork and Galway.

*London University* is the biggest of the modern English universities and has many colleges and schools.

Words:

**faculty** [ˈfæk(ə)lti] — факультет  
**department** — кафедра  
**arts** [ɑ:ts] — гуманитарные науки  
**law** [lɔ:] — правоведение  
**medicine** [ˈmedɪn] — медицина  
**science** — естественные науки  
**theology** [θiˈolədʒi] — богословие  
**engineering** — технический  
**economics** [ˌi:kəˈnɒmiks] — экономика  
**commerce** [ˈkɒməs] — бизнес  
**agriculture** [ˈæɡrɪkʌltʃə] — сельское хозяйство  
**technology** [tekˈnɒlədʒi] — технические и прикладные науки  
**staff** [stɑ:f] — штат преподавателей  
**lecturer** — звание преподавателя университета  
**to admit** — принимать  
**to provide** — предоставлять  
**hostel** — студенческое общежитие  
**college** — университетский колледж  
**technical college** — техническое высшее учебное заведение  
**practice teaching** — преподавательская практика  
**scholar** [ˈskɒlə] — ученый  
**school** — факультет университета

Questions:

1. What is the difference between faculties and departments of a university?
2. Who is at the head of each faculty?
3. Who gives lectures to students?
4. Do all universities admit both men and women?
5. What are the types of colleges in England?
6. What are the oldest universities in England?
7. What are the oldest universities in Scotland?
8. What is the oldest university in Wales?
9. What is the oldest university in Northern Ireland?

## ГРАММАТИКА

## СТРАДАТЕЛЬНЫЙ ЗАЛОГ

## Passive Voice

Формы страдательного залога английских глаголов образуются с помощью вспомогательного глагола **to be** в соответствующем времени, лице и числе и **причастия II** (Participle II) смыслового глагола:

Present Simple:	The letter <b>is written</b> .
Past Simple:	The letter <b>was written</b> .
Future Simple:	The letter <b>will be written</b> .
Present Progressive:	The letter <b>is being written</b> .
Past Progressive:	The letter <b>was being written</b> .
Future Progressive:	The letter <b>will be being written</b> .
Present Perfect:	The letter <b>has been written</b> .
Past Perfect:	The letter <b>had been written</b> .
Future Perfect:	The letter <b>will have been written</b> .

Глагол-сказуемое в страдательном залоге показывает, что подлежащее предложения является объектом действия со стороны другого лица или предмета.

Сравните: *I built a house.* — Я построил дом.  
*The house was built (by me).* —  
 Дом был построен (мной).

Глаголы в страдательном залоге на русский язык переводятся

1. Глаголом **быть** + краткая форма причастия страдательного залога:

*The letter was sent yesterday.* — Письмо было послано вчера.

2. Глаголом с частицей **-ся (-сь)**:

*This problem was discussed last week.* — Эта проблема обсуждалась на прошлой неделе.

3. Неопределенно-личным оборотом, т. е. глаголом в действительном залоге 3-го лица множественного числа, типа «говорят», «сказали»:

*English is spoken in many countries.* — На английском языке говорят во многих странах.

4. Глаголом в действительном залоге (при наличии исполнителя действия):

*Pupils are taught at school by the teachers.* — Учеников учат в школе учителя.

**Задание 9.1.** Раскройте скобки, поставьте глаголы в нужные формы страдательного залога.

1. Those books (return) to the library yesterday.
2. The paintings (exhibit) till the end of the month.
3. Why your home task (not do)?
4. The patient (take) to the hospital today and (operate) tomorrow morning.
5. This room (use) only on special occasions.
6. We (tell) about it already.
7. This newspaper (not read) because the pages (not cut).
8. Dictionaries may not (use) at the examination.
9. Usually the experiments (carry out) every day, but they (not carry out) yesterday.
10. The book (return) to the library yesterday.
11. Thousands of new houses (build) every year.
12. This room (not use) for a long time.

**Задание 9.2.** Переводите предложения на английский язык.

1. Эта книга была прочитана всеми. 2. Письмо будет отправлено завтра. 3. Ее часто спрашивают? 4. На ваш вопрос ответят завтра. 5. Текст переводился вчера с двух до трех. 6. Работа только что закончена нами. 7. Эти книги будут использоваться до конца года. 8. Телеграмма уже получена? 9. Мне предложили очень интересную работу. 10. В нашем городе сейчас строится много новых зданий. 11. Ключи были утеряны вчера. 12. Делегацию нужно встретить завтра в 9 часов утра в аэропорту. 13. Вам сказали об этом? 14. Сотни новых домов будут построены к концу этого года. 15. Этот текст будет переведен к 10 часам завтра.

## Урок 10

**Тема урока:** Famous people of culture and science.

**Грамматика:** Модальные глаголы (*can, may, must, should, have to, need*) и их эквиваленты.

### TEXT 1

#### The Contribution of the British Literature to the World Culture

British Literature made great contribution to the world culture. Great Britain gave us such poets and writers as William Shakespeare, Walter Scott, Charles Dickens, and others.

#### William Shakespeare

William Shakespeare, the greatest and most famous of English writers, and probably the greatest playwright, was born in Stratford-on-Avon on April 23, 1564. Little is known about his childhood, but we know that he was educated at the local Grammar School.

At the age of eighteen he married Anne Hathaway of Shottery and lived in Stratford-on-Avon until he was about twenty-one. Then he went to London. We do not know why he left Stratford-on-Avon. There is a story that Shakespeare's first job in London was holding rich men's horses at the theatre door. But nobody can be sure that this story is true.

Later, Shakespeare became an actor and a member of one of the chief acting companies. Soon he began to write plays for this company and in a few years became a well-known author. Many of his plays were staged at a London theatre called *The Globe*. The theatres of those days were a lot different. No scenery was used; there were no actresses at that time either. All women's parts were played by boys or men dressed in women's clothes.

Shakespeare's experience as an actor helped him greatly in the writing of his plays. Shakespeare wrote 37 plays. Among them there are deep tragedies, such as *Hamlet*, *King Lear*, *Othello*, *Macbeth*, light comedies, such as *All's Well That Ends Well*, *Twelfth Night*, historical dramas, such as *Henry IV*, *Richard III*.

Most of Shakespeare's plays were not published during his life. So some of them may have been lost in the fire when *the Globe* burned down in 1613.

Shakespeare spent the last years of his life at Stratford, where he died in 1616. He was buried in the church of Stratford-on-Avon. In London there is a monument to the memory of the great playwright in the Poets Corner in Westminster Abbey. Shakespeare's plays, translated into many languages are still performed on the stages of the best theatres of the world.

### Walter Scott

He is known as a great master of the historical novel. His novels give a full picture of the history of England and Scotland.

His famous works are: *Rob Roy*, *Ivanhoe*, *Kenilworth*, and many others.

### Charles Dickens

He is one of the best English writers of the 19th century. Dickens was 19 years old when he became a reporter. While he was working for his newspaper he began writing sketches of the characters he had observed; and in 1836 they were collected in a book *Sketches by Boz*.

In 1836 *The Pickwick Papers* was published and brought him fame.

Among his other famous works are *Oliver Twist*, *David Copperfield*, and others.

### William Somerset Maugham

He has written a large number of novels, plays, and short stories. He has a natural **gift** for telling very interesting stories, which are all written in a simple natural style that has made his works so popular. With the novel *The Moon and Sixpence* his reputation as a novelist was established. William Somerset Maugham is certainly one of the most talented writers. His language is so simple but at the same time so rich!

It is impossible to tell in detail about all British writers who gave the world wonderful masterpieces. We hope that maybe you would like to read some of the books of the English writers we mentioned. We are sure that you will enjoy them!

Words:

**contribution** — вклад

**playwright** ['pleɪraɪt] — драматург

**acting company** — актерская труппа

**experience** [ɪks'pɪəriəns] — опыт

**stage** — сцена

**to stage a play** — ставить (пьесу)

**scenery** ['sɪnəri] — декорации сцены

**part** — роль

**gift** — дар

**to perform** [pə'fɔ:m] — исполнять (пьесу, роль и т. п.)

**in detail** — подробно.

**Questions:**

1. In what century was William Shakespeare born?
2. What education did Shakespeare get?
3. Where many of his plays were staged?
4. How many plays did Shakespeare write?
5. Name some of Shakespeare's comedies and tragedies.
6. Tell in brief about famous English writers Walter Scott, Charles Dickens, and Somerset Maugham.

**TEXT 2**  
**FAMOUS ENGLISH SCIENTISTS**

**George Stephenson**

George Stephenson was a British inventor and engineer. He is famous for building the first practical railway locomotive.

Stephenson was born in 1781 in England. During his youth he worked as an engineer in the coal mines of Newcastle. He invented one of the first miner's safety lamps independently of the British inventor Humphrey Davy. Stephenson's early locomotives were used to carry loads in coal mines, and in 1823 he established a factory at Newcastle for their manufacture. In 1829 he designed a locomotive known as the *Rocket*, which could carry both loads and passengers at a greater speed than any locomotive constructed at that time. The success of the *Rocket* was the beginning of the construction of locomotives and the laying of railway lines.

**James Prescott Joule**

James Prescott Joule, famous British physicist, was born in 1818, in England.



Joule was one of the most outstanding physicists of his time. He is best known for his research in electricity. In the course of his research of the heat emitted in an electrical circuit, he formulated the law, now known as Joule's law of electric heating. This law states that the amount of heat produced each second in a conductor by electric current is proportional to the resistance of the conductor and to the square of the current. Joule experimentally verified the law of conservation of energy in his study of the conversion of mechanical energy into heat energy.

Joule determined the numerical relation between heat and mechanical energy, or the mechanical equivalent of heat, using many independent methods. The unit of energy, called the *joule*, is named after him. It is equal to 1 watt/second. Together with the physicist William Thomson (Baron Kelvin), Joule found that the temperature of a gas falls when it expands without doing any work. This phenomenon, which became known as the Joule-Thomson effect, lies in the operation of modern refrigeration and air-conditioning systems.

**Words:**

**railway locomotive** — паровоз

**safety lamp** — безопасная рудничная лампа

**load** — груз

**Joule** [ˈdʒuːl] — Джоуль

**heat** — теплота

**to emit** — излучать

**research** [rɪˈsɜːtʃ] — исследования

**electrical circuit** — электрическая цепь

**resistance** [rɪˈzɪstəns] — сопротивление

**conductor** — проводник

**electric current** — электрический ток

**to verify** — подтверждать

**conversion** — превращение, переход (из одного состояния в другое)

**to expand** — расширять(ся)

**refrigeration** [rɪˈfrɪdʒəˈreɪʃn] — охлаждение

**air-conditioning** — кондиционирование воздуха

**phenomenon** — явление

**Questions:**

1. What is George Stephenson famous for?
2. What did George Stephenson invent?

3. In what field did Joule make his research?
4. What law did Joule formulate?
5. What is Joule-Thomson effect? Where is it used?

**ГРАММАТИКА****МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЗАМЕНИТЕЛИ**

Модальные глаголы не называют действие, а только показывают отношение говорящего к действию, выраженному инфинитивом. Сравните следующие предложения:

*You can speak English.* — Вы можете (умеете) говорить по-английски.

*You must speak English.* — Вы должны говорить по-английски.

*You may speak English.* — Вы можете говорить по-английски. (Вас поймут.)

Как видим, в одном и том же предложении изменение модального глагола меняет смысл всего предложения, т. е. меняется отношение к действию, выраженному инфинитивом.

Модальные глаголы не имеют форм во всех временах, для этого употребляются их эквиваленты (заменители).

После модальных глаголов и некоторых их эквивалентов инфинитив употребляется без частицы *to*.

Вопросительные и отрицательные предложения с модальными глаголами строятся без вспомогательных глаголов.

*Can you help me?* — Вы можете помочь мне?

*Yes, I can.* — Да.

*No, I can't.* — Нет.

**К основным модальным глаголам относятся:**

**МОДАЛЬНЫЙ ГЛАГОЛ CAN**

**Can** — мочь, уметь, быть в состоянии, **could** — прошедшее время.

1. Модальный глагол **can** предполагает наличие физической, умственной и прочих возможностей, позволяющих сделать что-либо.

*Julia can swim.* — Юлия умеет плавать.

*Julia could swim when she was four.* — Юлия умела плавать, когда ей было четыре года.

*I could translate this text.* — Я мог (был в состоянии) перевести этот текст.

2. Просьба:

*Can I come with you?* — Можно, я пойду с тобой?

Вежливую просьбу можно начинать с модального глагола **could**:

*Could you help me, please!* — Не могли бы вы помочь мне, пожалуйста!

*Could I use your phone, please?* — Можно, я воспользуюсь вашим телефоном?

3. Предложение:

*Can I help you?* — Вам помочь?

В будущем времени у глагола **can** есть заменитель — конструкция **to be able to** (быть в состоянии что-либо сделать):

*I shall be able to help you when I am free.* — Я смогу помочь тебе, когда освобожусь.

#### МОДАЛЬНЫЙ ГЛАГОЛ MAY

Модальный глагол **may** означает «иметь возможность, получить разрешение (делать что-либо)».

*May I help you?* — Можно вам помочь?

*Yes, you may.* — Да, можно.

Форма прошедшего времени **might** употребляется для выражения предположения:

*He might know about it.* — Он, вероятно, знал об этом.

Модальный глагол **may** не имеет формы будущего времени, но у него есть заменитель — конструкция **to be allowed to** (получить разрешение сделать что-либо).

*He will be allowed to take the book.* — Ему разрешат взять книгу.

#### МОДАЛЬНЫЙ ГЛАГОЛ MUST

Модальный глагол **must** означает «должен, обязан».

*You must write it down now.* — Вы должны написать это сейчас.

Заменителями глагола **must** являются глаголы **to have** и **to be**, которые имеют некоторые дополнительные оттенки значения.

Глагол **to have (has, had)** означает долженствование, вызванное обстоятельствами, вынужденную необходимость.

*She had to stay at home.* — Она вынуждена была (ей пришлось) остаться дома.

Глагол **to be (am, is, are, was, were)** означает долженствование, связанное с расписанием, планом или заранее сделанной договоренностью.

*The train was to arrive at 8 in the evening.* — Поезд должен был прибыть в 8 вечера. (По расписанию).

### МОДАЛЬНЫЙ ГЛАГОЛ **SHOULD**

Модальный глагол **should** употребляется в значении совета, рекомендации.

*You should take an umbrella. It's starting to rain.* — Вам следует взять зонтик. Начинается дождь.

*You should consult the doctor.* — Вам следует показаться врачу (рекомендация, совет).

В сочетании с перфектным инфинитивом глагол **should** выражает упрек или сожаление о невыполненном действии и переводится «следовало бы», «нужно было».

*You should have helped them.* — Вам следовало бы помочь им. (Но вы не сделали этого).

*This work should have been done yesterday.* — Эту работу нужно было сделать вчера (упрек).

### МОДАЛЬНЫЙ ГЛАГОЛ **OUGHT TO**

Модальный глагол **ought to** служит заменителем модального глагола **must** в значении совета.

*Children ought to obey their parents.* — Дети должны слушать своих родителей.

*You ought to write to your grandmother.* — Вам нужно написать бабушке.

### МОДАЛЬНЫЙ ГЛАГОЛ **WOULD**

Модальный глагол **would** может иметь следующие значения:

1. Вежливая просьба.

*Would you help me?* — Не поможете ли вы мне?

2. Повторяемость действия в прошлом.

*He would often help me.* — Он, бывало, часто помогал мне.

3. Стойкое нежелание совершать какие-либо действия.

*He wouldn't listen to me.* — Он никак не хотел слушать меня.

### МОДАЛЬНЫЙ ГЛАГОЛ *NEED*

Модальный глагол *need* — «нужно, надо» употребляется в основном в отрицательных предложениях.

*You needn't do it now.* — Вам не нужно делать это сейчас.

### МОДАЛЬНЫЙ ГЛАГОЛ *SHALL*

Модальный глагол *shall* употребляется в тех случаях, когда спрашивается разрешение на совершение какого-либо действия, и является иногда заменителем модального глагола *must*.

*Shall I help you?* — Вам помочь?

*Shall we translate the text?* — Нам переводить текст?

*Shall we take a taxi?* — Мы будем брать такси?

Задание 10.1. Переведите предложения. Проанализируйте употребление модальных глаголов в следующих предложениях.

1. Who is to answer my question?
2. Nobody could translate this text.
3. He has to do this task at once.
4. Must I attend this meeting? — No, you needn't.
5. You should have shown your notes to the teacher.
6. I asked him, but he wouldn't listen to me.
7. They should have visited her, she was in the hospital.
8. Last summer we would often go to the country.
9. Your son could do this work himself.
10. Would you tell me the way to the station?
11. Your friend might have informed us.
12. May I leave for a while? — Yes, you may.
13. She should be more attentive to her parents.
14. You needn't come so early.

**Задание 10.2. Переведите предложения на русский язык.**

1. We have to stay at home. 2. He was allowed to take this book. 3. Who is able to do this work? 4. He had to leave for Moscow earlier. 5. We are to take exams in June. 6. Are they allowed to visit you? 7. They were able to do this work in time. 8. I'll be able to pass my examinations. 9. She'll be allowed to watch TV. 10. I have to come in time. 11. The train is to come soon. 12. Will you be able to drive a car?

**Задание 10.3. Замените модальные глаголы соответствующими эквивалентами.**

1. He couldn't explain anything. 2. You must not stay here. 3. Can you read? 4. You may take these books. 5. They can run quickly. 6. She might work in our room. 7. Who can read this text? 8. They must go there tomorrow. 9. May I go to the cinema? 10. We must meet at 7 o'clock.

**Задание 10.4. Вставьте необходимые модальные глаголы (*must, should, would, ought to, have to, needn't, can, could, may*).**

1. I ... not go to the theatre with them last night, I ... revise the grammar rules and the words for the test. 2. My friend lives a long way from his college and ... get up early. 3. All of us ... be in time for classes. 4. When my friend has his English, he ... stay at the office after work. He (not) ... stay at the office on Tuesday, Thursday and Saturday and ... get home early. 5. ... you ... work hard to do well in your English? 6. "... we discuss this question now?" — "No, we ... We ... do it tomorrow afternoon." 7. I'm glad you ... come. 8. "... you ... come and have dinner with us tomorrow?" — "I'd love to." 9. "Please send them this article." — "Oh, ... I do it now?"

**Задание 10.5. Заполните пропуски соответствующими модальными глаголами (*must, should, would, ought to, have to, needn't, can, could, may*).**

1. They ... not do this work themselves.
2. You ... take my dictionary.
3. You don't look well, you ... consult the doctor.
4. Why ... I give you my money?
5. She ... not speak any foreign language.
6. He ... to help them, they need his help.
7. ... you tell me the time?
8. ... I go with you? No, you ...
9. Your daughter ... have told about it.

10. In winter we ... often skate.
11. You ... not miss your classes.
12. ... you play the piano before?

Задание 10.6. Переведите предложения.

1. This bad weather **should be explained** by deep cyclone.
2. This building **should have been constructed** a year ago.
3. The letter **should have been sent** long ago.
4. The control work **should have been finished** before the end of the lesson.
5. We **shouldn't have bought** that car.

## Урок 11

**Тема урока:** How to write a letter in English.  
**Грамматика:** Словообразование. Конверсия.  
Суффиксы и префиксы.

### Как правильно написать письмо на английском языке How to Write a Letter in English

#### Почтовая открытка

С правой стороны открытки пишут имя или адрес получателя (адресата) в следующем порядке (одно под другим):

- имя и фамилия получателя;
- номер дома и название улицы;
- место проживания (деревня, город);
- почтовый индекс;
- название страны.

Так пишут адрес, если адресат находится в Великобритании, Канаде или Австралии. Если же адресат живет в США, то порядок оформления адреса следующий:

- имя и фамилия получателя;
- номер дома и название улицы;
- город, штат и почтовый индекс;
- официальное название страны.

#### Вот пример написания адреса на открытке

POSTCARD	John Wilcox 75, South Park St. Utah Valley, Utah 84047 USA
----------	---

*Примечание 1.* Между номером дома и названием улицы обычно ставится запятая.

*Примечание 2.* Названия штатов могут сокращаться, обычно до двух букв: NY — Нью-Йорк, CA — California, OH — Ohio, NJ — New Jersey, ME — Maine, WI — Wisconsin.

*Примечание 3.* Между названием города и названием штата обычно ставится запятая.

При написании адреса часто используются сокращения:



St. (Street)	Rte. (Route) Route
Rd. (Road)	Apt. (Apartment)
Ave. (Avenue)	Pkwy. (Parkway)
Dr. (Drive)	Mt. (Mount or Mountain)
Bvd. (Boulevard)	Expy. (Expressway)

### Правила оформления и написания писем личного характера

Адрес на конверте оформляется таким же образом, как и адрес на почтовой открытке.

Обычно отправитель письма пишет свой адрес либо в верхнем левом углу конверта, либо на его обратной стороне.

MR JAMES JONES  
4417 BROOK ST. NE  
WASHINGTON DC 20019-4649

The correct way to address envelopes according to the U.S. Postal Service

В верхнем левом углу конверта могут быть следующие слова:

**Air Mail** — авиапочта

**Confidential** — личное письмо

**Express** — срочное (почтовое) отправление

**Fragile** — осторожно — хрупкое!

**Please forward** — переслать

**Postage paid** — почтовые расходы оплачены

**Printed Matter** — печатные материалы

**Private/Personal** — личное

**Registered** — заказное

**Sample** — образец (товара)

**Urgent** — срочное.

Письма личного характера обычно посылают близким людям и тем, кого хорошо знают. Но и такие письма пишутся по определенным правилам. Каждая часть письма имеет свое назначение и пишется особым образом.

1. В правом верхнем углу обычно пишут дату (**Date**). Ее можно писать двояко: 1) число, месяц, год (между ними запятая не ставится), например: 12 May 2002; 2) месяц, число, год (между числом и годом ставится запятая), например: May 12, 2002.

Очень часто перед датой отправитель указывает свой собственный адрес, который для жителей России может быть записан примерно так:

имя, фамилия	Marina Kostina
квартира, номер	Flat 8
номер дома, название улицы	93, Gorki St
город, почтовый код	Rostov-na-Donu, 344081.

II. Обращение/приветствие (Greeting). Наиболее типичными являются следующие обращения:

Dear John,  
Dear friend,  
Dear Mary,

Обращение или приветствие пишется слева непосредственно у края поля письма, отступив одну строчку вниз от адреса отправителя. После обращения ставится запятая.

I. Текст письма (Body) располагается на одну строку ниже обращения и пишется с красной строки. Текст письма может быть разделен на отдельные части абзацами.

II. Завершающая часть письма (Closing) располагается в правой стороне, при этом первые буквы завершающей фразы, а также адреса и даты обычно совпадают по вертикали.

Примеры типично завершающих фраз:

Sincerely yours, (искренне Ваш)  
Always yours, (всегда Ваш)  
Best wishes, (с наилучшими пожеланиями)  
Yours faithfully, (с совершенным почтением Ваш)  
Yours truly, (искренне Ваш)  
Kindest/Best regards (с уважением, с наилучшими пожеланиями).

III. Подпись (Signature). Пишется от руки, располагается под завершающей фразой (их начала часто совпадают по вертикали). Если письмо адресовано незнакомому человеку, то лучше подписывать письмо полным именем и фамилией. Точка после подписи не ставится. Например:

Best wishes,  
Lennox Louis.

IV. В конце письма может быть указание на вложения: *Enc* или *Encl* (enclosure — вложение).

### Как пишутся деловые письма?

Вы пишете:	Обращение/приветствие	Завершающая часть письма
Незнакомой фирме	Dear Sir,	Yours faithfully
	Dear Madam,	Yours truly
		Truly yours
Незнакомой женщине	Dear Madam,	Yours faithfully
		Truly yours
Незнакомому мужчине	Dear Sir,	Yours faithfully
		Yours truly
		Truly yours
Человеку, которого вы знаете	Dear Mr/Mrs/Ms Fisher	Yours sincerely
		Very truly yours
		Sincerely (yours)
Человеку, которого вы знаете хорошо	Dear Ann/John	(With) Best wishes
		Love
		Yours
		All the best

### Образец делового письма

MICHAEL WARRENS LTD  
78 Court Street  
Nottingham, UK

Mrs Sally Fisher  
Manager  
18 St. James Avenue  
Bournemouth HB3 4LN

Our ref: US / HK 1082

4th October 2004

Your ref: SP / T

Dear Mrs Fisher,

Your order

We are pleased to receive your order no. 202 dated 1st October 2004. We already work with your order. We will inform you when the consignment is ready for delivery.

Please do not hesitate to contact us if you require further information.

We thank you and look forward to being of service to you in the future.

Yours sincerely,  
M. Warrens

Enc

**Words:****to receive** — получать**order** — заказ**consignment** — партия товара**delivery** — доставка**do not hesitate to contact us** — обращайтесь к нам, не раздумывая**to look forward** — ожидать с нетерпением**Образец письма — предварительного заказа номера в гостинице**

Dear Sir/Madam,

I would like to book a double room for the month of August 2004. I require an air-conditioned room that faces the sea with bath and shower.

I should be grateful if you would confirm my booking as soon as possible. Please give me an indication of your rates per night including full board.

Should you have no vacancies please could you give me the address of a suitable hotel in your area?

Yours faithfully,  
Jennifer O'Brian

**Words:****to book a room** — заказывать номер (обычно заранее)**double room** — номер на двоих**air-conditioned** — с кондиционером**to face the sea** — быть обращенным в сторону моря**booking** — заказ**rate** — расценка**per night** — за ночь**full board** — полный пансион**Should you have no vacancies...** — В случае отсутствия свободных мест...**Образец письма-подтверждения предварительного заказа номера в гостинице**

Dear Mrs O'Brian,

Thank you for your letter of 5th April 2004. We are pleased to confirm the hotel accommodation you need for the month of August 2004. We enclose a short description of how you reach our hotel.

We look forward to your stay with us.

Yours sincerely,  
Nick Webster  
Reservations Manager

Encl.

