

СРЕДНЕЕ
ПРОФЕССИОНАЛЬНО-ТЕХНИЧЕСКОЕ
УЧЕБНОЕ ЗАВЕДЕНИЕ

УЧЕБНИК



СРЕДНЕЕ
ПРОФЕССИОНАЛЬНОЕ
ОБРАЗОВАНИЕ

Т.А. Карпова

ENGLISH FOR COLLEGES

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в качестве учебного пособия для использования
в учебном процессе образовательных учреждений,
реализующих программы СПО по всем специальностям,
учебная дисциплина «Английский язык».

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Составлено по вековому и тематическому принципу и включает в себя вводно-коррективный курс, основной курс, грамматический справочник, словарь контемпорарных явлений активной лексики.

Текстовый материал и системы упражнений высокого начального методического уровня представлены собой прекрасную базу для взаимосвязанного развития навыков и умений основанных на реальной деятельности, систематизации грамматического материала, расширения словарного запаса обучающихся и, следовательно, для эффективной подготовки студентов средних специальных заведений в сфере текущих знаний и замены по английскому языку.

Содержательная деятельность Федерального государственного образовательного стандарта среднего профессионального образования нового поколения и отвечает требованиям программы по дисциплине «Английский язык» для СПО.

Для студентов учебных заведений СПО всех специальностей, изучающих английский язык.

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ВВОДНО-КОРРЕКТИВНЫЙ КУРС

ЗАПЯТИЕ 1

1. Запомните правила чтения согласных.

b [b], d [d], f [f], h [h], k [k], l [l], m [m], n [n], p [p], r [r], s [s], t [t], v [v], w [w], z [z].

2. Запомните правила чтения гласных (табл. 1).

Таблица 1

a	o	e	u	i/y
[eɪ] take	[roʊ] rose	[i:] he	[i:] blue	[aɪ] bike, my
[eɪ] fat	[ɒ] dog	[eɪ] pen	[ʌ] bus	[ɪ] did
[eɪ] dark	[ɔ:] port	[ɜ:] her	[ɜ:] fur	[ɜ:] girl

3. Прочитайте слова:

take, make, lake, hate, fate, pale;
map, fat, bad, Dad, pan;
part, mark, start, park, art, smart;
note, no, so, bone, rose;
not, dog, lot, pot, Bob;
sport, port, pork, born;
Pete, me, he, be, tree;
pet, let, met, fed, net, set;
her, term, serve;

tune, duke, blue, mute;
but, fun, nut, must, custom;
fur, hurt, curls;
line, fine, mine;
did, bit, lift, hit;
first, girl, firm, bird;
type, by, fly, my;
mystic, hymn.

4. Напишите транскрипцию слов:

hate, bad, art, rose, pot, sport, he, lift, let, term, duke, nut, hurt, fine, lift, firm, my, hymn.

5. Запомните формы местоимений (табл. 2).

Таблица 2

Кто?	Кого? Кому? Кем? О ком?	Чей?		
		С существительным	Без существительного	
I	me	my	mine	myself

Кто?	Кого? Кому? Кем? О ком?	Чей?		
		С существительным	Без существительного	
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

this — these, that — those, some, any

6. Запомните спряжение глаголов (табл. 3).

Таблица 3

	To be		To have		To do	
	am	was	have	had	do	did
I						
He	is	was	has	had	does	did
She						
It						
We	are	were	have	had	do	did
You						
They						

7. Прочитайте, переведите на русский язык и запомните следующие слова:

boy, girl, man, woman, lady, chap, guy, gentleman, son, daughter, brother, sister, father, mother, grandfather, grandmother, husband, wife, parents, relatives, people, pupil, student, worker, employee, engineer, teacher, doctor, physician, physicist, scientist, dentist, actor, actress, artist, musician, lawyer, businessman, manager, driver, journalist, tailor, fitter, carpenter, sound, letter, syllable, word, phrase, sentence, paragraph, extract, passage, text, title, article, story, composition, quiz, mark, novel, book, textbook, notebook, magazine, journal, dictionary, pin, clip, pen, pencil, eraser, rubber, ruler, cassette, disc.

8. Прочитайте, переведите на русский язык следующие предложения.

1. I am a pupil. 2. He is a teacher. 3. She is an actress. 4. We are journalists. 5. You are workers. 6. They are drivers. 7. I have some pens and pencils. 8. He has this book. 9. She has that book. 10. You have some pins and clips. 11. They haven't any boxes. 12. He was an actor. 13. They were engineers. 14. I had a ruler. 15. This is a book. 16. It is a book. 17. That is a magazine. 18. Those are newspapers. 19. The text has some paragraphs. 20. The paragraphs have some sentences.

9. Вставьте подходящую форму глаголов *to be, to have*.

1. She ... a student. 2. He ... a businessman. 3. I ... an employee. 4. We ... pupils. 5. You ... journalists. 6. This ... a ruler. 7. Those ... clips. 8. I ... a disc. 9. They ... books. 10. These boys ... pupils. 11. Those girls ... students. 12. The pupil ... a ruler and some pencils. 13. My mother ... a lawyer. 14. My sister ... some notebooks. 15. I ... some discs. 16. We ... some books. 17. He ... a cassette. 18. He ... a musician. 19. They ... journalists. 20. We ... pupils.

10. Переведите на английский язык предложения, используя глаголы *to be, to have*.

1. Он врач. 2. Его жена — учитель. 3. Их сын — бизнесмен. 4. Их дочь — студентка. 5. У него есть эта кассета. 6. Это ее [журналы], а то — мои. 7. Это ваши сочинения. 8. У меня было несколько кнопок. 9. У них был этот диск. 10. У меня были эти книги. 11. Моя мама — журналистка. 12. Мой папа — юрист. 13. Мои бабушка и дедушка — пенсионеры. 14. У бабушки есть эти журналы. 15. Моя сестра — ученица. 16. У моей сестры есть эта кассета. 17. Его брат был музыкантом. 18. У его брата есть эти диски. 19. У нее есть несколько булавок. 20. У меня нет этих дисков.

11. Постарайтесь запомнить следующие разговорные клише.

Что говорят при встрече и прощании

Good morning (afternoon, evening)! — Доброе утро (день, вечер)!

Hello (Hi)! — Привет!

Nice (glad) to see you. — Приятно (рад) видеть вас.

How are you? — Как вы себя чувствуете?

How's life? — Как жизнь?

How are you getting on? — Как вы поживаете?

Fine, thanks. — Хорошо, спасибо.

Not too (so) bad. — Не плохо.

Can't complain. — Не могу пожаловаться.

So-so — Так себе
Pretty bad. — Очень плохо.
Could be better. — Могло бы быть лучше.
Let's go somewhere together. — Давай сходим куда-нибудь вместе.
I don't mind, but now I am in a hurry. — Я не возражаю, но сейчас я тороплюсь.
Goodbye! — До свидания!
Bye-bye! — Пока!
So long. — Пока (до встречи).
See you soon. — Пока (до скорой встречи).
I hope we'll meet soon. — Я надеюсь, мы скоро увидимся.
Good luck to you. — Удачи вам.
I wish you success. — Я желаю вам успехов.
All the best. — Всего хорошего.
The same to you. — Того же и тебе.
Please, remember me to... — Пожалуйста, передай привет...
Have a nice holiday (journey). — Хорошего вам отдыха (поездки).
Call me some time. — Позвони мне как-нибудь.

Как поздравить, сделать комплимент

I congratulate you on your excellent results. — Я поздравляю тебя с отличными результатами.

My congratulations. — Мои поздравления.

Happy birthday! — С днем рождения!

Happy New Year! — С Новым годом! Счастливого Нового года!

Merry Christmas! — С Рождеством! Веселого Рождества!

May all your dreams come true. — Пусть все ваши мечты исполнятся.

I wish you success (good health, luck). — Я желаю вам успехов (хорошего здоровья, удачи).

You look wonderful (lovely) today. — Вы выглядите чудесно (замечательно) сегодня.

You were great. — Вы были великолепны.

Good for you. — Молодец.

Well done. — Отлично сделано.

12. Прочитайте, переведите на русский язык и воспроизведите следующие диалоги.

— Hello, Mike! Nice to see you.

— Hello, Sam! How are you?

- I'm fine, thanks. And how are you?
- Thank you. Not so bad. Can't complain.
- Let's go somewhere together.
- I don't mind, but now I am in a hurry. Call me some time. So long. I wish you success.
- The same to you. Remember me to your sister. I hope we'll meet soon.

- Hi, David! How are you getting on?
- Fine, thanks.
- You were great at the conference yesterday. My congratulations on your excellent results!
- Thanks a lot. It was nice to meet you. Let's keep in touch.
- Have a nice weekend! Bye! Good luck to you. See you later.

ЗАПЯТИЕ 2

1. Запомните правила чтения согласных (табл. 4).

Таблица 4

c	[s] [k]	ceiling, pencil cat, back	kn	[n]	know
ch	[tʃ]	chess	wr	[r]	write
sh	[ʃ]	she	wh	[w]	when
ph	[f]	photo	nk	[ŋk]	thanks
th	[θ] [ð]	thank you this	ng	[ŋɑ]	English
x	[ks]	text	j	[dʒ]	just
	[gz]	exam	g	[dʒ] [g]	gentleman glad
qu	[kw]	queen	tion	[ʃn]	information

2. Прочтайте слова:

pencil, luck, clean, chap, chain, chose, chalk, she, shape, shop, shut, street, phase, phrase, phone, tenth, thanks, thick, thin, three, they, them, thus, rhythm, next, text, box, six, exam, exist, example, queen, question, quarter, knee, knight, knife, wrote, write, ink, pink, sink, think, rank, song, sing, thing, rung, ring, spring, king, angry, hungry, language, English, Jane, Jack, just, jump, joke, jam, gym, gentle, large, go, get, gate, golf, egg, gap, dog, gun, demonstration, mention, organization, when, where, what, why, white.

3. Напишите транскрипцию слов:

pencil, luck, shop, chalk, phrase, thick, three, thus, next, exam, exist, queen, quarter, knight, song, angry, language, jump, large, gun, mention, what.

4. Запомните суффиксы существительных:

-*er*, -*or*: worker, director, writer, visitor;
 -*ist*: artist, scientist, physicist;
 -*ion* (-*ation*, -*tion*, -*tion*, -*ssion*): dictation, expression, invitation, creation;

-*ment*: agreement, development, movement;
 -*ing*: beginning, building, feeling;
 -*ness*: kindness, darkness, happiness;
 -*ship*: friendship, leadership;
 -*hood*: childhood, neighbourhood;
 -*ance*, -*ence*: importance, difference;
 -*age*: language, heritage;
 -*ity*: minority, nationality, university;
 -*ure*: agriculture, architecture, pleasure;
 -*dom*: freedom, kingdom.

5. Запомните, как образуется множественное число существительных:

s: pens;

(e)s: bushes;

y → *i*: sky — skies (boy — boys);

f, *fe* → *ves*: wife — wives;

um → *a*: datum — data;

um → *na*: phenomenon — phenomena;

is → *es*: analysis — analyses;

us → *i*: nucleus — nuclei;

a → *ae*: formula — formulae.

man — men

sheep

woman — women

swine

child — children

deer

ox — oxen

Chinese

tooth — teeth

Japanese

foot — feet

Swiss

goose — geese

trousers

mouse — mice

scissors

louse — lice

6. Запомните, как образуется прилагательный падеж существительных:

the girl's book — книга девочки;

the girls' book — книга девочек;

children's book — книга детей.

7. Запомните предлоги места:

in: in the room — в комнате;

on: on the floor — на полу;

under: under the table — под столом;

above, over: above the picture — над картиной;

in front of: in front of the TV set — перед телевизором;

behind: behind the bookcase — за книжным шкафом;

between: between the table and the chair — между столом и стулом;

among: among the spoons — среди ложек;

in the middle of: in the middle of the kitchen — посередине кухни;

near: near the fridge — около холодильника;

at: at the chair — около стула;

around: around the table — вокруг стола.

8. Прочитайте, переведите на русский язык и запомните следующие слова:

flat, room, kitchen, bathroom, shower, window, window sill, floor, ceiling, wall, blackboard, chalk, duster, lamp, desk, table, chair, bench, door, clock, TV set, armchair, sofa, carpet, cupboard, furniture, bookcase, wardrobe, bed, shelf, stove, refrigerator, fridge, washbasin, sink, tap, washing machine, vacuum cleaner, rug, fork, spoon, knife, plate, pan, iron, vase, pot, jug, glass, cup, bottle, player, recorder, radio, video, picture, curtains, flowers.

9. Прочитайте, переведите на русский язык.

1. There is a book on the shelf. 2. Is there a book on the shelf? — Yes, there is. 3. There are flowers in the vase. 4. Are there any flowers in the vase? — Yes, there are. 5. There are no magazines under the table. 6. Are there any magazines under the table? — No, there are not. 7. There was a fridge between the stove and the sink. 8. There were some chairs near the window. 9. Some chairs were around the table. 10. There are many words in this sentence. 11. There are some forks among spoons and knives. 12. Some cups are in the cupboard. 13. Are any cups in the cupboard? — Yes, they are. 14. There is a lamp above the table. 15. There is an armchair in front of the TV set. 16. The armchair is in front of the TV set. 17. The boy's player is near the box. 18. The writer's flat is in this building. 19. The children's carpet is on the floor in the middle of the room. 20. The sisters' bookcase is behind the curtains.

10. Переведите на английский язык следующие предложения.

1. Над подоконнике много цветов. 2. Посередине комнаты стол. 3. Около кресла пылесос. 4. Над раковиной два крана. 5. В комнате две двери. 6. Вокруг стола много стульев. 7. Стиральная машина

перед умывальником. 8. На окнах шторы. 9. В тексте несколько абзацев. 10. В этом слове много букв. 11. У меня есть пропириватель моей бабушки. 12. Около плесера был диск. 13. У свина моего брати был плесер. 14. Муж моей сестры в той комнате. 15. Квартира моей бабушки в том здании. 16. У меня есть сочинение его сестры. 17. На кухне был посудный шкаф. 18. В посудном шкафу были тарелки, ложки и вилки. 19. На кухне есть раковина? — Да. 20. В комнате есть пылесос? — Нет.

11. Постарайтесь запомнить следующие разговорные клише.

*Как подбодрить, посочувствовать,
предложить свою помощь*

Don't worry. — Не волнуйтесь.
Everything will be alright. — Все будет хорошо.
Relax. — Расслабьтесь.
Take it easy. — Воспринимайте это легко.
Don't take it to heart. — Не принимайте это близко к сердцу.
Let's hope for the best. — Давайте надеяться на лучшее.
Things happen. — Всякое бывает.
Let me help you. — Позвольте мне помочь вам.
Let me do it. — Позвольте мне сделать это.
What can I do for you? — Что я могу сделать для вас?
Give it to me. — Оставьте это мне.
Can I help you? — Могу я помочь тебе?
Good luck. — Удачи вам.

12. Прочитайте, переведите на русский язык и воспроизведите следующие диалоги.

— What's about your exam results?
— Don't know yet. I hope that everything will be alright. But I am a little bit nervous about it
— Don't worry and relax. Let's hope for the best.
— Thanks. We'll wait and see.

— Hello, Jim! Glad to see you. How's life?
— Hello, Jane! Glad to see you too. I'm fine, thanks. And what about you?
— Could be better!
— What's about your exam results?

— Don't know yet. I hope that everything will be alright. But I am a little bit nervous about it.

— Don't worry and relax. Let's hope for the best.

— Thanks. We'll wait and see.

— And you were great at the conference yesterday. My congratulations on your excellent results!

— Thanks a lot. Let's go somewhere together.

— I don't mind, but now I'm in a hurry. It was nice to meet you. Have a nice weekend.

— The same to you. Remember me to your sister.

— OK. Call me some time. See you soon!

— All the best. Bye!

ЗАПЯТИЕ 3

1. Запомните правила чтения некоторых буквосочетаний:

ough [ɔ:] brought	ow [oʊ] slow, know
augh [ɔ:] daughter	ere, ear, eer [ɪə] here, hear, deer
oo [oʊ] book, took	eigh [eɪ] eight
oor [ɔ:] door	ure [jʊə] sure
wa [wɔ:] wash, warm	ire [aɪə] fire
are, air [eə] fare, chair	igh [aɪ] high
ou, ow [aʊ] mouse, town	er, or [ə] teacher, doctor

2. Прочитайте:

brought, caught, thought, fare, stare, care, pair, pure, mere, ear, fear, deer, beer, high, light, might, fight, knight, weight, hook, crook, war, look, cook, want, dare, hare, snow, blow, down, how, low, now, town, mouse, eighteen, right, night, sight, reader, leader, helper, bright, engineer, soon, spoon, about.

3. Напишите транскрипцию следующих слов:

daughter, care, pure, ear, high, fight, crook, want, blow, down, helper.

4. Запомните суффиксы и префиксы прилагательных:

- able: comfortable, changeable;
- al, -ical: cultural, central, historical, industrial;
- ful: beautiful, careful, useful, joyful, peaceful;
- less: hopeless, useless, helpless, fearless, homeless;
- ous: famous, glorious, dangerous, courageous;
- y: cloudy, frosty, sunny, rainy, windy, healthy;
- ent, -ant: different, abundant;
- ic: economic, climatic, historic;
- an: European, Russian, American;
- ive: legislative, executive;
- un-: unhappy, unknown, unpleasant, unusual;
- in-: indirect, incapable;
- im-: impossible;
- il-: illegal;
- ir-: irregular.

5. Запомните, как образуются степени сравнения прилагательных и наречий:

high — higher — the highest;

dangerous — more dangerous — the most dangerous;

good — better — the best;

bad — worse — the worst;

little — less — the least;

many, much — more — the most;

than — чем;

as ... as ... — как ... так и ... такой же ... как и ...;

the more ... the better ... — чем больше ... тем лучше ...

6. Запомните модальные глаголы и их эквиваленты.

<i>can, to be able to (could)</i>	I can speak English. I can run quickly.	I am able to speak English. I am able to run quickly.
<i>may, to be allowed to (might)</i>	You may do it. May I come in?	You are allowed to do it. Am I allowed to come in?
<i>must, to have to () to be to</i>	The pupil must do it.	The pupil has to do it. The pupil is to do it.
<i>should (should)</i>	You should do it.	You have to do it. You are to do it.

7. Проанализируйте употребление глаголов *to be, to have*.

I have a book.

He is happy.

He has a book.

She was happy.

We had books.

The table is big.

I have to answer questions.

The table was big.

He has to answer questions.

The table was in the room.

We are to answer questions.

There is a table in the room.

They were to answer questions.

There was a table in the room.

He was a teacher.

There are tables in the room.

She is in the room.

There were tables in the room.

8. Прочитайте, переведите на русский язык и запомните:

town, city, district, street, avenue, lane, square, park, garden, road, crossing, car, bus, bus stop, trolleybus, tram, bicycle, motorcycle, vehicle, train, aeroplane, airport, building, shop, office, post office, enterprise, joint venture, plant, factory, station, school, institute, college, university, gym, swimming pool, bank, embankment, chemist's, kindergarten, hotel,

monument, museum, market, department store, fountain, newsstand, bookstand, flowerbed, street lamp, passenger, crowd, theatre, cinema, sky, cloud, sun, star, moon, tree, bush, air, dog, cat, pram, river, sea, ocean, lake, white, black, yellow, green, orange, red, blue, violet, brown, grey, pink, silver, golden, small, big, large, tall, high, short, quick, fast, slow, loud, low, wide, narrow, long, square, bright, light, dark, easy, heavy, difficult, old, young, new, clean, dirty, cheap, expensive, busy, quiet, thick, thin, warm, hot, cold, beautiful, new, necessary, different, clever, brave, perfect, perfectly, quickly, slowly, work, translate, jump, repeat, ask, answer, watch, walk, rest, live, change, help, fulfil, clean, receive, play, wash.

9. Прочитайте, переведите на русский язык.