**Words:**

**to confirm** — подтверждать

**hotel accommodation** — номер в гостинице

**to reach** — доехать до; добраться до

**Reservations Manager** — менеджер по предварительному заказу мест

**Задание 11.1. Напишите ответ на письмо.**

Dear friend,

I want to tell you about my typical working day. I get up very early, at 7. I have a shower, dress, have breakfast and go to school. My classes begin at 8:30 a.m. and finish at 3 p.m. But on Saturday and Sunday I don't go to school and get up at 9 or 10 o'clock. I love Sundays and Saturdays because I don't have to go to school. I go to the cinema or to the park with my family or with my friends and watch TV. When do your classes begin and finish? How do you spend weekends? What do you do in the evening?

Yours, Irene

**Задание 11.2. Напишите ответ на письмо.**

Dear friend,

Thank you very much for your letter. You ask me about my family and how I spend my free time. I live with my parents and my younger brother Peter. My mother likes cooking. She cooks very nice food — steaks, fried chicken, vegetable salads, and cakes. For dessert we often have ice-cream and coffee. On Sunday my grandparents often come to dinner to our place. My father likes sport and he plays football very well. On Sundays we often play football together and sometimes we go to the movies. Peter doesn't like sport. He never plays football with me. He likes riding a bike. And how do you spend your free time?

Best wishes,

Your friend, John

**Задание 11.3. Напишите ответ на письмо.**

Dear friend,

Where are you and what are you doing? I'm writing this letter to you after my birthday party. My birthday was last Saturday. The weather was nice. It was a warm and sunny day. We made barbecue. Mother and father fried steaks and sausages and I helped them. My friends and I danced, played games and listened to music. I enjoyed my birthday party. What do you usually do on your birthday? Were you born in spring, summer, autumn or winter? What is the weather usually like on your birthday?

Your friend, Michael

**Задание 11.4. Напишите ответ на письмо.**

Dear friend,

I went to the seaside with my parents. We came here yesterday. We live in a big hotel near the sea coast. We are having a wonderful time. The weather is nice and I'm going to swim in the sea this afternoon. I want to get sun-tan. In the evening I'm going to play table tennis and watch a new video film. I like to spend my vacations at the sea. And what about you? Where are you going to go on your vacations? Please, write to me soon.

Love, Mary

**Задание 11.5. Напишите ответ на это письмо, полученное по электронной почте.**

Dear friend,

My name is Mike McKay. I'm fifteen years old and I live in Edinburgh, Scotland. My family is not very big. I live with my parents. I have a dog. His name is Spot. He is very clever. I like him very much. My hobby is collecting stamps. I like to play football with my friends. I can run, swim and jump very well. I like playing computer games and listening to music. And what about you? What are your hobbies? Do you like sports? Can you swim? Do you play football?

Bye for now.

Your friend, Mike

**ГРАММАТИКА****СЛОВООБРАЗОВАНИЕ  
WORDBUILDING**

В английском языке существуют следующие способы образования новых слов: **словосложение**, **словопроизводство** и **конверсия**.

**1. Словосложение** — это соединение двух слов в одно с образованием нового слова.

Примеры сложных существительных:

**schoolchildren** — школьники

**postman** — почтальон

**newspaper** — газета.

Примеры сложных прилагательных:

**waterproof** — водонепроницаемый

**red-hot** — нагретый докрасна

**first-class** — первый классный.

Примеры сложных местоимений:

**something** — что-нибудь

**anywhere** — везде

**somehow** — как-нибудь.

2. **Словообразование** — это образование нового слова с помощью суффиксов и префиксов.

### Наиболее употребительные суффиксы и префиксы существительных

#### Суффиксы

-er/or — **teacher** — преподаватель, **writer** — писатель, **actor** — актер, **doctor** — доктор

-ist — **scientist** — ученый, **artist** — художник

-ment — **movement** — движение, **development** — развитие, **government** — правительство

-ance — **distance** — расстояние, **importance** — важность, **appearance** — внешность

-(t)ion — **revolution** революция, **translation** — перевод, **operation** — действие

-ity/-ty — **popularity** — популярность, **honesty** — честность, **ability** — способность

-hood — **childhood** — детство, **neighbourhood** — окрестность

-ship — **friendship** — дружба, **leadership** — лидерство

-age — **passage** — проход, **breakage** — поломка

-ence — **conference** — конференция, **difference** — различие

-dom — **freedom** — свобода, **wisdom** — мудрость

-sion/ssion — **revision** — пересмотр, **discussion** — обсуждение

-ness — **happiness** — счастье, **illness** — болезнь, **darkness** — темнота.

#### Префиксы

re- — **reconstruction** — реконструкция

co- — **cooperation** — сотрудничество, **coexistence** — сосуществование

dis- — **disadvantage** — неудобство, **discomfort** — дискомфорт

in- — **inaccuracy** — неточность, **independence** — независимость

mis- — **misunderstanding** — недоразумение, **misinformation** — дезинформация

**im-** — **impossibility** — невозможность, **impatience** — нетерпение  
**un-** — **unemployment** — безработица, **unreality** — недействительность

**il-** — **illegality** — незаконность, **illiteracy** — неграмотность.

### Наиболее употребительные суффиксы и префиксы глаголов

#### Суффиксы

**-en** — **deepen** — углубить, **lighten** — осветить, **strengthen** — усилить

**-fy** — **classify** — классифицировать, **electrify** — электризовать, **specify** — определить

**-ize** — **organize** — организовать, **characterize** — характеризовать, **mechanize** — механизировать

**-ate** — **indicate** — указать, **activate** — активизировать.

#### Префиксы

**co-** — **cooperate** — сотрудничать

**de-** — **decode** — расшифровать, **decompose** — разложиться

**dis-** — **disappear** — исчезнуть

**in-** — **input** — вводить

**inter-** — **interact** — взаимодействовать, **interchange** — взаимозаменять

**over-** — **overheat** — перегревать, **overhear** — подслушивать

**re-** — **reconstruct** — восстановить, **rewrite** — переписать.

### Наиболее употребительные суффиксы и префиксы прилагательных

#### Суффиксы

**-able** — **comfortable** — удобный

**-al** — **natural** — естественный, **cultural** — культурный, **territorial** — территориальный

**-ant** — **distant** — отдаленный, **resistant** — стойкий

**-ent** — **dependent** — зависимый, **different** — различный

**-ful** — **careful** — осторожный, **useful** — полезный, **powerful** — мощный

**-ible** — **possible** — возможный, **visible** — видимый

**-ic** — **atomic** — атомный, **historic** — исторический

**-ive** — **inventive** — изобретательный, **effective** — эффективный



-less — **hopeless** — безнадежный, **useless** — бесполезный, **homeless** — бездомный

-ous — **famous** — известный, **dangerous** — опасный, **various** — различный

-y — **rainy** — дождливый, **sunny** — солнечный, **dirty** — грязный

#### Префиксы

un- — **unhappy** — несчастный, **unable** — неспособный, **uncomfortable** — неудобный

in- — **independent** — независимый, **indirect** — косвенный, **invisible** — невидимый

im- — **impossible** — невозможный, **imperfect** — несовершенный

ir- — **irregular** — нерегулярный, **irrational** — иррациональный

il- — **illegal** — незаконный, **illimitable** — неограниченный

non- — **non-ferrous** — цветной

**3. Конверсия** — переход слов из одной части речи в другую без изменения формы слов и произношения:

*существительное*

**water** — вода

**limit** — предел

**hand** — рука

*глагол*

**to water** — поливать

**to limit** — ограничивать

**to hand** — вручать и т. д.

**Задание 11.6.** Образуйте новые слова с помощью суффиксов и префиксов, переведите их.

-er/or

*to teach* обучать — *teacher* учитель

*to write* —

*to weld* —

-sion/ssion/tion

*to produce* производить — *production* производство

*to discuss* —

*to include* —

-ment

*to move* двигать(ся) — *movement* движение

*to develop* —

*to replace* —

-ing

*to build* строить — *building* здание

*to meet* —

*to write* —

-ness

*happy* счастливый — *happiness* счастье

ill —

*dark* —

Задание 11.7. Прочитайте следующие существительные, укажите, от каких слов они образованы, определите суффиксы.

Pressure, construction, direction, concentration, collection, necessity, agreement, difference, drawing.

Задание 11.8. Используя известные вам суффиксы и префиксы, образуйте существительные от следующих слов и переведите их на русский язык.

- 1) to sail, to connect, to educate, to build, to create;
- 2) friend, leader, fellow;
- 3) dark, weak, cold, bright, free.

Задание 11.9. Образуйте прилагательные от следующих слов, используя суффиксы и префиксы, и переведите их на русский язык.

Hope, truth, beauty, rain, peace, help, colour, power, joy, care, use.

## Урок 12

**Тема урока:** How to fill out a form.

**Грамматика:** Неличные формы глаголов: причастия настоящего и прошедшего времени, герундий.

**Инфинитивные обороты:** Complex Object — сложное дополнение. Complex Subject — субъектный инфинитивный оборот.

### Как заполнить анкету

#### How to Fill out a Form

Заполнение анкеты часто бывает необходимо при пересечении границы, в аэропорту, в гостинице, при приеме на работу.

Следует запомнить слова и выражения, часто встречающиеся в различного рода формах, бланках и анкетах.

**form** — бланк, форма, анкета

**application form** — анкета поступающего на работу, бланк для заявления

**first name = forename** — имя

**given name** *амер.* — имя

**maiden name** — девичья фамилия

**last name = family name = surname** — фамилия

**date of birth** — дата рождения

**sex (male/ female)** — пол (мужской/женский)

**present address** — текущий адрес

**employment** — занятие, работа

**to list** — составлять список, перечислять

**blank space** — пробел, пропуск

**to fill out** — заполнять (анкету)

**personal reference** — личная рекомендация

**weekly salary (wages)** — недельная заработная плата

**age** — возраст

**occupation** — род занятий, профессия

**experience** — опыт работы, стаж работы

**place of birth** — место рождения

**nationality** — гражданство (страна)

**native language** — родной язык

**permanent address** — постоянное место жительства

**emergency contact** — с кем связаться в непредвиденном случае

**Образец анкеты, заполняемой при приеме на работу**  
**An example of Application for Employment**

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Present Address: \_\_\_\_\_

Tel. Number: \_\_\_\_\_

Indicate Dates You Attended School:

Elementary, From \_\_\_\_\_ to \_\_\_\_\_

High School, From \_\_\_\_\_ to \_\_\_\_\_

College, From \_\_\_\_\_ to \_\_\_\_\_

Other (Specify Type and Dates): \_\_\_\_\_

List Below All Present and Past Employment, Beginning with Most Recent

	Company Name	From Mo/Yr	To Mo/Yr	Name of Supervisor	Reason for leaving	Weekly salary	Job description
1)							
2)							
3)							
4)							
5)							
6)							

May we contact the employers listed above? \_\_\_\_\_

Indicate which ones you wish us to contact: \_\_\_\_\_

Remarks: \_\_\_\_\_

## Questions:

1. What is an application form for?
2. What information is usually requested in an application form?
3. Where from the additional references may be obtained?

**Задание 12.1.** Вы едете в Англию, чтобы изучать там английский язык в школе. На первом занятии вас просят заполнить следующую анкету.

Name \_\_\_\_\_  
Family name \_\_\_\_\_  
Age \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone number \_\_\_\_\_  
Occupation \_\_\_\_\_  
Hobby \_\_\_\_\_  
Language(s) you speak \_\_\_\_\_  
Places in the UK you would like to see \_\_\_\_\_

**Задание 12.2.** Заполните анкету, которую следует заполнять при пересечении границы.

Date \_\_\_\_\_  
Name \_\_\_\_\_  
Maiden Name \_\_\_\_\_  
Given name \_\_\_\_\_  
Date of birth \_\_\_\_\_  
Place of birth \_\_\_\_\_  
Nationality \_\_\_\_\_  
Occupation \_\_\_\_\_  
Passport № \_\_\_\_\_  
On (date of entering the country) \_\_\_\_\_  
Going to \_\_\_\_\_  
Coming from \_\_\_\_\_

**Задание 12.3.** По прибытии в Лондонский аэропорт на таможне следует заполнить карточку прибытия. Заполните ее.

**LANDING CARD**

Family name \_\_\_\_\_

Forenames \_\_\_\_\_

Sex (male/ female) \_\_\_\_\_

Date of birth (Day /Month/Year) \_\_\_\_\_

Place of birth \_\_\_\_\_

Nationality \_\_\_\_\_

Occupation \_\_\_\_\_

Address in United Kingdom \_\_\_\_\_

Signature \_\_\_\_\_

**Задание 12.4.** Чтобы получить пластиковую карточку в английском банке, нужно заполнить следующую анкету. Заполните ее.

Fore Names (in full) \_\_\_\_\_

Surname \_\_\_\_\_

Date of birth \_\_\_\_\_

Sex (M/F) \_\_\_\_\_

Nationality (Name the country) \_\_\_\_\_

Marital status (married/divorced/live separately) \_\_\_\_\_

Number of dependant children \_\_\_\_\_

Home phone number \_\_\_\_\_

Mobile phone number \_\_\_\_\_

E-mail address \_\_\_\_\_

**Задание 12.5.** Заполните анкету для работы в одной из зарубежных компаний.

**Preliminary Application Form**

Name (as shown in the passport)				
Native country				
Permanent address				
Date of Birth				
Place of Birth				
Religion				
Telephone (with code)				
E-mail				
School number, years of study				
Work experience				
Native Language				
Knowledge of English	skill	fluently	well	poor
	speak			
	read			
	write			
Signature				

**Задание 12.6.** Перед отъездом в международный студенческий лагерь вас попросят заполнить анкету. Заполните ее.

Name (as shown in the passport)		
Sex		
Address		
Telephone (with the code)		
Date of Birth		
Place of Birth		
Emergency contact	Name	
	Address	
	Telephone	

## ГРАММАТИКА

## Причастие настоящего времени

## Причастие I (Participle I)

Причастие I (причастие настоящего времени), образованное при помощи окончания **-ing**, имеет активную и пассивную (страдательную) формы:

	Несовершенный вид	Совершенный вид
Active (активная)	<i>asking</i>	<i>having asked</i>
Passive (страдательная)	<i>being asked</i>	<i>having been asked</i>

Причастие I употребляется в функции:

1. Определения:

*The man **sitting** at the table is our teacher.* — Человек, **сидящий** за столом, — наш учитель.

*The houses **being built** in our town are not very high.* — Дома, **строящиеся** в нашем городе, невысокие.

2. Обстоятельства:

***Going home** I met an old friend.* — **Идя** домой, я встретил старого друга.

***Having finished work** I went home.* — **Закончив** работу, я пошел домой.

## Причастие прошедшего времени

## Причастие II (Participle II)

Причастие II (причастие прошедшего времени) всегда **пассивно**. Образуется оно прибавлением суффикса **-ed** к основе правильного глагола или путем чередования звуков в корне неправильного глагола.

Причастие II употребляется в функции:

1. Определения:

*The book **translated** from English is very interesting.* — Книга, **переведенная** с английского языка, интересная.

2. Обстоятельства (причины и времени):

***Given the task** he began to work.* — **Когда ему дали задание**, он начал работать.

Если перед причастием прошедшего времени в функции обстоятельства стоят союзы **if**, **when**, то оно переводится на русский язык обстоятельством придаточным предложением.



*Steel hardens when hammering.* — Сталь упрочняется, когда ее проковывают.

Если причастия настоящего и прошедшего времени стоят *перед* определяемыми существительными, то они, утрачивая в значительной степени свое отлагольное значение, выражают качество и приближаются по значению к обычному прилагательному:

*alloyed steel* — легированная сталь,

*sold goods* — проданный товар.

Если причастия настоящего и прошедшего времени стоят *после* определяемого существительного, то они не выражают качества, а имеют лишь глагольное значение. Такие причастия могут быть заменены определительным придаточным предложением:

*all letters written* — все письма, которые были написаны,

*instructions received* — полученные инструкции (инструкции, которые были получены).

**Задание 12.7.** Переведите причастия.

reading — read

buying — bought

heating — heated

connecting — connected

eating — eaten.

**Задание 12.8.** Переведите предложения.

1. There is a house **built** in our street.
2. The materials **used** were not of good quality.
3. The vegetables **bought** were fresh.
4. The letters **sent** yesterday by e-mail were not received.

### Герундий

#### The Gerund

Герундий — это неличная форма глагола, которая выражает действие как процесс и образуется прибавлением окончания *-ing* к основе глагола. Герундий является промежуточной формой между глаголом и существительным и поэтому обладает свойствами и глагола, и существительного.

**Употребление герундия:**

1. Герундий употребляется после следующих глаголов без предлогов:
  - а) *to begin, to start, to finish, to stop, to continue, to keep* (продолжать) и др.

*Please keep sending us letters at this address.* — Пожалуйста, продолжайте посылать нам письма по этому адресу.

b) **to like, to enjoy, to prefer, to mind, to excuse, to remember, to forget, to suggest, to avoid, to need, to want, to require** и др.

*The results need being checked.* — Результаты необходимо проверить.

2. После глагола с предлогами:

**to apologize for, to thank for, to look forward to, to congratulate on, to insist on, to depend on, to object to, to be interested in, to be responsible for** и др.

*We insisted on continuing the experiment.* — Мы настаивали на продолжении эксперимента.

3. После существительного с предлогом:

**way of, programme of, reason for, process of** и др.

*The way of using is indicated in the instructions.* — Способ использования указан в инструкциях.

4. После составных предлогов и словосочетаний:

**on account of** — ввиду, из-за

**because of** — из-за

**due to** — благодаря, из-за

**with a view to** — с целью (для того чтобы)

**despite** — несмотря на/

*We could not continue the work because of no raw materials being supplied.* — Мы смогли продолжать работу из-за отсутствия поставки сырья.

### Свойства глагола у герундия

Герундий имеет следующие формы времени и залога:

	Active	Passive
Indefinite	<i>writing</i>	<i>being written</i>
Perfect	<i>having written</i>	<i>having been written</i>

**Indefinite Gerund** выражает процесс в наиболее общем виде и действие, одновременное с действием глагола в личной форме.

*We prefer using new methods of work.* — Мы предпочитаем использовать новые методы работы.

*We prefer new methods of work being used.* — Мы предпочитаем, чтобы использовались новые методы работы.

**Perfect Gerund** выражает действие, которое обычно предшествует действию, выраженному глаголом в личной форме.

*I remember having given this instruction.* — Я помню, что дал (давал) это указание.

*I remember having been given this instruction.* — Я помню, что мне давали это указание.

Чаще всего формы пассивного герундия на русский язык переводятся придаточными предложениями.

### **Свойства существительного у герундия**

1. Герундий может определяться притяжательным местоимением или существительным в притяжательном падеже:

*I insist on his (the inspector's) coming as soon as possible.* — Я настаиваю на том, чтобы он (инспектор) приехал как можно скорее.

2. Перед герундием может стоять предлог:

*On receiving a letter we shall immediately take action.* — По получении письма мы немедленно примем меры.

**Герундий употребляется:**

1. В качестве подлежащего:

*Reading is useful.* — Чтение полезно.

2. Как часть сказуемого после глаголов *to finish, to start, to continue, to go on, to keep* и др.

*He started reading the book.* — Он начал читать книгу.

3. Как предложное дополнение:

*I am fond of reading.* — Я люблю читать.

4. Как прямое дополнение:

*Do you mind my reading here?* — Вы не против моего чтения здесь?

5. Как обстоятельство времени:

*After reading he closed the book.* — После чтения он закрыл книгу.

6. Как обстоятельство образа действия:

*Instead of reading he went to the movies.* — Вместо чтения он пошел в кино.

### **Перевод герундия на русский язык**

Герундий может переводиться на русский язык:

1. Существительным:

*We are interested in buying these goods.* — Мы заинтересованы в покупке этих товаров.

## 2. Инфинитивом:

*Everybody went on working.* — Все продолжали работать.

## 3. Деепричастием:

*On coming to the laboratory he got down to work.* — Придя в лабораторию, он принялся за работу.

## 4. Придаточным предложением:

*We regretted having done it.* — Мы сожалели о том, что сделали это.

Задание 12.9. Найдите в предложениях герундий и определите время, залог и его функцию. Переведите предложения.

1. Smoking costs a lot of money.
2. I will call you after arriving at the office.
3. Please have a drink before leaving.
4. I am looking forward to meeting you.
5. Do you object to working late?
6. Mary always dreams about going on holiday.
7. Please excuse us for waiting too long.
8. My favourite occupation is reading.
9. We are interested in buying these goods.
10. I have three shirts that need washing.
11. They insisted on being sent the results of tests.
12. What is the purpose of his going there?
13. This letter requires signing.
14. I am grateful for his helping me. I am grateful for his having helped me.
15. We thank you for sending us your letter.
16. The house wants repainting.

Задание 12.10. Заполните пропуски подходящими по смыслу герундиями.

1. I dislike ... to the movies by myself.
2. We started ... dinner without you.
3. I can't imagine ... my own house.
4. I used ... that television show all of the time.
5. I always eat breakfast before ... to school.
6. When do you practise ... English?
7. My grandmother prefers ... science fiction books.
8. You need ... harder this year.
9. I am used to ... her in a bad mood.
10. Have you talked to the dentist about ... your teeth?

### Герундий или инфинитив?

Одной из трудностей английского языка является то, что после некоторых глаголов используется герундий, а после некоторых инфинитив.

Когда используется ГЕРУНДИЙ? (doing)	Когда используется ИНФИНИТИВ? (to do)
<p><i>После глаголов, которые выражают любовь / ненависть:</i></p> <p>like нравиться</p> <p>love любить</p> <p>enjoy наслаждаться</p> <p>dislike не любить</p> <p>hate ненавидеть</p> <p><i>После некоторых глаголов:</i></p> <p>admit допускать</p> <p>imagine воображать</p> <p>involve вызывать, приводить (к чему-л.)</p> <p>keep on продолжать (делать что-л.)</p> <p>consider думать, полагать, считать</p> <p>mention упоминать</p> <p>delay задерживать</p> <p>deny отрицать</p> <p>postpone откладывать</p> <p>finish заканчивать</p> <p><i>После предлогов:</i></p> <p>interested in ...</p> <p>instead of ...</p> <p>good at ...</p> <p>before ...</p> <p>after ...</p>	<p><i>После глаголов, которые относятся к будущим событиям:</i></p> <p>want хотеть</p> <p>hope надеяться</p> <p>intend намереваться</p> <p><i>После некоторых глаголов:</i></p> <p>afford позволить себе</p> <p>help помогать</p> <p>agree соглашаться</p> <p>learn учиться</p> <p>manage упрямлять</p> <p>choose отдавать предпочтение чему-л.</p> <p>offer предлагать</p> <p>fail не сделать что-л.</p> <p>refuse отказываться</p> <p>happen случиться</p> <p><i>После прилагательных:</i></p> <p>glad (напр.: to know...)</p> <p>pleased (напр.: to meet you)</p> <p>disappointed (напр.: to hear)</p> <p><i>После слов too и enough:</i></p> <p>too difficult слишком трудно</p> <p>easy enough ... довольно легко</p>
<p><i>После некоторых выражений:</i></p> <p>it's no use ... бесполезно</p> <p>it's no good ... не стоит</p> <p>there's no point in ... нет смысла</p>	
<p>После глаголов <b>begin</b>, <b>start</b> — начинать, <b>continue</b> — продолжать могут употребляться как герундий, так и инфинитив без ущерба для смысла.</p> <p>После глаголов <b>stop</b> — прекращать, <b>try</b> — пытаться, стараться, <b>remember</b> — помнить могут употребляться и герундий, и инфинитив, но смысл может меняться.</p>	

### Сложное дополнение Complex Object

Сложное дополнение — это сочетание существительного или местоимения в объектном падеже (напр.: *me, him, us, them*) с инфинитивом или причастием I. Существует в трех основных вариантах:

1. С инфинитивом **без частицы to** или с причастием I после глаголов восприятия:

<b>to see</b> — видеть	<i>I saw him drive the car. I saw them working in the lab.</i>
<b>to watch</b> — наблюдать	<i>We watched the plane land. We watched the children playing in the yard.</i>
<b>to notice</b> — замечать	<i>Nobody noticed him go out. He didn't notice that happen.</i>
<b>to feel</b> — чувствовать	<i>She felt somebody touch her hand. They didn't feel the train start.</i>
<b>to hear</b> — слышать	<i>I didn't hear you come into the room. I heard her playing piano.</i>

*I saw him enter the house.* — Я видел, как он вошел в дом.

*I saw him entering the house.* — Я видел, как он входил в дом.

В первом случае (вышеперечисленные глаголы с инфинитивом без частицы **to**) подчеркивается факт действия, во втором (эти же глаголы с причастием I) — процесс действия.

2. С инфинитивом **без частицы to** после глаголов:

<b>to let</b> — позволять	<i>Don't let them play in the street.</i>
<b>to make</b> — заставлять	<i>Don't make me laugh.</i>

3. С инфинитивом **с частицей to** после глаголов:

<b>to want</b> — хотеть	<i>I want you to help me.</i>
<b>to expect</b> — ожидать	<i>I expect you to come in time.</i>
<b>to believe</b> — верить, считать	<i>I believe her to be a very good teacher.</i>
<b>to know</b> — знать	<i>I know him to be a good student.</i>
<b>to advise</b> — советовать	<i>I advise you to enter the institute.</i>
<b>to consider</b> — считать	<i>English climate is considered to be mild.</i>
<b>to order</b> — приказывать	<i>He is ordered not to be late.</i>

to allow — позволять      *They allow to use dictionaries at the exam.*

to find — находить, считать      *I find your story to be very interesting.*

I would like — я хотел бы      *I would like you to finish your work.*

**Задание 12.10.** Раскройте скобки.

1. He made me (do) it all over again.
2. Her father made her (learn) the lessons.
3. If you want us (make) the work quickly you should let us (start) at once.
4. Would you like me (read) now?
5. They won't let us (leave) the classroom till our control work has been checked.
6. He wouldn't let the children (play) in his study.
7. Please let me (know) the results of your exam as soon as possible.
8. He made us (wait) for two hours.
9. I let him (go) early as he had done his task.
10. I'd like him (enter) the university but I can't make him (do) it.
11. I want her (learn) English.
12. I heard the door (open) and saw my friend (come) into the room.
13. I heard her (play) the piano.
14. I saw him (go out) of the house.
15. The teacher advised us (use) dictionaries.
16. Her father doesn't allow her (go) to the cinema alone.
17. We expect our basketball team (win) next game.
18. We don't want you (tell) anything.
19. I saw them (open) the window.
20. That is too difficult for you to do, let me (help) you.