1. I can work in this office well. 2. He is able to translate these sentences very well. 3. They can jump high in the gym. 4. She can repeat all long and short sounds. 5. We are allowed to watch TV in the kitchen. 6. You may walk in this green park. 7. The teacher should ask different questions. 8. The pupils are able to answer the difficult questions. 9. You may change the flowers in the vase. 10. The boy may help them. 11. He must fulfil the necessary task. 12. The pupil should clean the dirty blackboard. 13. My mother is to receive the letter. 14. My sister has to wash the plates. 15. The children may play in the garden. 16. Their sons can play football very well. 17. This river is longer than that one. 18. That tree is the highest in this street. 19. This park is as beautiful as that one. 20. The more we translate the sentences, the better we answer the questions.

10. Переведите на английский язык следующие предложения.

1. Он должен работать на этом большом совместном предприятии. 2. Ей не следует прогуливаться вдоль этой узкой темной улицы. 3. Они могут наблюдать яркие звезды на спящем небе. 4. Вы можете помочь починить эту большую зеленую клумбу. 5. Я могу перевести этот короткий текст. 6. Мы можем ответить на этот вопрос. 7. Мой брат должен выполнить задачу. 8. Его сестра может помыть окна. 9. Эта девочка должна помочь тебе. 10. Ее муж может очень хорошо играть в футбол. 11. Этот автобус более комфортабельный, чем тот. 12. Этот переулок более узкий, чем тот. 13. Этот красивый проспект самый широкий в городе. 14. Этот перекресток самый оживленный в этом районе. 15. Это здание самое красивое на этой улице. 16. Этот преподаватель самый молодой в нашем ин-

стигуте. 17. Он самый известный музыкант в городе. 18. Этот театр такой же красивый, как и тот. 19. Он может прыгать так же высоко, как и его брат. 20. Чем больше мы смотрим телевизор, тем больше информации мы получаем.

11. Постарайтесь запомнить следующие разговорные клише.

Как поблагодарить, ответить на благодарность

Thanks a lot. — Спасибо большое.

Thanks awfully. — Ужасно благодарен.

Thank you very much. — Спасибо вам большое.

A thousand thanks. — Тысячу благодарностей.

I would like to thank you. — Мне бы хотелось поблагодарить вас.

Thank you for... — Спасибо за...

My gratitude cannot be expressed in words. — Моя благодарность не может быть выражена в словах.

I don't know how to thank you. — Я не знаю, как поблагодарить вас.

Don't mention it. — Не стои́т упоми́нать об этом

Not at all. — Не стои́т благодарностей

You are welcome. — Всегда пожалуйста.

It's OK. — Все хорошо.

That's all right. — Все хорошо.

It was no trouble at all. — Мне это ничего не стоило.

It was a real pleasure for me to do it. — Мне было приятно сделать это для вас.

12. Прочитайте, переведите на русский язык и воспроизведите следующие диалоги.

— I'd like to invite you to our party.

— A thousand thanks. At what time?

— Does 7 o'clock suit you?

— Fine. Thanks for inviting me...

— You are welcome!

— Good morning, Tom! How are you getting on?

— Good morning, Jane! Not too bad. Can't complain.

— You were great at the exam yesterday. My congratulations on your excellent results!

- Thank you very much. And what about your exam results?
- Don't know yet.
- Don't worry and relax. Don't take it to heart. I'd like to invite you to our party.
- Thank you for inviting me. At what time?
- Does 8 o'clock suit you?
- OK! Can I help you?
- Give it to me. See you soon.
- Bye for now!

ЗАПЯТИЕ 4

Сводная таблица правописания гласных

Таблица 5

a	o	e	u	i
[eɪ] face ai rain ay bay	[ɔʊ] rose ow show oa coat old cold	[i:] he ee tree ea sea ei ceiling ie field	[u:] blue	[aɪ] nice igh high ild child ind kind
[æ] black	[ɒ] dog	[eɪ] pen ead head	[ʌ] bus	[ɪ] did
[ɑ:] ar ear + 2 согласных ask last	[ɔ:] or pot ore more oor door ought brought	[ɜ:] er her ear learn	[ɜ:] ur fur	[ɜ:] ir girl
[ɔ:] al all alk chalk au auto aw law wa wash war warm aught daughter [eə] are fare air chair	[ɔɪ] oi coin oy boy [oʊ/ɔ:] oo book [aʊ] ow town [ɔ] ou son om some ov love oth brother [ɜ:] wor work	[ju:] ew new [ɪə] ere here ear hear eer deer [eɪ] eigh eight	[ʊə] ure sure [ʊ] ull pull ush push	[aɪə] ire fire ia via io lion y [aɪ] my [ɪ] mystic [ɜ:] myrtle [ɪ] yes [ɪ] many

1. Запомните неправильные глаголы, у которых все три формы совпадают:

to cost — cost — cost
to cut — cut — cut
to hit — hit — hit

стоить
резать, рубить
ударять

to hurt — hurt — hurt	причинять боль
to let — let — let	разрешать, позволять
to put — put — put	класть
to set — set — set	устанавливать
to shut — shut — shut	закрывать
to spread — spread — spread	распространяться

2. Запомните неправильные глаголы, у которых совпадают первая и третья формы:

to become — became — become	становиться
to come — came — come	приходить
to run — ran — run	бежать

3. Запомните неправильные глаголы, у которых совпадают вторая и третья формы:

to bring — brought — brought	приносить
to build — built — built	строить
burn — burnt — burnt	жечь, сжигать
to buy — bought — bought	покупать
to catch — caught — caught	ловить
to feed — fed — fed	кормить
to fight — fought — fought	сражаться, бороться
to find — found — found	находить
to get — got — got	получать
to have — had — had	иметь
to hear — heard — heard	слышать
to hold — held — held	держаться, проводить
to keep — kept — kept	держаться, хранить
to lay — laid — laid	класть
to lead — led — led	вести, руководить
to leave — left — left	покидать, оставлять
to learn — learnt — learnt	учить, изучать (<i>что-либо</i>)
to lose — lost — lost	терять
to make — made — made	делать
to meet — met — met	встречать(ся)
to pay — paid — paid	платить
to read — read — read	читать
to say — said — said	сказать, говорить
to sell — sold — sold	продавать
to send — sent — sent	посылать

to sleep — slept — slept	спать
to spend — spent — spent	проводить (<i>время</i>), тратить (<i>деньги</i>)
to teach — taught — taught	учить (<i>кого-либо</i>)
to tell — told — told	говорить
to think — thought — thought	думать
to understand — understood — understood	понимать
to win — won — won	побеждать

4. Запомните неправильные глаголы, у которых все три формы не совпадают:

to be — was/were — been	быть, находиться, являться
to begin — began — begun	начинать
to bite — bit — bitten	кусать, откусывать
to blow — blew — blown	дуть
to break — broke — broken	ломать, крушить
to choose — chose — chosen	выбирать
to do — did — done	делать
to drink — drank — drunk	пить
to eat — ate — eaten	есть
to fall — fell — fallen	падать
to forget — forgot — forgotten	забывать
to give — gave — given	давать
to go — went — gone	идти
to grow — grew — grown	расти
to know — knew — known	знать
to lie — lay — lain	лежать
to ring — rang — rung	звонить
to rise — rose — risen	подниматься
to see — saw — seen	видеть
to sing — sang — sung	петь
to speak — spoke — spoken	говорить
to swim — swam — swum	плавать
to take — took — taken	брать
to throw — threw — thrown	бросать
to wake — woke — woken	просыпаться
to wear — wore — worn	носить
to write — wrote — written	писать

5. Запомните времена группы Simple (Indefinite) Active (табл. 6).

Таблица 6

Present	Past	Future
1. You work He works	1. You worked They wrote	1. I will/shall work He will work
2. You don't work He doesn't work	2. You didn't work They didn't write	2. I will not/shall not work (won't/shan't work) He will not work (won't work)
3. Do you work? Does he work?	3. Did you work? Did they write?	3. Will/shall I work? Will he work?
<i>usually</i> обычно <i>often</i> часто <i>seldom</i> редко <i>rarely</i> редко <i>always</i> всегда <i>as a rule</i> как правило <i>every day</i> каждый день <i>sometimes</i> иногда	<i>ago</i> тому назад <i>last week</i> на прошлой неделе <i>last year</i> (month, century) в прошлом году (месяце, веке) <i>yesterday</i> вчера	<i>tomorrow</i> завтра <i>in a week</i> через неделю <i>next week</i> на следующей неделе

6. Прочитайте, переведите на русский язык предложения, содержащие личные формы глаголов и лексические указатели *Present Simple (Indefinite)*.

1. *Sometimes* he meets her near the school. 2. She cleans windows *every month*. 3. *As a rule* he translates texts very well. 4. My father *always* buys magazines in this newsstand. 5. He *rarely* helps his mother. 6. They *often* work in the garden. 7. I *seldom* write letters. 8. My brother doesn't *often* get good marks. 9. These books don't *usually* cost much. 10. They do not *always* bring textbooks.

7. Прочитайте, переведите на русский язык предложения, содержащие личные формы глаголов и лексические указатели *Past Simple (Indefinite)*.

1. *Yesterday* he read this article in the newspaper. 2. They learnt the words *yesterday*. 3. They left this town many years *ago*. 4. A week *ago* I lost this book. 5. *Last Sunday* she spent much time in the swimming pool. 6. We bought a vacuum cleaner *last week*. 7. *Last year* they built a small house. 8. My sister did not send that letter *yesterday*. 9. This book didn't cost so much two years *ago*. 10. They didn't write letters to me *last month*.

8. Прочитайте, переведите на русский язык предложения, содержащие личные формы глаголов и лексические указатели *Future Simple (Indefinite)*.

1. *Tomorrow* they will meet him at the station. 2. I will read this article *tomorrow*. 3. My brother will leave this town *in a week*. 4. *In a month* this book will be more expensive. 5. He will play football *in an hour*. 6. *Next month* we will buy a fridge. 7. She will write a letter *next week*. 8. I won't see him *tomorrow*. 9. *In an hour* he will not translate the text. 10. They will not come to us *next year*.

9. Прочитайте, переведите на русский язык предложения, содержащие личные формы глаголов группы *Simple (Indefinite)*.

1. He buys magazines in this newsstand sometimes. 2. He lost his dog yesterday. 3. They will swim in this river next summer. 4. I usually answer the questions very well. 5. We bought a tape recorder twenty years ago. 6. In a week she will bring me this book. 7. They don't often play computer games. 8. I didn't translate the text yesterday. 9. He doesn't often help his mother. 10. They will not find that lane tomorrow.

10. Переведите следующие предложения на английский язык.

1. Как правило, он работает в офисе. 2. Она всегда гуляет в этом парке. 3. Вчера он получил письмо. 4. Неделю назад моя сестра мыла окна. 5. Через два часа я буду смотреть телевизор. 6. Мой брат обычно покупает тетради и ручки. 7. Вчера я не повторил слова. 8. Утром я обычно не смотрю телевизор. 9. Несколько лет назад мой дед играл в футбол. 10. На прошлой неделе он читал клуббу. 11. Вы купите эту картину завтра. 12. Он будет играть в компьютерные игры завтра. 13. Мама отдыхала в саду час назад. 14. Они принесли диски на прошлой неделе. 15. Он встретит ее в офисе вчера. 16. Она всегда пишет сочинения хорошо. 17. Мы часто поем песни. 18. Мой папа всегда читает вечером газеты. 19. Иногда я играю в волейбол в спортивном зале. 20. Часто мы берем книги в библиотеке.

11. Постарайтесь запомнить следующие разговорные клише.

*Как извиниться, попросить прощения,
ответить на извинение*

Sorry. — Извините.

Excuse me. — Извините меня.

I must apologize to you. — Я должен извиниться перед вами.

I beg your pardon. — Я прошу прощения.

Forgive me, please. — Простите меня, пожалуйста.
Excuse my interrupting you. — Извините, что перебиваю вас.
Sorry for being late. — Извините, что опоздал.
That's alright. — Ничего страшного.
It's OK. — Все хорошо.
No need to be sorry. — Нет нужды извиняться.
Don't worry. — Не волнуйтесь.
Forget it. — Забудьте это.
Please, don't apologize. — Пожалуйста, не извиняйтесь.
Never mind. — Ничего страшного.

12. Прочитайте, переведите на русский язык и воспроизведите следующие диалоги.

— I'm terribly sorry I'm late. It was very difficult to find your office.
— That's quite all right. Sit down, please. Perhaps now I could start asking you questions... Why do you want to leave your present job and join us?
— I don't feel my qualifications are being properly used and what does the job of general assistant in your office involve? What...
— Excuse my interrupting you, but you may read all about this job in this leaflet.

— Oh, David! I'm terribly sorry. I'm late.
— Hi, Kate! That's all right! Glad to see you!
— Nice to see you too. What about your exam results?
— Don't know yet. But I'm a little bit nervous about...
— Excuse my interrupting you. Don't worry. Everything will be all right!
— We'll wait and see. Let's go somewhere together.
— I don't mind.

ЗАПЯТИЕ 5

1. Запомните следующие числительные:

1	one	11	eleven	first
2	two	12	twelve	second
3	three	13	thirteen	third
4	four	14	fourteen	fourth
5	five	15	fifteen	fifth
6	six	16	sixteen	sixteenth
7	seven	17	seventeen	seventeenth
8	eight	18	eighteen	eighteenth
9	nine	19	nineteen	
10	ten	20	twenty	
		30	thirty	
		40	forty	
		50	fifty	
		60	sixty	
		70	seventy	
		80	eighty	
		90	ninety	
		100	a hundred	
		1 000	a thousand	
		1 000 000	a million	

2. Запомните, как правильно сказать:

5.2 — five point two
1998 — nineteen ninety eight
at 5 o'clock
10 minutes to 5
6 minutes past 3
half past 2
a quarter to 8

3. Изучите схему построения вопросительного предложения (табл. 7).

Таблица 7

Вопросительные слова	Вспомогательные глаголы	Подлежащее	Сказуемое (или его часть)	Другие члены предложения
what (что)	<i>do</i>	I	speak	at the lesson
what – сущ. (какой)	<i>does</i>	he	working	in the street
where (где, куда)	<i>did</i>	she	know	in the morning
when (когда)	shall, should	we	do	there
whom (кого, кому)	will, would	you	been	here
whose (чей)	can, could	they		
why (почему)	may, might,	the girl		
how (как)	must	men		
how many, how much (сколько)	am, is, are	people		
	was, were			
	have, has,			
	had			

4. Прочитайте, переведите различные виды вопросительных предложений на русский язык:

а) общие

Is this a book? — Yes, it is.

Are you a teacher? — Yes, I am.

Was there a TV set in the room? — Yes, there was.

Have you any flowers? — Yes, I have some.

Can you speak English? — Yes, I can.

Do you speak English? — Yes, I do.

Does he work here? — Yes, he does.

Did she work here? — Yes, she did.

Will you work in the garden? — Yes, I shall (will).

Will they answer the questions? — Yes, they will.

б) *participle, have*

This is a book, isn't it?

You are a teacher, aren't you?

There was a TV set in the room, wasn't it?

You have some flowers, haven't you?

You don't speak English, do you?
He works here, doesn't he?
She wrote a letter, didn't she?
You can't speak English, can you?
They will answer the questions, won't they?

в) *а.интерпретация*

Is this a book or a notebook?
Are you a teacher or an engineer?
Do you speak English or German?
Does he work here or there?
Will you rest or work in the garden?

г) *специальные*

Where do you live?
When did you go to the theatre?
Why will you do it?
How can you do it?
Who is he?
Whose book is this?
What book is this?
How old are you?
How much money have you got?
What kind of book do you read?
What colour is the sky?
How often do you play football?

д) *вопросы к подлежащему*

Who lives here?
Who can speak English?
Who is a teacher?
Who has a dog?
Who will go for a walk?
What is green?

5. Прочитайте, переведите на русский язык и запомните следующие слова:

food, bread, butter, sugar, salt, tea, coffee, juice, milk, cake, pie, sandwich, water, wine, beer, fruit, vegetables, apple, pear, plum, cherry, pineapple, orange, lemon, melon, watermelon, grapes, potatoes, tomatoes, cucumber, cabbage, carrot, beet, onion, garlic, mustard, vinegar, pepper, sour cream, ice cream, sweets, soup, porridge, egg, meat, pork.

beef, lamb, chicken, clothes, dress, skirt, shirt, blouse, trousers, anorak, coat, raincoat, suit, scarf, tie, shoes, boots, sandals, hat, cap, fur coat, slippers, trainers, T-shirt, pants, socks, stockings, tights, sweater, pullover, shorts, pocket, gloves, mittens, pair, winter, spring, summer, autumn, fall, morning, evening, afternoon, night, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

6. Задайте общие, разделительные вопросы к предложениям.

1. Yesterday you ate a pineapple. 2. He usually drinks coffee in the morning. 3. Some years ago my grandfather grew grapes. 4. Your mother brought bread and butter an hour ago. 5. We will (shall) eat soup in an hour. 6. They often walk in this park. 7. You may ask questions. 8. The pupils can answer questions very well. 9. He will be there in a minute. 10. In summer children will eat some fruit.

7. Задайте вопросы к подчеркнутым словам, не используя указанные в скобках вопросительные слова.

1. He brought a big watermelon from the shop (*what*). 2. They will come on Tuesday at half past four (*who*). 3. Yesterday, I ate porridge with milk (*when*). 4. He can run very quickly (*how*). 5. His mother gave him an apple and a sandwich (*whom*). 6. Her blouse is blue (*whose*). 7. In autumn my brother usually puts on a warm red anorak (*what, what colour*). 8. They will go for a walk in an hour (*when*). 9. We have got five pears in the bag (*how many*). 10. You have got some money in the pocket (*how much*).

8. Прочитайте, переведите на русский язык.

I usually get up at seven o'clock. Sometimes I do my morning exercises. I always clean my teeth and take a shower. For my breakfast I drink tea or coffee and eat some porridge as a rule. I always go to office by bus. I usually come back late in the evening. Sometimes I go shopping. As a rule I buy some bread, butter, fruit and vegetables. In the evening I often read newspapers and rarely watch TV. I usually go to bed at 11 o'clock.

9. Спросите у друга, что он делал вчера и что будет делать завтра.

10. Переведите вопросительные предложения на английский язык.

1. У тебя есть сестра? 2. У его брата были эти диски? 3. Она студентка? 4. Много слов в предложении? 5. В посудном шкафу были чашки, не так ли? 6. Я должен отвечать на вопросы? 7. Могу

и помочь вам? 8. Ты вчера переводил текст? 9. На следующей неделе вы будете покупать холодильник? 10. Когда ты обычно встаешь? 11. Что ты, как правило, ешь на завтрак? 12. Почему вы повторяли слова? 13. Какого цвета тот свитер? 14. Какие оценки ты получил вчера? 15. Ты пьешь кофе или чай утром? 16. Ты любишь фрукты, не так ли? 17. Кто обычно помогает вашей маме? 18. Кто ходит за покупками в вашей семье? 19. Сколько денег у вас? 20. Какие книги вы читаете?

11. Постарайтесь запомнить следующие разговорные клише.

Как выразить несогласие с мнением собеседника

Of course (not). — Конечно (нет).

Certainly (not). — Конечно (нет).

All right. (I am afraid not.) — Да. (Боюсь, что нет.)

I (don't) agree with you. — Я (не) согласен с вами.

I don't mind. (I'd rather not). — Я не возражаю. (Я против.)

You are (not) right. — Вы (не)правы.

It's a go! (No go!) — Пойдет! (Не пойдет!)

I am all for it. (I am against it.) — Я полностью за. (Я против.)

I (don't) think so. — Я так (не) думаю.

Naturally. (Hardly.) — Конечно. (Вряд ли.)

Far from it. — Далеко от этого.

You are welcome. — Всегда пожалуйста.

You are mistaken. — Вы ошибаетесь.

It's a great idea! — Это замечательная идея!

Nothing of the kind. — Ничего подобного.

It goes without saying. — Безусловно.

It's out of the question. — Об этом не может быть и речи.

I wish I could. — Если бы я мог.

On the contrary. — Наоборот.

12. Прочитайте, переведите на русский язык и воспроизведите следующие диалоги.

- Are you going to visit your grandmother?
- Of course. It goes without saying.
- Could you help her? Some trees in her garden need cutting.
- I am afraid not. I have no time. I'll do it next time.
- And could you do me a lift?
- Naturally. You are welcome!

* * *

- Good afternoon, Richard! How are you?
- Good afternoon, James! Fine, thanks. And how are you getting on?
- Not too bad. But I don't know yet my exam results and...
- Sorry for interrupting you... But you were great at the exam. Well done! Everything will be all right!
- Nothing of the kind. You are mistaken. It was pretty bad.
- I don't agree with you. Don't worry. Let's hope for the best.

ЗАПЯТИЕ 6

1. Запомните, как образуются времена группы *Simple (Indefinite) Passive* (табл. 8).

Таблица 8

Present	Past	Future
The text <i>is translated</i> by the pupils. The text <i>isn't translated</i> . <i>Is the text translated?</i>	The text <i>was translated</i> . The text <i>wasn't translated</i> . <i>Was the text translated?</i>	The text <i>will be translated</i> . The text <i>will not be translated</i> . <i>Will the text be translated?</i>

2. Запомните падежные предлоги:

of: the book *of* the boy — книга *мальчика*.

by: The composition was written *by* the girl. — Сочинение написано *девочкой*.

with: The letter was written *with* a pencil. — Письмо написано *карандашом*.

to: Give the book *to* me. — Дай книгу *мне*.

for: This present is *for* you. — Этот подарок *тебе*.

about: I'll tell you *about* him. — Я расскажу тебе *о нем*.

3. Прочитайте, переведите на русский язык и запомните следующие слова:

exam, examination, lecture, lesson, term, test, credit test, classes, inhabitant, gateway, church, exhibition, custom house, goods, fortress, truth, higher, secondary, final, military, foreign, multistorey, native, attend, pass, visit, call, introduce, set up, replace, nickname, destroy, liberate, restore, take part, enlarge, locate, include, connect, invite, enter, graduate from, stay, together, successfully, each other, here, there, at home.

4. Прочитайте, переведите на русский язык предложения, содержащие формы глаголов *Present Simple (Indefinite) Passive*.

1. This museum is usually visited by me with great interest. 2. The composition about the holidays is always written by the pupils. 3. The letters are often written by him with a pencil. 4. The words are repeated by the pupils every day. 5. As a rule the exams are passed by him successfully.

5. Прочитайте, переведите на русский язык предложения, содержащие формы глаголов *Past Simple (Indefinite) Passive*.

1. Our native city was destroyed by the fascists. 2. In February 1945 Rostov-on-Don was liberated. 3. Many years ago the streets were restored. 4. The embankment was enlarged long ago. 5. The fortress was set up in 1761.

6. Прочитайте, переведите на русский язык предложения, содержащие формы глаголов *Future Simple (Indefinite) Passive*.

1. This lecture will be attended by the students next week. 2. The final school exams will be passed by me in two months. 3. Tomorrow the questions will be asked by the teacher. 4. The questions will be answered by him tomorrow. 5. The multistorey house will be built by them in a year.

7. Замените формы глаголов *Simple (Indefinite) Passive* формами глаголов *Simple (Indefinite) Active*.

1. The examinations were seldom passed by him well. 2. This text is usually translated by the students with the help of the teacher. 3. That book was read by my friends with great interest. 4. My sister will be waited by her friend after classes next Monday. 5. New copybooks were bought by her yesterday. 6. Secondary school will be finished by him in a year. 7. We are often met by him near the school. 8. Museums and exhibitions are often visited by our family. 9. Saturdays and Sundays are never spent by them at home. 10. The library was rarely visited by this pupil last year.

8. Замените формы глаголов *Simple (Indefinite) Active* формами глаголов *Simple (Indefinite) Passive*.

1. My relatives often spend a lot of time together. 2. He usually teaches mathematics at school. 3. They visited a museum last Sunday. 4. Helen will meet her friend near the University tomorrow. 5. I will introduce my new friends to the parents tomorrow. 6. People set up a custom house for the examination of foreign goods in 1749. 7. The fortress replaced the custom house in 1761. 8. The inhabitants usually nickname the Don River as "Father Don". 9. People always call Rostov-on-Don the gateway to the Caucasus. 10. They will restore that church next year.

9. Задайте вопросы к подчеркнутым словам, используя указанные в скобках вопросительные слова.

1. The secondary school was finished by her last year (*by whom*). 2. Sometimes the exams are passed by him successfully (*how*). 3. He will be often sent to Moscow (*where*). 4. Gorky Street was named Sennaya Street many years ago (*what*). 5. The composition was written by the

- girl last week (*when*). 6. My brother always studies well at school (*how*).
7. People in the West do not usually live together with their parents (*who*).
8. We didn't meet each other at weekends (*when*). 9. Last month we lived
in the country (*where*). 10. He will go to the theatre tomorrow (*when*).

10. Переведите следующие предложения на английский язык.

1. Каждый день учащиеся ходят в лицей.
2. Каникулы начнутся через неделю.
3. Десять лет назад он учился в школе.
4. Он не будет учиться в университете в следующем году.
5. Эти учащиеся иногда не посещают уроки.
6. Они не прогуливались в парке в прошлое воскресенье.
7. Он обычно пьет кофе утром?
8. Она купила хлеб?
9. Будете ли вы отвечать на вопросы?
10. Что они делали вчера?
11. Сочинения о каникулах всегда интересуют учащихся с большим интересом.
12. Много лет назад эта крепость была восстановлена.
13. Побережная будет расширена через год.
14. Вчера письмо не было ею написано.
15. Иногда лекции не посещаются им.
16. Этот экзамен не будет им сдвигаться.
17. Вы обычно встречаетесь друг с другом по воскресеньям?
18. Были твои новые друзья представителями родным?
19. Будет ли эта церковь восстановлена в следующем году?
20. Как называют часто реку Дон?

11. Постарайтесь запомнить следующие разговорные клише.

Как выразить восторг, удивление

Great! — Грандиозно!

Fertile! — Потрясающе!

Grand! — Здорово!

That's fine! — Это прекрасно!

Fantastic! — Фантастика!

How wonderful! — Как чудесно!

Really? Is that really so? — Неужели? Неужели это так?

You don't say so! — Не может быть!

That's surprise! — Это сюрприз!

That's news to me. — Это новость для меня.

How come? — Как это может быть?

Believe it or not! — Верьте или не верьте!

Just fancy! — Только представьте!

12. Прочитайте, переведите на русский язык и воспроизведите следующие диалоги.

- What's the matter? You look so happy.
- I've won a four-week cruise for two.

- You don't say so. That is surprise.
- Just fancy! I've sent the answers to some questions to the travelling agency two months ago. And it is the prize for my correct answers.
- Fantastic. My congratulations!

- Hi! You look so happy.
- Hi! I've won the first prize at the conference!
- Is that really so? That's surprise! My congratulations on your excellent results!
- Thanks! I'd like to invite you to our party. Does 6 o'clock suit you?
- It's OK. Are you going to invite your friends?
- Of course. It goes without saying.
- And could you do me a lift now?
- Sorry. I'm afraid not. I'm in a hurry now.
- No need to be sorry. We'll meet soon.
- See you soon.

ЗАПЯТИЕ 7

1. Запомните, как образуются времена группы *Continuous (Progressive)* (табл. 9).

Таблица 9

Present	Past	Future
Active		
1. He <i>is working</i> . 2. He <i>is not working</i> . 3. <i>Is he working?</i>	1. He <i>was working</i> . 2. He <i>was not working</i> . 3. <i>Was he working?</i>	1. He <i>will be working</i> . 2. He <i>will not be working</i> . 3. <i>Will he be working?</i>
<i>now сейчас</i> <i>at present в настоящее время</i> <i>at this moment в настоящий момент</i>	<i>all morning yesterday</i> <i>все утро вчера</i> <i>from ... till ... yesterday с ... до ... вчера</i> <i>all month last year весь месяц в прошлом году</i>	<i>from ... till ... tomorrow с ... до ... завтра</i> <i>all month next year весь месяц в следующем году</i>
Passive		
1. The text <i>is being translated</i> . 2. It <i>is not being translated</i> . 3. <i>Is it being translated?</i>	1. The text <i>was being translated</i> . 2. The text <i>was not being translated</i> . 3. <i>Was the text being translated?</i>	

2. Запомните предлоги направления:

to: We are coming *to* the station. — Мы подходим *к* станции.

into: He is coming *into* the room. — Он заходит *в* комнату.

towards: I am running *towards* the bus stop. — Я бегу *к* автобусной остановке.

from: They are coming *from* the theatre. — Они приходят *из* театра.

along: I am walking *along* the street. — Я гуляю *вдоль* улицы.

out (of): He is running *out of* the house. — Он выбегает *из* дома.

He is taking the gun *out of* his pocket. — Он достает пистолет *из* кармана.

through: A man is walking *through* the smog. — Мужчина идет *сквозь* смог.

across: A man is walking *across* the road. — Мужчина идет *через* дорогу.

3. Прочитайте, переведите на русский язык и запомните следующие слова:

(railway) station, country, world, east, west, south, north, grass, porter, (alarm) clock, wind, fog, ticket, breakfast, lunch, dinner, supper, snake, hunter, stone, morning exercises, whole, move, rain, snow, dance, wait, cook, describe, carry, prepare, kill, get up.

4. Прочитайте, переведите на русский язык предложения, содержащие формы глаголов *Present Continuous Active*.

He is getting up at 7 o'clock.

At 7.05 he is doing his morning exercises.

At 7.25 he is having breakfast.

At 8.30 he is sitting at the lesson.

At 17.00 he is doing his homework.

At 19.00 he is shopping.

At 20.00 he is having dinner.

At 20.30 he is watching TV.

At 22.00 he is going to bed.

5. Опишите свой вчерашний и завтрашний распорядок дня.

6. Прочитайте, переведите на русский язык предложения, содержащие формы глаголов *Continuous Passive*.

1. The composition is being written by the girl now. 2. The cake was being cooked by my mother all evening yesterday. 3. At the moment the pictures are being described by the pupils. 4. The heavy bags were being carried by the porter at that moment. 5. All the districts of our city are being connected by bus lines at present. 6. The words were being repeated by the girl all morning yesterday. 7. The questions are being asked by the relatives now. 8. The questions are being answered by the doctor now. 9. The dinner was being prepared by my sister from 5 till 6 o'clock in the evening yesterday. 10. The grass is being cut now in the garden.

7. Замените формы глаголов *Continuous Active* формами глаголов *Continuous Passive*, если это возможно.

1. The teacher is speaking English now. 2. The pupils are reading the book at the moment. 3. He was writing this exercise from 5 till 6 o'clock yesterday. 4. At the moment the man is waiting for her. 5. The woman is listening to the radio now. 6. The family is watching TV at this moment. 7. They will be eating some fruit all summer next year. 8. He will be visit-

ing this museum the whole morning tomorrow. 9. We will be sitting on the grass the whole day tomorrow. 10. The boy will be playing football from 5 till 7 o'clock next day.

8. Замените формы глаголов *Continuous Passive* формами глаголов *Continuous Active*.

1. The supper was being cooked by the mother at that moment. 2. TV was being watched by them. 3. A letter is being written by the boy at 6 o'clock. 4. A beautiful girl is being described by him. 5. A heavy box is being carried by the workers. 6. The classes are being attended by the students all the term. 7. The exams were being passed by him at the end of the term. 8. The Don River is being nicknamed by Rostovites "Father Don". 9. At that moment the custom house was being replaced by the fortress. 10. The test was being written by them the whole morning yesterday.

9. Замените формы глаголов *Continuous Active* формами глаголов *Indefinite Active*.

1. It is raining now. 2. It is snowing at the moment. 3. Boris is washing his hands at this moment. 4. The alarm clock is ringing now. 5. You were wearing a beautiful white dress all morning yesterday. 6. They were dancing in the garden all evening yesterday. 7. The wind was blowing from the west from morning till night yesterday. 8. It was snowing the whole day yesterday. 9. All morning tomorrow Ann will be waiting for Nick. 10. The cars will be running along this street tomorrow.

10. Переведите следующие предложения на английский язык.

1. Он сейчас едет экзамен. 2. В данный момент я представляю своих новых друзей родителям. 3. В настоящее время они не работают на этом совместном предприятии. 4. Все утро вчера мы работали в саду. 5. Где ты работаешь сейчас? 6. Они переводили вчера статью весь вечер. 7. Целый месяц в прошлом году он не посещал лекции. 8. Что ты делаешь все утро вчера? 9. Завтра утром мы будем плавать в бассейне. 10. Весь месяц в следующем году мы будем посещать эти занятия. 11. В будущем мы будем выращивать виноград. 12. Что ты будешь делать завтра вечером? 13. В данный момент статья переводится ими при помощи словаря. 14. В настоящее время журналы покупаются им в этом киоске. 15. Сейчас эти занятия посещаются многими студентами. 16. Какой текст переводится сейчас студентами? 17. Всю прошлую неделю занятия посещались разными пре-

подаваемыеми. 18. Весь прошлый год строился этот дом. 19. Билеты продавались весь месяц. 20. Где весь месяц продавались эти билеты?

11. Постарайтесь запомнить следующие разговорные клише.

Как выразить сомнение, предостережение, совет, предложение

It can't be helped. — Этому нельзя помочь.

I don't know. — Я не знаю.

If I am not mistaken. — Если я не ошибаюсь.

As far as I remember. — Насколько я помню.

It seems to me. — Мне кажется.

I can't answer right now. — Я не могу ответить прямо сейчас.

I wish I knew. — Если бы я знал.

It's hard to say. — Трудно сказать.

I doubt it. — Я сомневаюсь в этом.

I am not sure of it. — Я не уверен в этом.

Look at. — Осторожно.

Mind the steps. — Осторожно, ступеньки.

Don't take chances. — Не рискуй.

Don't jump to conclusions. — Не торопись с выводами.

Come on, stop it. — Перестань. (Прекрати.)

You'll wait and see. — Поживем — увидим.

Mark my words. — Помни мои слова.

The sooner the better. — Чем быстрее, тем лучше.

Hurry up! — Поторопливайся!

Don't be long! — Не задерживайся!

12. Прочитайте, переведите на русский язык и воспроизведите следующие диалоги.

— Hi! What's the matter with you?

— I can't find my wallet. Maybe I've lost it.

— As far as I remember, it was a black one. It seems to me that you left it in the last shop.

— I doubt it. I am not sure of it.

— Don't jump to conclusions. Go back and make it clear.

— All right!

— Hello, Bob! How's life?

— Hello, Ted! So-so. I'm nervous about my test results. They could be pretty bad!

— Come on, stop it. Don't jump to conclusions. It seems to me everything will be all right.

— I doubt it.

— You are not right. Mark my words! We'll wait and see.

— The sooner the better... And are you going to visit your cousin?

— It goes without saying. Let's go together.

— I wish I could. I am in a hurry now. Remember me to your cousin.

Have a nice holiday.

— Bye! See you soon.

ЗАПЯТИЕ 8

1. Запомните, как образуются времена группы *Perfect* (табл. 10).

Таблица 10

Present	Past	Future
Active		
1. He <i>has worked</i> . You <i>have worked</i> . 2. He <i>has not worked</i> . You <i>have not worked</i> . 3. <i>Has he worked?</i>	1. He <i>had worked</i> . 2. He <i>had not worked</i> . 3. <i>Had he worked?</i>	1. He <i>will have worked</i> . 2. He <i>will not have worked</i> . 3. <i>Will he have worked?</i>
<i>ever</i> когда-либо <i>never</i> никогда <i>just</i> только что <i>already</i> уже <i>(not) yet</i> еще (не) <i>since</i> с <i>recently</i> недавно	<i>by 9 o'clock yesterday</i> к 9 часов вчера <i>when you came</i> когда вы пришли	<i>by 7 o'clock tomorrow</i> к 7 часов завтра <i>by the first of September</i> к первому сентября
Passive		
1. The text <i>has been translated</i> . 2. The text <i>has not been translated</i> . 3. <i>Has the text been translated?</i>	1. The text <i>had been translated</i> . 2. The text <i>had not been translated</i> . 3. <i>Had the text been translated?</i>	1. The text <i>will have been translated</i> . 2. The text <i>will not have been translated</i> . 3. <i>Will the text have been translated?</i>

2. Запомните предлоги времени:

on: Come *on* Monday — Приходите в понедельник.

on the first of April — первого апреля

in: He was born *in* 1978. — Он родился в 1978. He will come *in* May. — Он придет в мае. I'll graduate from the institute *in* 5 months. — Я окончу институт через 5 месяцев.

at: *at* 5 o'clock — в 5 часов; *at* that moment — в тот момент

before: Don't come *before* 6 o'clock. — Не приходите до 6 часов.

after: Come at any time *after* 5 o'clock. — Приходите в любое время после 5 часов.

until, till: We waited for them *until* 8 o'clock. — Мы ждали их до 8 часов. We'll stay here *till* September. — Мы останемся здесь до сентября

during: I woke three times *during* the night. — Я проснулся три
раза *в течение* ночи.

for: for 5 days — *в течение* 5 дней

since: since Monday — с понедельника

**3. Прочитайте, переведите на русский язык предложения, содержа-
щие формы глаголов *Perfect Active*.**

1. I have just seen this film. 2. He has already read this book. 3. The
rain hasn't stopped yet. 4. They have not come yet. 5. I have never been to
the U.S.A. 6. Have you ever been to France? 7. I have worked there since
1997. 8. He will have come there by 7 o'clock. 9. She had finished her
work when we came in. 10. Ann has recently lost his telephone number.

**4. Прочитайте, переведите на русский язык предложения, содержа-
щие формы *Perfect Passive*.**

1. The letters have already been written by her. 2. The film has just
been seen by us. 3. These books have never been read by him. 4. Her work
has not been finished yet. 5. The house will have been built by this sum-
mer. 6. The article will have been prepared by the end of this week. 7. The
sentences will have been translated by the students by the end of the les-
son. 8. The supper had already been prepared when we came. 9. When
he came, the classes had already been finished. 10. By 9 o'clock yesterday
I had already sent all the letters.

**5. Замените формы глаголов *Perfect Active* формами глаголов *Perfect
Passive*.**

1. They have just found an interesting book. 2. Ann will have writ-
ten a new article by Monday. 3. Nelly had already invited us. 4. She has
just made tea for all of us. 5. He has never told the truth. 6. Pete has not
bought a new pair of trousers yet. 7. I have met the postman recently.
8. Nick has already shut the door. 9. Have you graduated from the univer-
sity? 10. Have you finished the article?

**6. Замените формы глаголов *Perfect Passive* формами глаголов *Perfect
Active*.**

1. The doctor has been seen by us there. 2. The salad will have been
put by Mary on the plates by 6 o'clock. 3. Some water had been brought
by Nick when we came into the house. 4. All the cakes have been just
eaten by them. 5. A box of chocolates has been brought for her by him.
6. The window had been opened by someone when we entered the room.
7. The blackboard will have been cleaned by the pupil on duty by the end

of the lesson. 8. The floor has already been cleaned by my sister. 9. The door has just been opened by my mother. 10. This player has been bought by us recently.

7. Прочитайте, переведите на русский язык и сравните (табл. 11).

Таблица 11

I have <i>just</i> met our teacher.	I met her <i>in the morning</i> .
We have <i>already</i> seen this film.	We saw this film <i>last Friday</i> .
Bob has <i>never</i> been to London.	He was there <i>last year</i> .
The rain has not stopped <i>yet</i> .	The rain stopped <i>10 minutes ago</i> .
My grandfather has written an article <i>recently</i> .	He wrote an article <i>in 1999</i> .

8. Замените формы глаголов *Perfect Active (Passive)* формами глаголов *Past Simple (Indefinite) Active (Passive)*:

1. I have not translated this text yet. 2. We have just watched TV. 3. My grandfather has played football recently. 4. This picture has already been bought. 5. I have never played computer games. 6. She had already written a composition. 7. The windows will have been cleaned by my sister by Saturday. 8. The words have already been written down in the notebook. 9. The snake has just been killed. 10. I have just opened the door.

9. Переведите следующие предложения на английский язык, используя формы глаголов группы *Perfect* действительного и страдательного залогов:

1. Мы только что посмотрели интересный фильм. 2. Я еще не прочитал эту книгу. 3. Моя мама уже приготовила завтрак. 4. Мой брат недавно написал статью. 5. Когда он пришел, его сестра уже помыла пол. 6. Вчера к шести часам вечера я сделал домашнее задание. 7. Она купит новое платье к празднику. 8. Институт будет открыт много к следующему году. 9. Соображения были написаны ко вторнику. 10. Предложения уже переведены мною.