**Задание 12.11.** Переведите на английский язык.

1. Вы ожидаете, работа будет сделана скоро? 2. Вы хотите, чтобы мы встретились сегодня? 3. Вы хотите, чтобы дети играли здесь? 4. Мы ожидаем, что они хорошо проведут у нас время. 5. Я хочу, чтобы он закончил эту работу. 6. Мы слышали, что она знает, когда мы сдаем экзамен. 7. Вы хотите, чтобы мы обсудили этот вопрос сегодня? 8. Мы ожидаем, что на этом месте будет построен новый дом. 9. Вы хотели бы, чтобы работа была сделана сегодня?

### Субъектный инфинитивный оборот Complex Subject

Субъектный инфинитивный оборот (сложное подлежащее) состоит из:

1) существительного в общем падеже или местоимения в именительном падеже и

2) глагола (обычно в страдательном залоге) + инфинитив.

Оборот переводится на русский язык придаточными предложениями.

*He is known to be a good engineer.* — Известно, что он хороший инженер.

*He is said to have graduated from the University.* — Говорят, что он закончил университет.

*The experiments were reported to be successful.* — Сообщили, что эксперименты были успешны.

В субъектном инфинитивном обороте могут употребляться глаголы:

<b>to see</b>	— видеть
<b>to hear</b>	— слышать
<b>to say</b>	— сказать
<b>to expect</b>	— ожидать, полагать
<b>to think</b>	— думать, полагать, считать
<b>to report</b>	— сообщать
<b>to suppose</b>	— предполагать
<b>to believe</b>	— полагать
<b>to consider</b>	— считать, полагать
<b>to assume</b>	— допускать
<b>to know</b>	— знать.

Эти глаголы могут стоять в любом времени в страдательном залоге.

Неопределенно-личным предложениям русского языка в английском языке чаще всего соответствуют пассивные обороты, как, например:

*It is reported that...* Сообщается, что ...

*It was supposed that ...* Предполагали, что ...

Субъектный инфинитивный оборот употребляется также в сочетании с некоторыми глаголами, которые могут стоять в действительном залоге, а именно с глаголами:

**to prove, to appear, to seem** — казаться



**to turn out** — оказаться

**to happen** — случаться.

*This metal turned out to be very brittle.* — Оказалось, что металл очень хрупкий.

*The weather appeared to have improved.* — Казалось, что погода улучшилась.

**Задание 12.12.** Переведите на русский язык.

1. The mobile phone is considered to be the most important invention today.
2. English is believed to be the most universal means of communication.
3. He was seen to come to work early.
4. You are supposed to be able to read English texts without a dictionary.

## Урок 13

**Тема урока:** Ecology.

**Грамматика:** Сложносочиненные предложения.  
Сложноподчиненные предложения.

### TEXT 1

#### The Protection of Nature

Nature is the source of Man's life since ancient times. People lived in harmony with environment for thousands of years people and thought that natural riches were unlimited. The development of civilisation increased man's harmful interference in nature.

Large cities with thousands of smoky industrial enterprises pollute the air we breathe and the water we drink. Every year world industry pollutes the atmosphere with about 1,000 million tons of dust and other harmful substances. Many cities suffer from smog. Beautiful old forests disappear forever. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of lakes and rivers dry up.

The pollution of air and destruction of the ozone layer are the results of man's attitude towards Nature.

The protection of the environment is a universal concern. We must be very active to create a serious system of ecological security.

**Words:**

**ancient** ['eɪnʃ(ə)nt] — древний

**source** ['sɔ:s] — источник

**natural riches** — природные богатства

**to increase** — увеличиваться

**harmful interference** — вредное воздействие

**industrial enterprises** — промышленные предприятия

**substances** — вещества

**suffer** — страдать

**to upset** — зб. нарушать

**rare** — редкий

**to dry up** — высыхать

**pollution** — загрязнение

**destruction** — разрушение

**ozone layer** ['əʊzəɪn 'leɪə] — озоновый слой

**attitude** — отношение

**universal concern** — всеобщая забота

Questions:

1. What is the main reason of ecological problems?
2. What are the main ecological problems?
3. Why should the ecological problems be a universal concern?
4. What steps are taken to fight ecological problems?

## TEXT 2

### Greenhouse Effect

Greenhouse effect is the term for the role the atmosphere in warming the earth's surface. The atmosphere is largely transparent to incoming short-wave solar radiation, which heats the earth's surface. Much of this radiation is reflected back by gases such as carbon dioxide, methane, nitrous oxide and ozone in the atmosphere. This heating effect is at the root of the theories concerning global warming.

The amount of carbon dioxide in the atmosphere has been increasing by 0.4 per cent a year because of the use of fossil fuels such as oil, gas, and coal. The cutting of tropical forests has also been a contributing factor in the carbon cycle. Other gases that contribute to the greenhouse effect, such as methane and halocarbons, are increasing even faster. The net effect of these increases could be a worldwide rise in temperature, estimated at 2° to 6° C (4° to 11° F) over the next 100 years. Warming of this magnitude would alter climates throughout the world, affect crop production, and cause sea levels to rise significantly. If this happened, millions of people would be badly affected by flooding.

Words:

**greenhouse effect** — парниковый эффект

**surface** ['sɜ:fɪs] — поверхность

**transparent** [træns'pærənt] — прозрачный

**to absorb** [əb'sɔ:b] — поглощать

**root** — корень

**fossil** — ископаемый

**amount** — величина, количество

**carbon dioxide** ['kɑ:bən daɪ'oksaid] — двуокись углерода, углекислый газ

**methane** ['mi:θeɪn] — метан  
**nitrous oxide** ['naɪtrəs'oksəɪd] — окись азота  
**ozone** ['əʊzəʊn] — озон  
**halocarbons** ['hæləkɑ:bən] — хлороуглероды  
**to contribute** — содействовать, способствовать  
**heating effect** — эффект нагревания  
**to alter** ['ɔ:lteɪ] — изменять  
**to estimate** — оценивать  
**net effect** — суммарный эффект  
**to cause** — послужить причиной/поводом для чего-л.  
**level** — уровень  
**magnitude** — величина  
**to affect** — повлиять  
**to be affected** — быть затронутым чем-л.  
**flood** [flʌd] — наводнение

**Questions:**

1. How is the surface of the Earth heated?
2. What gases reflect heat back in the atmosphere?
3. Why is amount of carbon dioxide in the atmosphere increasing?
4. What will be a worldwide rise in temperature in the next 100 years?

### **TEXT 3** **Global Warming**

Global warming is an increase in the earth's temperature due to the use of fossil fuels and other industrial processes leading to a build-up of "greenhouse gases" (carbon dioxide, methane, nitrous oxide) in the atmosphere. It has been known since 1896 that carbon dioxide helps stop the sun's infrared radiation from escaping into space and thus functions to maintain the Earth's relatively warm temperature (this is called the greenhouse effect). The question is whether the increasing levels of carbon dioxide in the atmosphere will lead to elevated global temperatures, which could result major climatic changes, and have serious problems for agricultural productivity.

Since 1850 there has been a mean rise in global temperature of approximately 1° C (1.8° F), but this rise could just be part of a natural fluctuation. Such fluctuations have been recorded for tens of thousands of years.

The potential consequences of global warming are so great that many of the world's top scientists have urged immediate action, and have called for international cooperation on the problem.

Words:

**due to** — благодаря; вследствие; в результате

**build-up** — накопление, увеличение

**implications** — последствия, результаты

**elevated** — повышенный

**mean** — средний

**fluctuation** — колебание

**consequence** — (по)следствие

**to urge** — убеждать, советовать, настаивать

**level** — уровень

Questions:

1. What gases are called "greenhouse gases"?
2. What is a "greenhouse effect"?
3. What can be the potential consequences of global warming?

## ГРАММАТИКА

### СЛОЖНЫЕ ПРЕДЛОЖЕНИЯ

#### 1. Сложносочиненное предложение

Сложносочиненное предложение состоит из двух или более простых предложений, не зависящих друг от друга. Смысловые связи между простыми предложениями в составе сложносочиненного могут выражаться с помощью *союзов*. Вот основные из них:

- 1) соединительные: **and**, **and also** (а также), **also** (тоже, также), **as well as** (так же, как и ...);
- 2) альтернативные: **or** (или);
- 3) противительные и отрицательные: **but**, **however** (но, однако, тем не менее), **yet** (однако, все же).

Простые предложения в составе сложносочиненного могут не соединяться союзами и союзными словами. В таком случае сложносочиненное предложение является бессоюзным и между простыми предложениями ставится запятая.

Например: *We move to a new flat, that's settled.* — Мы переезжаем на новую квартиру, это решено.

### Парные союзы

Некоторые союзы объединяются в пары с другими словами. Они соединяют различные однородные члены предложения:

**both ... and** (как ... так и)

**not only ... but also** (не только ... но и)

**either ... or** (или ... или)

**neither ... nor** (ни ... ни)

**as soon as** (как только ... так)

**as long as** (до тех пор ... пока).

**Примечание.** Союз **neither (nor)**, в отличие от употребляемого при однородных членах предложения парного союза **neither ... nor** (ни ... ни), встречается в сложносочиненных предложениях, включающих сокращенные отрицательные предложения. В этом случае он означает «также не». Сокращенные утвердительные предложения строятся с помощью слова **so** в сочетании с соответствующим местоимением и вспомогательным (модальным) глаголом, означая «тоже», «и я тоже».

Например:

*I've never been to Moscow, neither (nor) has my friend.* — Я никогда не был в Москве, и мой друг также.

*She likes ice cream. So do I.* — Она любит мороженое, и я тоже.

### 2. Сложноподчиненное предложение

Сложноподчиненное предложение состоит из главного и придаточного предложения. Придаточное предложение по смыслу зависит от главного, выполняет функцию члена главного предложения или относится к какому-либо из членов главного предложения.

**Придаточные предложения-подлежащие** выполняют функцию подлежащего главного предложения, отвечают на вопросы: что? кто?

*What I've told you is well known fact.* — То, что я сказал вам, хорошо известный факт.

**Дополнительные придаточные предложения** выполняют функцию дополнения в предложении и отвечают на вопрос: что? кого? Используются союзы: **that** (в значении «что»), **where, when, what, who, whom, how, why, whether, if**. Союзы **that** и **whom** часто опускаются.

*I see (that) you don't remember me.* — Я вижу, что вы не помните меня.

*We don't know when he'll be back.* — Мы не знаем, когда он вернется.

**Определительные придаточные предложения** выполняют функцию определения к подлежащему или другим членам главного предложения и отвечают на вопрос: какой? (который? чей?).

Придаточные определительные предложения следуют за словом, которое они определяют, запятая обычно не ставится.

Используются союзы: *that, which, who (whom), whose, when, where, why, how.*

Союзы *that, which, whom* часто опускаются, но союз *who* никогда не опускается.

*I don't know the man who you are speaking about.* — Я не знаю человека, о котором вы говорите.

**Придаточные предложения времени** выполняют функцию обстоятельства времени, отвечают на вопрос: когда? (как долго? до каких пор?)

Используются союзы:

**when, while** — пока, в то время как

**till** — пока, до тех пор пока

**until** — (до тех пор) пока не

**as** — в значениях «когда», «по мере того как»

**as soon as** — как только

**as long as** — пока

**since** — в значении «с тех пор как»

**after** — после того как

**before** — до того как, прежде чем.

*They went for a walk after they had finished the work.* — Они пошли погулять после того, как окончили работу.

**Придаточные предложения причины** отвечают на вопрос: почему?

Используются союзы: *because, as* (в значении «так как»), *since* (в значении «поскольку»).

*He could not come to the lecture because he was ill.* — Он не мог прийти на лекцию, так как был болен.

**Придаточные предложения места** выполняют функцию обстоятельства места, отвечают на вопрос: где? (куда? откуда?)

Союзы и союзные слова: *where* (где), *where from* (откуда), *wherever* (куда бы ни, где бы ни).

*I found the magazine where I had left it.* — Я нашел журнал там, где оставил.

**Придаточные предложения цели** выполняют функцию обстоятельства цели, отвечают на вопрос: для чего? зачем? с какой целью?

Используются союзы: *that* в значении «чтобы», *so that* — (так) чтобы, *in order that* — для того чтобы, *lest* — (так) чтобы не.

*The children left home early lest they shouldn't be late.* — Дети рано вышли из дому, чтобы не опоздать.

**Задание 13.1.** Переведите сложноподчиненные предложения на русский язык.

1. As long as you are working here, we'll have a rest.
2. I'll have a talk with you after I've done my work.
3. They'll come before the dinner starts.
4. The students had been doing translation since the lesson began.
5. What were you doing when I came in?
6. I gave the books to her after I had read them.
7. The porter dropped the box as he was bringing it in.
8. How they managed to do it was not clear.
9. Whether the students can do this work is the main problem.
10. That they have known about the plan seems evident.
11. To be or not to be that is the question.
12. As soon as I find your things, I'll let you know.
13. As soon as I finished work, I went home.
14. We had already reached the village when it began raining.
15. They went for a walk after they had finished the work.

**Задание 13.2.** Переведите сложноподчиненные предложения на английский язык.

1. То, что этот вопрос важен, — ясно каждому.
2. Я чувствую, что я простудился.
3. Мои друзья обещают, что помогут мне.
4. Он только что сказал, чтобы мы ушли из этой аудитории.
5. Он сказал, что собирается уехать из нашего города.
6. Преподаватель сказал, что все студенты сдали экзамен.
7. Джон объяснил, почему он опоздал.
8. Он предупредил, что опоздает к обеду.
9. Преподаватель спросил, готовы ли студенты к контрольной работе.
10. Придут ли они вовремя, не важно.
11. Спортсмены должны много тренироваться, чтобы они смогли принять участие в соревновании.
12. Вы должны быть внимательны, чтобы не сделать ошибок.



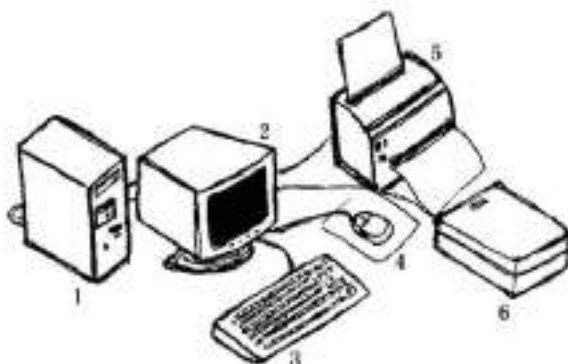
## Урок 14

**Тема урока:** Computer.

**Грамматика:** Согласование времен и косвенная речь. Future-in-the Past.

### TEXT 1

#### What is a Personal Computer?



1 — system unit; 2 — monitor; 3 — keyboard; 4 — mouse;  
5 — printer 6 — flatbed scanner

Personal computers (PC) are small, relatively inexpensive computers for an individual user. Their price can be from a few hundred dollars to thousands of dollars. All are based on the microprocessor technology that enables manufacturers to put an entire CPU on one chip. Personal computers are used in business for word processing, accounting, desktop publishing. At home, the most popular use for personal computers is for playing games.

Personal computers first appeared in the late 1970s. One of the first and most popular personal computers was the Apple II, made in 1977 by Apple Computer. Then, in 1981, IBM (International Business Machines) made its first personal computer, known as the IBM PC. The IBM PC quickly became the most popular personal computer.

#### What is a Software?

Computer programs are called *software*. Software is instructions for hardware (the machines) to do work. Software is often divided into two categories:

**Systems software:** the operating system and all the utilities that enable the computer to function.

**Applications software:** programs that do real work for users. For example, word processors, spreadsheet programmes, and games are applications software.

### What is a Hardware?

Hardware are computer components that you can touch, like disks, disk drives, monitors, keyboards, printers, boards, and chips. But you cannot touch software. Software exists as ideas, concepts, and symbols. A computer without software is dead — you need software to make the computer work.

### What are Peripheral Devices?

Peripheral devices are computer devices, such as a CD-ROM drive or printer. Peripheral devices can be external, such as a mouse, keyboard, printer, monitor, and scanner. Peripheral devices can be internal, such as a CD-ROM drive or internal modem.

#### Words:

**individual** — индивидуальный, личный

**user** — пользователь

**microprocessor = chip** — микропроцессор

**CPU** (central processing unit) — центральный процессор

**word processing** — электронная обработка текста

**accounting** — бухгалтерское дело

**desktop publishing** — настольные издательские средства

**software** — компьютерные программы, программное обеспечение

**instructions** — команды

**hardware** — оборудование, «железо»

**systems software** — системное программное обеспечение

**applications software** — прикладные программы

**utility** — обслуживающая программа, утилита

**word processor** — текстовый процессор (программа подготовки и редактирования текста)

**spreadsheet** — программа, работающая с таблицами

**disk drive** — дисковод

**monitor** — монитор

**printer** — принтер

**board** — плата

**chip** — процессор, микросхема

**peripheral device** — периферийное устройство

**CD-ROM drive** — дисковод для компакт-дисков

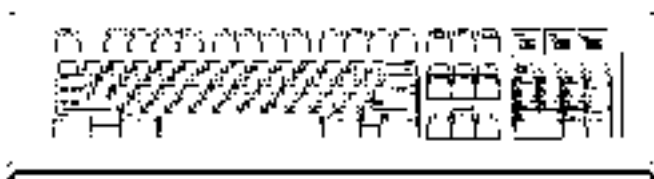
**internal modem** — встроенный модем.

#### Questions:

1. What is a personal computer?
2. What are personal computers used for?
3. What were the first models of PC?
4. What are computer programs called?
5. What is hardware?

#### ТЕКСТ 2

#### What Is a Keyboard?



Computer keyboard

Computer keyboard is the set of typewriter-like keys that enables you to enter data into a computer. Computer keyboards are similar to electric-typewriter keyboards but contain additional keys. The keys on computer keyboards are often classified as follows:

**alphanumeric keys** — letters and numbers

**punctuation keys** — comma, period, semicolon, and so on.

**special keys** — function keys, control keys, arrow keys, Caps Lock key, and so on.

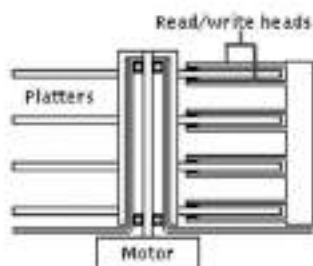
The standard layout of letters, numbers, and punctuation is called *QWERTY keyboard* because the first six keys on the top row of letters spell *QWERTY*. The *QWERTY* keyboard was designed in the 1800s for mechanical typewriters.

There is no standard computer keyboard, although many manufacturers imitate the keyboards of PCs. There are actually three different PC keyboards: the original PC keyboard, with 84 keys; the AT keyboard, also

with 84 keys; and the *enhanced keyboard*, with 101 keys. The three differ somewhat in the placement of function keys, the Control key, the Return key, and the Shift keys.

In addition to these keys, IBM keyboards contain the following keys: Page Up, Page Down, Home, End, Insert, Pause, Num Lock, Scroll Lock, Break, Caps Lock, Print Screen.

### What is a Hard Disk Drive (HDD)?

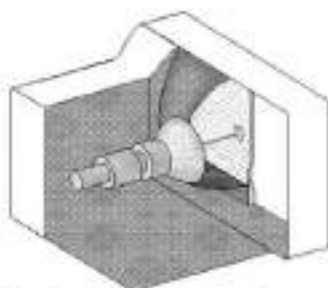


Hard disk

Hard disk drive is the mechanism that reads and writes data on a hard disk. Hard disk drive has many inflexible platters (discs) coated with magnetic material. Read/write heads can record computer data on these discs. A typical hard disk rotates at 3,600 revolutions per minute, and the read/write heads ride over the surface of the disk on a cushion of air 25 micron deep. Hard disk drives (HDDs) for PCs generally have *seek times* of about

12 milliseconds or less. Hard disk drives are sometimes called *Winchester drives*. Winchester is the name of one of the first popular hard disk drive technologies developed by IBM in 1973.

### What is a Monitor?



Monitor with cathode ray tube

Monitor is another term for display screen. First monitors were black-and-white with *cathode ray tube*. Nowadays most monitors are colour monitors. Besides, colour LCD monitors are becoming more and more popular.

Monitors have different screen sizes. Like televisions, screen sizes are measured in inches from one corner of the screen to the opposite corner diagonally.

A typical size for small monitors is 14 inches. Monitors that are 16 or more inches diagonally are often called *full-page monitors*.

## Words:

- keyboard** — клавиатура  
**alphanumeric keys** — буквенно-цифровые клавиши  
**punctuation keys** — клавиши пунктуации  
**comma** — запятая  
**period** — точка  
**semicolon** — точка с запятой  
**function key** — функциональная клавиша  
**control key** — клавиша управления  
**arrow key** — клавиша с изображением стрелки  
**Caps Lock key** — клавиша фиксации регистра заглавных букв  
**layout** — расположение  
**enhanced keyboard** — расширенная клавиатура  
**return key** — клавиша возврата каретки  
**shift key** — клавиша переключения регистра  
**num lock** — фиксация числового регистра  
**revolutions per minute** — оборотов в минуту  
**cushion of air** — воздушная подушка  
**seek time** — время поиска  
**cathode ray tube** — электронно-лучевая трубка

## Questions:

1. How are the keys on computer keyboards classified?
2. How is the standard layout of keys on a keyboard called?
3. How many keys has enhanced keyboard?
4. How are hard disk drives sometimes called?
5. What is hard disk drive?
6. How are monitor screen sizes measured?

**TEXT 3****What is a Mouse?**

Mouse

A mouse is a device to move the cursor or pointer on a display screen. As you move the mouse, the pointer on the display screen moves in the same direction. You can roll a mouse on a hard, flat surface. It looks a bit like a real mouse because the connecting wire looks like a mouse tail. Mice usually have two buttons and sometimes as many

as three, which have different functions depending on what program is running. Some newer mice also have a *scroll wheel* for scrolling through long documents.

The mouse was invented by Douglas Engelbart of Stanford Research Center in 1963. The mouse frees the user from using the keyboard. Mouse is important because you can simply point to objects on the screen and click a mouse button.

Mice can be:

1. **Mechanical** with a rubber or metal ball that can roll in all directions. Mechanical sensors in the mouse detect the direction the ball is rolling and move the screen pointer.
2. **Optomechanical** with optical sensors to detect motion of the ball.
3. **Optical** with a laser to detect the mouse's movement. Optical mice have no mechanical moving parts but they are more expensive.
4. **Cordless infrared mice** send infrared or radio waves to communicate with the computer.

### What is a Microprocessor?

Microprocessor is a silicon chip that contains a CPU. The terms *microprocessor* and CPU are used interchangeably. At the heart of all personal computers sits a microprocessor.

Microprocessors have basic characteristics:

**Computational bandwidth:** The number of bits processed in a single instruction.

**Speed:** Given in megahertz (MHz), the speed determines how many instructions per second the processor can execute.

### What is a Printer?



Printer is a device that prints text or illustrations on paper. There are many different types of printers but the most widely used printers are:

**Dot-matrix printer** strikes pins against an ink ribbon. Each pin makes a dot, and combinations of dots form letters and illustrations.

**Ink-jet printer** sprays ink at a sheet of paper. Ink-jet printers produce high-quality text and graphics.

**Laser printer** uses the same technology as copy machines. Laser printers produce very high quality text and graphics. The speed of printers varies widely. Dot-matrix printers can print up to 500 letters per second, and laser printers can print from about 4 to 20 text pages per minute.

### What is an Optical Scanner?



Optical scanner is a device that can read text or illustrations printed on paper and translate the information into a form the computer can use. A scanner works by digitizing an image.

Some scanners are small hand-held devices that you move across the paper. These hand held scanners are often called *half-page* scanners because they can only scan 2 to 5 inches at a time. Hand-held scanners are good for scanning small pictures and photos, but they are difficult to use if you need to scan a large page.

Larger scanners include machines into which you can feed sheets of paper. These are called *sheet-fed* scanners. Sheet-fed scanners are excellent for loose sheets of paper, but they are unable to handle bound documents.

Large scanners are called *flatbed scanners*. They consist of a board on which you lay books, magazines, and other documents that you want to scan.

### What is a Floppy Disk?



A soft magnetic disk is called *floppy* because it flops if you bend it. Floppy disks (often called *floppies* or *diskettes*) have less storage capacity than hard disks but you can remove them from a disk drive and they are portable. Disk drives for floppy disks are called *floppy drives*.

Most common floppies come in size 3.5-inch. They have a rigid plastic envelope. Despite their small size, floppies have a large storage capacity — from 400K to 1.4MB of data. The most common sizes for PCs are 1.44MB (high-density).

### What is CD-ROM?



CD-ROM is an abbreviation for **Compact Disc-Read-Only Memory**, a type of optical disk capable of storing large amounts of data — up to 1GB, although

the most common size is 650MB (megabytes). A single CD-ROM has the storage capacity of 700 floppy disks, enough memory to store about 300,000 text pages.

CD-ROMs cannot be erased and filled with new data. To read a CD, you need a CD-ROM player. All CD-ROMs have a standard size and format, so you can load any type of CD-ROM into any CD-ROM player. In addition, CD-ROM players are capable of playing audio CDs.

CD-ROMs are good to store information that requires large storage capacity.

### What Is Operating System?

Every computer must have an operating system to run other programmes. Operating system is the most important programme that runs on a computer. Operating systems perform basic tasks, such as recognizing input from the keyboard, sending output to the display screen, keeping track of files and directories on the disk, and controlling peripheral devices such as disk drives and printers.

Operating systems provide a software platform on top of which other programmes, called *application programmes*, can run. The application programmes must be written to run on top of a particular operating system. Your choice of operating system, therefore, determines to a great extent the applications you can run. For PCs, the most popular operating systems are DOS, OS/2, and Windows.