10. Переведите на английский язык следующие предложения, используя формы глаголов группы *Simple (Indefinite), Continuous, Perfect* действительного и страдательного залогов:

1. Прошлым летом мы съели много фруктов. 2. С двух до пяти он сидел в своей комнате. 3. Я давно видел этот фильм. 4. Как вы написали проверочную работу? 5. Он уже забыл ее. 6. Об этом человеке

много говорят сейчас. 7. Его ни где не видели на прошлой неделе. 8. В следующем месяце я буду посещать эти занятия. 9. Она закончит письмо через полчаса. 10. Когда вы будете эту песню? 11. Мы недавно купили стиральную машину. 12. Весь день идет дождь. 13. Мы редко встречаем друг друга. 14. Мой брат всегда хорошо учился в школе. 15. Как правило, экзамены сдавались им успешно. 16. Хлеб был куплен моим братом. 17. Он обычно ездит в лицей на автобусе. 18. Иногда мы смотрим телевизор на кухне. 19. Как правило, музей посещается многими студентами. 20. Завтра его встретят на вокзале.

11. Постарайтесь запомнить следующие разговорные клише:

Как спросить, попросить о чем-нибудь и как ответить.

May I ask a question? — Yes, you may. — Можно задать вопрос? — Да.

Would you be so kind as to... — Не могли бы вы быть так добрыми...

Could you tell me about... — Не могли бы вы рассказать мне о...

I'd like to ask you a question. — Мне бы хотелось задать вопрос.

Say again, please. — Скажите еще раз, пожалуйста.

I haven't quite got you. — Я не совсем понял вас.

Would you mind?... — Вы не возражаете?..

What do you mean? — Что вы имеете в виду?

This isn't exactly what I mean. — Это не совсем то, что я имею в виду.

Are you following me? — Вы следите за тем, что я говорю?

Let's make it clear. — Давайте-ка выясним.

To my mind... In my opinion... — По моему мнению...

To tell the truth... — По правде говоря...

Как говорят по телефону

— Hello! May I speak to Jane, please? (Алло! Можно поговорить с Джейн?)

— Hold up a moment, please. (Подождите минуточку, пожалуйста.)

— Is this Jane? Hi, Jane. This is Ann calling. (Это Джейн? Привет, Джейн. Это Анна.)

— I can hardly hear you. There's some noise. And your voice is fading from time to time. Could you speak louder, please? Or... It's better. . . Call me up once again, please. (Я едва слышу тебя. Какой-то шум. И твой голос пропадает время от времени. Не могла бы ты говорить громче, пожалуйста? Или... Лучше... Перезвони мне, пожалуйста.)

- Are you there? (Ты слышишь меня?)
- Now I hear you alright! (Сейчас я слышу тебя хорошо!)

12. Прочитайте, переведите на русский язык и воспроизведите следующие диалоги.

- Would you be so kind as to tell me about your job?
- What do you mean? I haven't quite got you.
- I'd like to ask you about all likes and dislikes of your job, because I want to join your company
- To tell the truth I am going to leave this company soon. In my opinion I could find a better place to work.

- Good afternoon. This is Boris. I'd like to speak to John.
- John is out at the moment. Any message?
- I'll call back later (Ask him to call me up. My telephone number is...)
- OK.

КОНТРОЛЬНЫЕ ЗАДАНИЯ ПО ВВОДНО-КОРРЕКТИВНОМУ КУРСУ

1. Напишите транскрипцию следующих слов.

1. Hate, bad, art, rose, pot, pork, tree, net, serve, blue, fun, curls, mine, hit, bird, fly, mystic.

2. Clean, chap, shape, shop, phrase, phone, thanks, they, rhythm, text, six, example, question, knee, knife, wrote, where, why, ink, ring, spring, joke, gym, go, organization.

3. Brought, caught, took, door, warm, hare, snow, how, here, hear, deer, eight, sure, fire, night, leader.

2. Заполните пропуски необходимыми предложениями.

1. There is a book ... the shelf. 2. There are some flowers ... the vase. 3. There is a ball ... the table. 4. There were some chairs ... the blackboard. 5. The armchair is ... the TV set. 6. There is a fridge ... the stove and the sink. 7. The letters are often written ... him ... a pencil. 8. The holidays will begin ... a week. 9. Sometimes lectures are not attended ... him. 10. I am walking ... the street. 11. I go ... the college every day. 12. The people are walking ... the smog. 13. The girl is walking ... the road. 14. We are coming ... the room. 15. ... that moment he saw her. 16. The text was being translated ... the lesson. 17. He was born ... the 5th of March. 18. There are many flowers ... the windowsill. 19. There is a shop ... the college. 20. There is a lamp ... the table.

3. Заполните пропуски правильной формой глагола *to be* или *to have*.

1. Their son ... a businessman. 2. He ... a cassette. 3. These boys ... students. 4. Much time ... often spent by my relatives together. 5. My friends will ... introduced to my parents by me tomorrow. 6. The museum ... visited by them last Sunday. 7. The examinations ... seldom passed by him well. 8. The library ... rarely visited by the students last year. 9. The cake was ... cooked by my mother all evening yesterday. 10. The man ... waiting for her at the moment. 11. She ... finished her work when we came in. 12. I ... never been to the USA. 13. He ... already read this book. 13. The letters ... already been written by her. 14. By 9 o'clock yesterday I ... already sent all the letters. 15. She ... just met her husband. 16. They ... not translated this text yet. 17. The sentences ... already ... written by them.

18. We ... students of the college. 19. There ... no magazines on the table.
20. There ... an armchair in front of the TV set.

4. Заполните пропуски правильной грамматической формой глагола *to eat*.

1. I often ... soup for dinner. 2. Yesterday they ... vegetables for breakfast. 3. What ... you ... now? 4. What ... you ... for dinner yesterday? 5. What ... you ... for breakfast tomorrow? 6. He ... not ... now, he in some minutes. 7. ... you already ... that watermelon? 8. She always ... sandwiches for breakfast. 9. I ... just ... an apple. 10. What ... she ... in the evening yesterday? 11. As a rule we ... some fruit in the evening. 12. At that moment she some ice cream. 13. She ... vegetables every day. 14. We seldom ... cakes. 15. My sister usually ... porridge in the morning. 16. He ... never ... a pineapple. 17. ... you ever ... a pineapple? 18. She ... already ... the soup when we came. 19. We the soup in an hour. 20. When ... you ... porridge with milk?

5. Текст содержит разные ошибки: четыре грамматические, три в правописании. Исправьте ошибки и перепишите текст.

Yesteday I get up very early, I clean my teeth, I have my brekfast. Then I was doing my homework. Soon I went to my colege. When I came, the classes have already begun. I was sorry for being late.

ОСНОВНОЙ КУРС

UNIT 1

<i>Theme:</i>	About Myself
<i>Text:</i>	1. My Family 2. Our Flat
<i>Dialogues:</i>	1. A Working Day 2. Choosing a Career
<i>Grammar:</i>	Tenses (Система временных форм английского
<i>Revision:</i>	урока)
<i>Test 1</i>	

EXERCISE 1. a) Read, translate and study the use of the new words to read and discuss the texts and dialogues. (Прочитайте, переведите и изучите использование новых слов, которые будут необходимы для чтения и обсуждения текстов и диалогов.)

- 1) *neither ... nor ...* Our family is neither big nor small;
- 2) *to consist of.* Our family consists of my father, my mother, my brother and me;
- 3) *secondary, a secondary school.* My brother is a pupil of the secondary school;
- 4) *foreign, a foreign language.* My mother teaches two foreign languages: English and German;
- 5) *to cook.* My mother always cooks breakfast for us;
- 6) *to sew (sewed, sewn/sewed).* My mother has recently sewed a skirt for me;
- 7) *to knit (knit/knitted).* My mother knit a sweater for my brother last month;
- 8) *even.* She usually cooks, sews, knits and even helps us with our homework;
- 9) *far.* The college is far from our house. I need a bus to get there;
- 10) *to take (took, taken).* It takes me thirty minutes to get to my college (I need thirty minutes to get to my college);
- 11) *favourite, favourite subjects.* My favourite subjects are History and Mathematics;
- 12) *appearance.* My mother's appearance is very nice, she is beautiful;

- 13) *slim and slender*. My mother is pleasingly thin, she is slim and slender;
- 14) *fair, fair hair*. Her hair is not dark, it is fair;
- 15) *to look like*. He looks like his father;
- 16) *to be fond of*. I am fond of music;
- 17) *the North Caucasus*. They live in the North Caucasus, not far from the Black Sea;
- 18) *entire, entire South*. Rostov-on-Don is the biggest city in the entire South of Russia;
- 19) *a block, a block of flats*. There are many shops in this block of flats;
- 20) *to go shopping*. We need some food, I'll go shopping;
- 21) *to get along with*. He is a nice guy, he is easy to get along with;
- 22) *to take care of*. My grandmother is an old woman, and she is taken care of by her relatives;
- 23) *each other*. They love each other;
- 24) *to go down to the country*. At weekends we don't like to be in the city, and we go down to the country;
- 25) *a pity*. It's a pity that you can't come to our party;
- 26) *the same, the same colour*. The carpet is blue, and the curtains are the same colour;
- 27) *to share*. I share a room with my brother;
- 28) *to invite*. I'd like to invite you to our party;
- 29) *enough*. I do not have enough time to do it, I am in a hurry;
- 30) *tasty*. I like to eat different tasty things;
- 31) *a day off*. I have two days off: Saturday and Sunday;
- 32) *a library*. I'll go to the library to take the book;
- 33) *a report*. I have to prepare a report on History;
- 34) *properly*. To prepare properly means to prepare well;
- 35) *fashion, to be in fashion*. Colours, brown and yellow, are in fashion now;
- 36) *satisfaction, job satisfaction*. My father likes his job and gets a lot of job satisfaction;
- 37) *conditions, good conditions*. We live in good conditions in our new flat

b) Watch out! (Обратите внимание!)

to get along with ←

I get along well with my brother.

Do you get along well with your aunt?

EXERCISE 2. a) Read the words following the rules of reading. Pronounce correctly. Practise aloud. (Прочитайте слова, соблюдая правила чтения. Произнесите правильно. Прочитайте вслух.)

[eɪ] take, day, same, favourite;

[aɪ] time, twice, find, invite, library, neither, eye;

[aʊ] south, house, down;

[əʊ] homework, only, go, sew;

[ɪə] appearance;

[eə] fair, hair, care, share, there;

[ɑː] father, park, half, far;

[ʌ] subject, mother, brother, bus, discuss, study, enough, colour, other;

[æ] family, bank, flat, language, fashion, satisfaction;

[ɔː] North Caucasus, report, small, tall;

[ɒ] shop, hobby, college, loud, block, properly, foreign;

[eɪ] spend, slender, secondary;

[uː] cook, book, look;

[ɪ] big, thin, with, different, knit, consist, slim, pity, condition;

[ɜː] her, German.

b) Look at the following pairs of words and think if the underlined letters are pronounced in the same way, or if they are pronounced differently. (Посмотрите на следующие пары слов и подумайте, одинаково ли они произносятся подчеркнутые буквы.)

Day — family; same — care; homework — shop; favourite — far;
sew — new; down — now; appearance — hear; fair — hair; share — care;
subject — discuss; language — bank; small — tall; find — thin; report — properly; library — big.

EXERCISE 3. a) Read the international words, mind the stress. (Прочитайте интернациональные слова, обратите внимание на ударение.)

'Manager, 'student, 'college, 'history, 'modern, 'music, 'hobby, 'disco, weekend, 'problem, 'concert, 'comfortable, half, 'balcony, 'solar, 'centre, 'telephone, 'visit, plan, 'taxi, economic, 'businessman, profession.

b) Find the English equivalents for the following words and arrange them in pairs. (Найдите английские эквиваленты для следующих слов и образуйте из них пары.)

For example: manager — менеджер

Центр, телефон, посещать, колледж, история, музыка, современный, увлечение, экономически, бизнесмен, профессия, сту-

дети, комфортабельный, диван, балкон, дискотека, выходные, проблема, концерт, вел. спорт, такси.

EXERCISE 4. a) Translate, analyse the words with different suffixes and divide the following words into the three groups: nouns, adjectives, adverbs. (Переведите, проанализируйте слова с различными суффиксами и разделите следующие слова на три группы: существительные, прилагательные, наречия.)

Manager, secondary, different, appearance, comfortable, musical, tasty, conversation, economic, recently, profession, fashion, properly, early, satisfaction, friendly, condition.

b) Make up as many words as you can by combining different parts of the words. (Составьте как можно больше слов, сочетая различные части слов.)

in-	differ	-ent	-ence/ance
un-	comfort	-able	-ness
dis-	friend	-ly	
	music	-al	
	appear		

c) The words in capitals at the end of each of the following sentences should be changed to form a word that fits suitably in the blank space. (Слова, написанные прописными буквами в конце каждого предложения, должны быть изменены, чтобы правильно заполнить пропуски.)

1. My friend studies at the ... college ECONOMY.
2. They are ... and get along well with each other FRIEND.
3. We live in a ... room COMFORT.
4. You should take care of your ... APPEAR.
5. There are many ... shops in this street DIFFER.

d) Read the following sentences and say what part of speech the words in italics are. (Прочитайте следующие предложения и скажите, к какой части речи относятся выделенные курсивом слова.)

1. I get up *early* in the morning. 2. I get up in the *early* morning. 3. The subjects *differ* from each other. 4. There are a lot of *different* books on the shelves. 5. This pupil *differs* from others.

EXERCISE 5. a) Try to match up the adjectives in column A with the nouns in column B to form meaningful phrases. (Попробуйте подобрать

прилагательные в колонке А к существительным в колонке В так, чтобы получились правильные словосочетания.)

A	B
1) fair	a) subject
2) secondary	b) South
3) entire	c) language
4) tasty	d) college
5) favourite	e) girl
6) the same	f) figure
7) foreign	g) colour
8) slim	h) things
9) economic	i) hair
10) slender	j) school

- b) **Decide which of the verbs on the left collocate with the nouns on the right.** (Решите, с какими существительными справа сочетаются глаголы слева.)

to sew...	a room
to cook...	a sweater
to knit...	the father
to look like...	a dress
to share...	friends
to invite...	a dinner

- EXERCISE 6. a) Translate the following word combinations. Pay attention to the prepositions.** (Переведите следующие словосочетания. Обратите внимание на предлоги.)

With dark short hair, at the firm, a lot of time, at the secondary school, a student of the college, from our house, by bus, in a modern style, at the disco, to go to the swimming pool, in the North Caucasus, in the entire south of Russia, on the right high bank of the river, near our house, on weekend, to go to the theatre, on the fifth floor, in the corner, on the wall above the beds, near the window, at the desk, into our room, for us, for our parents, the hall of our flat, about you, for today, in our country, between an American and a Russian student, with you

- b) **Fill in the gaps with the proper prepositions.** (Заполните пропуски правильными предлогами.)

1. I was a pupil ... a secondary school, now I am a student ... a college.
2. I go ... my college ... bus because it is far ... our house. 3. My mother is

a slim and slender woman ... blue eyes and fair hair. 4. There is a picture ... the table ... the wall. 5. There are two chairs ... the desk.

EXERCISE 7. Divide the following words and word combinations into three groups which describe a) appearance, b) flat, c) working day. (Разделите слова и словосочетания на три группы для описания а) внешности, б) квартиры, в) рабочего дня.)

Easy, comfortable, slim and slender, a hall, in the corner, to go shopping, tall, thin, to do homework, to get up early, furniture, curtains, a carpet, it takes half an hour, to be in a hurry, to dress in a modern style, fair hair, an armchair, a wardrobe, shelves, busy.

EXERCISES 8. a) Decide which word is the odd one out in each of the following groups of words. (Решите, какое слово не подходит в каждой группе слов.)

For example: blue, brown, black, ~~short~~

- 1) a father, a mother, a brother, a friend;
- 2) a manager, a relative, a teacher, a businessman;
- 3) slim, slender, tall, thin;
- 4) a kitchen, a college, a bathroom, a bedroom;
- 5) a house, a college, a school, a university.

b) Find the names for the groups of words. Fill in each of the spaces. (Подберите названия группам слов, вставьте их вместо пропусков.)

For example: blue, red, black, brown — ... (colour)

- 1) a chair, an armchair, a wardrobe, shelves — ...;
- 2) an aunt, a brother, an uncle, a cousin — ...;
- 3) big, small, tall, short — ...;
- 4) a manager, a businessman, a teacher, a worker — ...;
- 5) tall, slim, slender, thin — ...

EXERCISE 9. a) Translate the following definitions of the words. (Переведите следующие определения.)

1. *A fashion* is the way of dressing or behaving that is usual or popular at a certain time.

2. *A satisfaction* is a feeling of happiness or pleasure.

3. *To share* means to have, use or take part in something with others or among a group.

4. *An appearance* is the way a person or thing looks to other people.

5. *A library* is a room or building which contains books that can be looked at or borrowed by members of the public.

- b) The following words also appear in the texts and dialogues. Match each one with its correct definition. (Следующие слова также будут встречаться в текстах и диалогах. Подберите каждому из них правильное определение.)

favourite, foreign, to invite, entire, to cook

- 1) it is about a country or nation that is not one's own;
- 2) it is most beloved;
- 3) to prepare food;
- 4) complete or whole;
- 5) to ask someone to come to a party.

EXERCISE 10. a) Divide the following words into three groups which are used in Simple; Continuous; Perfect. (Распределите лексические указатели по трем основным грамматическим временам глагола.)

always, now, two weeks ago, ever, never, since, yet, often, already, usually, at present, recently, generally, in a week, from 5 till 6 o'clock tomorrow, when you saw me, all morning yesterday, last Monday, by Monday, in 1989, every day, yesterday, just, all the year round, lately, if we come, sometimes, in the future, last year, on the 8th of March 1998, the day after tomorrow, this winter, next week, as a rule, since summer, tomorrow, just now, seldom, all day long, rarely, a week ago, three days ago, throughout the year.

b) Read, translate, state the tense of the verb. (Прочитайте, переведите, определите временную форму глагола.)

1. He *usually* goes to his work by bus. 2. *As a rule* they spend their free time in this green park. 3. *At present* she is not teaching History. 4. Is she teaching German *now*? 5. Does she *generally* teach English? 6. My brother and I cooked the supper *yesterday*. 7. Our mother didn't cook *yesterday*. 8. Did she knit a sweater *last month*? 9. My mother will sew me a blouse *next week*. 10. I will buy an English book *tomorrow*. 11. The book will be read by me *tomorrow*. 12. Different subjects are *usually* studied by the students at the college. 13. A lot of time is *always* spent by us in this park. 14. Those problems were discussed by them *long ago*. 15. Our parents *often* watch TV in the evening. 16. We were listening to music *an hour ago*. 17. My brother has *already* done his homework. 18. We have *just* prepared some tasty things. 19. Have you bought the book *just now*? 20. *Recently* my friends have been invited by us to our house.

EXERCISE 11. Transform these sentences according to the models to practise the use of tenses. (Измените предложения в соответствии с образцом, чтобы потренироваться в использовании временных форм английского глагола.)

a) Model: *We usually invite many friends to our house.
Yesterday we invited many friends to our house.*

1. As a rule I go shopping in the evening. 2. Sometimes I prepare dinner for the family. 3. Every weekend we go down to the country. 4. We always get along well with my brother. 5. My mother often knits sweaters.

b) Model: *I read this book a year ago.
I have just read this book.*

1. She sewed a shirt last month. 2. I knit a pullover two weeks ago. 3. They went down to the country last weekend. 4. My brother went shopping the day before yesterday. 5. It took me half an hour to get to the college yesterday.

c) Model: *We usually buy English books.
Tomorrow we will buy English books.*

1. My mother always cooks breakfast for us. 2. As a rule we listen to music. 3. They often play different games. 4. Our relatives usually visit us. 5. We generally spend our free time together.

EXERCISE 12. Fill in the gaps with the proper grammar forms of the verb *to cook*. (Заполните пропуски правильной грамматической формой глагола *to cook*.)

1. My brother and I often ... dinner for the family.
2. What ... you ... now?
3. I ... dinner yesterday.
4. Who ... breakfast yesterday?
5. What ... you ... for dinner tomorrow?
6. I ... not ... dinner now. I it in some hours.
7. ... you already ... the dinner?
8. As a rule our mother ... dinner.
9. She always ... well.
10. What ... she ... in the evening yesterday?

EXERCISE 13. Translate the sentences to practise the use of tenses. (Переведите предложения, чтобы потренироваться в использовании временных форм английского глагола.)

1. Мой отец обычно проводит много времени на работе.
2. Моя мама всегда помогает мне с домашней работой.
3. Как прави то, наша мама вяжет по вечерам.
4. Вчера наши родегвенники посетили нас.
5. На прошлой неделе мы пригласили друзей к нам.
6. Мы слушали музыку весь вечер.
7. Все утро мой брат играл в компьютерные игры.
8. Завтра мы поедем за город.
9. Мама только что приготовила ужин.
10. Мы проведем свободное время вместе.

EXERCISE 14. Analyse the use of the tenses in the following proverbs and sayings. (Проанализируйте использование временных форм глагола в следующих поговорах и поговорах.)

1. He laughs best who laughs last.
2. The tree is known by its fruit.
3. Short visits make long friends.
4. Everything comes to him who waits.

EXERCISE 15. Read the text, try to focus on its essential facts and choose the most suitable heading below for each paragraph. (Прочитайте текст, постарайтесь сосредоточиться на главном, выберите подходящее название для каждого абзаца.)

1) About Myself; 2) The Place We Live in; 3) The Members of the Family; 4) Our Free Time.

MY FAMILY

Our family is neither big nor small. It consists of my father, my mother, my brother and me. My father, a tall man with dark short hair, is 40 years old. He works as a manager at a firm. He likes his work and spends a lot of time there. My mother, a tall and thin woman with big blue eyes and fair hair, is younger than my father, she is 38. My mother is a teacher at the secondary school. She teaches her pupils foreign languages: German and English. She also spends a lot of time at school, but she finds time to cook, sew, knit, and even to help my brother and me with our homework. My brother is only 10, and he is a schoolboy.

I am 14, I am a student of a college. My college is far from our house, and it takes me half an hour to get there by bus. We are studying different subjects there, but my favourite ones are History and English. As to my appearance, I am slim and slender. My hair is fair, my eyes are blue,

I look like my mother. I like to dress in a modern style. Music is my hobby. I am fond of dancing at the disco. I like to buy and read English books too. Twice a week I go to the swimming pool.

We live in Rostov-on-Don, the biggest city not only in the North Caucasus, but in the entire South of Russia. It is located on the right high bank of the Don River. We have a three-room flat in a new block of flats. There is a nice green park near our house, where we spend a lot of our free time. There are many different shops not far from our house. My brother and I often go shopping.

Our family is nice, and everybody is easy to get along with. We take care of each other. We spend a lot of time together. Recently we have bought a car, and now we often go down to the country to have a rest at weekends. In the evening all members of our family watch TV, discuss everyday problems. Sometimes we go to the theatre or to the concert.

EXERCISE 16. Read and give a summary of the text. (Прочитайте и перескажите текст.)

OUR FLAT

We live in a comfortable flat in a new block of flats. It is on the fifth floor. It is neither large nor small. There are three rooms in it: a living room and two bedrooms. We have also a kitchen, a bathroom and a hall. It is a great pity that we have no balcony.

Our living room is large and light because there are two wide windows in it. The walls of the room are blue, the curtains on the windows and the carpet on the floor are the same colour. There is no much furniture there: a sofa, a table with four chairs, two armchairs and a TV set in the corner. All the members of our family spend a lot of time there.

Our parents occupy one bedroom which is not large but very cosy. There are two beds, a wardrobe, two armchairs and a TV set in it. There is a large thick carpet on the floor and a nice picture on the wall above the beds.

My brother and I share another bedroom. There you can see two beds, a small desk near the window, two chairs at the desk: for me and my brother. The bookcase is near the door. There are many books in it. Besides, we have many shelves on the walls. There is a musical centre on one of them. We have a lot of friends. And when they come to see us, we invite them into our room. We usually listen to music or play different games.

Our kitchen is big enough. As a rule we have breakfast and dinner in the kitchen together. Our mother cooks for us, but sometimes we prepare some tasty things with my brother for our parents.

The hall of our flat is not narrow. There is a big wardrobe there. And besides, there is a telephone on a small round table.

We like our flat very much. We are happy when our relatives and friends visit us.

EXERCISE 17. Quote the sentences in which these words and word combinations are used in the texts. (Прочитайте предложения, в которых эти слова и словосочетания используются в текстах.)

Neither big nor small, is younger than, far from our house, it takes me half an hour, as to my appearance, in a modern style, twice a week, not only ... but, go shopping, easy to get along with, take care of, go down to the country, it is a great pity, the same colour, besides, listen to music, play games, is big enough.

EXERCISE 18. Find in the texts English equivalents for these words and word combinations. (Найдите в текстах английские эквиваленты следующим словам и словосочетаниям.)

Ни большая ни маленькая; они состоят из; работает менеджером; много времени; светлые волосы; моложе, чем; иностранные языки; находят время готовить, шить, вязать; мне требуется полчаса на автобусе; любимые предметы; что касается моей внешности; в юности; похожа на маму; люблю танцевать; дважды в неделю; Северный Кавказ; весь юг России; квартал домов; ходить за покупками; легко дышать; ездить за город; очень жаль; этого же цвета; в углу; кроме того; достаточно большая.

EXERCISE 19. a) Find in the text the words which have the similar meanings as the following words. (Найдите в текстах слова, которые имеют сходные значения со следующими словами.)

Large, to like, much, slim, to assist, a pupil, various, whole, to be situated, beautiful, little, an apartment.

b) Find in the text the words which have the opposite meanings to the following words. (Найдите в текстах слова, которые имеют противоположные значения следующим словам.)

Big, short, fair, to dislike, little, older, here, north, left, low, bad, busy, difficult, dark, narrow, thin, under.

c) Read, translate the sentences, change the words in italics into the words with similar and opposite meanings. (Прочитайте, переведите пред-

ложения, замените выделенные курсивом слова на слова со сходным и противоположным значением.)

1. This girl is *thin*. 2. We do not spend *much* time together. 3. Our flat is *large*. 4. She is *fond of* dancing. 5. This thick carpet is *nice*.

EXERCISE 20. Fill in the gaps with the missing words in the following sentences. The first letter of each word has been given to help you. (Заполните пропуски необходимыми словами. Первая буква каждого слова поможет вам сделать это.)

1. Our family is n... big nor small. 2. He works a... a manager at a firm. 3. My mother is a tall woman w... blue eyes and l... hair. 4. She is y... than he. 5. She finds time e... to help me with my homework. 6. It takes me h... an hour to get to the college. 7. I look L... my mother. 8. I am l... of dancing. 9. I go to the swimming pool t... a week. 10. Everybody is easy to get a... with.

EXERCISE 21. Fill in the blanks with the articles *a, an, the* where necessary. (Заполните пропуски артиклями *a, an, the*, где необходимо.)

We live in ... nice flat in ... new block of flats near ... park. ... flat is on ... second floor. There are ... two rooms in it. We have also ... kitchen and ... bathroom. ... kitchen is ... big enough. As ... rule my mother cooks for us. We spend ... lot of ... time together in ... kitchen. There is ... TV set in ... corner of ... kitchen, and we often watch ... TV there.

EXERCISE 22. a) Read and state the function of the verbs *to be, to have*. (Прочитайте и определите функцию глаголов *to be, to have*.)

Ann is a pupil of the secondary school. Now she is watching TV. She has already done her homework. She has to prepare dinner today. Different tasty things will be prepared by her in the evening. She is fond of cooking.

b) Fill in the blanks with the proper auxiliary verbs. (Заполните пропуски необходимыми вспомогательными глаголами.)

1. The breakfast ... being cooked by my mother at that moment. 2. The homework ... being done by them the whole evening yesterday. 3. The teacher ... speaking English now. 4. They ... dancing the whole evening yesterday. 5. He ... shopping now. 6. The questions ... being asked by the relatives now. 7. They ... watching TV now. 8. The dinner ... already been prepared when we came. 9. He ... never played computer games. 10. The relatives ... been already invited by us.

EXERCISE 23. Find in the texts, translate and analyse. (Найдите в текстах, переведите и проанализируйте.)

a) grammar forms with the ending -ing:

are studying is cooking

b) grammar form with the ending -ed:

is located

c) grammar forms with the ending -s:

it consists of	different subjects	the curtains
40 years old	my eyes	four chairs
he works	English books	two armchairs
he likes	a block of flats	our parents
he spends	different shops	two beds
she teaches	in the evenings	many shelves
her students	everyday problems	a lot of friends
foreign languages	three rooms	different games
she finds	wide windows	tasty things
it takes me	the walls	our relatives

EXERCISE 24. a) Translate the sentences, pay attention to the use of different conjunctions. (Переведите предложения, обратите внимание на использование различных союзов.)

The dinner had been already prepared *when* we came. 2. My father spends a lot of time at his firm *because* he likes his job. 3. They say *that* you get along well with each other. 4. *If* I take a taxi, I'll get there in ten minutes. 5. *After* you do your homework, you may watch TV.

b) Fill in the blanks with the proper conjunctions. (Заполните пропуски необходимыми союзами.)

1. My mother spends a lot of time at her work. ... she finds time to cook, sew and knit. 2. Now we often go down to the country ... we have bought a car. 3. ... our friends come to see us, we invite them into our room. 4. We study different subjects. ... my favourite ones are History and English. 5. We are glad ... our relatives visit us.

EXERCISE 25. Mind the word order. (Обратите внимание на порядок слов.) **a) Extend the following sentences with the words given in brackets.** (Дополните следующие предложения словами, данными в скобках.)

1. We have a flat (three-room, in, new, a block of flats). 2. We go down to the country (often). 3. We spend time together (free, a lot of). 4. The hall is narrow (not, of our flat). 5. We like our flat (comfortable, very much).

b) **Put the words in the following sentences in order. The first word in each sentence is in italics.** (Разместите следующие слова в предложениях, соблюдая правильный порядок слов. Первое слово в каждом предложении дано курсивом.)

1. *far*, *Our*, is, from, house, the college.
2. is, to get, *Everybody*, easy, with, along.
3. each, of, care, take, *We*, other.
4. half, an hour, me, *It*, takes, there, by bus, to get.
5. is, *It*, high, right, of the river, bank, located, on, the.

c) **Give possible beginnings of the sentences.** (Назовите возможные варианты начала предложений.)

1. ... share another bedroom.
2. ... on the floor.
3. ... big enough.
4. ... a telephone on a small round table in the hall.
5. ... large nor small.

d) **Complete the following sentences in a logical way.** (Завершите следующие предложения логически верно.)

1. Our family is...
2. It consists of...
3. My father is...
4. My mother is...
5. My mother teaches...
6. She finds time...
7. I am...
8. I like...
9. We live...
10. Our flat consists of...
11. Our parents occupy...
12. My brother and I share...
13. Our family is...
14. We spend...
15. In the evenings...

EXERCISE 26. Make up general and disjunctive questions and answer them according to the models. (Составьте общие и разделительные вопросы, ответьте на них в соответствии с образцом.)

a) *Model:* *Your family is big.*
Is your family big? — *Yes, it is.*
Your family is big, isn't it? — *Yes, it is.*

1. Your mother is a tall and thin woman. 2. Your father is a manager. 3. You are a student at a college. 4. Their flat is on the fourth floor. 5. The shelves are on the wall.

b) *Model:* *You spend a lot of time together.*
Do you spend a lot of time together? — *Yes, we do.*
You spend a lot of time together, don't you? — *Yes, we do.*

1. They live in a comfortable flat.
2. You study different subjects.
3. Our relatives often visit us.
4. You often discuss everyday problems.
5. They play computer games sometimes.

c) Model: She will knit a sweater.
Will she knit a sweater? — Yes, she will.
She will knit a sweater, won't she? — Yes, she will.

1. They will go down to the country.
2. You will watch TV.
3. My mother will sew me a blouse.
4. He will go shopping.
5. Our family will go to the theatre.

EXERCISE 27. Make up special questions according to the models and answer them. (Составьте специальные вопросы в соответствии с образцом и ответьте на них.)

a) Model: You go to the swimming pool.
When do you go to the swimming pool?
They bought a car.
When did they buy a car?

1. We go to the theatre.
2. Our relatives visited us.
3. They listened to music.
4. My friends play different computer games.
5. Our parents discuss everyday problems.

b) Model: My father spends a lot of time at the firm.
Why does my father spend a lot of time at the firm?

1. She dances at the disco.
2. My sister goes to the swimming pool.
3. He takes care of his mother.
4. She gets along well with her brother.
5. She likes her flat very much.

EXERCISE 28. Make up questions the answers to which will be the words in italics. The words in brackets will help you. (Составьте вопросы, ответами на которые будут выделенные курсивом слова. Слова в скобках помогут вам.)

1. My father works *at a firm* (where).
2. She teaches the students *foreign languages* (what).
3. *Twice a week* I go to the swimming pool (when).
4. *My brother* goes shopping (who).
5. *My friends* play computer games (whose).

EXERCISE 29. Agree or disagree with the following statements. Add some more information. (Согласитесь или не согласитесь со следующими утверждениями. Дайте дополнительную информацию.)

1. Your family is nice.
2. Music is your hobby.
3. Your friends spend much time together.
4. You have bought a car recently.
5. You look like your mother.

EXERCISE 30. Translate the following sentences from Russian into English. You will have a story on the topic as a pattern. (Переведите следующие предложения с русского языка на английский. У вас получится рассказ по теме в качестве образца.)

1. Наша семья ни большая ни маленькая. 2. Она состоит из папы, мамы, моего брата и меня. 3. Мой папа работает менеджером и очень любит свою работу. 4. Моя мама — учитель иностранных языков в средней школе. 5. Она много времени проводит в школе, но находит также время готовить, шить, вязать. 6. Мой брат — школьник. 7. Мне 14 лет, я студентка колледжа. 8. Мои любимые предметы — история и английский язык. 9. Что касается моей внешности, то я стройная, у меня голубые глаза и светлые волосы. Я похожа на свою маму. 10. Я очень люблю слушать музыку, танцевать, читать. Два раза в неделю я хожу в бассейн. 11. Мы живем в уютной квартире в новом доме. 12. У нас замечательная семья, мы все хорошо ладим друг с другом. 13. Мы проводим много времени вместе. 14. Вечерами мы смотрим телевизор, обсуждаем καθηдневные проблемы. 15. Иногда ходим все вместе в театр или на концерт.

EXERCISE 31. Make up your own story on the topic. Speak on the following points of the plan. The words and phrases will help you make your story to be logical and interesting. (Составьте свой собственный рассказ по теме. Придерживайтесь следующих пунктов плана. Слова и словосочетания помогут вам сделать рассказ логичным и интересным.)

1. *The Members of the Family*

Our family is
It consists of
My father is
He works
My mother is
She finds
My brother is

2. *About Myself*

I am
My college is
It takes me
We are studying
I like
Twice a week

3. *The Place We Live in*

We live
Our flat consists of
I share

4. *Our Free Time*

We spend
We get along

EXERCISE 32. a) Complete your Curriculum Vitae (CV) (Application for Employment). (Заполните ваше заявление о приеме на работу.)

Name: _____

Address: _____

DOB (date of birth): _____

Nationality: _____

Marital status (single/married): _____

Siblings (brothers/sisters): _____

Education: _____

Employment: _____

Previous Employment: _____

Present position: _____

Skills (fluent in English) (other skills): _____

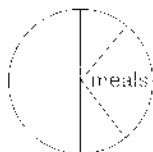
Accomplishments (awards): _____

Interests: _____

Physical characteristics (height, weight etc): _____

References: _____

b) How did you divide your day yesterday? Complete the pie chart.



c) How much do you know about yourself? How many of these questions can you answer?

1. How much time did you spend watching TV last week?
2. How many books are there in your bookcase?
3. How much money do you have with you?
4. How many teeth have you got?
5. How many times have you looked in the mirror today?
6. When did you laugh last time?
7. When did you write a letter?
8. What is your height?
9. What is your weight?
10. What is your age?

EXERCISE 33. a) Read and translate the following dialogue. (Прочитайте и переведите следующий диалог.)

- b) Memorize and dramatize the dialogue. (Выучите и воспроизведите диалог.)
- c) Act out a similar dialogue. (Придумайте свой собственный диалог.)

A WORKING DAY

A.: Hello, Helen! Nice to see you! How's life?

B.: Hello, Max! I am glad to see you. I'm well. What about you?

A.: Thanks, everything is alright. Can't complain. Let's go somewhere together.

B.: Oh, sorry. But I'm short of time. I have a lot of work to do... Today is a working day and not a day off...

A.: You are so busy. And what are your plans for today?

B.: You see, first, I am going to the library to prepare a report, second, I have to do some shopping, and, moreover, I wish to do my homework properly...

A.: Sorry for interrupting you. They say that you are a student of a college now, aren't you?

B.: Yes, I am. That is why I am very busy at weekdays. I have to get up very early in the morning because my college is far from my house.

A.: How much does it take you to get to the college?

B.: Well, it takes me half an hour to go by bus. Sometimes I'm in a hurry and even take a taxi...

A.: Oh, Helen, I see. But still, let's keep in touch. I'll call you some time. Bye!

B.: You are welcome. Bye!

EXERCISE 34. Act as an interpreter. (Выступите в роли переводчика.)

CHOOSING A CAREER

Some students from the USA have come to visit one of the colleges in our country. A conversation takes place between an American and a Russian student.

— Джеймс, мы рады видеть вас в нашем колледже. Поедем, что вам здесь нравится.

— А где учитесь вы? Вы уже решили, кем станете в будущем?

— Yes, I like your college and your students. Everybody is friendly and easy to get along with.

— You see, I am studying at an economic college. I'd like to be a manager or a businessman. These professions are in fashion now in our country.

— Не могли бы вы рассказать мне, что главное для вас в вашей будущей профессии?

— Где вы собираетесь работать в будущем: в США или за границей?

— Я желаю вам удачи. Мне было приятно с вами поговорить. Спасибо.

— To my mind, the main things are: job satisfaction, good conditions and a lot of money.

— To tell the truth, I don't know yet. I hope that everything will be alright and I'll find a good place to work.

— It was no trouble at all. You are welcome.

EXERCISE 35. Arrange role plays on the following subjects. Be as imaginative as you can. (Организируйте ролевые игры на следующие темы. Подумайте, насколько возможно.)

1. At the Supermarket.

2. You have got a new flat. You are talking with a designer. Draw a diagram of your flat if necessary.

EXERCISE 36. Imagine the context in which you may use the following phrases. Dramatize the situations. (Представьте ситуацию, в которой вы можете использовать следующие фразы. Воспроизведите ситуацию.)

1. Where are you from?

2. Will you be so kind as to tell me about the members of your family?

3. Who is the tallest in your group?

EXERCISE 37. Talk on one of these topics. Can you keep talking for one minute? (Выскажите по следующим темам. Можете вы продолжать говорить в течение одной минуты?)

1. My Parents.

2. My Friends.

3. My Grandmother.

EXERCISE 38. Discuss the following proverb together with your friend and say if you agree with it. (Обсудите следующую поговорку вместе с другом. Вы согласны с ней?)

There is no place like home.

9. *The carpet is the ... colour.*

- A. some B. same C. more D. most

10. *There are a lot of books in the ...*

- A. shelves B. bookcase C. wardrobe D. furniture

2. **Choose the proper grammar form of the verb and fill in the blanks.**
(Выберите правильную грамматическую форму и заполните пропуски.)

1. *My mother usually ... a lot of time at her work.*

- A. has spent B. spends C. is spent D. was spent

2. *As a rule she ... sweaters for my brother.*

- A. knits B. is knit C. has knit D. had knit

3. *Last week we ... our friends to our place.*

- A. invited B. have invited C. invite D. were invited

4. *All that morning my brother ... computer games.*

- A. is playing B. was playing C. play D. plays

5. *We ... our free time together tomorrow.*

- A. spend B. spent C. will spend D. is spent

6. *Yesterday we ... by our relatives.*

- A. visited B. were visited C. was visited D. have visited

7. *They ... down to the country in two days.*

- A. will go B. go C. have gone D. went

8. *I ... to music all the evening.*

- A. listen B. was listening C. has listening D. is listening

9. *She ... the dinner not long ago.*

- A. has cooked B. cook C. cooks D. cooked

10. *She always ... me with my homework.*

- A. helps B. help C. helping D. will help

3. **The text contains different mistakes: 2 — in grammar, 4 — in spelling. Correct the mistakes and rewrite the text.** (Текст содержит разные ошибки: две грамматические, четыре в правописании. Исправьте ошибки и перепишите текст.)