#### Words:

**to run a programme** — работать с программой

**scroll wheel** — колесико или кнопка на мыши для прокрутки длинных текстов

**scrolling** — прокрутка

**to click** — сделать щелчок мышью

**sensor** — датчик

**pointer** — указатель (курсор в форме стрелки, следующий за движениями мыши)

**cordless** — беспроводной

**infrared** — инфракрасный

**interchangeable** — взаимозаменяемый

**computational bandwidth** — диапазон вычислительных возможностей

**dot-matrix printer** — матричный принтер



**dot** — точка  
**pin** — штифт, игла  
**ribbon** — лента  
**ink-jet printer** — струйный принтер  
**laser printer** — лазерный принтер  
**hand-held** — ручной  
**flatbed scanner** — планшетный сканер  
**floppy** — гибкий  
**storage capacity** — емкость запоминающего устройства

**Questions:**

1. What is a mouse?
2. How many buttons are there on a serial mouse?
3. Who invented a mouse?
4. What are the types of mice?
5. What are the basic characteristics of microprocessors?
6. What are the types of the most widely used printers?
7. What printers are the fastest?
8. What is an optical scanner?
9. What is a floppy disk?
10. What is CD-ROM?
11. What basic tasks do operating systems perform?
12. What are the most popular operating systems?
13. What are application programmes?

**Задание 14.1.** Что из ниже перечисленного относится к оборудованию, а что к программному обеспечению?

1. Software
2. Programme
3. Mouse
4. CPU
5. Peripheral devices
6. CD-ROM
7. Word processor
8. Modem
9. Web-browser
10. Operating system
11. Scanner
12. Printer

13. Display
14. Applications software
15. Disk drives.

**Задание 14.2.** Поставьте глаголы в скобках в Simple Past или Present Perfect и переведите предложения.

1. Since computers were first introduced to the public in the early 1980's, technology (change) a great deal.
2. The first computers (be) simple machines designed for basic tasks.
3. They (have, not) much memory and they (be, not) very powerful.
4. Early computers were often quite expensive and customers often (pay) thousands of dollars for machines which actually (do) very little.
5. Most computers (be) separate, individual machines used mostly as expensive typewriters or for playing games.
6. Times (change). Computers (become) powerful machines with very practical applications.
7. Programmers (create) a lot of useful programs which do everything from teaching foreign languages to bookkeeping.
8. We are still playing video games, but today's games (become) faster and more interesting.
9. Many computer users (get, also) on the Internet and (begin) communicating with other computer users around the world.

### ГРАММАТИКА

#### Согласование времен в главном и придаточном предложениях

В английском сложноподчиненном предложении с придаточным дополнительным (вопрос что?, кто?, чего? и т. д.) соблюдаются **правила согласования времен** в главном и придаточном предложениях. Эти правила сводятся к следующему:

1. Если глагол-сказуемое главного предложения стоит в **настоящем** или **будущем** времени, то глагол-сказуемое придаточного дополнительного предложения может стоять в **любой** временной форме, требуемой смыслом, например:

*He says you are right.* — Он говорит, что ты прав.

*He will tell why he was not at school yesterday.* — Он скажет, почему он не был в школе вчера.

2. Если глагол-сказуемое главного предложения стоит в **прошедшем** времени (обычно — в **Past Indefinite**), то и глагол дополнительного придаточного предложения должен стоять в одном из прошедших времен, в том числе в будущем с точки зрения прошедшего (**Future-in-the Past**).

*He said he would not go to school tomorrow.* — Он сказал, что не пойдет в школу завтра.

При этом для обозначения действия, **одновременного** с действием, выраженным сказуемым главного предложения, употребляется **Past Continuous** (в русском языке — настоящее время) или **Past Indefinite**.

*He told me he was preparing for his exam.* — Он сказал мне, что готовится к экзамену.

Для обозначения действия, **предшествующего** действию, выраженному сказуемым главного предложения, обычно употребляется **Past Perfect**. На русский язык глагол-сказуемое придаточного в данном случае переводится глаголом в прошедшем времени.

*I didn't know he had left for Moscow.* — Я не знал, что он уехал в Москву.

При указании определенного времени (in 1980, yesterday) предшествующее время выражается при помощи **Past Indefinite**. Например: *I thought you were born in 1980.*

Для выражения будущего времени с точки зрения прошедшего времени употребляется форма **Future-in-the Past**, где вспомогательный глагол **will** меняется на **would**, которая на русский язык переводится будущим временем.

*He told me that he would meet me at the Institute.* — Он сказал мне, что встретит меня в институте.

### Согласование времен при переводе прямой речи в косвенную

#### Повелительное наклонение в косвенной речи [tell + to + Infinitive]

При переводе из прямой речи в косвенную необходимо знать следующие правила:

1. После глаголов **ask**, **request** и некоторых других глаголов, обозначающих просьбу, перед придаточным предложением ставятся союзы **whether** или **if** (в значении «ли»):

*He asked if everyone was ready.* — Он спросил, все ли готовы.

2. Глагол **tell (told)** употребляется вместо глагола **say (said)**:

*He told me that...*, но: *He said that...*

Глаголы **talk, speak** в косвенной речи в значении «Он сказал, что...» не употребляются.

3. Если прямая речь содержит приказание или просьбу, то значение «велел, приказал» передается сочетанием глаголов **tell, order, ask, demand** с инфинитивом, причем отрицательная форма инфинитива употребляется в последовательности: **... told ... not to do smth.**

При переводе предложений в повелительном наклонении (команд, просьб или приказаний) в косвенную речь изменяются лицо, время глагола и слова и выражения, обозначающие время:

Father: *"Do your homework."* Father **told me to do my homework.**

Teacher: *"Don't talk to your neighbour."* The teacher **told me not to talk to my neighbour.**

Если предложение начинается с глагола в настоящем времени, то время не изменяется. Например:

Susan: *"I work in an office."* Susan **tells me that she works in an office.**

Если предложение начинается с глагола в прошедшем времени, то вступает в действие правило согласования времен и время меняется на одно из прошедших. Например: Susan: *"I work in an office."* Susan **told me that she worked in an office.**

#### Как изменяются времена?

<b>Simple Present</b>	меняется на	<b>Simple Past</b>
<b>Simple Past</b>	меняется на	<b>Past Perfect</b>
<b>Present Perfect</b>	меняется на	<b>Past Perfect</b>
Происходит замена вспомогательных глаголов:		
<b>am/are/is</b>	меняется на	<b>was/were</b>
<b>was/were</b>	меняется на	<b>had been</b>
<b>has been</b>	меняется на	<b>had been</b>
<b>will</b> в будущем времени	меняется на	<b>would.</b>

При переводе из прямой речи в косвенную происходят и другие замены:

вместо местоимений **I, we** употребляются **he, she, they**; вместо указательного местоимения **this (these)** употребляется **that (those)**.

Peter:	<i>"I <b>work</b> in the garden."</i>	<i>Peter said that he <b>worked</b> in the garden.</i>
Peter:	<i>"I <b>worked</b> in the garden."</i>	
Peter:	<i>"I <b>have worked</b> in the garden."</i>	<i>Peter said that he <b>had worked</b> in the garden.</i>
Peter:	<i>"I <b>had worked</b> in the garden."</i>	
Peter:	<i>"I <b>will work</b> in the garden."</i>	<i>Peter said that he <b>would work</b> in the garden.</i>
Peter:	<i>"I <b>can work</b> in the garden."</i>	<i>Peter said that he <b>could work</b> in the garden.</i>
Peter:	<i>"I <b>may work</b> in the garden."</i>	<i>Peter said that he <b>might work</b> in the garden.</i>
Peter:	<i>"I'm <b>working</b> in the garden."</i>	<i>Peter said that he <b>was working</b> in the garden.</i>
Peter:	<i>"I <b>was working</b> in the garden."</i>	
Peter:	<i>"I <b>have been working</b> in the garden."</i>	<i>Peter said that he <b>had been working</b> in the garden.</i>
Peter:	<i>"I <b>had been working</b> in the garden."</i>	

Если предложение содержит выражения, связанные со временем, то они также изменяются.

<b>В прямой речи:</b>	<b>В косвенной речи:</b>
this (evening)	that (evening)
now	then
yesterday	the day before
today/this day	that day
these (days)	those (days)
now	then
(a week) ago	(a week) before
last weekend	the weekend before / the previous weekend
next (week)	the following (week)
tomorrow	the next/following day

Например:

Peter: *"I **worked** in the garden **yesterday**."* — *Peter said that he **had worked** in the garden **the day before**.*

**Перевод вопросительных предложений в косвенную речь**

Если вопрос переводится в косвенную речь, то также изменяются лицо, время и выражения, связанные со временем. В косвенной речи уже нет вопроса, и предложение становится утвердительным.

**Общий вопрос:**

Peter: *"Do you play football?"* — Peter asked me *whether (if) I played football.*

**Специальный вопрос:**

Peter: *"When do you play football?"* — Peter asked me *when I played football.*

**Задание 14.3.** Раскройте скобки, переведите предложения.

1. I did not know that you already (read) this book
2. He did it better than I (expect).
3. He said that the bus (be) here soon.
4. I think it all happened soon after the meeting (end).
5. They decided that they (bring) us all the necessary books.
6. He said that he (can) not do it without my help.
7. He asked the students whether they (solve) a problem.
8. It was decided that we (start) our work at eight o'clock.
9. I told you that I (leave) for Minsk on the following day.
10. The boy did not know that he already (receive) a good mark.
11. He wanted to know what (become) of the books.
12. The visitors were told that the secretary just (go out) and (come back) in half an hour.
13. He said we (may) keep the books.
14. We thought that she not (be able) to make his work in time and therefore (offer) to help her.
15. When I came they (tell) me that he (leave) half an hour before.
16. It was soon clear to the teacher that the control work (be) a difficult one.
17. I decided that next year I (go) to see my old friend again. I not (o see) him since he (go) to Moscow.

**Задание 14.4.** Переведите предложения в косвенную речь.

Образец:

Jack: *"I don't like ice cream."* — Jack said (that) he didn't like ice cream.

1. Father: "Don't forget to write a letter."
2. Nick: "You may ride my bike."

3. Mary: "The weather is beautiful today."
4. Mr Ford: "You will have much work tomorrow."
5. Jane: "I lost my keys and I don't know what to do."
6. Mrs Hillary: "I'd like to tell you one interesting thing."
7. Postman: "There are no letters for you today."
8. Teacher: "Who is on duty today?"
9. Salesgirl: "I would recommend you these fresh cakes."
10. Taxi driver: "Your hotel is not far from here."
11. Teacher: "Stop talking."
12. Policeman: "Don't move."
13. Friend: "Help me, please."
14. Ann: "Don't go there!"

## Урок 15

**Тема урока:** Internet.

**Грамматика:** Условные предложения.

Употребление глаголов в Present Simple (Indefinite) для выражения действий в будущем после союзов *if, when*. Сослагательное наклонение.

### TEXT 1

#### What is Internet?

Internet is a global network connecting millions of computers. More than 100 countries are linked into exchanges of data, news and opinions.

Each Internet computer, called a *host*, is independent. Its operators can choose which Internet services to use. *The Internet* is **not** synonymous with *World Wide Web*.

#### What is a Host?

A host is a computer system that is accessed by a user when there are two computer systems connected by modems and telephone lines. The computer system that contains the data is called the host, and the computer at which the user sits is called the remote terminal.

#### What is World Wide Web?

A system of Internet servers that support specially formatted documents. The documents are formatted in a *markup language* called *HTML* (*HyperText Markup Language*) that supports links to other documents, as well as graphics, audio, and video files. This means you can jump from one document to another simply by clicking the mouse button.

There are several *applications* called *Web browsers* that make it easy to access the World Wide Web. Two of the most popular browsers are Netscape Navigator and Microsoft's Internet Explorer.

What is the Difference Between the Internet and the World Wide Web?

Many people use the terms *Internet* and *World Wide Web* (or simply *the Web*) interchangeably, but in fact the two terms are not synonymous. The Internet and the Web are two separate but related things.



The *Internet* connects millions of computers together globally, forming a network in which any computer can communicate with any other computer as long as they are both connected to the Internet. Information travels over the Internet in many languages known as protocols.

The *World Wide Web*, or simply *Web* is built on top of the Internet. The Web also utilizes browsers, such as Internet Explorer or Netscape, to access Web documents called Web pages. Web documents also contain graphics, sounds, text and video.

The Web is just one of the ways that information can be sent and received over the Internet. Internet is used for e-mail, not the Web. So the Web is just a portion of the Internet, but the two terms are not synonymous and should not be confused.

### Who Invented the World Wide Web?

Tim Berners-Lee (born 1955) invented the World Wide Web. His first version of the Web was a program named "Enquire". At the time, Berners-Lee was working at CERN, the European Particle Physics Laboratory located in Geneva, Switzerland. He invented the system as a way of sharing scientific data (and other information) around the world, using the Internet, a world-wide network of computers and hypertext documents. He wrote the language HTML (HyperText Mark-up Language), the basic language for the Web, and devised URL's (universal resource locators) to designate the location of each web page. HTTP (HyperText Transfer Protocol) was his set of rules for linking to pages on the Web. After he wrote the first browser in 1990, the World Wide Web was up and going. Its growth was (and still is) phenomenal, and has changed the world, making information more accessible than ever before in history.

Berners-Lee is now a Principal Research Scientist at the Laboratory for Computer Science at MIT (Massachusetts Institute of Technology) and the Director of the W3 Consortium.

#### Words:

**global network** — глобальная сеть

**to link** — соединять, связывать

**exchange** — обмен

**host** — хост (компьютер, подключенный к сети Интернет)

**to gain, get access** — получить доступ

**remote terminal** — дистанционный (удаленный) терминал

**server** — сервер

**formatted** — форматированный

**hypertext document** — гипертекстовый документ

**markup** — разметка документа в HTML-формате

**HTML (HyperText Markup Language)** — язык HTML (стандартный язык, используемый для создания страниц WWW)

**URL (Universal Resource Locator)** — универсальный указатель информационного ресурса (стандартизованная строка символов, указывающая местонахождение документа в сети Internet)

**application** — приложение, прикладная программа

**browser (Web browser)** — Web-браузер (программы для просмотра Web-страниц в сети Internet)

**as long as** — пока; до тех пор, пока

## TEXT 2

### What is ISP?

There are many ways to gain access the Internet. One of the ways is to gain access with the help of commercial Internet Service Provider (ISP). ISPs are also called *IAPs (Internet Access Providers)*.

ISP is a company that provides access to the Internet. For a monthly fee, the service provider gives you a username, password and access phone number. Equipped with a modem, you can then log on to the Internet and browse the World Wide Web, and send and receive e-mail.

### What is a Browser?

Short for *Web browser*, a software application used to locate and display Web pages. The two most popular browsers are Netscape Navigator and Microsoft Internet Explorer. Both of these are *graphical browsers*, which means that they can display graphics as well as text. In addition, most modern browsers can present multimedia information, including sound and video.

### What is E-mail?

E-mail is the abbreviation for *electronic mail*, the transmission of messages over *communications networks*. The messages can be notes entered from the keyboard or electronic files stored on disk. Most computer networks have an e-mail system. All Internet Service Providers (ISPs) offer e-mail services so that you can exchange mail with other us-

ers. Usually, it takes only a few seconds or minutes for mail to arrive at its destination. Companies that are fully computerized widely use of e-mail because it is fast, flexible, and reliable.

Sent messages are stored in electronic mailboxes until the recipient fetches them. To see if you have any mail, you may have to check your electronic mailbox periodically, although many systems tell you when mail is received. After reading your mail, you can store it in a text file, forward it to other users, or delete it.

### **What Is IP Address?**

IP address is an identifier for a computer in network. Networks using the *TCP/IP protocol* route messages based on the IP address of the destination. IP address is written as four numbers separated by periods. Each number can be zero to 255. For example, 1.160.10.240 could be an IP address.

### **What Is Web Server?**

Web server is a computer that delivers (*serves up*) Web pages. Any computer can be turned into a Web server by installing server software and connecting the machine to the Internet. Every Web server has an IP address and possibly a domain name.

### **What Is Domain Name?**

A name that identifies one or more *IP addresses*. There are only a limited number of such domains. For example:

- gov** — Government agencies
- edu** — Educational institutions
- org** — Organizations (nonprofit)
- mil** — Military
- com** — commercial business
- net** — Network organizations
- ca** — Canada
- th** — Thailand
- ru** — Russia

Words:

**communication network** — сеть связи

**IP (Internet protocol)** — Интернет-протокол

**IP address** — IP-адрес (используется для идентификации узла в сети и для определения информации маршрутизации; состоит из идентификатора сети (network ID) и идентификатора хоста (host ID), присвоенного сетевым администратором)

**TCP/IP (Transmission Control Protocol)** — протокол управления передачей IP-адреса

**to route messages** — прокладывать маршрут передачи сообщения

Questions:

1. What is Internet?
2. What is e-mail?
3. What is World Wide Web?
4. What is Web browser?
5. What is Internet provider?
6. What are the types of domain names?

Задание 15.1. Прочтите, переведите и ответьте на вопросы.

1. How did Bill Gates begin his career?
2. What is Microsoft now?

### **Bill Gates — the Founder of Microsoft**

William Henry Gates was born in Seattle, Washington, in 1955.

He is a chairman and chief executive officer of the Microsoft Corporation. Gates was the founder of Microsoft in 1975 together with Paul Allen, his partner in computer language development. While attending Harvard in 1975, Gates together with Allen developed a version of the BASIC computer programming language for the first personal computer.

In the early 1980s, Gates led Microsoft's evolution from the developer of computer programming languages to a large computer software company. This transition began with the introduction of MS-DOS, the operating system for the new IBM Personal Computer in 1981. Gates also led Microsoft towards the introduction of application software such as the Microsoft Word Processor.

Much of Gates' success is based on his ability to use market strategy. Gates has accumulated great wealth from his holdings of Microsoft stock. Gates still continues to work personally in product development at Microsoft.

## Words:

**chairman** — председатель

**chief executive officer** — главный исполнительный директор корпорации (обычно президент)

**BASIC** — Бейсик (язык программирования)

**Word Processor** — текстовый процессор (программа подготовки и редактирования текста)

**market strategy** — рыночная стратегия

**wealth** ['welθ] — богатство, состояние

**holding** — владение акциями

**stock** — акции.

## ГРАММАТИКА

## УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ

Условные предложения могут быть трех типов:

Тип 1: условие можно выполнить.

Тип 2: условие теоретически можно выполнить.

Тип 3: условие невозможно выполнить (слишком поздно).

Тип	Придаточное предложение с <i>if</i>	Главное предложение
1	Simple Present	will-future
2	Simple Past	would + Infinitive
3	Past Perfect	would + have + Past Participle

Тип	Форма	Пример
1	утверд.	If I learn, I'll pass the exam.
	отрицат.	If I learn, I won't fail the exam.
2	утверд.	If I learnt, I would pass the exam.
	отрицат.	If I learnt, I wouldn't fail the exam.
3	утверд.	If I had learnt, I would have passed the exam.
	отрицат.	If I had learnt, I wouldn't have failed the exam.

**Придаточные предложения реального условия и времени, действие которых отнесено к будущему (тип 1)**

В придаточных предложениях условия и времени с союзами

*if* (если),

*when* (когда),

*after* (после),

*before* (перед тем, как),

*as soon as* (как только),

*unless* (если не),

*until* (до тех пор, пока не),

будущее время заменяется формой настоящего времени, но на русский язык переводится будущим, например:

*If you help me* (придаточное предл. условия), *I shall do this work on time* (главное предл.) — Если ты поможешь мне, я сделаю эту работу вовремя.

*As soon as I am free, I'll come to you.* — Как только я освобожусь, я приду к тебе.

*We shall not begin until you come.* — Мы не начнем, пока ты не придешь.

**Сослагательное наклонение**

Сослагательное наклонение выражает возможность, нереальность, предположительность действия.

**Предложения нереального условия (тип 2)**

Действие относится к настоящему или будущему:

*If I knew his address I would write to him.* — Если бы я знал его адрес (сейчас), я написал бы ему (сейчас или в ближайшем будущем).

*If the weather were fine he would go to the country.* — Если бы погода (сейчас) была хорошей, он бы поехал за город.

Глагол в придаточном предложении — в форме **Past Indefinite**, в главном — в форме **Future-in-the-Past**.

**Предложения нереального условия (тип 3)**

*If the weather had been fine yesterday he would have gone to the country.* — Если бы погода была вчера хорошей, он бы поехал за город. (Но он не поехал.)

В случае если действие, описываемое сослагательным наклонением, относится к прошедшему времени, в главном предложении используется форма будущего совершенного с точки зрения прошедшего **Future Perfect in the Past**, а в придаточном — прошедшее совершенное **Past Perfect**.

*If I had known his address I would have written to him.* — Если бы я знал его адрес (в прошлом), я написал бы ему (в прошлом же).

*I wish I had lived not far from here* (прошедшее время). — Жаль, что я не жил поблизости.

### Сослагательное наклонение после глагола *wish*

Для выражения сожаления, относящегося к будущему, употребляются сочетания с глаголом *could*. Для выражения пожелания на будущее, а также жалобы, просьбы или раздражения употребляется *would*.

*I wish it were spring now.* — Мне бы хотелось, чтобы сейчас была весна.

*I wish I knew her address.* — Мне бы хотелось знать ее адрес.

*I wish I had made decision yesterday.* — Жаль, что я не принял решение вчера.

*I wish you could drive a car.* — Мне бы хотелось, чтобы ты водил машину.

*I wish they would stop the noise.* — Мне бы хотелось, чтобы они прекратили этот шум.

### Задание 15.2. Раскройте скобки.

1. He (go) out when the weather (get) warmer. 2. I (wait) for you until you (come) back from school. 3. I'm afraid the train (start) before we (come) to the station. 4. We (go) to the country tomorrow if the weather (to be) fine. 5. We (not pass) the examination next year if we not (work) much harder. 6. If you (not drive) more carefully you (have) an accident. 7. You (be) late if you (not take) a taxi. 8. I (finish) reading this book before I (go) to bed. 9. You must (send) us a telegram as soon as you (arrive). 10. We (have) a picnic tomorrow if it (be) a fine day. 11. We (go) out when it (stop) raining. 12. We (not to have) dinner until you (come). 13. I'm sure they (write) to us when they (know) our new address.

**Задание 15.3. Переведите на русский язык.**

1. I wish you were not late as usual.
2. I wish the letter hadn't been so long.
3. I wish you wouldn't be slow.
4. I wish I could go to my work by car.
5. I wish it would stop raining.

**Задание 15.4. Переведите на русский язык следующие предложения.**

1. If I came later I would be late for the lesson. 2. If he had known the time-table he wouldn't have missed the train. 3. It would be better if you learned to drive a car. 3. I wish I had known this before. 4. I would have sent a letter to you if I had known your address. 5. If I had met you yesterday I would have told you about it. 6. If I were in your place I wouldn't buy the tickets beforehand. 7. If I had known that you needed help I would have helped you.

**Задание 15.5. Раскройте скобки.**

1. If Peter (have) more money, he (buy) a new car.
2. What (you do) if you (see) a road accident?
3. Where (you live) if you (have) a choice?
4. If Caroline (come) late for dinner, her mother (be) angry.
5. If Nick (study) hard, he (get) good marks.
6. Where (you go) if you (can take) a week's holiday?
7. If Julie (speak) better English, she (find) a better job.
8. If my boss (invite) me to lunch, I (accept).
9. When I (finish) my work, I (tell) you.
10. What (happen) if you (miss) your flight?



## Приложение 1

### ТЕСТЫ

#### ТЕСТ 1

1. "Have you ever been to France?" "Yes, I \_\_\_\_\_ there last August."  
a) had been;  
b) went;  
c) have been d) were.
2. It's a small town in the south \_\_\_\_\_ England.  
a) —;  
b) from;  
c) to;  
d) of.
3. Couldn't you go a little faster? I'm \_\_\_\_\_ a hurry.  
a) on;  
b) in;  
c) at;  
d) of.
4. I usually wear skirts, but today I \_\_\_\_\_ trousers.  
a) wears;  
b) wear;  
c) wearing;  
d) am wearing.
5. It's Mr Smith, \_\_\_\_\_?  
a) isn't it;  
b) isn't he;  
c) is it;  
d) is not it.
6. One of my neighbours has \_\_\_\_\_ me to tea.  
a) invited;  
b) pleased;  
c) suggested;  
d) welcomed.
7. I'm \_\_\_\_\_ in the news.  
a) exciting;  
b) interesting;  
c) interested;  
d) interest.

8. Can we \_\_\_\_\_ at your house and go to the party together?  
a) come;  
b) see;  
c) find;  
d) meet.
9. How can I \_\_\_\_\_ to the post-office?  
a) reach;  
b) get;  
c) find;  
d) arrive.
10. "Must I take my umbrella?" "No, you \_\_\_\_\_. It's not going to rain."  
a) mustn't;  
b) needn't;  
c) have to;  
d) don't.
11. I think John \_\_\_\_\_ translate this document.  
a) have to;  
b) will have;  
c) has;  
d) will have to.
12. I was a bit worried because I thought I might \_\_\_\_\_ my train.  
a) be late;  
b) not reach;  
c) lose;  
d) miss.
13. I \_\_\_\_\_ breakfast when the phone rang.  
a) had;  
b) have;  
c) am having;  
d) was having.
14. This car is more \_\_\_\_\_ than that one.  
a) fast;  
b) faster;  
c) modern;  
d) fastest.
15. She hasn't written to me \_\_\_\_\_ we met last time.  
a) since;  
b) ago;  
c) for;  
d) before.

16. This question is \_\_\_\_\_ difficult for me.  
a) too;  
b) to;  
c) enough;  
d) such.
17. This record-shop \_\_\_\_\_ be a book-shop a few years ago.  
a) use;  
b) used to;  
c) used;  
d) had.
18. She doesn't like \_\_\_\_\_ television.  
a) looking;  
b) watch;  
c) watching;  
d) see.
19. He arrived \_\_\_\_\_ you were asleep.  
a) during;  
b) for;  
c) while;  
d) until.
20. Mr Smith woke up in the middle of the night. He could hear \_\_\_\_\_ in his garden.  
a) anybody;  
b) everywhere;  
c) someone;  
d) anything.

## TEST 2

1. This dinner looks \_\_\_\_\_ to me.  
a) well;  
b) badly;  
c) good;  
d) nicely.
2. If he \_\_\_\_\_ worked harder, he would have passed the exams.  
a) had;  
b) would have;  
c) would;  
d) had have.