I always go to the swimming pool with my friends. We get there by bus as a rule. Sometimes I takes my brother with us. We usually spending two

hours there. Everything is always alright, because everybody is easy to get along with.

4. Answer these multiple-choice questions about your friend. (Отвечьте на следующие вопросы множественного выбора о вашем друге.)

1. *What is his father?*

- A. A worker. B. As a worker. C. A kind man.

2. *Where does he study?*

- A. At the college. B. In the street. C. In one of the houses.

3. *How many people does his family consist of?*

- A. Four relatives. B. Three members. C. Two brothers.

4. *What is his height?*

- A. 170 cm. B. 60 kg. C. 70 kg.

5. *What is his weight?*

- A. 170 cm. B. 60 cm. C. 70 kg.

6. *Where does he live?*

- A. In the firm. B. At the firm. C. In a flat.

7. *Where does he spend his free time?*

- A. At the disco. B. At the college. C. At the school.

UNIT 2

<i>Theme:</i>	Hobbies, Pastimes
<i>Texts:</i>	1. Hobbies 2. Book Collecting
<i>Dialogues:</i>	1. Learning a Foreign Language 2. Hobbies in Different Countries
<i>Grammar</i>	
<i>Revision:</i>	Tenses
<i>Test 2</i>	

EXERCISE 1. a) Read, translate and study the use of the new words to read and discuss the texts and dialogues:

- 1) *activity, leisure activity*. Almost any kind of leisure activity can become a hobby:
- 2) *to relax, relaxation*. A hobby offers a way to relax after hard work:
- 3) *to be divided into*. Most hobbies are divided into four categories:
- 4) *to overlap*. Different hobbies may overlap that is may cover each other partly:
- 5) *an art*. There are different kinds of art: dancing, drama, music etc:
- 6) *to paint, painting, oil paints*. Painting is a kind of art:
- 7) *to include*. Our flat includes three rooms, a kitchen, a bathroom and a hall:
- 8) *a possibility, possible*. You have all the possibilities to become a manager:
- 9) *a record, a tape*. He is fond of music, he collects records and tapes:
- 10) *to offer, to offer a choice*. Painting offers a wide choice of materials, such as oil paints and water colours:
- 11) *widespread*. Playing computer games is a widespread hobby now:
- 12) *a stamp, a coin*. He is collecting stamps and coins:
- 13) *a doll*. She is a little girl and she likes to play with her doll:
- 14) *handicraft*. Handicrafts attract a hobbyist who can work skilfully with their hands:
- 15) *to attract*. Handicrafts attract a hobbyist who can work skilfully with their hands:
- 16) *to engage in*. Some women are engaged in knitting, sewing:

- 17) *to crochet, crocheting*. Crocheting is a kind of handicrafts;
- 18) *a kit*. Some use kits to make model aeroplanes;
- 19) *a boat*. A boat is a means of transport;
- 20) *jewellery*. She likes to wear rings and different kinds of jewellery;
- 21) *a competition*. They usually take part in different sports competitions;
- 22) *to climb, to climb the mountains*. In summer they went to the Caucasus to climb the mountains;
- 23) *to ski*. In winter they usually ski in the mountains;
- 24) *to increase, increasingly*. Nowadays electronics-related hobbies are becoming increasingly popular;
- 25) *to present, a present*. She has got many presents on her birthday;
- 26) *a research, to research*. Books may be used for study and research;
- 27) *ancient*. Moscow is a very ancient city. It was founded in 1147;
- 28) *single*. He was a single child in the family, he has neither sisters nor brothers;
- 29) *especially*. She likes different handicrafts, especially knitting;
- 30) *to value*. Book collectors especially value the books with the autograph of the author;
- 31) *a science, science fiction*. He is fond of reading. He likes to read science fiction;
- 32) *a volume*. This edition has two volumes;
- 33) *rare*. This book is a very rare one, that is why it is in the museum;
- 34) *to contain*. This book contains a lot of illustrations;
- 35) *to print, printing style*. There are some books in the museum with a rare printing style;
- 36) *a jumble sale*. He bought this book at the jumble sale;
- 37) *to attend*. He attends an economic college;
- 38) *an education, educational institution*. A college is a kind of educational institution;
- 39) *to add*. Learning foreign languages adds much to the knowledge of your own language;
- 40) *study aids*. They have all modern study aids: CD players, voice recordings with booklets, videotapes...;
- 41) *to provide*. Computers provide not only instruction and practice, but also self-instruction;
- 42) *an application program*. You may use different application programs;
- 43) *to differ, different*. Hobbies differ like tastes.

b) Watch out!

to be divided into ←
Most hobbies are divided into four categories.

EXERCISE 2. a) Read the words following the rules of reading. Pronounce correctly. Practise aloud.

- [ɒ] hobby, concert, opera, offer, probably, because, popular, doll,
model;
[ɔ:] almost, sports, form, water, autograph, important, author;
[e] pleasure, leisure, general, collect, present;
[æ] relax, category, overlap, handicraft, graphic, ballet, stamp, at-
tract, ceramic;
[ɑ:] hard, art, dance, drama, part, vast;
[ʌ] become, such, colour, button, other, some, study, subject, jum-
ble;
[ɪ] activity, possibility, skilfully, knit, kit, fishing, consist, single;
[ɜ:] work, world, research;
[aɪ] type, divide, kind, wide, item, climbing, private, library, title;
[eɪ] relaxation, may, game, painting, tape, train, ancient;
[ɪə] period, material;
[əʊ] most, crochet, sew, boat, bowling;
[ɔɪ] choice, oil, enjoy;
[aʊ] thousand, mountain;
[eə] rare, their, antiquarian.

b) Look at the following pairs of words and think if the underlined letters are pronounced in the same way or if they are pronounced differently:

hobby — sports; opera — concert; relax — relaxation; pleasure — lei-
sure; kind — knit; wide — private; period — collect; crochet — bowling;
material — general; item — kit; consist — single; work — world; choice —
oil; overlap — almost; ballet — ceramic.

EXERCISE 3. a) Read the international words, mind the stress:

'hobby, 'type, rel'a'xation, 'interest, 'period, 'category, 'sport, 'form,
'drama, 'graphic, 'music, 'instrument, 'ballet, 'concert, 'opera, ma'terial,
col'lecting, 'popular, 'autograph, 'model, 'aeroplane, ce'ramics, 'bowling,
'tennis, elect'ronics, com'puter, 'private, u'nique, 'concentrate, 'focus,
illu'stration, style.

- b) Find the English equivalents for the following words and arrange them in pairs:

For example: hobby — хобби

материал, коллекционирование, фокусироваться, иллюстрация, стиль, частный, тип, релаксация, инструмент, категория, интерес, опера, теннис, уникальный, балет, керамика, черновод, спорт, форма, драма, графический, музыка, концерт, популярный, автограф, модель, аэроплан, боулинг, электроника, компьютер, концентрироваться.

- EXERCISE 4.** a) Translate, analyse the words with different suffixes and divide the following words into the three groups: nouns, adjectives, adverbs:

development, general, graphic, painting, hobbyist, probably, skillfully, knitting, sewing, competition, bowling, fishing, increasingly, especially, computer, reading, collection, collector, edition, fiction, different, ancient, unusually, unusual, beautiful, illustration.

- b) Make up as many words as you can by combining different parts of the words:

un-	usual	-ly
in-	develop	-ment
	paint	-ing
	skillful	-ent
	fish	
	differ	

- c) The words in capitals at the end of each of the following sentences should be changed to form a word that fits suitably in the blank space.

1. Painting offers the ... a wide choice of materials HOBBY.
2. Many of them are engaged in knitting and ... SEW.
3. Many enjoy sports ... COMPETE.
4. Electronics-related hobbies are becoming ... popular INCREASE.
5. Book ... especially value editions with the autograph of the author in their ... COLLECT.

- d) Read the following sentences and say what part of speech the words in italics are.

1. They *presented* them a book collection. 2. She got a lot of *presents* on her birthday. 3. Books are used for study and *research*. 4. He is *researching* in this field of science. 5. Hobbies may be *different*, they *differ* like tastes.

EXERCISE 5. a) Try to match up the adjectives in column A with the nouns in column B to form meaningful phrases:

A	B
1) new	a) choice
2) general	b) hobbies
3) wide	c) work
4) popular	d) activity
5) hard	e) books
6) private	f) author
7) ancient	g) categories
8) physical	h) editions
9) single	i) interests
10) possible	j) collections

b) Decide which of the verbs on the left collocate with the nouns on the right:

to choose...	categories
to divide into...	records
to collect...	concerts
to attend...	the activity
to attract...	models
to be engaged in...	a hobby
to make...	hobbyists
to play...	a game
to present...	a collection

EXERCISE 6. a) Translate the following word combinations. Pay attention to the prepositions.

Any type of activity, during their leisure time, for relaxation, for development of new interests, after periods of hard work, are divided into, for example, with their hands, many of them, are engaged in needlework activity, to be popular with many hobbyists, thousands of hobbyists, take part in sports, the nucleus of the library, have presented to the universities, may be used for study, many types of book collections, concentrate on the works, the autograph of the author, books on a particular subject, books about sports, with thousands of volumes, are translated into dif-

ferent languages, with unique illustrations, for their collections, in rare-book shops, at jumble sales.

b) Fill in the gaps with the proper prepositions.

... the periods ... hard work, most people choose a hobby ... relaxation, ... their leisure time they read, listen ... music, knit, sew etc. Games are very popular ... many hobbyists. Popular indoor games include card games, chess. People ... any age can enjoy hobbies.

EXERCISE 7. Divide the following words and word combinations into four groups which describe different categories of hobbies: a) arts, b) collecting, c) handicrafts, d) games and sports:

dancing, painting, stamps, coins, needlework, knitting, models, competitions, exercise, music, to sing, to play musical instruments, to play football, ceramics, to crochet, autographs, rare books, to attend concerts, records and tapes, to sew, jewellery making, physical activity.

EXERCISE 8. a) Decide which word is the odd one out in each of the following groups of words:

- 1) music, dancing, painting, games;
- 2) games, sports, physical activity, autographs;
- 3) knitting, buttons, dolls, books;
- 4) ceramics, metalworking, jewellery making, singing;
- 5) unique, usual, rare, unusual.

b) Find the name for the groups of words. Fill in each of the spaces:

- 1) ancient, unique, rare, beautiful — ...;
- 2) models making, knitting, sewing, crocheting — ...;
- 3) bowling, fishing, skiing, tennis — ...;
- 4) dancing, drama, painting, music — ...;
- 5) stamps, coins, autographs, books — ...;

EXERCISE 9. a) Translate the following definitions of the words.

1. *Leisure* is time when one is free from work or duties of any kind, it is free time.
2. *A hobby* is an activity which one enjoys doing in one's free time.
3. *To overlap* means to cover something partly and go beyond it.
4. *Art* is the making or expression of what is beautiful in music, literature, painting etc.
5. *A jumble sale* is a sale of the second-hand things.

- b) The following words also appear in the texts and dialogues. Match each one with its correct definition:

a record, a stamp, a doll, a tape, a coin

- 1) a circular piece of plastic on which sound is stored by mechanical means so that it can be played back at any time;
- 2) a narrow plastic material, which is covered with a special magnetic substance on which sound can be recorded and played back on a tape recorder;
- 3) a small piece of paper which is sold by post offices in various values to stick on a letter;
- 4) a piece of metal, usually round, which is made by a government for use as money;
- 5) a small figure of a person which is used as a child's toy.

EXERCISE 10. Read, translate, state the tense of the verb.

1. Hobbyists usually get information about their hobby from books. 2. As a rule the most popular of all hobbies is collecting things. 3. Almost everyone collects something at some period in his life. 4. Sometimes some collections have no real value. 5. We always choose a hobby according to our character and taste. 6. Our hobby often helps us to choose our future profession. 7. He was interested in music some years ago. 8. He collected stamps in his childhood. 9. He spent a lot of free time in the country. 10. Children are fond of playing computer games. 11. It has become one of his numerous hobbies. 12. When he had chosen a hobby, his life became more interesting. 13. Records are being collected by them. 14. Different computer games are often played by them. 15. Sometimes stamps demonstrate different kinds of sports and portraits of famous sportsmen. 16. Stamps are usually like small pictures. 17. People can learn much from stamps about different countries of the world. 18. My friends like travelling. 19. My parents are travelling very much. 20. Computer games are becoming popular.

EXERCISE 11. Transform these sentences according to the models to practise the use of tenses.

a) Model: *As a rule my mother knits during her leisure time.
All the evening yesterday my mother was knitting.*

1. My friends usually listen to music. 2. My sister dances at the disco at weekends. 3. They seldom listen to operas. 4. Every day she plays the piano.

*b) Model: Yesterday my sister read an English book.
My sister has just read a book.*

1. A year ago he played football every week. 2. He made a model aeroplane last week. 3. An hour ago they sang songs. 4. Last month he bought this rare book at the jumble sale. 5. This beautiful book with unique illustrations was bought by him in the antiquarian bookshop two days ago.

*c) Model: They visited the museum last Sunday.
The museum was visited by them last Sunday.*

1. She found this book in the bookshop yesterday. 2. He attended courses for studying the English language. 3. They studied the English language. 4. They used different application programs. 5. He collected records long ago.

EXERCISE 12. Fill in the gaps with the proper grammar forms of the verb to knit.

1. My mother often ... sweaters at weekends. 2. What ... she ... now? 3. She ... a sweater all the evening yesterday. 4. What ... she ... in some days? 5. Who ... the sweater for you? 6. She ... not ... now, but she ... in some hours. 7. ... she already ... a sweater? 8. As a rule my mother ... sweaters for me. 9. She always ... well. 10. What ... she ... in the evening yesterday?

EXERCISE 13. Translate the sentences to practise the use of tenses.

1. Как правило, они поют песни по вечерам. 2. Он редко посещает музеи. 3. Он только что сделал модель самолета. 4. Они играли в компьютерные игры весь вечер вчера. 5. Ты часто посещаешь бассейн? 6. Она обычно играет на пианино по вечерам. 7. Ты часто принимаешь участие в спортивных соревнованиях? 8. Она сейчас вяжет крючком. 9. Книжки коллекционируются им с 1990 года. 10. Покупал ли ты когда-нибудь книги в антикварном магазине?

EXERCISE 14. Analyse the use of the tenses in the following proverbs and sayings.

1. Never put off till tomorrow what you can do today. 2. An apple a day keeps the doctor away. 3. He that never climbed, never fell.

EXERCISE 15. Read the text, try to focus on its essential facts and choose the most suitable heading below for each paragraph:

1) Collecting; 2) Sports and Games; 3) Hobbies and Hobbyists; 4) Handicrafts; 5) Arts.

HOBBIES

Hobby can be any type of activity which people do during their leisure time. Most people choose a hobby for relaxation, pleasure or for development of new interests. People of almost any age can enjoy hobbies. A hobby offers a way to relax after periods of hard work. Almost any kind of leisure activity can become a hobby. Most hobbies are divided into four general categories, which may overlap. They are the arts, collecting, handicrafts, games and sports.

There are such art forms as dancing, drama, painting, graphic arts and music. Each art form has many possibilities for a hobby. For example, music may include singing, playing an instrument, collecting records and tapes, learning ballet, or attending concerts or operas. Painting offers the hobbyist a wide choice of materials, such as oil paints or watercolours.

Collecting is probably the most widespread kind of hobby, because almost any thing can be collected. Stamps and coins are the most popular items. Hobbyists also collect such things as autographs, books, dolls, buttons etc.

Handicrafts attract a hobbyist who can work skillfully with their hands. Many of them are engaged in needlework activities, crocheting, knitting and sewing. Some use kits to make model aeroplanes, boats and trains. Other handicrafts include ceramics, metalworking, jewellery making etc.

Games and sports are popular with many hobbyists who enjoy competition, physical activity and exercise. Thousands of hobbyists take part in sports, such as bowling, fishing, mountain climbing, skiing and tennis. Popular indoor games include card games, chess. Nowadays electronics-related hobbies are becoming increasingly popular. Many people, especially children, play computer games.

EXERCISE 16. Read and give a summary of the text.

BOOK COLLECTING

Book collecting is a popular hobby. Many people collect books because they enjoy reading and like to collect things. Private book collections have formed the nucleus of some of the world's most important libraries. Some people have also presented their collections to universi-

ties, where the books may be used for study and research. There are many types of book collections, such as author collections, subject collections, title collections, unique or ancient book collections.

Author collections concentrate on the works of a single author. Book collectors especially value editions with the autograph of the author.

Subject collections include books on a particular subject, such as science fiction, or books about sports or sportsmen. Some subject collections are vast with thousands of volumes, but most are much smaller.

Title collections consist of as many as possible editions of a single title. The editions which are translated into different languages are also included.

Unique or ancient book collections focus on books that are unusually beautiful, rare, very old or of an unusual shape and size. These collections may contain books with unique illustrations, with rare printing styles.

Collectors find books for their collections in rare-book shops, antiquarian bookshops, second-hand bookshops and at jumble sales.

EXERCISE 17. Quote the sentences in which these words and word combinations are used in the texts:

any type of activity, are divided into, may overlap, such art forms as, a wide choice of materials, watercolours, the most widespread, can be collected, the most popular items, attract a hobbyist, can work skillfully, are engaged in needlework activity, some use kits, take part in sports, electronics-related hobbies, have formed the nucleus, the world's most important libraries, a single author, on a particular subject, as many as possible editions, of an unusual shape, at jumble sales.

EXERCISE 18. Find in the text English equivalents for these words and word combinations:

любой вид деятельности, свободное время, удовольствие, почти любого возраста, общие категории, могут частично совпадать, изделия ручного труда, живопись, графическое искусство, много возможностей, магнитофонные записки, получение билета, масляные краски, акварельные краски, самый распространенный, марки и монеты, автографы, сувениры, мастера-ремесленники, вовлекаются в, вязание крючком, шитье, наборы, керамика, изготовление ювелирных изделий, соревнования, физические упражнения, боулинг, рыбалка, скалолазание, становится чрезвычайно популярными, частные коллекции книг, основа (ядро) некоторых библиотек мирового

значения, тематические коллекции, особенно цветы, издания с авторграфом автора, по определенной теме, научная беллетристика, тысячи томов, несколько возможно, различные языки, необычной формы, уникальные иллюстрации, на ярмарках-распродажах.

EXERCISE 19. a) Find in the text the words which have the similar meanings as the following words:

kind, free time, to suggest, difficult, much, to contain, to visit, perhaps, an item, a slip, mental, to be fond of, the base, several, old, to focus, great, various, nice, a lot of.

b) Find in the text the words which have the opposite meanings to the following words:

old, easy, narrow, outdoor games, modern, small, bigger, impossible, usually, young, little.

c) Read, translate the sentences, change the words in italics into the words with similar and opposite meanings.

1. He has just bought an *old* book. 2. She has performed an *easy* task. 3. This book collection is very *small*. 4. He has presented a collection of *ancient* books to the university. 5. They do not spend *a lot of* time in the country.

EXERCISE 20. Fill in the gaps with the missing words in the following sentences. The first letter of each word has been given to help you.

1. Most people choose a hobby for p... . 2. People of a... any age can enjoy hobbies. 3. Almost any kind of l... activity can become a hobby. 4. Hobbies of different categories may o... each other. 5. Hobbyists have many p... in each art form. 6. The most w... kind of hobby is collecting. 7. Some hobbyists can work s... with their hands. 8. Some people are engaged in n... activities. 9. Hobbyist may use k... to make model aeroplanes. 10. J... making is a kind of handicrafts.

EXERCISE 21. Fill in the blanks with the articles *a, an, the* where necessary.

I have ... hobby. I like to cook. During my leisure time I make ... cakes and pies. It is not difficult to make ... pie. Sometimes my brother helps me. He is ... good boy, and we get along well with ... each other. My brother usually goes ... shopping and buys ... different things which are necessary for ... cooking. My cakes are tasty but I like ... pies ... best of all.

EXERCISE 22. a) Read and state the function of the verbs *to be*, *to have*.

Hobby *is* a kind of activity. Hobbies *are* chosen by most people for relaxation. When a person *has* chosen a hobby, his life becomes more interesting. There *are* different kinds of hobbies, and they *are* divided into four categories: the arts, collecting, handicrafts, games and sports. Each art form *has* many possibilities for a hobby.

b) Fill in the blanks with the proper auxiliary verb.

1. She ... attending courses for studying the English language. 2. He ... just made a model aeroplane. 3. They ... singing songs now. 4. She ... playing the piano all the evening yesterday. 5. He ... presented his collection to the museum. 6. My friend ... bought this rare book at the jumble sale. 7. The unique collection of ancient books ... presented to him by his father. 8. The books ... found by the collectors in rare-book shops. 9. Books on a particular subject ... included in subject collections. 10. Some books ... translated into different languages.

EXERCISE 23. Find in the texts, translate and analyse:

a) grammar forms with the ending *-ed*:

are divided into	may be used
can be collected	are translated
have formed	are also included
have also presented	

b) grammar forms with the ending *-s*:

new interests	stamps and coins
can enjoy hobbies	autographs
a hobby offers	books
after periods	dolls
four categories	buttons
games and sports	needlework activities
art forms	boats and trains
many possibilities	thousands of hobbyists
records and tapes	the world's important libraries
concerts or operas	different languages
painting offers	printing styles
all paints	

EXERCISE 24. a) Translate the sentences, pay attention to the use of different conjunctions.

1. Most people choose a hobby, *because* they want to relax after a period of hard work. 2. *If* you go to the museum, you can see that rare book. 3. They say *that* you attended the opera yesterday. 4. *When* we came, they were making a model aeroplane. 5. I want to play a musical instrument, *but* I have no possibility.

b) Fill in the blanks with the proper conjunctions.

1. ... you go to the jumble sale, you can buy that book. 2. They say ... you enjoy knitting. 3. Collecting is the most widespread kind of hobby, ... almost any thing can be collected. 4. I want to attend opera, ... I have no possibility. 5. ... you choose a hobby, your life will be more interesting.

EXERCISE 25. Mind the word order. a) Extend the following sentences with the words given in brackets.

1. People choose a hobby (most, for, relaxation, and, pleasure). 2. Hobbies are divided into four categories (general, most). 3. The widespread hobby is collecting (most, probably). 4. Games are popular (sports, and, very, many, hobbyists, with). 5. Hobbyists take part in sports (of, thousands).

b) Put the words in the following sentences in order, the first word in each sentence is in italics.

1. because, reading, people, *Many*, collect, enjoy, books, they.
2. presented, have, collections, their, *Some*, people, universities, to.
3. concentrate, collections, *Author*, of, a single author, the works, on.
4. a particular subject, include, books, *Subject*, collections, on.
5. find, *Collectors*, their, for, shops, rare-book, books, collections, in.

c) Give possible beginnings of the sentences.

1. ... any type of activity. 2. ... for relaxation. 3. ... after periods of hard work. 4. ... may overlap. 5. ... oil paints and watercolours.

d) Complete the following sentences in a logical way.

1. Hobby can be... 2. Most people choose... 3. Most hobbies are divided into... 4. There are such art forms as... 5. Each art form has... 6. Music may include... 7. The most widespread kind of hobby is... 8. Hobbyists collect such things as... 9. There are many types of book collections, such

as... 10. Collectors find books for their collections in... 11. Handicrafts attract a hobbyist who... 12. Handicrafts include... 13. Games and sports are popular with hobbyists who... 14. They take part in sports, such as... 15. Popular indoor games include...

EXERCISE 26. Make up general and disjunctive questions, and answer them according to the models.

*a) Model: People almost of any age can enjoy hobbies.
Can people almost of any age enjoy hobbies? — Yes, they can.
People almost of any age can enjoy hobbies, can't they? —
Yes, they can.*

1. Hobby can be any type of activity. 2. Most hobbies can be divided into four categories. 3. Painting can offer the hobbyist a wide choice of materials. 4. Almost any thing can be collected. 5. Hobbyists can collect different items.

*b) Model: Hobbyists collect different items.
Do hobbyists collect different items? — Yes, they do.
Hobbyists collect different items, don't they? — Yes, they do.*

1. Many hobbyists like needlework activities. 2. Some hobbyists enjoy competition, physical activity and exercise. 3. Popular indoor games include card games and chess. 4. Most people choose a hobby for pleasure. 5. Many people collect books.

*c) Model: He has already chosen a hobby.
Has he already chosen a hobby? — Yes, he has.
He has already chosen a hobby, hasn't he? — Yes, he has.*

1. He has just taken part in the sports competition. 2. My friend has already made a model boat. 3. My father has collected a vast book collection. 4. This edition has been translated into the Spanish language. 5. He has found this book at that jumble sale.

EXERCISE 27. Make up special questions according to the models and answer them.

*a) Model: People of almost any age can enjoy hobbies.
Who can enjoy hobbies?
Collecting is probably the most widespread kind of hobby.
What is probably the most widespread kind of hobby?*

1. Painting offers the hobbyist a wide choice of materials, such as oil paints or watercolours. 2. A hobby offers a way to relax. 3. Almost any

thing can be collected. 4. My brother is making model aeroplanes. 5. He has presented his book collection to the university.

b) Model: Most people choose a hobby for relaxation.

What do most people choose for relaxation?

1. They often attend concerts. 2. My friends usually listen to music. 3. Some hobbyists enjoy physical activity and exercise. 4. My friends often climb the mountains in the Caucasus. 5. My relatives usually play card games at weekends.

EXERCISE 28. Make up questions the answers to which will be the words in italics. The words in brackets will help you.

1. Popular indoor games include *card games, chess* (what). 2. *My brother* uses kits to make model ships (who). 3. *My cousin* collects autographs of the actors (who). 4. Many people, especially children, play *computer games* (what). 5. Hobbyists collect *many different items* (what).

EXERCISE 29. Agree or disagree with the following statements. Add some more information.

1. Your hobby is collecting stamps. 2. You often attend operas. 3. Most people choose a hobby for relaxation. 4. Most hobbies are divided into two general categories. 5. You usually play computer games in the computer centre.

EXERCISE 30. Translate the following sentences from Russian into English. You will have a story on the topic as a pattern.

1. Большинство людей выбирают хобби для того, чтобы расслабиться после тяжелой работы. 2. Люди почти любого возраста могут иметь увлечения. 3. Большинство увлечений могут быть разделены на четыре общие категории: различные виды искусства, коллекционирование, ручной труд, игры и спорт. 4. Существуют различные виды искусства, и каждый из них имеет массу возможностей для хобби. 5. Например, музыка может включать пение, игру на музыкальном инструменте, коллекционирование пластинок, посещение концертов и т.д. 6. Самый распространенный вид увлечений — это, вероятно, коллекционирование. 7. Люди собирают марки, монеты, книги, автографы, кукол, пуговицы и т.д. 8. Очень популярное увлечение — коллекционирование книг. 9. Многие люди коллекционируют книги, потому что они любят читать. 10. Некоторые

коллекционеры собирают редкие или старинные книги, другие — красивые или необычные. 11. Для своих коллекций коллекционеры обычно находят книги в антикварных магазинах, на ярмарках-распродажах. 12. Некоторые люди дарят свои коллекции книг музеям, библиотекам. 13. В нашей семье есть уникальная коллекция книг. Они очень красивые, с замечательными иллюстрациями о различных видах искусства. 15. В свободное время мы часто читаем их.

EXERCISE 31. Make up your own story on the topic. Speak on the following points of the plan. The words and phrases will help you make your story to be logical and interesting.

1. *Different Kinds of Hobbies*
Hobby can be
Most people choose
People of any age can enjoy
A hobby offers
Most hobbies are divided into
2. *The Arts*
There are
Each art form has
Music may include
Painting offers
3. *Collecting*
Collecting is
People collect
Book collecting is
There are
Author collections concentrate on
Subject collections include
Title collections consist of
Unique book collections focus on
Collectors find
4. *Handicrafts*
Handicrafts attract
Many hobbyists are engaged in
Some people use
5. *Games and Sports*
Games and sports are
Hobbyists take part
Children play

EXERCISE 32. Compare different kinds of hobbies (Table 12). Answer the questions and complete the grid.

Table 12

Questions	The Arts	Collecting	Handicrafts	Games and Sports
1. Is it a popular kind of hobby?				
2. Can people of any age enjoy this hobby?				
3. What does this hobby include?				
4. What do people need for such a hobby?				
5. Do people enjoy this hobby indoors or outdoors?				
6. Do people enjoy this hobby alone or together with their friends or other hobbyists?				
7. Can hobbyists enjoy this kind of hobby only at weekends?				
8. Where can hobbyists enjoy this kind of hobby?				
9. Why do hobbyists enjoy this kind of hobby?				
10. Do you enjoy this kind of hobby?				
11. Do your friends enjoy this kind of hobby?				

EXERCISE 33.

- a) Read and translate the following dialogue.
- b) Memorize and dramatize the dialogue.
- c) Act out a similar dialogue.

LEARNING A FOREIGN LANGUAGE

- A.: Hi, Alex! It is nice to meet you. They say you are attending the courses for studying the Spanish language. Are you going to enter Foreign Languages Institute?
- B.: Hi, Kate! No, I am not going to enter such kind of educational institution. Learning foreign languages is my hobby.
- A.: Oh, good for you. To my mind, learning foreign languages adds much to the knowledge of your own language. Is it difficult to study Spanish?
- B.: Believe it or not, but it is easy for me.
- A.: Is that really so? Great! Will you be so kind as to let me go with you to these courses?
- B.: It goes without saying. You are welcome.
- A.: Alex, I don't know how to thank you... What should I take with me?
- B.: Kate, you need only a notebook and a pen. They have all modern study aids: players, voice recording with booklets, videotapes...
- A.: Sorry for interrupting you. And do you use computers during your classes?
- B.: Certainly! Computers provide not only instruction and practice, but also self-instruction. You may use different application programs. You will go and see.
- A.: Thanks a lot! That's fine!

EXERCISE 34. Act as an interpreter.

HOBBIES IN DIFFERENT COUNTRIES

Two students, one — from Russia, the other — from the U.K. are talking about hobbies of the students in their countries.

— Какие увлечения популярны среди студентов в вашей стране?

— There are many of them. Hobbies differ like tastes. Some are interested in music, they collect records and musical discs. Other like to read and collect books. As to me, I am fond of playing computer games.

— Это стало одним из самых популярных увлечений у нас в стране тоже. Но что касается меня, то я люблю собирать модели самолетов. У меня их уже около ста.

— Действительно жаль. Передавайте привет вашему другу от меня из России. Надеюсь, что он придет в следующий раз и мы обсудим то, что нас интересует.

— Безусловно. Я посещаю секцию по моделированию самолетов. У меня там много друзей. Я приглашаю вас навесить меня, и я покажу вам свои модели.

— How interesting! My friend is also fond of making different model aeroplanes. He is attending a hobby section of this kind. Their section allows hobbyists to visit places where they meet people with similar interests. It's a great pity that he is not with us, and you can't discuss what you are interested in.

— OK. And do you share your hobby with your friends?

— It's a great idea. Thank you for inviting me.

EXERCISE 35. Arrange role plays on the following subjects. Be as imaginative as you can.

1. At the Jumble Sale. A conversation between a book collector and a book seller.
2. At the Sports Club. A conversation between a trainer and a person who wants to attend this club.

EXERCISE 36. Imagine the context in which you may use the following phrases. Dramatize the situations.

1. What is your hobby?
2. What kind of kits do you want?
3. What a surprise!

EXERCISE 37. Talk on one of these topics. Can you keep talking for one minute?

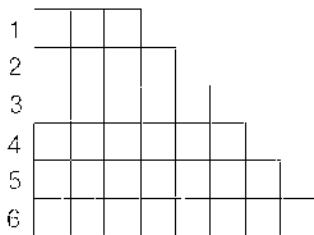
1. My Hobby.
2. The Hobby of My Friend.
3. The Hobbies of My Parents.

EXERCISE 38. Discuss the following proverb together with your friend and say if you agree with it.

Tastes differ.

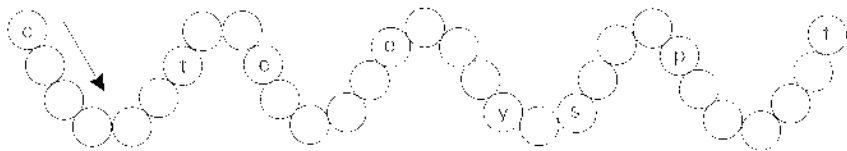
EXERCISE 39. Enjoy Yourself!

a) Отгадайте слова в лайнворде.



1. Expression of what is beautiful in music, literature, painting
2. A round piece of metal
3. An activity which people like to do in their free time
4. A round piece of plastic
5. to contain
6. A kind of the arts

b) Отгадайте слова в чайнворде.



Test 2

1. Choose the proper words and fill in the blanks.

1. *People do this kind of activity ... their leisure time.*
A. on B. during C. of D. among
2. *Four general categories of hobbies may ... each other.*
A. take part B. enjoy C. include D. overlap
3. *Each art form has many ... for a hobby.*
A. possibilities B. hobbyists C. items D. games
4. *Hobbyists can collect ... any thing.*
A. always B. especially C. almost D. increasingly
5. *Learning ... languages is his hobby.*
A. Spanish B. English C. foreign D. Russian
6. *... to me, I am fond of collecting rare books.*
A. if B. when C. while D. as

7. *I... this hobby with my friends.*
A. collect B. attend C. share D. concentrate
8. *Hobbies are ... into different groups.*
A. divided B. concentrated C. collected D. attracted
9. *Some book collections are vast with thousands of...*
A. collectors B. volumes C. hobbyists D. people
10. *Some collections ... of several items.*
A. consist B. include C. focus D. concentrate

2. Choose the proper grammar form of the verb and fill in the blanks.

1. *My friend ... a hobby long ago.*
A. chose B. have chosen C. has chosen D. had chosen
2. *A sports club usually ... different kinds of activities.*
A. has offered B. offers C. were offered D. offer
3. *Different kinds of hobbies ... into four categories.*
A. was divided B. are divided C. have divided D. divide
4. *We ... that opera recently.*
A. attended B. had attended C. have attended D. attend
5. *She ... a sweater all the evening yesterday.*
A. knit B. knits C. was knitting D. is knitting
6. *I ... the foreign languages now.*
A. am learning B. was learning C. learnt D. are learning
7. *Handicrafts ... a lot of hobbyists.*
A. attract B. was attracted C. are attracted D. attracts
8. *Nowadays many hobbyists ... in sports competitions.*
A. takes part B. are taking part C. took part D. were taking part
9. *My brother ... a model aeroplane on Sunday.*
A. has made B. had made C. made D. makes
10. *As a rule subject collections ... on a particular subject.*
A. concentrates B. concentrating
C. concentrate D. have concentrated

3. The text contains different mistakes: 3 — in grammar, 4 — in spelling. Correct the mistakes and rewrite the text.

I have choose a hobby recently. Hobbies differs like tastes. I like to go in for sports. Now I am attending one of the sports club. We go there together with my friend twice a weak. Not long ago we take part in the competition among different coleges.

4. Answer these multiple-choice questions about hobbies.

- Why do people choose a hobby?*
 - They want to have a rest.
 - They want to be busy.
 - They don't want to relax.
- Why do people collect books?*
 - They can work skillfully with their hands.
 - They are fond of reading.
 - They want to sell them.
- Where do hobbyists find books for their collections?*
 - In the museums.
 - At jumble sales.
 - In the libraries.
- What do subject collections usually consist of?*
 - Books on a particular subject.
 - Different editions of a single book.
 - Books with different printing styles.
- Whom do often book collectors present their collections?*
 - To the libraries.
 - To the jumble sales.
 - To the computer centres.

UNIT 3

<i>Theme:</i>	Russia — My Motherland
<i>Texts:</i>	1. The Russian Federation 2. Moscow
<i>Dialogues:</i>	1. The State System of the Russian Federation 2. About the History of Russia
<i>Grammar</i>	
<i>Structures:</i>	Infinitive (Нескользя)
<i>Test 3</i>	

EXERCISE 1. a) Read, translate and study the use of the new words to read and discuss the texts and dialogues:

- 1) *to extend*. Russia extends from the Baltic Sea to the Pacific Ocean;
- 2) *total, a total area*. The total area of Russia is 17 mln sq km;
- 3) *to border*. Russia borders many countries;
- 4) *a surface*. The surface of the country is various;
- 5) *grasslands*. On its territory you can see wide grasslands;
- 6) *a plain*. Russia is situated on two plains;
- 7) *a chain, the mountain chain*. The Urals, the mountain chains, separate Asia and Europe;
- 8) *mild, a mild climate*. The central part of Russia has a mild climate;
- 9) *abundant*. Russia has abundant natural resources;
- 10) *soil, fertile soils*. Russia is rich in fertile soils;
- 11) *supply, water supply*. Russia has a great water supply;
- 12) *wealth*. Health is above wealth;
- 13) *densely populated*. The European part of the country is densely populated;
- 14) *to prefer*. I don't like to watch TV. I prefer to read books;
- 15) *outskirts*. We don't live in the city centre, we live on the outskirts;
- 16) *a commander-in-chief*. Our President is the commander-in-chief of the armed forces;
- 17) *to appoint*. The President appoints ministers;
- 18) *to approve*. It must be approved by the Federal Assembly;
- 19) *to adopt*. The Russian flag was adopted in 1991;
- 20) *a stripe*. The flag has three stripes;

- 21) *freedom*. The red colour on the flag symbolizes the freedom;
- 22) *an eagle*. An eagle is a bird;
- 23) *a fortress*. Moscow was founded as a fortress;
- 24) *an invasion*. Moscow was ruined during the Tartar invasion;
- 25) *gradually*. The rare books were gradually collected by him;
- 26) *to destroy*. The city was destroyed by the fascists;
- 27) *a bridge*. There are a lot of bridges over the Moskva River;
- 28) *an event, a historic event*. Many historic events have left their traces on the city's face;
- 29) *a government*. The Prime Minister is at the head of the government;
- 30) *a cathedral*. Moscow is known for its beautiful cathedrals;
- 31) *abroad*. I have never been abroad, I have travelled only in Russia;
- 32) *a dome*. Red Square is famous for its multidomed St Basil's Cathedral;
- 33) *to be proud of*. We are proud of our capital;
- 34) *magnificent*. We are proud of our beautiful and magnificent capital;
- 35) *legislative, executive, judicial*. The federal government includes three branches: legislative, executive, judicial;
- 36) *a chamber*. The Federal Assembly consists of two chambers: the Council of Federation and the State Duma;
- 37) *to belong*. The executive power belongs to the government;
- 38) *a court*. The judicial power is represented by the Constitutional Court, the Supreme Court and the regional courts;
- 39) *useful*. To know the history of any country is useful;
- 40) *the reign, to reign*. It was during the reign of Catherine the Great.

b) Watch out!