3. I couldn't come to the party because I \_\_\_\_\_ go to work.  
a) had;  
b) had to;  
c) have;  
d) have got.
4. He doesn't speak languages very \_\_\_\_\_.  
a) best;  
b) good;  
c) better;  
d) well.
5. "Harry is on the phone." "Who \_\_\_\_\_ to?"  
a) does he talk;  
b) is he talk;  
c) is he talking;  
d) he talks.
6. Which country \_\_\_\_\_ from?  
a) Tom is coming;  
b) does Tom come;  
c) comes Tom;  
d) is coming Tom.
7. "Excuse me." "\_\_\_\_\_";  
a) Please;  
b) No, I'm not;  
c) Yes?;  
d) Yes, I am.
8. "\_\_\_\_\_ I put it in a bag?" "Yes, please."  
a) Will;  
b) Do;  
c) Shall;  
d) Would.
9. "What is he doing?" "\_\_\_\_\_".  
a) He's an economist;  
b) He's having lunch;  
c) He's doing it;  
d) He has lunch.
10. Would you mind \_\_\_\_\_ the window, please?  
a) to open;  
b) open;  
c) opening;  
d) I open.

11. "Would you like a coke?" "\_\_\_\_\_."
- a) Yes, I'd like;
  - b) Yes, I like;
  - c) Yes, I do;
  - d) Yes, please.
12. We arrived \_\_\_\_\_ the airport in time.
- a) —;
  - b) at;
  - c) on;
  - d) in.
13. \_\_\_\_\_;
- a) I very like reading;
  - b) I like very much reading.
  - c) I like reading very much;
  - d) I like very reading.
14. It rained all day yesterday, \_\_\_\_\_?
- a) it didn't;
  - b) no;
  - c) isn't it;
  - d) didn't it.
15. Father leaves \_\_\_\_\_ home at 7 o'clock so that he can be in his office at 8.
- a) for;
  - b) —;
  - c) from;
  - d) at.
16. I don't know where he is, he hasn't arrived \_\_\_\_\_.
- a) still;
  - b) already;
  - c) yet;
  - d) since.
17. This car is \_\_\_\_\_.
- a) mine;
  - b) my;
  - c) mine's;
  - d) her's.
18. I \_\_\_\_\_ you are wrong.
- a) know;
  - b) knows;
  - c) am knowing;
  - d) knowing.

19. My teacher lives \_\_\_\_\_ 45 Elm Street.

- a) under;
- b) on;
- c) in;
- d) at.

20. "Did you enjoy \_\_\_\_\_?" "Yes, I did."

- a) yourselves;
- b) myself;
- c) you;
- d) yourself.

### TEST 3

1. \_\_\_\_\_ in our city are expensive.

- a) All restaurant;
- b) The restaurants all;
- c) All the restaurants;
- d) The all restaurants.

2. Their parents came \_\_\_\_\_ car yesterday.

- a) by;
- b) in;
- c) on;
- d) with.

3. You are taller \_\_\_\_\_ Mary.

- a) then;
- b) than;
- c) —;
- d) to.

4. Mr Dupont is \_\_\_\_\_.

- a) the French;
- b) a French;
- c) French;
- d) France.

5. If she \_\_\_\_\_ Peter, he'll stay.

- a) asked;
- b) had asked;
- c) has asked;
- d) asks.

6. He can't go to see her tonight. He hasn't got \_\_\_\_\_ time.

- a) many;
- b) a ;
- c) some;
- d) much.

7. What \_\_\_\_\_? Is she a lawyer?  
a) does she;  
b) she does;  
c) does she do;  
d) is she doing.
8. About half an hour \_\_\_\_\_ I saw Mr Brown.  
a) for;  
b) since;  
c) before;  
d) ago.
9. As soon as I shut the front door I realised that I \_\_\_\_\_ my key in the house.  
a) had left;  
b) have left;  
c) left;  
d) was leaving.
10. He hasn't got \_\_\_\_\_.  
a) a lot of luggages;  
b) many luggages;  
c) much luggage;  
d) a great number of luggage.
11. Your car is better \_\_\_\_\_ mine.  
a) then;  
b) as;  
c) than;  
d) that.
12. He watched TV \_\_\_\_\_.  
a) today morning;  
b) today in the morning;  
c) this morning;  
d) morning.
13. Nobody \_\_\_\_\_ hungry.  
a) is;  
b) isn't;  
c) aren't;  
d) are.
14. What can you see \_\_\_\_\_ the photo?  
a) in;  
b) on;  
c) at;  
d) on to.

15. Please \_\_\_\_\_.  
a) put off your coat;  
b) take on your coat;  
c) put your coat on;  
d) take up your coat.
16. They came \_\_\_\_\_.  
a) early in the morning;  
b) in early the morning;  
c) early the morning;  
d) in the morning early.
17. Why aren't you looking \_\_\_\_\_ your notebook?  
a) to;  
b) —;  
c) at;  
d) on.
18. I \_\_\_\_\_ the car now.  
a) am not hearing;  
b) can't hearing;  
c) am not hear;  
d) can't hear.
19. \_\_\_\_\_ radio is on the table?  
a) Who's;  
b) Whoes;  
c) Whose;  
d) Whos'.
20. Please answer \_\_\_\_\_ questions.  
a) their;  
b) them;  
c) to their;  
d) to them.

**TEST 4**

1. "\_\_\_\_\_?" "She is tall and clever."  
a) How is she like;  
b) What is she like;  
c) What is she;  
d) Who is she.



2. Liz read the story, \_\_\_\_\_ she?
  - a) didn't;
  - b) doesn't;
  - c) don't;
  - d) isn't.
3. Henry arrived \_\_\_\_\_ station at 9.
  - a) to;
  - b) at the;
  - c) to the;
  - d) on the.
4. They \_\_\_\_\_ the bus.
  - a) was waiting for;
  - b) were waiting for;
  - c) was waiting;
  - d) were waiting.
5. They won't do that, \_\_\_\_\_?
  - a) won't they;
  - b) did they;
  - c) will they;
  - d) will they not.
6. \_\_\_\_\_.
  - a) Is a fridge in the kitchen?
  - b) Are there a fridge in the kitchen?
  - c) Is some fridge in the kitchen?
  - d) Is there a fridge in the kitchen?
7. He isn't in London now because he \_\_\_\_\_ to the Continent.
  - a) has been;
  - b) was going;
  - c) will going;
  - d) has gone.
8. I can only see \_\_\_\_\_.
  - a) a few bottle;
  - b) a little bottles;
  - c) a few bottles;
  - d) many bottles.
9. How \_\_\_\_\_ of matches have we got?
  - a) much boxes;
  - b) many box;
  - c) much box;
  - d) many boxes.

10. " \_\_\_\_\_ I open the window?" "Yes, please."  
a) Will;  
b) Must to;  
c) Shall;  
d) Would.
11. They \_\_\_\_\_ once a week.  
a) was buying;  
b) bought;  
c) went shopping;  
d) went to shops.
12. He came \_\_\_\_\_ train.  
a) with;  
b) with a c by;  
d) by a.
13. \_\_\_\_\_ to the station when I saw you this morning?  
a) Have you gone;  
b) Are you going;  
c) Were you going;  
d) Have you been going.
14. He went to school \_\_\_\_\_ five.  
a) at age of;  
b) at the age of;  
c) by age of;  
d) at the age.
15. "What do you do?" " \_\_\_\_\_ ."  
a) I'm a typist;  
b) I'm typing a letter;  
c) I typing letters;  
d) I'm type letter.
16. When did you \_\_\_\_\_ that photo?  
a) make;  
b) made;  
c) do;  
d) take.
17. When the telephone rang she \_\_\_\_\_ a letter.  
a) writes;  
b) will write;  
c) has written;  
d) was writing.

18. If it \_\_\_\_\_ nice tomorrow, we'll go to the zoo.  
a) is;  
b) will;  
c) will be;  
d) would be.
19. We \_\_\_\_\_ the sights of the city.  
a) will shown;  
b) have showing;  
c) were shown;  
d) were showed.
20. I \_\_\_\_\_ English since I was at school.  
a) didn't speak;  
b) don't speak;  
c) haven't spoken;  
d) speaking.

### TEST 5

1. "What is their new house like?" "It \_\_\_\_\_."  
a) looks like an office block;  
b) likes yours;  
c) seems like very comfortable;  
d) looks very well.
2. Tell me more about your work, I'm very \_\_\_\_\_.  
a) interesting;  
b) interested for it;  
c) interesting in it;  
d) interested in it.
3. "\_\_\_\_\_?" "I have a bad headache."  
a) What does it matter;  
b) What matters;  
c) What is matter with you;  
d) What's the matter with you.
4. I'm sorry but you \_\_\_\_\_ several mistakes.  
a) wrote;  
b) told;  
c) did;  
d) made.

5. "Have you ever met Tom?" "Yes, we \_\_\_\_\_ at the concert."  
a) met;  
b) have met;  
c) were meeting;  
d) had meet.
6. When he came two minutes ago everybody else \_\_\_\_\_.  
a) had already arrived;  
b) has already arrived;  
c) have already been there;  
d) were there.
7. Their flat is very modern, but they have some antique \_\_\_\_\_ in it.  
a) furnitures;  
b) pieces of furnitures;  
c) piece of furnitures;  
d) pieces of furniture.
8. I don't see why I \_\_\_\_\_ help you.  
a) would;  
b) should;  
c) am going to;  
d) will.
9. This film was \_\_\_\_\_ interesting than last week's.  
a) not so;  
b) much;  
c) rather;  
d) more.
10. He had an accident and \_\_\_\_\_ to hospital.  
a) was brought;  
b) was taken;  
c) had been taken;  
d) had to take.
11. If we keep on at this speed, we'll reach the top \_\_\_\_\_ an hour.  
a) after;  
b) in;  
c) —;  
d) less than.
12. "I'm sorry I can't do the shopping today." "OK, \_\_\_\_\_ it then."  
a) I'm going to do;  
b) I'll do;  
c) I'm doing;  
d) I do.

13. They got some valuable \_\_\_\_\_ from the night watchman.

- a) informations;
- b) piece of information;
- c) information;
- d) pieces of informations.

14. I was \_\_\_\_\_.

- a) yesterday at home all day;
- b) yesterday all day at home;
- c) at home all day yesterday;
- d) all day at home yesterday.

15. "Have you been to London?" "\_\_\_\_\_."

- a) Until now not;
- b) Already not;
- c) Still not;
- d) Not yet.

16. Janet and I live quite near \_\_\_\_\_ each other.

- a) from;
- b) —;
- c) at;
- d) as.

17. I'm no good \_\_\_\_\_ mathematics.

- a) by;
- b) for;
- c) on;
- d) at.

18. She was ill, so she had to go \_\_\_\_\_ home.

- a) to;
- b) at;
- c) for;
- d) —.

19. It is the most beautiful building \_\_\_\_\_ the world.

- a) in;
- b) of;
- c) from;
- d) on.

20. John is a good worker; he works very \_\_\_\_\_.

- a) hardly;
- b) hard;
- c) good;
- d) many.

## TEST 6

1. \_\_\_\_\_ cows are animals.
  - a) Some;
  - b) The;
  - c) —;
  - d) A.
2. Can you play \_\_\_\_\_ piano?
  - a) the;
  - b) on he;
  - c) a;
  - d) —.
3. \_\_\_\_\_ books on this shelf were written by Dickens.
  - a) All;
  - b) All the;
  - c) Every;
  - d) The all.
4. She said she \_\_\_\_\_ for five hours.
  - a) had been working;
  - b) has worked;
  - c) worked;
  - d) has been working.
5. "\_\_\_\_\_ yet?" "Nearly."
  - a) Are you finishing;
  - b) Have you finished;
  - c) Do you finish;
  - d) Did you finish.
6. I don't speak Japanese, but Jenny \_\_\_\_\_.
  - a) do;
  - b) speaks;
  - c) does;
  - d) is speaking it.
7. They \_\_\_\_\_ married in church last year.
  - a) are;
  - b) made;
  - c) got;
  - d) have.
8. They never do \_\_\_\_\_ homework.
  - a) there;
  - b) they're;
  - c) they;
  - d) their.

9. Janet is \_\_\_\_\_.  
a) an old friend of mine;  
b) an old my friend;  
c) a my old friend;  
d) an old friend of me.
10. He's \_\_\_\_\_ intelligent than his sister.  
a) lesser;  
b) much less;  
c) much fewer;  
d) not so.
11. My house is opposite \_\_\_\_\_ the park.  
a) from;  
b) of;  
c) —;  
d) to.
12. She loves \_\_\_\_\_ Russian folk music.  
a) the;  
b) —;  
c) some of;  
d) a.
13. She didn't go to \_\_\_\_\_ Crimea last year.  
a) —;  
b) the;  
c) a;  
d) there.
14. As the sun \_\_\_\_\_ I decided to go out.  
a) shines;  
b) has shone;  
c) shine;  
d) was shining.
15. I \_\_\_\_\_ your uncle tomorrow, so I'll give him your note.  
a) have seen;  
b) shall have sheen;  
c) am seeing;  
d) going to see.
16. By the time the police arrived, the thieves \_\_\_\_\_ the stolen money.  
a) hide;  
b) had hidden;  
c) are hiding;  
d) will have hidden.

17. She walked \_\_\_\_\_ the road without looking.  
a) by;  
b) through;  
c) across;  
d) long.
18. We spent \_\_\_\_\_ day sunbathing.  
a) the whole;  
b) all the;  
c) whole;  
d) whole of the.
19. It's a long journey by train, it's much \_\_\_\_\_ by road.  
a) quickly;  
b) more quickly;  
c) more quick;  
d) quicker.
20. Hasn't \_\_\_\_\_?  
a) come the post yet;  
b) yet the post came;  
c) the post yet come;  
d) the post come yet.

## TEST 7

1. I haven't seen Jenny \_\_\_\_\_.  
a) for a long time;  
b) in the last time;  
c) since long;  
d) lastly.
2. If you hurry, you will be in Burton \_\_\_\_\_ midnight.  
a) until;  
b) while;  
c) on;  
d) by.
3. Don't drink so much tea, it's bad \_\_\_\_\_ your stomach.  
a) by;  
b) in;  
c) on;  
d) for.
4. It's nice to be \_\_\_\_\_ friends.  
a) under;  
b) between;  
c) among;  
d) by.



5. She spends all her money \_\_\_\_\_ clothes.  
a) for;  
b) on;  
c) in;  
d) to.
6. We went by car and the children went \_\_\_\_\_ foot.  
a) on;  
b) by;  
c) to;  
d) with.
7. \_\_\_\_\_ study hard when you were at school?  
a) Must you;  
b) Had you;  
c) Did you have to;  
d) Were you.
8. Two clients entered \_\_\_\_\_ the bank.  
a) —;  
b) in;  
c) on;  
d) to.
9. If you come, \_\_\_\_\_ a friend with you.  
a) bring;  
b) take;  
c) fetch;  
d) lift.
10. Can you \_\_\_\_\_ me five pounds?  
a) lend;  
b) borrow;  
c) rent;  
d) do.
11. Please, drive \_\_\_\_\_, you're making me nervous.  
a) slow;  
b) more slowly;  
c) more slow;  
d) slower.
12. Let's play cards \_\_\_\_\_ dinner.  
a) since;  
b) after;  
c) on;  
d) for.

13. Mike is afraid \_\_\_\_\_ spiders.  
a) about;  
b) from;  
c) for;  
d) of.
14. We met when we were \_\_\_\_\_.  
a) in holiday;  
b) during holiday;  
c) on holiday;  
d) by holiday.
15. It looks \_\_\_\_\_ rain.  
a) like;  
b) as;  
c) so;  
d) for.
16. Why \_\_\_\_\_ school yesterday?  
a) hasn't she been at;  
b) she wasn't at;  
c) isn't she gone to;  
d) wasn't she at.
17. \_\_\_\_\_ boots were where they left them.  
a) The three players';  
b) The three player's;  
c) The three players;  
d) Three players' their.
18. This is \_\_\_\_\_ restaurant in our city.  
a) the worst;  
b) worst;  
c) the more worse;  
d) the worse.
19. He \_\_\_\_\_.  
a) will be here soon;  
b) will here be soon;  
c) will be soon here;  
d) soon will be here.
20. I'll wait here \_\_\_\_\_ 8 o'clock.  
a) since;  
b) by;  
c) for;  
d) until.

## TEST 8

1. Yesterday I \_\_\_\_\_ my son's trousers.  
a) sew;  
b) sawed;  
c) sewed;  
d) sow.
2. My brother's son is my \_\_\_\_\_.  
a) cousin;  
b) uncle;  
c) nephew;  
d) son-in-law.
3. Smoking is a bad \_\_\_\_\_ of yours.  
a) practice;  
b) custom;  
c) usage;  
d) habit.
4. He doesn't like company. He always works \_\_\_\_\_.  
a) lonely;  
b) solo;  
c) only;  
d) alone.
5. I've got a very good \_\_\_\_\_ with the BBC.  
a) work;  
b) job;  
c) profession;  
d) occupation.
6. How long does the train \_\_\_\_\_ from London to Edinburgh take?  
a) travel;  
b) voyage;  
c) journey;  
d) tour.
7. My uncle arrived while I \_\_\_\_\_ dinner.  
a) would cook;  
b) cook;  
c) had cooked;  
d) was cooking.
8. They \_\_\_\_\_ to the theatre twice so far this month.  
a) are going;  
b) are;  
c) were;  
d) have been.

9. When \_\_\_\_\_ Mr Jones?  
a) have you met;  
b) you did meet;  
c) you met;  
d) did you meet.
10. We have been waiting for you \_\_\_\_\_.  
a) an hour;  
b) an hour ago;  
c) since an hour;  
d) for an hour.
11. Don't be late \_\_\_\_\_ your music lesson.  
a) for;  
b) on;  
c) at;  
d) to.
12. I can't wait. I'm \_\_\_\_\_ a hurry.  
a) with;  
b) in;  
c) for;  
d) on.
13. He won't be late, \_\_\_\_\_ he?  
a) isn't;  
b) don't;  
c) will;  
d) won't.
14. How long does it \_\_\_\_\_ to get to London?  
a) want;  
b) need;  
c) take;  
d) make.
15. If you \_\_\_\_\_ to town tomorrow, will you do some shopping for me?  
a) went;  
b) will be going;  
c) go;  
d) will go.
16. "It's a pity you haven't seen that play." "But I have, I \_\_\_\_\_ it last week."  
a) have seen;  
b) had seen;  
c) saw;  
d) was seen.

17. Do you know \_\_\_\_\_ I met last Saturday?  
a) with whom;  
b) who;  
c) that whom;  
d) —.
18. He would be very happy if you \_\_\_\_\_ what he asked.  
a) do;  
b) did;  
c) will do;  
d) have done.
19. The whole thing is much simpler \_\_\_\_\_ you think.  
a) —;  
b) then;  
c) than;  
d) as what.
20. I feel \_\_\_\_\_ after all this typing.  
a) terribly tired;  
b) myself terribly tired;  
c) terribly bad;  
d) myself terribly bad.

### TEST 9

1. I asked him what \_\_\_\_\_.  
a) did he read;  
b) was he reading;  
c) he was reading;  
d) he is reading.
2. If you \_\_\_\_\_ me the book, I'll read it.  
a) lend;  
b) will lend;  
c) lent;  
d) would lend.
3. \_\_\_\_\_ the news bad?  
a) Is;  
b) Are;  
c) Were;  
d) Are there.
4. We have to read a book \_\_\_\_\_.  
a) every three weeks;  
b) week ago;  
c) every three week;  
d) at next week.

5. The guide \_\_\_\_\_ some interesting things.  
a) talked;  
b) said;  
c) spoke;  
d) told.
6. If you \_\_\_\_\_ such a long time to get dressed, we'd have been there by now.  
a) hadn't taken;  
b) wouldn't have taken;  
c) weren't taking;  
d) wouldn't take.
7. I \_\_\_\_\_ for this office since I arrived.  
a) have been looking;  
b) look;  
c) am looking;  
d) was looking.
8. He had done that before, \_\_\_\_\_ he?  
a) wouldn't;  
b) didn't;  
c) hadn't;  
d) done had.
9. To travel from England to Scotland you \_\_\_\_\_ a passport.  
a) musn't have;  
b) haven't got;  
c) don't need;  
d) needn't.
10. \_\_\_\_\_ are famous for their cheese and butter.  
a) The Dutch people;  
b) The Dutches;  
c) The Dutch;  
d) Dutches.
11. He came \_\_\_\_\_ .  
a) home late last night;  
b) late home last night;  
c) last night late home;  
d) last night home late.
12. She lived in Moscow \_\_\_\_\_ two months.  
a) during;  
b) for;  
c) while;  
d) in.

13. Last year she married \_\_\_\_\_ a dancer.  
a) —;  
b) with;  
c) to;  
d) on.
14. It was so late that I \_\_\_\_\_ take a taxi.  
a) have to;  
b) was to;  
c) must;  
d) had to.
15. Do you think it \_\_\_\_\_ soon?  
a) rains;  
b) is going to rain;  
c) is raining;  
d) has rain.
16. I was \_\_\_\_\_ hungry that I ate six hamburgers.  
a) as;  
b) so much;  
c) too;  
d) so.
17. She got married \_\_\_\_\_ a rich businessman.  
a) —;  
b) with;  
c) to;  
d) for.
18. This cake is full \_\_\_\_\_ nuts.  
a) —;  
b) of;  
c) with;  
d) from.
19. You've never had a girlfriend before, \_\_\_\_\_ you?  
a) haven't;  
b) have;  
c) had;  
d) hadn't.
20. I don't like tea: can I have \_\_\_\_\_?  
a) something else;  
b) something other;  
c) other thing;  
d) anything other.

## TEST 10

1. It was a long film: \_\_\_\_\_.
  - a) it bored;
  - b) I was bored;
  - c) I was boring;
  - d) it was bored.
2. Please speak a little more \_\_\_\_\_.
  - a) slow;
  - b) slowly;
  - c) slower;
  - d) slower.
3. I decided to go \_\_\_\_\_.
  - a) to a walk;
  - b) for a walk;
  - c) for a walking;
  - d) walk.
4. Since morning, there \_\_\_\_\_ no rain.
  - a) are;
  - b) have been;
  - c) is;
  - d) were being.
5. They \_\_\_\_\_ dictionaries.
  - a) have no any;
  - b) haven't some;
  - c) haven't any;
  - d) have no some.
6. I \_\_\_\_\_ the table for supper.
  - a) lied;
  - b) laid;
  - c) layd;
  - d) led.
7. I must go \_\_\_\_\_ before the shops are closed.
  - a) shopping;
  - b) to shopping;
  - c) for shop;
  - d) shop.
8. They were \_\_\_\_\_.
  - a) learnt very hard;
  - b) studying very hardly;
  - c) learning hardly;
  - d) studying very hard.



9. They told \_\_\_\_\_ what to do.  
a) him;  
b) to him;  
c) that he;  
d) he.
10. When the doorbell \_\_\_\_\_ I was having a bath.  
a) rang;  
b) rings;  
c) rung;  
d) ringed.
11. \_\_\_\_\_ to the next village?  
a) How far is it;  
b) How long it is;  
c) How far is;  
d) What far is it.
12. \_\_\_\_\_  
a) I already twice read have this book.  
b) I have already read this book twice.  
c) I have read already twice this book.  
d) I twice have already read this book.
13. He \_\_\_\_\_ in love with her over a year ago.  
a) fell;  
b) has fallen;  
c) falls;  
d) felled.
14. If you can type \_\_\_\_\_ she can, you are very good.  
a) as quick as;  
b) quicker then;  
c) as more quickly as;  
d) as quickly as.
15. Betty told me \_\_\_\_\_.  
a) her name;  
b) German;  
c) the first;  
d) at last.
16. When the man noticed me, he asked me \_\_\_\_\_.  
a) some water;  
b) my name;  
c) a little food;  
d) how am I.

17. "Who found that flower in the garden?" "I \_\_\_\_."
- did;
  - found;
  - did so;
  - did find.
18. \_\_\_\_ we buy a new car?
- Do you want that;
  - Shall;
  - Would you like that;
  - Going to.
19. You \_\_\_\_ come tomorrow if you have something else to do.
- needn't to;
  - don't need;
  - mustn't;
  - needn't.
20. The plane arrived \_\_\_\_ the airport late on Monday.
- at;
  - in;
  - to;
  - for.

### TEST 11

1. When \_\_\_\_ give us your final decision?
- are you;
  - will you;
  - going out to;
  - you going to.
2. \_\_\_\_.
- I waited for at the airport long eight hours.
  - I waited for at the airport eight long hours.
  - At the airport for eight long hours I waited.
  - I waited at the airport for eight long hours.
3. It was past midnight, so there were \_\_\_\_ people in the street.
- few;
  - any;
  - a few;
  - less.
4. He took a shower and \_\_\_\_ went to bed.
- after;
  - then;
  - than;
  - thereby.

5. One of our lawyers \_\_\_\_\_ the case.  
a) has studying;  
b) has been studying;  
c) was studied;  
d) had studying.
6. It was Friday afternoon and the shops were full \_\_\_\_\_ customers.  
a) of;  
b) in;  
c) by;  
d) with.
7. \_\_\_\_\_ is often made of wood.  
a) Items of furniture;  
b) Furniture;  
c) A piece of furnitures;  
d) Furnitures.
8. These students are having \_\_\_\_\_ lecture.  
a) they're;  
b) their's;  
c) theirs;  
d) their.
9. The man \_\_\_\_\_ to read a newspaper while he \_\_\_\_\_ for the bus.  
a) had started — waited;  
b) has started — has been waiting;  
c) was starting — has waited;  
d) started — was waiting.
10. \_\_\_\_\_ did you say \_\_\_\_\_ called?  
a) What — what were you;  
b) How — you were;  
c) What — you were;  
d) What — how were you.
11. She said she wouldn't refuse if he \_\_\_\_\_ her to go to the cinema.  
a) would ask;  
b) has asked;  
c) asked;  
d) would have asked.
12. Please ask \_\_\_\_\_ come and see me.  
a) to Bill to;  
b) Bill to;  
c) to Bill;  
d) Bill.

13. Don't you remember that we \_\_\_\_\_ to the cinema tonight?  
a) would go;  
b) go;  
c) are going;  
d) will be gone.
14. Ask him how much \_\_\_\_\_.  
a) did it cost;  
b) cost it;  
c) it cost;  
d) it costed.
15. She always says that we \_\_\_\_\_ go and see her more often.  
a) should;  
b) need;  
c) would;  
d) ought.
16. Living here at the top of the mountain must be very \_\_\_\_\_.  
a) sole;  
b) alone;  
c) only;  
d) lonely.
17. I \_\_\_\_\_ in the garden when I suddenly felt a pain.  
a) worked;  
b) have worked;  
c) was working;  
d) had been working.
18. The tailor made him a new \_\_\_\_\_.  
a) clothes;  
b) suit;  
c) dress;  
d) wear.
19. I'll have to buy \_\_\_\_\_ trousers.  
a) a;  
b) one;  
c) a pair of;  
d) a couple.
20. If you had left me a note, I \_\_\_\_\_ where you were.  
a) would have known;  
b) had known;  
c) would be known;  
d) had been known.

## TEST 12

1. \_\_\_\_\_ this word in English?
  - a) How do you call ;
  - b) How do you say;
  - c) What do you say;
  - d) How is called.
2. What \_\_\_\_\_ at the cinema tonight?
  - a) is played;
  - b) is on;
  - c) is playing;
  - d) are they play.
3. Here are your shoes. I \_\_\_\_\_ them.
  - a) have just cleaned;
  - b) have just been cleaned;
  - c) did just clean;
  - d) just cleaned.
4. I hope you know that you \_\_\_\_\_ come with me if you don't want to.
  - a) can't;
  - b) mustn't;
  - c) don't have to;
  - d) don't need.
5. " \_\_\_\_\_ " "No, her eyes are sore, that's why they are so red."
  - a) Has Sue crying?
  - b) Did Sue cry?
  - c) Had Sue cried?
  - d) Has Sue been crying?
6. "How long \_\_\_\_\_ your friend?" "Since 2000."
  - a) have you known;
  - b) did you know;
  - c) have you been knowing;
  - d) do you know.
7. He asked me if I \_\_\_\_\_ to swim across the river.
  - a) was able;
  - b) be able;
  - c) could;
  - d) am able.
8. I was just wondering if she \_\_\_\_\_ about the tragedy.
  - a) had told;
  - b) has told;
  - c) told;
  - d) had been told.

9. I'm glad to hear that at least today's \_\_\_\_\_ cheerful.  
a) news is;  
b) news are;  
c) the news is;  
d) the news are.
10. \_\_\_\_\_ wanted to see you yesterday.  
a) One of my friend;  
b) One my friend;  
c) A friend of mine;  
d) A friend of me.
11. "She said she had met my friend two weeks before." "\_\_\_\_\_ she?"  
a) Has;  
b) Did;  
c) Hadn't;  
d) Didn't.
12. He used \_\_\_\_\_ cigarettes, but he doesn't any more.  
a) smoke;  
b) to smoking;  
c) smoking;  
d) to smoke.
13. I'd have collected the money if he \_\_\_\_\_ asked me.  
a) has;  
b) had;  
c) would have;  
d) —.
14. While everyone else \_\_\_\_\_, she \_\_\_\_\_ quietly in the kitchen.  
a) laughed — cried;  
b) was laughing — was crying;  
c) was laughed — cried;  
d) laughed - was cried.
15. She will have \_\_\_\_\_ free time from now on.  
a) many;  
b) lot of;  
c) few;  
d) no.
16. He wanted to buy 4 \_\_\_\_\_ eggs and 3 \_\_\_\_\_.  
a) dozens — hundreds sheeps;  
b) dozens — hundred sheeps;  
c) dozen — hundred sheep;  
d) dozen — hundreds sheeps.

17. The problem is \_\_\_\_\_ than I thought.  
a) much worse;  
b) much more worse;  
c) much more bad;  
d) much worst.
18. She'll call us \_\_\_\_\_.  
a) 11 o'clock in this morning;  
b) at 11 o'clock this morning;  
c) on 11 o'clock this morning;  
d) on this morning at 11 o'clock.
19. Is he married or \_\_\_\_\_?  
a) alone;  
b) lonely;  
c) single;  
d) free.
20. What are you going to do when you \_\_\_\_\_ school?  
a) finished;  
b) ended;  
c) leave;  
d) complete.

### TEST 13

1. I'm very tired — I \_\_\_\_\_ all morning.  
a) work;  
b) was worked;  
c) am working;  
d) have been working.
2. He got \_\_\_\_\_ bronchitis and was taken to \_\_\_\_\_ hospital.  
a) the / —;  
b) — / —;  
c) the / a;  
d) a / a.
3. We \_\_\_\_\_ to take a walk now.  
a) will;  
b) can;  
c) are going;  
d) will be.
4. It was raining \_\_\_\_\_ so we couldn't go out.  
a) every days;  
b) all day;  
c) all the days;  
d) all days.

5. \_\_\_\_\_, please. I'll see if the manager is in.  
a) Hang up;  
b) Hold on;  
c) Ring off;  
d) Ring up.
6. I've decided to join \_\_\_\_\_ this club.  
a) to;  
b) at;  
c) —;  
d) in.
7. He thanked me for what I \_\_\_\_\_ the previous week.  
a) have done;  
b) had done;  
c) did;  
d) was doing.
8. \_\_\_\_\_ going to the party.  
a) Everybody are;  
b) Every people is;  
c) Every people are;  
d) Everyone is.
9. I'd like to know what you do for \_\_\_\_\_.  
a) a job;  
b) work;  
c) a profession;  
d) a living.
10. Mark prefers cycling \_\_\_\_\_ driving.  
a) than.  
b) for.  
c) to.  
d) as.
11. We are a little late — the play \_\_\_\_\_ begun.  
a) has just;  
b) just;  
c) is just;  
d) had just.
12. Kate's \_\_\_\_\_ her sister.  
a) very taller than;  
b) very taller then;  
c) much taller than;  
d) much taller then.



13. It took years of research, but \_\_\_\_\_ they found the answer.

- a) at the end;
- b) in the end;
- c) last;
- d) lastly.

14. There was \_\_\_\_\_ I could say.

- a) any;
- b) nothing;
- c) everything;
- d) anything.

15. We eat \_\_\_\_\_ soup with \_\_\_\_\_ spoon.

- a) a / a;
- b) a / —;
- c) the / the;
- d) a / a.

16. Tomorrow he will come \_\_\_\_\_ home late.

- a) —;
- b) to;
- c) at;
- d) to the.

17. I couldn't understand what she was \_\_\_\_\_.

- a) telling;
- b) speaking;
- c) saying;
- d) talking.

18. The visitors \_\_\_\_\_ all the places of interest.

- a) had shown;
- b) were shown;
- c) showed;
- d) has shown.

19. A new road \_\_\_\_\_ here next year.

- a) will build;
- b) will have built;
- c) will be built;
- d) will be building;

20. You are not half \_\_\_\_\_ you think you are.

- a) as clever as;
- b) as clever like;
- c) the clever as;
- d) as clever than.

**1. Заполните пропуск:**

There are ... hotels in the desert.

- a) best;
- b) not many;
- c) this;
- d) little;
- e) none.

**2. Заполните пропуск:**

Are you the president of this company? — No, ...

- a) I am a secretary;
- b) I am my employee;
- c) he is the president of them;
- d) I'm the secretary;
- e) I've the vice-president.

**3. Заполните пропуск:**

The glass ... water is on the table.

- a) to;
- b) of;
- c) with;
- d) a;
- e) inside.

**4. Заполните пропуск:**

We are going to a party at the Miller's house ... house is in Fifth Street.

- a) Our;
- b) This;
- c) A;
- d) Theirs;
- e) Their.

**5. Заполните пропуск:**

... your new job?

- a) Do you like;
- b) Like;
- c) Are you liked by;
- d) Like you;
- e) You like.

**6. Заполните пропуск:**

Peter, you can have ice cream ... you eat your dinner.

- a) before;
- b) after;
- c) until;
- d) since;
- e) while.

**7. Заполните пропуск:**

Once upon a time, ... three bears who lived in a forest in a little red house near a brook.

- a) were;
- b) was;
- c) are;
- d) there were;
- e) was there.

**8. Заполните пропуск:**

... you like? — I like grapes and figs.

- a) What kind of fruit;
- b) How many fruit do;
- c) Types of fruit do;
- d) What type of fruit do;
- e) What kind fruit do.

**9. Заполните пропуск:**

... the answer? — Yes, the answer is twenty eight.

- a) Know you;
- b) Do you know;
- c) Are you knowing;
- d) You know;
- e) Knowing you.

**10. Заполните пропуск:**

Do you ever talk to ... ?

- a) myself;
- b) itself;
- c) herself;
- d) yourself;
- e) themselves.

**11. Заполните пропуск:**

Anna told me a very ... story.

- a) interestingly;
- b) interest;
- c) interests;
- d) interested;
- e) interesting.

**12. Заполните пропуск:**

... Susan hates chocolate, she loves sweets.

- a) But;
- b) Or;
- c) Although;
- d) And;
- e) So.

**13. Заполните пропуск:**

Isn't there anything better than this on TV? — I'm sorry, ...

- a) but these is the best;
- b) there is anything better than this;
- c) they isn't;
- d) this is the better show;
- e) there's nothing better.

**14. Заполните пропуск:**

Are Rolls Royce cars expensive? — Yes, ...

- a) are the most expensive cars in the world;
- b) they're the most expensive in the world;
- c) it is the most expensive;
- d) they are the more expensive;
- e) they are very more expensive.

**15. Заполните пропуск:**

... think about this?

- a) What you;
- b) Were you;
- c) Was you;
- d) What do you;
- e) You was.

**16. Заполните пропуск:**

Could you repeat the question please? I'm sorry, ... very clearly right now.

- a) do not think;
- b) I are not thinking;
- c) I am not thinking;
- d) don't think;
- e) Im not thinking.

**17. Заполните пропуск:**

The milk is ... the refrigerator.

- a) to;
- b) of;
- c) at;
- d) in;
- e) from.

**18. Заполните пропуск:**

Have you ... been to Africa? — No, I haven't.

- a) ever;
- b) always;
- c) still;
- d) yet;
- e) much.

**19. Заполните пропуск:**

I don't think ... can run faster than Carl Lewis.

- a) everyone;
- b) no one;
- c) one;
- d) anyone;
- e) someone.

**20. Заполните пропуск:**

You can have ice cream ... you finish your dinner.

- a) when;
- b) but;
- c) and;
- d) or;
- e) while.

**21. Заполните пропуск:**

No, I've never ... a classical music concert.

- a) being to;
- b) was to;
- c) been to;
- d) gone;
- e) went to.

**22. Заполните пропуск:**

Have you ever ... in that restaurant?

- a) eat;
- b) going;
- c) ate;
- d) went;
- e) eaten.

**23. Заполните пропуск:**

I must go home because my husband ... for me.

- a) are waiting;
- b) am waiting;
- c) waiting;
- d) waits;
- e) is waiting.

**24. Заполните пропуск:**

Shhh! Please don't talk so loud; the baby ...

- a) sleeps;
- b) is sleeping;
- c) are sleeping;
- d) sleeping;
- e) sleeping is.

**25. Заполните пропуск:**

Excuse me, where is the post office? — I'm sorry, I ... English.

- a) am not speaking;
- b) speak not;
- c) no speak;
- d) don't speak;
- e) do not speaking.

**26. Заполните пропуск:**

... you like? — I like grapes and figs.

- a) What kind of fruit;
- b) How many fruit do;
- c) Types of fruit do;
- d) What type of fruit do;
- e) What kind fruit do.

**27. Заполните пропуск:**

I told you ... you didn't listen.

- a) because;
- b) but;
- c) for;
- d) then;
- e) if.

**28. Заполните пропуск:**

The Jones family ... breakfast before leaving for the airport.

- a) have;
- b) has to;
- c) had;
- d) has had;
- e) has got.

**29. Заполните пропуск:**

Do you know anyone who has a helicopter? — No, I don't know ...

- a) anyone;
- b) everyone;
- c) nobody;
- d) no one;
- e) someone.

**30. Заполните пропуск:**

I have a big room with a window that opens ... the sea.

- a) at;
- b) of;
- c) from;
- d) outside;
- e) onto.

**31. Заполните пропуск:**

What ... when I called?

- a) was you doing;
- b) was do you;
- c) you were doing;
- d) were you doing;
- e) were you do.

**32. Заполните пропуск:**

Please wait five more minutes; my sister ...

- a) still dresses;
- b) is still dressing self;
- c) is getting dressed still;
- d) still gets dressed;
- e) is still getting dressed.

**33. Заполните пропуск:**

Very good class, today ... was late.

- a) someone;
- b) everyone;
- c) anyone;
- d) no one;
- e) this one.

**1. Выберите правильный ответ:**

Is it hot or cold in August?

- a) In August is hot;
- b) It is very hot in August;
- c) It makes very hot in August;
- d) Its quite hot in August;
- e) It is hot in August, but the more hottest is July.

**2. Выберите правильный ответ:**

How many days are there in February?

- a) There are 28;
- b) They are 28;
- c) In Febuary, there are 28;
- d) Are only 28 days;
- e) There in February are 28 days.

**3. Выберите правильный ответ:**

What are you doing?

- a) I'm going at school;
- b) I am sitting;
- c) I am smoking no cigarette;
- d) I am listening to she;
- e) I am doing anything.

**4. Выберите правильный ответ:**

What did Ms. Shaw do?

- a) She told he about what you said;
- b) She'd not do anything at all;
- c) She didn't know to do what;
- d) She gone straight to the boss;
- e) She wrote a letter to her best customer.

**5. Выберите правильный ответ:**

Can she speak a foreign language?

- a) Yes, she can speaks Chinese;
- b) Yes, she can. She speaks Chinese very well;
- c) Yes, she cans;
- d) No, elizabeth cannot speak a foreign language;
- e) She can speak the Chinese.

**6. Выберите правильный ответ:**

Why do you shop at Sun Market?

- a) Because it's less expensiver;
- b) I shop there for to save time;
- c) I shop at Sun because it's convenient;
- d) For save money;
- e) I shop there every Friday.

**7. Выберите правильный ответ:**

Will you get me some sugar please?

- a) No, thank you;
- b) Okay, I will. When?;
- c) Sure, no problem. How many sugar do you want?;
- d) I'm sorry, there is any sugar;
- e) Yes, I will. Here you are.

**8. Выберите правильный ответ:**

Do you go shopping often?

- a) Yes, I once a week go shopping at the supermarket;
- b) Yes, I usually go shopping on Mondays;
- c) Yes, I go shopping every days;
- d) I go shopping at Sun Supermarket;
- e) No, never I go shopping.

**9. Выберите правильный ответ:**

What happened to the cake?

- a) It was eaten;
- b) The cake was eating by George;
- c) The cake eaten;
- d) George eats it;
- e) Was eaten by George.



**10. Выберите правильный ответ:**

Who is your mother's husband?

- a) My mothers husband is my father;
- b) He is my uncle;
- c) Is my father;
- d) My father is my mother's husband;
- e) The mother of my husband is my mother-in-law.

**11. Выберите правильный ответ:**

Is it hot or cold in August?

- a) In August is hot;
- b) It is very hot in August;
- c) It makes very hot in August;
- d) Its quite hot in August;
- e) It is hot in August, but the more hottest is July.

**12. Выберите правильный ответ:**

Do you brush your teeth after every meal?

- a) Yes, I do;
- b) I always brushing my teeth;
- c) I twice a day brush my teeth;
- d) Yes, I brush the teeth after every meal;
- e) No, I dont. I brush my teeth once a day.

**13. Выберите правильный ответ:**

Aren't they coming with us to the party?

- a) No, they're not coming;
- b) No, they are going with she;
- c) No, they are coming in the party later;
- d) Yes, they is coming with us;
- e) Yes, there coming.

**14. Выберите правильный ответ:**

Jack is making trouble

- a) Stop to make trouble Jack!;
- b) Is to be good Jack!;
- c) Not to make trouble Jack!;
- d) Be good Jack!;
- e) You are good Jack!

**15. Выберите правильный ответ:**

Where were you yesterday ...

- a) I were with your sister at the movies;
- b) I was with he and she;
- c) I wasn't in town;
- d) I wasn't to the office;
- e) I was at the home.

**16. Выберите правильный ответ:**

Which books are yours: these or those?

- a) Those are my;
- b) Mine books are these;
- c) They are mine;
- d) Those are my books, and these are yours;
- e) These books are mine; those are of John.

**17. Выберите правильный ответ:**

How much is a plane ticket to Rio de Janeiro?

- a) It's not much;
- b) Oh, it's very very;
- c) It's most than a ticket to Hong Kong;
- d) It is many money;
- e) Is a lot.

**18. Выберите правильный ответ:**

How was the movie last night?

- a) Was fantastic;
- b) It was better then his first movie;
- c) It was a action movie;
- d) The movie was very long and very boring;
- d) The movie was science fiction kind.

**19. Выберите правильный ответ:**

Can you run 26 miles?

- a) No, I cannot; it is far enough;
- b) No, I cant;
- c) Yes, I do a lot;
- d) Yes, I can't;
- e) No, I cannot. I am not so strong.

**20. Выберите правильный ответ:**

What have you eaten today?

- a) I've eaten two eggs for breakfast;
- b) I ate nothing yet today;
- c) I had a cup of coffee when I got up;
- d) I have eat breakfast;
- e) I today have eaten only a sandwich.

**21. Выберите правильный ответ:**

Whose shoes are these?

- a) It's mine;
- b) They are hers shoes;
- c) They're their;
- d) Their my shoes;
- e) They are your father's friend's shoes.

**22. Выберите правильный ответ:**

Are you happy about your job?

- a) Yes, I very happy about it;
- b) No, I is not satisfied;
- c) No, I'm not too much happy about it;
- d) No, I'm not very happy about my job;
- e) Yes, I am very very.

**23. Выберите правильный ответ:**

What happened to the cake?

- a) It was eaten;
- b) The cake was eating by George;
- c) The cake eaten;
- d) George eats it;
- e) Was eaten by George.

**24. Выберите правильный ответ:**

Who is your daughter's son?

- a) My daughter's son is my grandson;
- b) She is my granddaughter;
- c) The son of my daughter is John;
- d) He my granddaughter's brother;
- e) Is my grandson.

**25. Выберите правильный ответ:**

Have you seen the newspaper yet?

- a) Yes, I did;
- b) Yes, I read it this morning;
- c) Yes, I have looked at it five minutes ago;
- d) Yes, I have to see it;
- e) Yes, I has.

**26. Выберите правильный ответ:**

Who is your husband's mother?

- a) The husband of my mother is my father;
- b) She is his grandmother;
- c) She is my mother-in-law;
- d) My husbands mother is my mother-in-law;
- e) She is mine mother-in-law.

**27. Выберите правильный ответ:**

Who is your father's wife?

- a) He is my father in law;
- b) My father wife is my mother;
- c) She is mine sister's mother;
- d) She is my grandmother's daughter;
- e) He is my uncle.

**28. Выберите правильный ответ:**

Did you have breakfast today?

- a) No, I didn't eaten anything;
- b) No, I ate anything today;
- c) No, I haven't;
- d) No, but I had a cup of tea at nine;
- e) Yes, I have.

**29. Выберите правильный ответ:**

Were they late this morning?

- a) No they was on time;
- b) Yes, they this morning were fifteen minutes late;
- c) They were late because they're car was broken;
- d) Yes, were they late;
- e) They were only a couple of minutes late.

**1. Выберите правильный вопрос:**

...? — I'm going to work.

- a) Why are you going?;
- b) What are you going?;
- c) Where you going?;
- d) Where are you going?;
- d) Were are you going?.

**2. Выберите правильный вопрос:**

... — She's about seventy-five kilograms.

- a) What weight is Mrs. Park?;
- b) Which weight is Mrs. Park?;
- c) Weighs much Mrs. Park?;
- d) How much does Mrs. Park weigh?;
- e) How much weighs Mrs. Park?

**3. Выберите правильный вопрос:**

...? — He is fifteen.

- a) How old is John?;
- b) John how old is?;
- c) How many years is John?;
- d) What age is John?;
- e) How many years does John have?

## Приложение 2

### Additional reading

#### THE LITTLE RED HEN

The little Red Hen was in the farmyard with her chickens, when she found a grain of wheat.

"Who will plant this wheat?" she said.

"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen, and she planted the grain of wheat.

When the wheat was ripe she said, "Who will take this wheat to the mill?"

"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen, and she took the wheat to the mill.

When she brought the flour home she said, "Who will make some bread with this flour?"

"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen.

When the bread was baked, she said, "Who will eat this bread?"

"I will," said the Goose.

"I will," said the Duck.

"No, you won't," said the little Red Hen. "I shall eat it myself. Cluck! cluck!" And she called her chickens to help her.

#### THE FOX AND THE CROW

A Fox once saw a Crow with a piece of cheese in its beak sitting on a branch of a tree. "That's for me, as I am a Fox," said the Fox and he walked up to the tree. "Good-day, Missis Crow," he cried. "How well you are looking today: how shiny are your feathers; how bright are your eyes. I am sure you have the best voice among other birds, not to say about your figure. Let me hear but one song from you that I may call you the Queen of Birds."

The Crow lifted up her head and began to cry loudly, but when she opened her mouth the piece of cheese fell to the ground and the Fox snapped it. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: "Do not trust flatterers."

### THE MONEY-BOX

It was Friday evening and shopkeepers in Grimsby came to the Midland Bank to put their money into the night safe. But later that evening the night safe disappeared and with it \$ 4,000. Every Friday evening the shopkeepers put the money they take during the week into the night safe. They don't want to leave it in their shops, but the bank closes early. The night safe is outside on the wall and the money they put into it goes into the bank. But on this Friday evening the people who came along the street with their bags full of money dropped them not into a night safe, but into a box that belonged to Mr. Michael Bell.

Mr. Bell, who makes radios and televisions, had the idea when he saw two men outside the bank one evening. When he came home from work, the two men, who were apparently shopkeepers, were putting some money into the night safe. He made the box at home and painted it. When it was ready, he took it to the bank and hung it on the wall next to the night safe.

On the front of the night safe he painted the words: "Please use the new night safe. This one is out of order." Then he went round the corner and waited for the shopkeepers to arrive. He listened while they dropped their bags of money into the box. When it was full, he quickly took it down and went home with \$ 4,000. Mr. Bell is very clever and his idea was good, but not perfect. Now he has time to think of other ideas. He's in prison for stealing.

### FIVE BROTHERS

Once there were five strange brothers. They and their mother had a little house by the sea. The five brothers looked so much alike that nobody could tell which was which. They could do some very strange things. But they did not tell other people about the strange things which they could do.

First Brother could hold all the water of the sea in his mouth. While he had the sea in his mouth, he could catch the strange fish that lived at the bottom of the sea. He did not use a fishing-rod. He used his two hands and he always fished alone.

But First Brother caught more fish than any other man in the town. Many men asked him how he did it, but he never told them. The people in the town liked the strange fish that First Brother caught at the bottom of the sea. They gave him much money for the fish. And so he and his mother and his brothers always had money.

Second Brother could not take all the water of the sea into his mouth. He could not fish at the bottom of the sea as First Brother could.

But Second Brother was so hard that he could not be hurt. His hands were hard, his feet were hard, and even his head was hard.

Second Brother was so hard that he could play with crocodiles. He could put his head or his hands right into their mouths, and they could not hurt him.

He worked at the Zoo because no animal could eat him up.

Third Brother could not take all the water of the sea into his mouth. He was not hard like Second Brother. He could be hurt. But Third Brother could stretch his legs and make them as long as he liked. He could stretch them down to the bottom of the sea. He could stretch them so that he could see over the tops of trees.

Fourth Brother was as strange as the first, second and third brothers.

He could not take the sea into his mouth. He was not so hard as Second Brother, he could be hurt. He could not stretch his legs to the bottom of the sea.

But fire could not burn Fourth Brother. He liked to take matches and light a fire. When the fire was big, Fourth Brother liked to go to sleep in it.

Once a house burned down while Fourth Brother was asleep in it. Next morning, when he woke up, he was greatly surprised. There was no house!

"Where is the house?" he asked. The fire did not burn him.

Fifth Brother was strange too.

He could not hold the sea in his mouth. He was not so hard as Second Brother — he could be hurt. He could not stretch his legs to the bottom of the sea. Fire could burn him.

But Fifth Brother could live without any air at all. It was very, very strange, for everybody needs air.

But not Fifth Brother! He needed no air at all. He was a little like Fourth Brother. He liked to be where it was hot. But he didn't like to be where fire could burn him.

### LAZY JIM

Once upon a time there was a boy whose name was Jim and he lived with his mother in a little cottage.

They were very poor and the old woman had to work from early morning till late at night. She was a washer-woman.

Her son Jim was so lazy that he didn't want to work at all. He only lay in the sun in hot weather and sat by the fire in the winter time. So they called him Lazy Jim. His mother couldn't make him work. At last she got angry and said to him one Monday:

"Look here," Jim. You are a big fellow. You are very strong and can work for your living," I am old and I don't feel well. You must begin to work, or I shall turn you out of the house. Everybody says it is a shame that I must work for you day and night."

Jim sighed and said nothing. What could he say? He had to begin to work for his living and help his mother. There was no other way out for him.

So next morning, it was Tuesday, he went to a farmer, worked all day and got a penny. But to have money was an unusual thing for Lazy Jim. He didn't know where to put it and lost his penny on his way home.

"You silly," said his mother, "how could you lose your money? Why didn't you put it in your pocket?" "I'll do so another time," answered Jim. On Wednesday Jim went to the farmer again. This time the farmer gave him a jug of milk for his day's work. Jim put the jug of milk in his big pocket and, of course, there was no milk in the jug when he came home.

"Dear me!" said the old woman. "What a silly boy you are! Why didn't you put it on your head?" "I'll do so another time," said Jim. Now, on Thursday he got from the farmer a large pat of butter for his day's work. He immediately put the piece of butter on his head and — well, you can imagine what happened!

When he came home and didn't bring anything again, his mother got very angry.

"What a misfortune it is to have such a silly son!" she said. "Why didn't you carry it carefully in your hands?" "I'll do so another time," answered Jim.

Jim was tired of his work for the farmer, so on Friday he went to a baker. The baker didn't give him anything for his work but a big cat. Jim took the cat very carefully in his hands and started on his way home. But the cat didn't want to go with Jim at all. In a short time it scratched him so badly that he had to let it go. When he came home, his mother was terribly angry again.

"Oh, what shall I do with you, you silly boy! Why couldn't you tie the cat with a string and pull it after you?" she said. "I'll do so another time," said Jim.

On Saturday, Jim went to a butcher, who gave him a leg of mutton for his day's work. Jim tied the leg of mutton with a string and pulled it after him along the dirty road. You can imagine how it looked when he came home. Of course nobody could eat it. This time his mother was very sad.

"Oh, dear, oh, dear!" she cried. "I am the most unhappy woman in the world! My son can't do anything properly. You big silly, why didn't you carry the leg of mutton on your shoulder?"

"I'll do so another time," answered Jim. On Monday, Jim worked for a miller and the miller gave him — a donkey! It was rather difficult for Jim to lift the donkey on to his shoulders. He tried very hard. At last the donkey was on his shoulders and Jim was greatly pleased. He started on his way home and walked very slowly because the donkey was heavy.



On his way he passed the house of a rich man, who had a beautiful daughter. This man was very unhappy. His only daughter could neither hear nor speak. And the young girl never laughed in her life. When her father asked the doctors' advice, all the doctors said:

"She will neither hear nor speak till somebody makes her laugh."

Now it happened that the poor girl was at her window when Jim went slowly by with the donkey on his shoulders. He looked so strange and so funny that the girl burst out laughing. From that moment she could hear and speak. She asked Jim to stop at her window for a moment because she wanted to thank him. Jim complained of his life.

"I am very unhappy," he said, "because I can't do anything properly."

The girl listened to him, and was very sorry for him. The young people liked each other at first sight. And the father of the beautiful girl was so delighted that he decided to marry his daughter to Jim. Jim's wife was not only beautiful, she was very kind, too. She asked Jim's mother to live together with them, and the old woman did not have to work so hard any more. Jim's wife was not only beautiful and kind, she was very clever too. She gave Jim good advice and he learned to do everything properly. They lived happily for many, many long years, and nobody called Jim lazy any more.

### PICKWICK PAPERS

*(After Charles Dickens)*

On a sunny morning of the thirteenth of May, one thousand eight hundred and twenty-seven Mr. Samuel Pickwick rose from his bed, opened the window and looked out at the world before him. Goswell Street was at his feet, Goswell Street was on his right, Goswell Street was on his left, Goswell Street lay in front of him. Mr. Pickwick was not happy to see only Goswell Street. He wanted to see life in other places surrounding the street.

Soon after breakfast Mr. Pickwick with a bag in his hand, a telescope and a note-book in his pocket was ready to meet adventures. He took a cab and went to "Golden Cross", an inn where his friends were waiting for him. On the way there Mr. Pickwick began his studies of London life.

"How old is that horse, my friend?" asked he. "Forty-two," answered the cabman. "What!" said Mr. Pickwick laying his hand upon the note-book. The cabman repeated the answer and Mr. Pickwick wrote it down in his note-book. "And how long do you keep him out at a time?" "Two or three weeks," answered the cabman. "Weeks!" said Mr. Pickwick in surprise and he took out his notebook again. "We seldom take him out of the cab," said the cabman. "He is old, not very strong, and always falls down when we take him out of it. So we tie him to the cab, the cab runs after him and pushes him." Mr. Pickwick wrote down every word told by the cabman in his note-book. He wanted to use the information at a club meeting.

### THE PRINCE AND THE PAUPER

In the old city of London on a cold autumn day in the second quarter of the sixteenth century, a boy was born to a poor family of the name of Canty. The family did not want this boy.

On the same day another English child was born. He was born to a rich family of the name of Tudor, who wanted him very much. All England wanted him. People talked only about the new baby, Edward Tudor, Prince of Wales who lay in silk and did not know that all England wanted him so much.

But there was no talk about the other baby, Tom Canty, who lay in his dirty rags and did not know that nobody wanted him.

A few years passed. London was fifteen hundred years old and was a great town.

The street where Tom's family lived was not far from London Bridge and was called Offal Court. It was dirty, and the houses were of wood, with small windows. Canty's family lived in one room on the third floor of one of these houses. The mother and the father had a bed, but Tom, his grandmother, and his two sisters, Bet and Nan slept on the floor and covered themselves with rags.

Bet and Nan were fifteen years old. They were twins. They were always dirty and in rags, but they were kind-hearted girls. Their mother was like them. But the father and the grandmother were very bad people. They often got drunk and then they fought each other and beat the children.

Tom's father, John Canty, was a thief, and Tom's grandmother was a beggar, and they made the children beg.

Every day Tom went out to beg in the streets. If nobody gave him any money, his father and grandmother beat him at night and sent him to bed hungry.

But there were some good things in Tom's life. Among the people that lived in the house there was a kind old man who taught Tom a little Latin and how to read and write. He also told him many stories about kings and princes. Tom liked to listen to his stories. He also read the books that the old man gave him.

Tom was a clever boy, he knew so much! And he could do and say such interesting things! When the children played, Tom was always a prince and the boys were lords of his court.

At night when he lay in the dark on his dirty rags, he forgot his hunger and his father's beatings. He thought about kings and princes, who were clean and well dressed and lived in beautiful palaces. Tom wanted to be clean and well dressed too. But in the morning he had to go out in his rags to beg. At night he dreamed that he lived in a palace among lords and ladies. Oh, how he wanted to see a real prince with his own eyes! This wish became stronger and stronger day by day and at last he could think of nothing else.

## TREASURE ISLAND

Square Trelawney, Dr. Livesey and the rest of them have asked me to write down the whole story of Treasure Island from the beginning to the end. I take up my pen in the year 17... and go back to the time when my father kept the "Admiral Benbow" inn and the old seaman first came under our roof.

I remember him as if it were yesterday, a tall, strong, heavy man, with black, broken nails and a cut across one cheek. I remember him singing the old sea-song:

*"Fifteen men on the dead man's chest,  
Yo-ho-ho and a bottle of rum."*

I remember how he asked for a glass of rum from my father when he first came and how he slowly drank it.

"This is a fine house," he said, "and not a bad grog-shop. "Is there much company here?" My father told him there was very little company. "Well then," he said, "this is a good place for me. I'll stay here a bit," he continued. "I'm a plain man. Rum and bacon and eggs is what I want. How can you call me? You can call me captain."

He was badly dressed, but he did not look like a common sailor; he seemed more like a mate or skipper. Then he took three or four gold pieces from a big sea chest, which he had and threw them to my father. "You can tell me when you have finished with that," said he to my father.

## ALL INCLUDED

An Englishman who was in France wanted to go back to England by sea. But he had very little money. He had so little money that he could pay only for the ticket. As he knew that the trip would last only two days, he decided not to eat during these days.

As he took a ticket and got on the ship the next morning, he tried not to hear the bell for breakfast. When dinner time came, he was very hungry, but he didn't go to the dining-room. In the evening he was still more hungry, but when the waiter came to invite him to have supper, the Englishman said that he was ill.

The next day the Englishman was half-dead and couldn't stand the hunger any longer. "I shall go and eat even if they kick me out into the sea", said he to himself. So he went to the ship dining-room and had his dinner. In the evening he had supper but was very much afraid of his future because he didn't pay for the meals. At last he addressed the waiter and said: "Bring me the bill, please". — "What bill?" - asked the waiter. — "For the supper and dinner I had in your dining-room". — "Don't trouble, Sir. You paid for your meals when you bought the ticket".

### THE DIFFICULTIES OF A FOREIGN LANGUAGE

There are numerous anecdotes about the difficulties of people travelling in foreign countries without knowledge of the language of that country. Here's the story of a Frenchman travelling in the United States who, while eating in a restaurant, wished to order some mushrooms. Unable to make himself understood, he asked for a pencil and paper and carefully drew a picture of a mushroom. His drawing, however, was not too good, for the puzzled waiter returned in about ten minutes, not with an order of mushrooms, but with a large man's umbrella.

Another similar story concerns two Americans travelling in Spain. They were both unable to speak a word of Spanish and one day, while eating in a restaurant in a small village, they were having considerable difficulty in explaining to the waiter what they wanted. One of them wanted a glass of milk. The waiter seemed unable to understand. Finally, on the back of the menu the man drew a picture of a cow. The poor waiter, however, still seemed puzzled. Finally he left and was gone from the restaurant for half an hour or so. He returned very pleased with himself. There were two tickets for a bullfight in his hand.

### THE BLIND MAN AND THE GREAT ARTIST

Every day in one of the streets of Vienna you could see a blind man playing the violin. His dog sat near him with a cap in its mouth. People, who were passing them, dropped coins into the cap.

One day, when the weather was very cold, the man was playing for a long time, but nobody wanted to give him anything. The poor man thought that he would have to go to bed without supper. He was so tired and so weak that he stopped playing.

At the moment a young man came up to him and asked him why he had stopped playing. The blind man said he had played for two hours but nobody had given him anything. "Give me your violin. I shall help you", said the man. And with these words he began to play. He played so well that people began to gather and soon there was a big crowd. Everybody was eager to listen to the fine music and to thank the young man for the pleasure.

Soon the cap was full of money.

"I don't know how to thank you", said the blind man. "Who are you?"

"I am Paganini", was the answer.

### A WISE JUDGE

Once there lived two brothers. They worked together on their father's farm. They were very honest and got along together very well. One day their father died leaving his property to his two sons. In his last will he told them to divide the property between them.

But the brothers could not agree now. Each wanted to have the better part for himself. After some time they even did not speak to each other. At last they went to the judge who was very wise and always knew how to settle such difficult matters.

The judge listened to them attentively and then he said: "The matter is very simple. We shall divide the property in this way. One of you will divide it in the way he thinks is best and the other one will then have the right to choose whichever of the two parts he prefers".

In this way the case was settled.

### A DUMB WIFE

Once there was a man whose wife was dumb, and this made him very sad because he loved her very much. After some time he went to see a doctor and asked him, "Can you make my wife speak?"

"Perhaps I can", said the doctor, "the operation is difficult, but if I try, I'll do my best".

"Of course, you may try", said the husband, "I'll bring her tomorrow".

The next day the doctor made the operation and the dumb wife began to speak. She spoke so much and so loudly that in a few hours her husband ran back to the doctor and said, "Can you make my wife dumb again?"

"No", said the doctor, "there are many ways to make a dumb woman speak, but no ways to make a woman stop talking".

"What must I do?" said the man, "I shall soon die if I have to listen to her all day long". "Well", said the doctor, "I can't make her dumb, but I can make you deaf and you will not have to listen to her".

"Very well", said the man, "you may do so. It will be better than the other way".

### A SLAVE

Murillo was a great painter in Spain. He painted beautiful pictures and he had many students.

Once he came to his studio and found a very beautiful picture there. He asked his students who had painted that picture but nobody answered. Then he asked his slave Sebastian if he had seen somebody in the studio the night before. The slave did not answer. When the night came and everybody went away Sebastian began to paint. He did not think of the time. Suddenly he heard a noise behind him. When he turned round he saw Murillo and his students watch him quietly.

"Sebastian", cried Murillo, "you are very good painter. How did you learn to paint?"

"I took my lessons from you, master", the slave answered.

"From me? I have never given you lessons", said Murillo.

"But you gave lessons to your students, and I heard them", answered the slave. Murillo was a very honest man. He understood that the slave was a very gifted painter, so he gave him freedom and began to work with his "slave" who was not a slave any longer.

### THE KING AND THE CRITIC

There was a king who thought that he could paint very well. His pictures were bad, but the people to whom he showed them were afraid of the king. They all said that they liked his pictures very much.

One day the king showed his pictures to a great painter who lived in his country and asked:

"I want to know what you think of my pictures. Do you like them? Am I a good painter or not?"

The painter looked at the king's pictures and said: "My king, I think that your pictures are bad, and that you will never be a good painter."

The king got very angry and sent the painter to prison. After two years the king wanted to see the painter again.

"I was angry with you", he said, "because you did not like my pictures. Now forget all about it. You are a free man again and I am your friend."

For many hours the king talked with the painter, and even asked him to dine. After dinner the king showed his pictures to the painter and asked: "Well, how do you like them now?"

The painter did not answer anything. He turned to the soldier who was standing near him and said:

"Take me back to prison."

### ROBIN HOOD AND THE GOLDEN ARROW

Robin Hood was a legendary hero who was well known and loved by the poor people of England. He lived in a forest far from the towns, and when the poor were oppressed by the rich, he helped them by giving them food and shelter. The sheriffs tried to arrest him but they did not succeed in doing so. Once the sheriff of N. decided to organise a shooting contest in order to catch him because he knew Robin Hood to be a very good shot and was sure that he would take part in the contest. The prize was a golden arrow.

The day of the contest was fine and clear. The field for the contest was full of people. The sheriff looked for Robin Hood and his men everywhere. He knew that they were always dressed in green. To his disappointment, however, he could not find anybody who looked like them. The contest was won by a fellow dressed in red, who had come from a village with a whole company of young men. After receiving the prize the fellow left the town, and nobody ever



thought that it was Robin Hood. While leaving the town Robin Hood shot an arrow through the sheriff's open window. There was a paper attached to it with the following words: "Robin Hood thanks the sheriff for the Golden Arrow".

### A BROKEN VASE

One young man was going to marry a beautiful girl. One day the girl said to him that the next day she would celebrate her birthday and invited him to her birthday party. The young man was eager to make her a present, so he went to a gift shop. There he saw many beautiful things. Of all the things he particularly liked the vases. But they were very expensive, and as he had very little money, he had to leave the shop without buying anything. Walking to the door he suddenly heard a noise: one of the vases fell on the floor and broke to pieces. A brilliant idea came to his mind. He came up to the counter and asked the salesman to wrap up the broken vase he wanted to buy. The salesman got a little surprised but did what the young man had asked him to do.

The young man took the parcel and went straight to the girl's place. By the time he entered the room the guests had already gathered. Everybody was enjoying the party. Some of the people were dancing, others were talking, joking and laughing. Saying "Many happy returns of the day", the young man told the girl that he had bought a small present for her. With these words he began to unwrap the parcel. Suddenly he got pale and said. "I am afraid, I have broken it. There were so many people in the bus..." But when he unwrapped the parcel, he saw that the salesman had wrapped up each piece of the vase separately.

### A LECTURE OF UNCLE THEO

My uncle Theo is a man whose thoughts were always on learning and nothing else. Once he applied for a post in Camford University. There were hundreds of candidates who applied for it, and about fifteen, including Theo, were asked to come to Camford. The man who shared the room in the hotel with Theo was a fellow called Adams.

The Dean and the committee interviewed all the candidates and, as a result of this interview, the number was reduced to two, Uncle Theo and Adams. The committee could not decide which of the two to take, so they decided to make their final choice after each candidate gave a public lecture in the college lecture-room.

For three days Uncle Theo never left his room. He worked day and night at that lecture almost without eating or sleeping. Adams didn't seem to do any preparation at all.

The day of the lecture arrived. And then Theo discovered, to his horror, that the typewritten copy of his speech had disappeared. The Dean said he would call on the candidates in alphabetical order, Adams first. Theo watched

Adams calmly take the stolen speech out of his pocket and read it to the professors. He read it well. Now it was Theo's turn. But what could he do? He could only repeat the lecture, word for word in a low, dull voice.

### A LACONIC ANSWER

There was a time when the people of Greece were not united but instead there were several states each of which had its own ruler.

Some of the people in the southern part of the country were called Spartans and they were famous for their simple habits and their bravery.

The name of their land was Laconia, so they were sometimes called Lacons.

One of the strange rules which the Spartans had was that they should speak briefly and never use more words than were needed.

A short answer is often called laconic that is such an answer, as a Lacon would give.

There was in the Northern part of Greece a land called Macedonia. This land was at one time ruled by a king named Philip. Philip of Macedonia wanted to become master of all Greece. So he raised a great army and made war upon the other states, until nearly all of them were forced to call him their king. Then he sent a letter to the Spartans in Laconia and said: "If I go down into your country, I will level your great city to the ground."

In a few days an answer was brought back to him. When he opened the letter he found only one word written there. That word was "If".

### ENGLISH HOUSES

The climate of a country is one of the factors that influence the style of its architecture. It can be best illustrated by British residential buildings. The weather in England is often cloudy and there are few sunny days in the winter season, therefore, as a rule, the windows in an English house are of a large size to catch as much light and sunshine as possible. In the houses built in the past century the windows, besides being large, opened upwards, which is very convenient on windy days.

Since there is much rain in England, typical British houses have high, steep roofs where rain water and melting snow can easily flow down.

Most of the houses have a fireplace, which forms the most characteristic feature of an English home and is seldom seen in other European countries.

The plan of an English house also differs from that of the houses where we live. English architects plan some apartments vertically instead of planning them horizontally, so that an English family having a separate apartment lives on two or sometimes three floors with rooms connected with a narrow stair-



case. They find it the most convenient style of apartment. There are usually three rooms in each apartment besides a kitchen and a bathroom: a living room, a bedroom and a dining room.

### **MY BIOGRAPHY**

*(Mark Twain)*

I was born on the 30th of November 1835 in the village of Florida, Missouri. My father was John Marshall Clemens.

According to tradition some of my great-great parents were pirates and slave traders — a respectable trade in the 16th century. In my time I wished to be a pirate myself.

My parents who had lived in Virginia moved to the South in the early thirtieth. I do not remember just when, for I was not born then and did not take any interest in such things.

They had made a long and tiring journey before they settled in Florida. The village contained a hundred people and when I was born I increased the population by one per cent. It had two streets, each about three hundred yards long, and a lot of lanes. Both the streets and the lanes were paved with the same material — black mud in wet times, deep dust in dry. Most of the houses were of wood — there were none of brick and none of stone. Everywhere around were fields and woods.

Not long ago someone sent me a picture of the house in which I had been born. I have always thought that it was a palace but I no longer think so and don't feel proud of it.

### **FROM THE HISTORY OF LONDON**

In the year 55 before our era a Roman legion headed by Julius Cesar crossed the English Channel that divides the British Isles from the continent of Europe. Having landed in Britain the Romans founded a military station on the northern bank of the river Thames. Being skilled in the art of building they started fortifying their settlements with thick massive walls and laying roads across the country leading to the sea coast. After staying in Britain for two centuries the Romans returned to the continent having left behind excellent roads and strong fortifications. One of Roman settlements was called Londinium Augusta. Four centuries later, according to some historians, the capital of Britain was founded in its locality, part of the Roman wall still lying deep under the ground beneath modern London.

No other ancient monuments of Roman times have remained in the city. The earliest historical monument of English architecture is the so-called Tower of London, which has retained its name up to the present day. Being erected on the ruins of a Roman fortress, it consists of parts belonging to different periods of English history, its central and most ancient part being the

huge square tower four storeys high. It was called the White Tower, deriving its name from the white stone it was built of. The White Tower was surrounded with a double row of walls with smaller towers forming the inner and outer court with the scaffold in the back of it.

### THE TOWER

*Looking at the Tower you feel its close connection to the historical past of England with its constant and cruel fighting for power. Since the time of its erection the Tower of London has served many purposes: first a king's palace, then a fortress and a political prison. Now it is a museum.*

Several kings of England found protection within its walls both against foreign enemies and their own people fighting for their liberties and privileges. The White Tower was the royal residence, all the kings of England spending the first days of their reign there according to an ancient custom. From the White Tower kings went to their coronation and out of it some of them came down to the scaffold lying in the outer court, forced to surrender their power to new pretenders.

All the towers in the walls surrounding the White Tower served as places of imprisonment, each of them keeping some dark and tragic secret. Narrow galleries, steep staircases, secret passages and dark cells formed in the thickness of the walls exist up to the present day. Among the numerous prisoners were kings of England, France and Scotland, princes and noblemen, Protestants and Catholics, scientists and public leaders. Shakespeare mentioned many of their tragic fates in his historical plays.

### CHARLES DARWIN

A hundred years ago people believed that plants and animals had always been as they are now. They thought that all the different sorts of living things, including men and women, were put in this world by some mysterious power a few thousand years ago.

It was Charles Darwin, born at Shrewsbury on the 12th of February, 1809, who showed that this was just a legend. As a boy Darwin loved to walk in the country-side, collecting insects, flowers and minerals. He liked to watch his elder brother making chemical experiments. These hobbies interested him much more than Greek and Latin, which were his main subjects at school.

His father, a doctor, sent Charles to Edinburgh University to study medicine. But Charles did not like this. He spent a lot of time with a zoologist friend, watching birds and other animals, and collecting insects in the country-side.

Then his father sent him to Cambridge to be trained as a parson. But Darwin didn't want to be a doctor or a parson. He wanted to be a biologist.

In 1831 he set sail for South America to make maps of the coastline there. Darwin went in the ship to see the animals and plants of other lands. On his voyage round the world he looked carefully at thousands of living things in the sea and on land and came to very important conclusion. Later he wrote his famous work "The Origin of Species".

### THE THANKSGIVING DAY

One day the people of the village suddenly saw a tall Indian who was walking along the street. They were frightened very much, but this Indian came up to them, smiled and said, "Hallo, Yankee!"

Few days later this Indian came to the village again together with some other Indians. They came as friends and helped the white men very much. But white men forgot about this help very quickly, a few years later when many people from Europe came to America, they began to take the land away from the Indians and to kill them.

At last spring came. The people of New Plymouth began to plant corn, and the Indians showed them how to plant maize. In autumn the crops were very good and the people of New Plymouth wanted to make a holiday dinner. They asked the Indians to this dinner, and the Indians brought some wild turkeys as a present. The turkey was an American bird. Very few people in Europe had ever heard about it but when they ate it at this dinner they liked it very much. The people of New Plymouth called their holiday "Thanksgiving Day".

Since that time Thanksgiving Day has been a great holiday in the United States of America, and since that day Americans have always had turkeys for the Thanksgiving Day.

### MAYFLOWER

It was in 1620, in the time of King James the First. English people did not like their king and they called him "The foolish King of England". Many of them even left England and went to live in other countries.

In November 1620 a small ship, the Mayflower, left England. There were about one hundred people aboard the ship. For seven long weeks the Mayflower was in the waves and storms of the Atlantic Ocean, and at last the people saw land. It was America.

It was already autumn. It was raining and a cold wind was blowing. Sixteen men left the Mayflower and went ashore. In the evening they came back to the ship and brought some maize with them. When the people on board the Mayflower tried it they liked it very much.

Next day was Sunday and everybody on the Mayflower had a rest. On Monday some men went ashore again and this time they took some women with them. The women had to wash the clothes. Since that time Monday has been a wash-day in America.

During the next five weeks the men from the *Mayflower* left the ship every day. Sometimes they did not come back for many days; they were looking for a good place to live. There was a good harbour for ships there, some field and forests near it and even a small river. The people began to build a village there.

On January, 1621 there were already two streets in this village, and they called it "New Plymouth".

One day the people of the village suddenly saw a tall Indian who was walking along the street. They were frightened very much, but this Indian came up to them, smiled and said, "Hallo, Yankee!"

Few days later this Indian came to the village again together with some other Indians. They came as friends and helped the white men very much. But white men forgot about this help very quickly; a few years later when many people from Europe came to America, they began to take the land away from the Indians and to kill them.

At last spring came. The people of New Plymouth began to plant corn, and the Indians showed them how to plant maize.

In autumn the crops were very good and the people of New Plymouth wanted to make a holiday dinner. They asked the Indians to this dinner and the Indians brought some wild turkeys as a present. The turkey was an American bird. Very few people in Europe had ever heard about it, but when they ate it at this dinner they liked it very much. The people of New Plymouth called their holiday "Thanksgiving Day".

### NEWTON'S DINNER

Sir Isaac Newton was often so deeply interested in difficult problems that he became quite absent-minded. One day a gentleman came to see him, but was told that Sir Isaac was busy in his study and that nobody was allowed to disturb him.

As it was dinner-time, the visitor sat down in the dining-room to wait for the scientist. The servant came in and placed on the table a boiled chicken under a cover. An hour passed, but Newton did not appear. The gentleman, feeling hungry, ate chicken, and covering up the skeleton, asked the servant to prepare another one for his master.

Before the second chicken was ready, however, the scientist entered the room, apologizing for his delay. Then he added: "As I feel rather tired and hungry, I hope you will excuse me a little longer, while I take my dinner, and then I will be at your service". With these words he lifted the cover, and without emotion turned round to the gentleman and said: "See what a strange people we scientists are. I quite forgot that I had dined already".

At this moment the servant brought in the other chicken. The visitor explained how matters stood. After a hearty laugh, the hungry scientist sat down to dine.

### A LESSON IN POLITENESS

Jonathan Swift, the famous English writer and the author of "Gulliver's Travels" was not very generous. He seldom gave anything to the servants or those who sent him presents. But once he received a lesson from a boy who very often carried him hares, partridges, and other game.

One day the boy arrived with a heavy basket containing fish, fruit, and game. He knocked at the door and Swift by chance opened it himself. "Here," said the boy gruffly, "my master has sent you a basket full of things."

Swift, feeling displeased at the boy's rude manner, said to him: "Come here, my boy, and I will teach you how to deliver a message a little more politely; come, imagine yourself Jonathan Swift, and I will be the boy." Then taking off his hat very politely, and addressing himself to the boy, he said "Sir, my master sends you a little present, and begs you will do him the honour to accept it."

"Oh, very well, my boy," replied the boy, "tell your master I am much obliged to him, and there is half a crown for yourself." Swift laughed heartily, and gave the boy a crown for his wit.

### ENGLISH CHARACTER

One of the most striking features of English life is the self-discipline and courtesy of people of all classes. There is little noisy behaviour, and practically no loud disputing in the street. People do not rush excitedly for seats in buses or trains, but take their seats in queues at bus stops in a quiet and orderly manner.

Englishmen are naturally polite and are never tired in saying "Thank you", "I'm sorry", "Beg your pardon". If you follow anyone who is entering a building or a room, he will hold a door open for you. Many foreigners have commented on a remarkable politeness of the English people.

English people don't like displaying their emotions even in dangerous and tragic situations, and ordinary people seem to remain good-tempered and cheerful under difficulties.

The Englishman does not like any boasting or showing off in manners, dress or speech. Sometimes he conceals his knowledge: a linguist, for example, may not mention his understanding of a foreigner's language.

The Englishman prefers his own house to an apartment in a block of flats, because he doesn't wish his doing to be overlooked by his neighbours. "An Englishman's house is his castle".

Many Englishmen help their wives at home in many ways. They clean the windows on Saturday afternoon, and they often wash up the dishes after supper in the evening.

Sunday is a very quiet day in London. All the shops are closed, and so are the theatres and most of the cinemas.

Londoners like to get out of town on Sundays. The sea is not far - only fifty or sixty miles away and people like to go down to the sea in summer or somewhere to the country for skiing in winter.

### AMERICAN CHARACTER

American society seems to be much more informal than the British and, in some ways, is characterised by less social distinction. Students do not rise when a teacher enters the room. One does not always address a person by his title, such as Major or "General" or "Doctor". The respectful "Sir" is not always used in the northern and western parts of the country.

However, it is best to use a person's title when first meeting him/her, and then allow the person to tell you how he/she wishes to be called.

They use first names when calling each other, slap on the back, joke and are much freer in their speech, which is more slangy than the conventional British English. You will often hear the word "Hi" (a form of greeting among friends) used instead of the usual "Hello", and "Howdy" instead of "How do you do?"

Yet, in spite of all the informality, Americans, even in the way they address each other, show consciousness of social distinction. For example, one is likely to use somewhat more formal language when talking to superiors. While the informal "Hello" is an acceptable greeting from employee to employer, the employee will say "Hello, Mr. Ferguson", and the employer may reply "Hello, Jim".

Certain other forms of politeness are observed on social occasions. Women may wear hats in church, in restaurants, and often when attending luncheons in public places and other public social functions expect those that take place in the evening.

### CHRISTOPHER COLUMBUS

In the fifteenth century people knew only three continents: Europe, Asia and Africa. They knew nothing about such a big continent as America.

The man who was thought to be the discoverer of America was born in 1451 in Italy. His name was Christopher Columbus. He probably worked as a weaver before going to sea.

At that time the life of a sailor was full of adventure and danger, so Columbus had many exciting experiences. Once during a battle with a vessel off the coast of Portugal, he had to leave his boat and swim to the shore a long distance away. He afterwards lived in Portugal a number of years, and while



there, he married the daughter of a sea captain. For some time he earned his living, partly by making sea voyages, and partly by drawing maps and selling them.

Knowing that the earth was round, he decided to reach India by sailing to the west. It was very difficult for him to organise his expedition as nobody wanted to help him. Many years after, the Spanish government gave him some money for his expedition.

In 1492 he sailed with three small ships into the Atlantic Ocean. They had been sailing for more than two months. At last they saw land. When they landed they saw strange trees and flowers. Men and women with olive coloured skins gathered around them and looked at them with great surprise.

Columbus was certain that the lands he discovered were part of India, and he called these islands the West Indies. The people living there have been called Indians since then, though they have nothing in common with the real Indians — inhabitants of India.

His last voyage was made in 1502—1504. After that, seriously ill, he remained in Spain until his death. He died believing that Cuba was part of Asia.

### GEORGE BERNARD SHAW

George Bernard Shaw was born in Dublin, Ireland, on July 26, 1856. His father was a small official. Bernard Shaw attended school which he didn't like and which he remembered as a boy prison. He went to school as a "day boy" which meant that he had his afternoons free. And at home there was music — always music. His mother had a beautiful voice, he himself and his sisters could sing well enough and there were, besides the piano, many other musical instruments always lying about. The sitting-room was seldom silent in the evening, and music came to play an important educative part in young Shaw's life.

At the age of fourteen, after graduating from secondary school, Shaw was put into a job as clerk in a land agents office. The monotonous daily routine, the endless figures and forms, the feeling that he had become an insignificant part of a machine, all that alarmed the youth. In many things he was better informed than most of his fellow clerks. Shakespeare, Byron, Shelley and many other great poets and writers had been read and re-read by him.

At his job he was quite efficient and he had mastered the problems of his work without any difficulty. Yet he was far from being happy. Bernard Shaw felt that he had to leave and so in 1876 he said good-bye to Ireland and went to London.

### THE NORMAN CONQUEST OF ENGLAND.

In 1066 the conquest of England by the Normans began, and with the battle of Hastings where the English fought against the Normans. The conquest was complete in 1071.

Who were these Normans who conquered England? They were Vikings or "Northmen". Some 150 years before the conquest of England they came to a part of France, opposite England, a part which we now call Normandy. There they adopted the Christian faith, and the French language of their new home in France. They became French.

### WHAT EFFECT DID THE NORMAN CONQUEST HAVE ON ENGLAND?

It gave it French kings and nobles. The Normans also brought with them the French language. After the Norman conquest there were three languages in England: Latin, the language of the church and the languages in which all educated men wrote and spoke; the kings wrote their laws in Latin for some time after the Conquest. Then there was French, the language which the kings and nobles spoke and which many people wrote. Finally, there was the English language, which remained the language of the masses of the people.

In time, however, came the general use of the English language, but it was not quite the same as it was before the Conquest. The grammar remained the same, but many words came into it from the French language.

### WHY COME TO EXETER?

Exeter is a city full of history in the south-western peninsula of England. Originally founded by the Romans about 2,000 years ago, it grew as a trading centre for the surrounding area. Many buildings from the medieval period still stand, including the magnificent 14<sup>th</sup> century Cathedral, one of the finest in Europe. While keeping this heritage, Exeter is today a modern city of about 100,000 people, with a wide range of cultural and recreational facilities.

The city is surrounded by beautiful countryside, including the wild areas of the Dartmoor National Park and the impressive coastline of South Devon. Exeter combines a friendly small-town atmosphere with the services of a modern city, giving a more pleasant experience of British life than larger cities like London. It has excellent transport links with the rest of Britain, including road and rail connections from London in only 2—3 hours.

The easiest way to reach Exeter from most countries is via one of London's two main airports, Heathrow and Gatwick. From Heathrow there is a direct coach service to Exeter, and from Gatwick there is a rail service via Reading. There are direct rail services from Paris and Brussels to London via the Channel Tunnel; from central London you can travel directly to Exeter from



Waterloo or Paddington railway stations or Victoria coach station. From western France (Roscoff) or Spain (Santander) you might find it easier or cheaper to travel by ferry to Plymouth and then by train or coach to Exeter.

Exeter's University is one of the most popular in Britain, with around 8,000 students. It has a high academic standard, with an excellent reputation for work in subjects such as literature, languages, drama, education, law and other social sciences. It is within walking distance of the city centre, set among gardens, trees and green open spaces.

### **SOUTHAMPTON**

Southampton as a small city situated in the middle of the South Coast of England. It has a population of about 200,000. It is the commercial and shopping centre of the Solent region serving up to 500,000 people.

There are excellent road and rail connections in all directions and a daily ferry service to Cherbourg in France. There are direct flights to Europe and the rest of the UK from the local airport.

The city has a long maritime history, which can be relived in its museums and ancient walls.

For many years it was the gateway to Britain for the ocean liners and remains the home port for the cruise ship industry. It is the major centre in Britain for sailing and boat building.

It is a university city with over 20,000 students in various colleges. One of its best-known features is the city centre park. The park contributes greatly to the relaxed atmosphere of the city centre.

Southampton offers a wide range of social, cultural and leisure facilities such as theatres, cinemas, pubs, restaurants sport centres, art galleries and shopping. It is the only city on the South Coast with a Premier League Football team!

Nearby is the New Forest which is a national park and famous for walking and horse riding. Within 30 kilometres are historic places such as Winchester, Salisbury, Stonehenge and the Isle of Wight.

We think Southampton is a perfect place to study English. It is an easy city to live in — not too big and not too small! It is a student city. It has one of the mildest climates in the UK. It is close to London and other places of interest.

### **INCANDESCENT LIGHT BULB**

Humphry Davy, an English scientist, made the first incandescent electric lamp in 1800. He experimented with electricity and invented an electric battery. When he connected wires to his battery and a piece of carbon, the carbon glowed, producing light. This is called an electric arc.

Much later, in 1860, the English physicist Sir Joseph Wilson Swan (1828—1914) was made a practical, long-lasting electric light. He found that a carbon paper filament worked well, but burned up quickly. In 1878, he demonstrated his new electric lamps in Newcastle, England.

The inventor Thomas Alva Edison (in the USA) experimented with thousands of different filaments to find just the right materials to glow well and be long-lasting. In 1879, Edison discovered that a carbon filament in an oxygen-free bulb glowed but did not burn up for 40 hours. Edison eventually produced a bulb that could glow for over 1500 hours.

In 1903, Willis R. Whitney invented a treatment for the filament so that it wouldn't darken the inside of the bulb as it glowed. In 1910, William David Coolidge (1873—1975) invented a tungsten filament, which lasted even longer than the older filaments. The incandescent bulb revolutionized the world.

**Words:**

**incandescent lamp** — лампа накаливания

**to glow** — светиться

**long-lasting** — долговечный

**filament** — нить накала

**oxygen-free** — бескислородный

**eventually** — в конечном счете

**bulb** — лампочка

**treatment** — обработка

**electric arc** — электрическая дуга

### WHO INVENTED THERMOMETER?

The thermometer was invented by Galileo Galilei in 1593. His thermometer consisted of water in a glass bulb. The water moved up and down the bulb as the temperature changed.

The sealed thermometer was invented in 1641 by the Grand Duke Ferdinand II. He used a glass tube containing alcohol, which freezes well below the freezing point of water (alcohol freezes at  $-175^{\circ}\text{F} = -115^{\circ}\text{C}$ ). He sealed the tube to exclude the influence of air pressure.

Mercury was later substituted for the alcohol, and then Daniel Gabriel Fahrenheit (1686—1736), a German physicist, used mercury plus a chemical solution that kept the mercury from sticking to the tube of the thermometer (in 1714). Fahrenheit also expanded the thermometer's scale (in 1724). On Fahrenheit scale, the temperature of boiling water is  $212^{\circ}\text{F}$  and the freezing point of water is  $32^{\circ}\text{F}$ .

Anders Celsius, a Swedish astronomer, invented the Celsius (or Centigrade) scale in 1742, putting the freezing point of water at 0° and the boiling point at 100°.

## FAMOUS RUSSIAN SCIENTISTS

### M. V. Lomonosov (1711—1765)

Mikhail Vasilyevich Lomonosov was a famous Russian writer, chemist and astronomer who made a lot in literature and science.

Lomonosov was born on November 19, 1711, in Denisovka (now Lomonosov), near Archangelsk, and studied at the University of the Imperial Academy of Sciences in St. Petersburg. After studying in Germany at the Universities of Marburg and Freiberg, Lomonosov returned to St. Petersburg in 1745 to teach chemistry and built a teaching and research laboratory there four years later.

Lomonosov is often called the founder of Russian science. He was an innovator in many fields. As a scientist he rejected the phlogiston theory of matter commonly accepted at the time and he anticipated the kinetic theory of gases. He regarded heat as a form of motion, suggested the wave theory of light, and stated the idea of conservation of matter. Lomonosov was the first person to record the freezing of mercury and to observe the atmosphere of Venus.

Interested in the development of Russian education, Lomonosov helped to found Moscow State University in 1755, and in the same year he wrote a grammar that reformed the Russian literary language by combining Old Church Slavonic with modern language. In 1760 he published the first history of Russia. He also revived the art of Russian mosaic and built a mosaic and coloured-glass factory. Most of his achievements, however, were unknown outside Russia. He died in St. Petersburg on April 15, 1765.

#### Words:

to anticipate [æn'tɪsɪpɪt] — предвидеть, предугадывать

to revive [rɪ'vaɪv] — возродить

art [ɑ:t] — искусство

Old Church Slavonic language [ˈəuld ˈtʃɜ:ʃ slə'vɒnɪk] — церковно-славянский язык

### D. I. Mendeleev (1834—1907)

Dmitry Ivanovich Mendeleev is a famous Russian chemist. He is best known for his development of the periodic table of the properties of the chemical elements. This table displays that elements' properties are changed periodically when they are arranged according to atomic weight.

Mendeleyev was born in 1834 in Tobolsk, Siberia. He studied chemistry at the University of St. Petersburg, and in 1859 he was sent to study at the University of Heidelberg. Mendeleyev returned to St. Petersburg and became Professor of Chemistry at the Technical Institute in 1863. He became Professor of General Chemistry at the University of St. Petersburg in 1866. Mendeleyev was a well-known teacher, and, because there was no good textbook in chemistry at that time, he wrote the two-volume "Principles of Chemistry", which became a classic textbook in chemistry. In this book Mendeleyev tried to classify the elements according to their chemical properties. In 1869 he published his first version of his periodic table of elements. In 1871 he published an improved version of the periodic table, in which he left gaps for elements that were not known at that time. His table and theories were proved later when three predicted elements: gallium, germanium, and scandium were discovered.

Mendeleyev investigated the chemical theory of solution. He found that the best proportion of alcohol and water in vodka is 40%. He also investigated the thermal expansion of liquids and the nature of petroleum.

In 1893 he became director of the Bureau of Weights and Measures in St. Petersburg and held this position until his death in 1907.

#### Words:

**to classify** — классифицировать

**two-volume** — в двух томах

**gap** [gæp] — пробел, пропуск

**gallium** ['gæliəm] — галлий

**germanium** [dʒəˈmeɪniəm] — германий

**scandium** ['skændiəm] — скандий

**solution** [səˈlu:ʃ(ə)n] — раствор

**liquid** ['likwɪd] — жидкость

**petroleum** — нефть

**Bureau of Weights and Measures** [bjʊəˈrəʊ] — Палата мер и весов

### UNIVERSITY EDUCATION IN GREAT BRITAIN

There are more than 60 universities in Britain. But not all universities are equal. They differ from one another in history, tradition, and academic organisation. Not all British universities have a well-known reputation. Oxford and Cambridge, the oldest universities, are world-known for their academic excellence. The University of London has the size and breadth to rank among the UK's top universities. A university usually consists of colleges. The departments of the colleges are organised into faculties.

University teaching in the UK differs greatly at both undergraduate and postgraduate levels from that in many other countries. An undergraduate programme consists of a series of lectures, seminars, tutorials and laboratory classes, which in total account for about 15 hours per week.

Following a particular programme students take series of lecture courses which may last one academic term or the whole year. Associated with each lecture course are seminars, tutorials, laboratory classes which illustrate the topics presented in the lectures.

Lectures are given to large groups of students (from 20 to 200). Seminars and tutorials are much smaller than lecture classes and in some departments can be on a one-to-one basis (one member of staff and one student).

Students prepare work in advance for seminars and tutorials. And this can take the form of a topic for discussion by writing essays or by solving problems.

Lectures, seminars and tutorials are all one hour in length, laboratory classes last two or three hours. Each student has a tutor whom he can consult on any matter whether academic or personal.

The academic year is split into three terms. Formal teaching takes place in the first two terms which last for twenty four weeks in total. The third term is reserved for classes and examinations and lasts for six weeks.

Universities teach in all major subject areas: arts, science, law, engineering, medicine, and social sciences.

University staff are chosen for the best knowledge in their subject. The teaching encourages students to learn in the most effective way. University degree courses extend from three to four years. After three years of study at the University graduates will leave with the Degree of Bachelor of Arts or Science. They can continue to take their Master's Degree and then the Doctor's Degree.

**Words:**

**equal** — равный

**breadth** — ширина

**rank** — ранг

**undergraduate** — студенческий уровень обучения

**postgraduate** — аспирантский (магистерский) уровень обучения

**levels** — уровни

**tutorials** — индивидуальные консультации с преподавателем

**per week** — в неделю

**account** — счет

**following** — следующий

**series** — эд. ряд

**particular** — определенный, конкретный

**in advance** — заранее

**staff** — эд. профессорско-преподавательский состав

**length** — длительность, протяженность

**to last** — длиться

**tutor** — репетитор, наставник

**to be split into** — делиться на

**to encourage** — поощрять, стимулировать

**to graduate** — оканчивать учебное заведение

**degree** — степень

**Bachelor of Arts** — бакалавр искусств

**Bachelor of Science** — бакалавр наук

**Master's Degree** — степень магистра

**Doctor's Degree** — степень доктора

### STEVEN SPIELBERG

The stars are usually actors and actresses. Most people do not even look at the name of the director or producer, except one — Steven Spielberg.

When he was a little boy, his father showed him how to use a camera. Later he got his own camera and started to film things like model train crashes, stories about monsters and horrible murders. His three younger sisters were always the victims. Later he made his first film at home at the age of twelve. It was a cowboy film three and a half minutes long, and it cost \$10 to make.

When he was sixteen, he made a science-fiction film more than two hours long. Making films was his great hobby — much more fascinating for him than school. Of course, Steven wanted to go to film school. But his high school grades were not good enough! So he just went along to Universal Studios and asked for a job.

Spielberg sometimes uses a lot of complicated effects — in the *Indiana Jones* films, for example. But, like in *Duel*, he can create a fantastic atmosphere even without special effects.

In 1994 he won the most important film prize, the Oscar, for "*Schindler's List*". The secret of Spielberg's success is that the stories in many of his films somehow look as if they could happen to ordinary people like you and me.

### ACID RAINS

Every year more and more plants and animals disappear forever. Strangely, it is the most intelligent but most thoughtless animal that is causing most of the problems — man. Nature is very carefully balanced and if this balance is disturbed, animals can disappear alarmingly fast. Every day, thousands of species of animals draw closer to extinction.

In many lakes fish are dying. Fishermen are worried because every year there are fewer fish and some lakes have no fish at all. Scientists are beginning to get worried too. What is killing the fish?

The problem is acid rain. Acid rain is a kind of air pollution. It is caused by factories that burn coal, oil and gas. These factories send smoke high into the air. The wind often carries the smoke far from the factories. Some of the harmful substances in the smoke may come down with the rain hundreds of miles away.

The rain in many places isn't natural and clean any more. It's full of acid chemicals. When it falls in lakes, it changes them too. The lakes become more acidic. Acid water is like vinegar or lemon juice. It hurts when it gets in your eyes. It also kills the plants and animals that usually live in lake water. That is why the fish are dying in lakes.

But dead fish may be just the beginning of the problem. Scientists are finding other effects of acid rain. In some large areas trees are dying. Not just one tree here and there, but whole forests. At first scientists couldn't understand why. There were no bugs or diseases in these trees. The weather was not dry. But now they think that the rain was the cause. Acid rain is making the earth more acidic in these areas. Some kinds of trees cannot live in the soil that is very acidic.

## Приложение 3

Таблица неправильных глаголов

1-я ФОРМА инфинитив	2-я ФОРМА прош. время	3-я ФОРМА причастие II	4-я ФОРМА причастие I	ПЕРЕВОД
to be	was/were	been	being	быть, находиться
to bear	bore	born	bearing	нести
to beat	beat	beaten	beating	бить
to begin	began	begun	beginning	начинать(ся)
to bend	bent	bent	bending	гнуть
to bind	bound	bound	binding	переплетать
to bite	bit	bitten/bit	biting	кусать
to blow	blew	blown	blowing	дуть
to break	broke	broken	breaking	ломать
to bring	brought	brought	bringing	приносить
to build	built	built	building	строить
to buy	bought	bought	buying	покупать
to catch	caught	caught	catching	ловить
to choose	chose	chosen	choosing	выбирать
to cut	cut	cut	cutting	резать, рубить
to dive	dived/dove	dived	diving	нырять
to do	did	done	doing	делать
to draw	drew	drawn	drawing	рисовать, тащить
to drink	drank	drunk	drinking	пить
to drive	drove,	driven	driving	вести
to eat	ate	eaten	eating	есть, кушать
to fall	fell	fallen	falling	падать
to feel	felt	felt	feeling	чувствовать



*Продолжение*

1-я ФОРМА инфинитив	2-я ФОРМА прош. время	3-я ФОРМА причастие II	4-я ФОРМА причастие I	ПЕРЕВОД
to feed	fed	fed	feeding	кормить
to fight	fought	fought	fighting	бороться, драться
to find	found	found	finding	искать, находить
to fly	flew	flown	flying	летать
to forbid	forbade	forbidden	forbidding	запрещать
to forget	forgot	forgotten	forgetting	забывать
to forgive	forgave	forgiven	forgiving	прощать
to freeze	froze	frozen	freezing	замораживать
to get	got	got	getting	получать, становиться
to give	gave	given	giving	давать
to go	went	gone	going	идти, ехать
to grow	grew	grown	growing	расти, вырастать
to hang	hung	hung	hanging	висеть, вешать
to have	had	had	having	иметь
to hear	heard	heard	hearing	слышать
to hit	hit	hit	hitting	ударить
to hold	held	held	holding	держат
to hurt	hurt	hurt	hurting	повредить
to know	knew	known	knowing	знать
to lay	laid	laid	laying	накрывать
to lead	lead	lead	leading	вести
to leap	leapt/leaped	leapt/leaped	leaping	прыгать, скакать
to leave	left	left	leaving	покидать, оставлять
to lend	lent	lent	lending	давать в займы

*Продолжение*

1-я ФОРМА инфинитив	2-я ФОРМА прош. время	3-я ФОРМА причастие II	4-я ФОРМА причастие I	ПЕРЕВОД
to let	let	let	letting	позволять
to lie	lay	lain	lying	лежать
to light	lit	lit	lighting	зажигать
to lose	lost	lost	losing	терять
to make	made	made	making	делать
to meet	met	met	meeting	встречать (ся)
to pay	paid	paid	paying	платить
to put	put	put	putting	класть, ставить
to read	read	read	reading	читать
to ride	rode	ridden	riding	ехать (верхом)
to ring	rang	rung	ringing	звонить, звенеть
to rise	rose	risen	rising	поднимать
to run	ran	run	running	бежать
to say	said	said	saying	говорить, сказать
to see	saw	seen	seeing	видеть
to sell	sold	sold	selling	продавать
to send	sent	sent	sending	посылать, отпра- влять
to shake	shook	shaken	shaking	трясти
to shine	shone	shone	shining	светить, сиять
to shoot	shot	shot	shooting	стрелять, сби- вать
to show	showed	shown	showing	показывать
to sing	sang	sung	singing	петь
to sink	sank	sunk	sinking	тонуть
to sit	sat	sat	sitting	сидеть

## Окончание

1-я ФОРМА инфинитив	2-я ФОРМА прош. время	3-я ФОРМА причастие II	4-я ФОРМА причастие I	ПЕРЕВОД
to sleep	slept	slept	sleeping	спать
to speak	spoke	spoken	speaking	говорить, разгово- ривать
to spend	spent	spent	spending	тратить, прово- дить время
to stand	stood	stood	standing	стоять
to steal	stole	stolen	stealing	воровать, украсть
to stick	stuck	stuck	sticking	прилипать
to strike	struck	struck	striking	бить, ударять
to swear	swore	sworn	swearing	клясться
to sweep	swept	swept	sweeping	мести, подметать
to swim	swam	swum	swimming	плавать
to take	took	taken	taking	взять, брать
to teach	taught	taught	teaching	учить, обучать
to tear	tore	torn	tearing	рвать
to tell	told	told	telling	сказать, сооб- щать
to think	thought	thought	thinking	думать
to throw	threw	thrown	throwing	бросать, кидать
to wake	woke	woken	waking	будить, просы- паться
to wear	wore	worn	wearing	носить
to weep	wept	wept	weeping	плакать
to win	won	won	winning	побеждать, выиг- рывать
to write	wrote	written	writing	писать

## **Содержание**

От автора .....	3
<b>ВВОДНЫЙ УРОК</b>	
Вводный фонетический курс. Основные понятия в грамматике: части речи, члены предложения .....	4
<b>УРОК 1</b>	
Тема урока: <i>About myself. My friends.</i>	
Грамматика: Местоимения: личные, притяжательные, указательные, вопросительные, возвратные .....	20
<b>УРОК 2</b>	
Тема урока: <i>My working day.</i>	
Грамматика: Имена существительные во множественном числе. Притяжательный падеж существительных. Артикли .....	32
<b>УРОК 3</b>	
Тема урока: <i>Sports.</i>	
Грамматика: Глаголы <i>to be</i> и <i>to have</i> . Неопределенные местоимения, производные от <i>some, any, no, every</i> . Предложения с оборотом <i>there is / there are</i> . Интернационализмы .....	49
<b>УРОК 4</b>	
Тема урока: <i>Travelling. Shopping.</i>	
Грамматика: Прилагательные. Наречия. Степени сравнения прилагательных и наречий. Многозначность слов. Синонимы. Антонимы .....	60
<b>УРОК 5</b>	
Тема урока: <i>Holidays in the US. The English language in the world.</i> Грамматика: Типы вопросительных предложений и порядок слов в них. Безличные предложения ..	74
<b>УРОК 6</b>	
Тема урока: <i>Moscow. The Russian Federation.</i>	
Грамматика: Числительные: количественные, порядковые. Дни недели, месяцы. Как сказать о времени по-английски .....	84
<b>УРОК 7</b>	
Тема урока: <i>London. Great Britain.</i>	
Грамматика: Предлоги места, направления, времени. Фразовые глаголы .....	97
<b>УРОК 8</b>	
Тема урока: <i>Washington. The USA.</i>	
Грамматика: Времена английского глагола. <i>Active Voice</i> . Конструкции <i>be going to do</i> .....	111
<b>УРОК 9</b>	
Тема урока: <i>Education in Great Britain.</i>	
Грамматика: Времена английского глагола. <i>Passive Voice</i> .....	131

## УРОК 10

Тема урока: Famous people of culture and science.

Грамматика: Модальные глаголы (can, may, must, should, have to, need) и их эквиваленты . . . . . 137

## УРОК 11

Тема урока: How to write a letter in English.

Грамматика: Словообразование. Конверсия. Суффиксы и префиксы . . . . . 147

## УРОК 12

Тема урока: How to fill out a form. . . . .

Грамматика: Неличные формы глаголов: причастия настоящего и прошедшего времени, герундий. Инфинитивные обороты: Complex Object — сложное дополнение, Complex Subject — субъектный инфинитивный оборот . . . . . 158

## УРОК 13

Тема урока: Ecology. . . . .

Грамматика: Сложносочиненные предложения. Сложноподчиненные предложения . . . . . 173

## УРОК 14

Тема урока: Computer. . . . .

Грамматика: Согласование времен и косвенная речь. Future-in-the Past . . . . . 180

## УРОК 15

Тема урока: Internet. . . . .

Грамматика: Условные предложения. Употребление глаголов в Present Simple (Indefinite) для выражения действий в будущем после союзов if, when. Составительное наклонение . . . . . 195

## ПРИЛОЖЕНИЕ 1

Тесты . . . . . 204

## ПРИЛОЖЕНИЕ 2

Additional reading . . . . . 248

## ПРИЛОЖЕНИЕ 3

Таблица неправильных глаголов . . . . . 275