<p><i>to be proud of</i> ←</p> <p><i>I am proud of my father.</i></p> <p><i>We are proud of our country.</i></p>
--

c) Read the geographical names:

Arctic Ocean ['ɑ:ktɪk 'əʊʃən]	Северный Ледовитый океан
Asia ['eɪʃə]	Азия
Baikal [baɪ'kaɪl]	оз. Байкал
Baltic Sea ['bɑ:ltɪk 'si:]	Балтийское море

Black Sea [ˈblæk ˈsi:]	Черное море
Caucasus [ˈkɔːkəsəs]	Кавказ
China [ˈtʃaɪnə]	Китай
Europe [ˈjʊərəp]	Европа
Far East [ˈfaɪ ˈiːst]	Дальний Восток
Finland [ˈfɪnlənd]	Финляндия
Lena [ˈleɪnə]	р. Лена
Mongolia [mɒŋˈɡɒliə]	Монголия
Ob [ɒb]	р. Обь
Pacific Ocean [pəˈsɪfɪk ˈoʊʃən]	Тихий океан
Russian Federation [ˈrʌʃjən ˌfɛdʊˈreɪʃən]	Российская Федерация
Siberia [saɪˈbɪəriə]	Сибирь
Ukraine [juˈkreɪn]	Украина
Urals [ˈjʊərəlz]	Уральские горы
Volga [ˈvɒlɡə]	р. Волга
Yenisei [ˌjenɪˈseɪ]	р. Енисей

EXERCISE 2. a) Read the words following the rules of reading. Pronounce correctly. Practise aloud:

- [e] territory, wealth, Assembly, extend, event, steppe, legislative, executive;
- [æ] capital, flag, gas, natural, national, nationality, language, gradually;
- [ɑ:] grassland, commander, part;
- [ʌ] Russia, summer, country, cultural, government, abundant;
- [ɔ:] warm, resource, fortress, restore, abroad, court;
- [ə] adopt, belong, minority, horizontal, deposit;
- [u:] approve, include;
- [i:] freedom, gagle, cathedral;
- [ɪ] minister, bridge, magnificent, judicial;
- [ɜ:] world, garth, surface, prefer, fertile;
- [eɪ] state, trace, invasion, regn, Federation, plain, chain, chamber;
- [eɪ] various;
- [əʊ] town, thousand, mountain, outskirts, proud;

[aɪ] mild, climate, stripe, supply;

[oo] cold, ocean, most, total, dome.

b) Look at the following pairs of words and think if the underlined letters are pronounced in the same way, or if they are pronounced differently:

territory — cathedral; minister — mild; dome — adopt; warm — gas;
adopt — approve; state — chamber; world — total; various — chamber;
abundant — cultural; national — nationality; horizontal — country;
earth — eagle; gradually — language; executive — extend; grassland —
invasion; court — proud.

EXERCISE 3. a) Read the international words, mind the stress:

federation, 'Arctic, 'Europe, 'Asia, 'million, kilo'metres, 'territory, climatic, zone, 'central, continental, 'natural, de'posits, gas, 'mineral, 'concentrate, 'ethnic, natio'nality, official, 'president, com'mander, 'minister, As'sembly, flag, ,hori'zontal, 'national, rain, his'toric, in'dustrial, 'total, po'litical, 'centre, 'cultural, 'tourist, 'monument, 'theatre, mu'seum, 'gallery, uni'versity, 'History, ma'terial, 'complex, ,constitu'tional, arist'oeracy, 'period, ,ide'o'logy, 'party, de'mocracy.

b) Find the English equivalents for the following words and arrange them in pairs:

For example: federation — федерация

национальный, центр, период, арктический, километры, Европа, Азия, концентрироваться, турист, общий, зона, территория, континентальный, национальный, национальность, официальный, президент, разрушать, исторический, промышленный, партия, этнический, миллион, горизонтальный, климатический, центральный, натуральный, залежи, газ, минеральный, командир, министр, Ассамблея, флаг, политический, культурный, монумент, театр, музей, галерея, университет, история, материал, сложный, конституционный, аристократия, идеология, демократия.

EXERCISE 4. a) Translate, analyse the words with different suffixes and divide the following words into the three groups: nouns, adjectives, adverbs:

Federation, Arctic, Baltic, Pacific, total, various, different, climatic, central, continental, abundant, natural, mineral, population, ethnic, minority, nationality, densely, official, language, federal, government, horizontal, European, Russian, freedom, invasion, gradually, historic,

beautiful, industrial, political, monument, educational, institution, university, scientist, magnificent, absolutely, certainly, naturally, commander, legislative, executive, judicial, constitutional, regional, American, conversation, useful, tradition.

b) **Make up as many words as you can by combining different parts of the words:**

in- differ -ent -ment
 continent -ence -dom
 govern -al
 free
 education -ful
 region
 use

c) **The words in capitals at the end of each of the following sentences should be changed to form a word that fits suitably in the blank space.**

1. To know the history of any country is ... USE.
2. The red colour on the Russian flag symbolizes ... FREE
3. The head of the ... is the Prime Minister GOVERN.
4. The climatic zones on the vast territory of Russia are ... DIFFER.
5. Moscow State University is one of higher ... institutions in Moscow EDUCATION.

d) **Read the following sentences and say what part of speech the words in italics are.**

1. Russia *borders* many countries. 2. The Russian *borders* are very long. 3. Russia has a great water *supply*. 4. They *supply* this country with natural gas. 5. There are *different climatic zones* on the vast Russian territory.

EXERCISE 5. a) Try to match up the adjectives in column A with the nouns in column B to form meaningful phrases:

A	B
1) large	a) territory
2) total	b) deposit
3) official	c) stripes
4) wide	d) emblem
5) different	e) zones
6) natural	f) resources
7) Russian	g) flag

- | | |
|---------------|---------------|
| 8) vast | h) grasslands |
| 9) horizontal | i) language |
| 10) national | j) area |

b) Decide which of the verbs on the left collocate with the nouns on the right:

- | | |
|---------------|-----------|
| to border... | deposits |
| to include... | ministers |
| to appoint... | the city |
| to restore... | tourists |
| to attract... | countries |

EXERCISE 6. Translate the following word combinations. Pay attention to the prepositions.

Extends from the Arctic Ocean to the Black Sea, on its territory, on two plains, in our country, in Europe, a lot of rivers, on the vast area of our country, in the North, in summer, the central part of the country, in the South, in winter, the climate of Siberia, deposits of gas, three quarters of the mineral wealth, in Siberia, the population of Russia, most of Russia's people, in cities, the official language of the country, the head of the state, the commander-in-chief of the armed forces, must be approved by the Federal Assembly, the head of the government, in 1991, the capital of Russia, by Prince, on the Moskva River, during the Tartar invasion, in the 13th century, by fire, under its bridges, on the city's face, one of the biggest cities, with the population of 9.5 million people, about 900 kilometres, from all over the world, the heart of Moscow, is named after, are proud of the capital, at last, for the History classes, about the state system, in brief, at the head of our country, belongs to the Government, is headed by the Prime Minister, is represented by the Constitutional Court.

b) Fill in the gaps with the proper prepositions.

1. The city was destroyed ... the Tartar invasion. 2. Moscow State University is named ... the greatest Russian scientist. 3. The executive power belongs ... the Government. 4. ... last they have got that letter. 5. Moscow is visited ... tourists ... all over the world.

EXERCISE 7. Divide the following words into three groups which describe: a) surface, b) climate, c) flag:

surface, cold, warm, grasslands, stripes, highlands, summer, to adopt, lakes, rivers, to symbolize, mountain chains, plains, continental, mild,

forests, freedom, sky, national symbol, climatic zones, lowlands, two-headed eagle, to separate.

EXERCISE 8. a) Decide which word is the odd one out in each of the following groups of words:

- 1) cold, warm, continental, the sky;
- 2) to adopt, to symbolize, to separate, national emblems;
- 3) highlands, lakes, rivers, a two-headed eagle;
- 4) resources, deposits, outskirts, iron ore;
- 5) population, wealth, people, nationalities.

b) Find the names for the groups of words. Fill in each of the spaces:

- 1) highlands, lowlands, mountain chains, grasslands — ...;
- 2) warm, mild, cold, continental — ...;
- 3) gas, coal, iron ore, fertile soils — ...;
- 4) Russian, American, English, Chinese — ...;
- 5) the Volga, the Yenisei, the Ob, the Lena — ...

EXERCISE 9. a) Translate the following definitions of the words.

1. *A plain* is a large area of flat land.
2. *A grassland* is an area covered mainly with grass, especially wild open land used for cattle to feed on.
3. *Steppes* are large areas of land without trees, especially that in Russia and part of Asia and southeast Europe.
4. *Abundant* means more than enough.
5. *Wealth* is a large amount of money and possessions.

b) The following words also appear in the texts and dialogues. Match each one with its correct definition:

to reign, to adopt, to approve, to appoint, to belong (to)

- 1) to choose for a position or job;
- 2) to have a favourable opinion, especially of a course of action or type of behaviour;
- 3) to approve formally;
- 4) to be the property of ...;
- 5) to be the king or queen.

EXERCISE 10. a) Study the use of the Infinitive.

1. *Нод.рескаице*
To read is useful. (Чтение/чтунамь нод.рес.)

2. *Составная часть сказуемого*
We began *to read* this book. (Мы начали *читать* эту книгу.)
3. *Дополнение*
I like *to read*. (Я люблю *читать*.)
4. *Определение*
There are many things in the world *to make* you happy. (Есть многое в мире, *что может сделать* вас счастливым.)
This is the book *to be read*. (Это книга, *которую необходимо прочитать*.)
5. *Обстоятельство*
To know English well, you should study hard. (*Чтобы знать* английский хорошо, вы должны усердно учиться.)

b) Read the sentences, state the function of the Infinitive, translate into Russian.

1. To see the wide grasslands is interesting. 2. They began to describe the climate of Russia. 3. I want to visit my relatives. 4. He wants to collect stamps. 5. They have an idea to restore this monument. 6. To prepare a report about the natural resources of Russia I went to the library. 7. To know the history of any country is useful. 8. It helps me to understand better the people's customs and traditions. 9. I don't want to talk about it. 10. On the Russian flag there are three stripes (white, blue and red) to symbolize the earth, the sky, the freedom.

EXERCISE 11. Transform the sentences according to the model to practise the use of the Infinitive.

Model: The customs and traditions which we should study are very interesting.

The customs and traditions to be studied by us are very interesting.

1. The museum which they should visit is far from here. 2. The book which the students should read is interesting. 3. The report which I should prepare is about the climate of this country. 4. The ring which he should present is very beautiful. 5. The sweater which she should knit is a white colour.

EXERCISE 12. Fill in the gaps to practise the use of the Infinitive.

1. They want ... a report about the political structure of this country. 2. ... ministers is the function of the President. 3. She began ... a sweater.

4. The flag ... is approved by the people. 5. ... the people of the country, you should know their customs and traditions.

EXERCISE 13. Make up sentences according to the model to practise the use of the Infinitive.

Model: Чтобы лучше знать историю, ты должен читать больше исторических книг.

To know the history better, you must read more historical books.

1. Чтобы познать народ этой страны, вы должны знать их обычаи и традиции. 2. Чтобы подготовить этот доклад, вы должны пойти в библиотеку. 3. Чтобы хорошо знать географию, вы должны изучать карту. 4. Чтобы поступить в этот университет, вы должны хорошо подготовиться. 5. Чтобы получать хорошие оценки, я должен усердно учиться.

EXERCISE 14. Analyse the use of the Infinitive in the following proverbs and sayings.

1. Better to do well than to say well. 2. Early to bed and early to rise makes a man healthy, wealthy and wise. 3. It is never too late to learn. 4. Burn not your house to rid it of the mouse. 5. To be born with a silver spoon in one's mouth.

EXERCISE 15. Read the text, try to focus on its essential facts and choose the most suitable heading below for each paragraph:

1) The National Symbols; 2) The Territory of the Russian Federation; 3) The Climate; 4) The Natural Resources; 5) The Population; 6) The Head of the State; 7) The Surface of the Country.

THE RUSSIAN FEDERATION

The Russian Federation (Russia) is the world's largest country in area. It extends from the Arctic Ocean to the Black Sea, and from the Baltic Sea to the Pacific Ocean. It is located in Europe and Asia. Its total area is over 17 million square kilometres. Russia borders many countries, such as Finland, Ukraine, the Baltic States, China, Mongolia and others.

The surface of Russia is various. You can see lowlands and highlands, forests and wide grasslands on its territory. The Russian Federation is situated on two plains. The longest mountain chains are the Urals, which separate Europe and Asia, the Caucasus, the Altai. There are many rivers and lakes in our country. Major rivers include the Volga in Europe, the

Yenisei, the Ob, the Lena in Asia. Lake Baikal in Siberia is the world's deepest lake.

There are different climatic zones on the vast area of our country. In the North, it is very cold, even in summer. The central part of the country has a mild climate. In the South, it is warm, even in winter. The climate of Siberia is continental: summers are hot and dry, winters are very cold.

Russia has abundant natural resources, which, besides large areas of forests, vast fertile soils and a great water supply, include large deposits of gas, coal, iron ore etc. Three quarters of the mineral wealth are concentrated in Siberia and the Far East.

The population of Russia is over 150 million people. Most of Russia's people (over 80 per cent) are ethnic Russians, but more than 100 minority nationalities also live in our country. The European part of the country is densely populated. Most of the people (about 70 per cent) prefer to live in cities, towns and on their outskirts. The official language of the country is Russian.

The head of the state is the President, who is the commander-in-chief of the armed forces. The President appoints the ministers, but they must be approved by the Federal Assembly. The head of the government is the Prime Minister.

The Russian flag was adopted in 1991. It has three horizontal stripes which symbolize: white — the earth, blue — the sky, red — the freedom. Besides the Russian flag, there is another national symbol of Russia — a two-headed eagle.

EXERCISE 16. Read and give a summary of the text.

MOSCOW

Moscow is the capital of Russia, our Motherland. It was founded in 1147 as a fortress on the Moskva River. The city was ruined during the Tartar invasion in the 13th century. The city was gradually restored and became stronger. The Napoleon army in 1812 destroyed Moscow by fire, but Moscow was soon rebuilt and developed again. Moscow is more than 850 years old. A lot of water has flowed under its bridges, and many historic events have left their traces on the city's face.

Modern Moscow is one of the biggest and most beautiful cities of the world. It is one of Russia's major industrial cities with the population of 9.5 million people. Its total area is about 900 thousand square kilometres. Moscow is a political centre where the government of our country works.

Moscow is a cultural centre. It attracts tourists from all over the world. Moscow is known for its beautiful cathedrals, monuments, theatres, mu-

seems etc. The Bolshoi Theatre, the Tretyakov Art Gallery, the Pushkin Fine Arts Museum, the Kremlin are well-known even abroad. Red Square with its multi-domed St Basil's Cathedral is the heart of Moscow.

Moscow is the city of higher educational institutions, Moscow State University, which is named after the greatest Russian scientist M. Lomonosov, is famous all over the world.

All people of Russia are proud of their magnificent and beautiful capital.

EXERCISE 17. Quote the sentences in which these words and word combinations are used in the texts:

It extends, is over, such as, is situated on, major rivers, in the North, in the South, abundant, deposits, three quarters, ethnic, more than, densely, most of, must be approved by, was adopted, as a fortress, by fire, is about, all over the world, multi-domed, is named after, are proud of.

EXERCISE 18. Find in the texts English equivalents for these words and word combinations:

самая большая страна, простирается, общая площадь, свыше, около, граничит с, такие как, изменности, нагорье, расположена на, самые длинные горные цепи, которые отделяют, на севере, на юге, даже летом, большие залежи, железная руда, три четверти, по происхождению, густо заселена, окраина, глава государства, главнокомандующий вооруженными силами, должны быть одобрены, глава правительства, был принят, которые символизируют, двуглавый орел, постепенно восстанавливается, развивалась снова, утклось, оставили следы, со всего мира, соборы, музеи изобразительных искусств, за границей, многокупольный, высшие учебные заведения, назвали в честь, гордятся, величественный.

EXERCISE 19. a) Find in the texts the words which have the similar meanings as the following words:

the biggest, territory, whole, different, a lot of, plentiful, to contain, towns, liberty, to ruin, nice, famous, centre.

b) Find in the texts the words which have the opposite meanings to the following words:

lowlands, narrow, in the South, hot, small, majority, vertical, black, to restore, weaker, above, agricultural.

c) Read, translate the sentences, change the words in italics into the words with similar or opposite meanings.

1. *Many* rivers are flowing through the country. 2. The city was *destroyed* by the Tartar invasion. 3. Moscow is known for its *beautiful* cathedrals. 4. That summer was *cold*. 5. This country has *abundant* natural resources.

EXERCISE 20. Fill in the missing words in the following sentences. The first letter of each word has been given to help you.

1. Russia b... many different countries. 2. On the vast Russian area, you can see wide g... . 3. The Ural mountain e... separate Europe and Asia. 4. Some parts of Russia have a m... climate. 5. There are large d... of natural resources on the territory of Russia. 6. Most of m... wealth is in Siberia and the Far East. 7. They live on the o... of the city. 8. Moscow was founded in 1147 as a f... . 9. Moscow is one of the m... industrial cities. 10. The g... of the country works in Moscow.

EXERCISE 21. Fill in the blanks with the articles *a, an, the* where necessary.

1. Russia is ... largest country in ... area. 2. It extends from ... Arctic Ocean to ... Black Sea. 3. ... President is ... head of ... state. 4. ... Siberia has ... continental climate. 5. ... Russia has ... world's largest oil and natural gas resources. 6. ... two-headed eagle is ... most ancient symbol of ... Russia. 7. ... symbols of ... country should be approved by ... Federal Assembly. 8. ... government of ... country is headed by ... Prime Minister. 9. ... Lake Baikal is ... deepest in ... world. 10. ... thousands of ... tourists try to visit ... lake

EXERCISE 22. a) Read and state the function of the verbs *to be, to have*.

1. The Russian Federation is situated in Europe and in Asia. 2. Its total area is over 17 million square kilometres. 3. There are different climatic zones in our country. 4. Russia has abundant natural resources. 5. A lot of water has flowed under its bridges.

b) Fill in the blanks with the proper auxiliary verbs.

1. Moscow ... founded in 1147. 2. Many historic events ... left their traces on the city's face. 3. He ... never been to Moscow. 4. Moscow ... attracting tourists from all over the world. 5. The city ... been ruined, and then it ... restored.

EXERCISE 23. Find in the texts, translate, analyse:

a) grammar forms with the ending -ed:

is situated	was adopted
is located	was founded
is concentrated	was ruined
is populated	was restored
must be approved	destroyed
developed	is named

b) grammar forms with the ending -s:

the world's largest country	square kilometres
Russia borders many countries	the President appoints
the forests and grasslands	ministers
rivers and lakes	stripes
the world's deepest lake	its bridges
climatic zones	events
summers and winters	traces
natural resources	on the city's face
large deposits	Russia's major cities
three quarters	the government works
most of Russia's people	it attracts tourists
ethnic Russians	its cathedrals, monuments
nationalities	St Basil's Cathedral
cities, towns	all peoples
it extends	

EXERCISE 24. a) Translate the sentences, pay attention to the use of different conjunctions.

1. *After* the city had been ruined, it was rebuilt again. 2. It is known *that* Moscow was founded in 1147. 3. Moscow was rebuilt, *because* it was destroyed by fire. 4. *If* you come to Moscow, you will see many beautiful cathedrals, monuments, theatres, museums there. 5. *When* Catherine the Great reigned, it was a period of great cultural growth.

b) Fill in the blanks with the proper conjunctions.

1. It is known ... Russia is the world's largest country in area. 2. ... you look at the geographical map of Russia, you will find many rivers and lakes there. 3. Moscow is a political centre, ... the government works there. 4. Moscow attracts tourists from all over the world, ... it is a cultural centre. 5. ... you want to know any country well, you should know the people's customs and traditions.

EXERCISE 25. Mind the word order. a) Extend the following sentences with the words given in brackets.

1. It is very cold (in the North, in summer, even) 2. The country has a mild climate (of, the part, central). 3. One hundred nationalities live there (minority, than, more, also). 4. Moscow was founded in 1147 (a fortress, as, the Moskva River, on). 5. The government works (our country, of, Moscow, in).

b) Put the words in the following sentences in order. The first word in each sentence is in italics.

1. all, of, parts, our, country, in, *There*, many, rivers, are.
2. three quarters, has, wealth, mineral, the, *Russia*, of, Siberia, Far East, in, the, and.
3. has, stripes, three, *The Russian*, horizontal, flag.
4. Moscow, *The heart*, Red Square, of, is.
5. all, the, world, well-known, *The Moscow Kremlin*, is, over.

c) Give possible beginning of the sentences.

1. ... on the city's face. 2. ... all over the world. 3. ... 850 years old. 4. ... in the 13th century. 5. ... became stronger.

d) Complete the followings sentences in a logical way.

1. The Russian Federation is... 2. It extends... 3. Russia borders... 4. Its total area is... 5. The Urals mountain chains separate... 6. There are... 7. It is... 8. The central part has... 9. Russia has... 10. The population of Russia is... 11. The capital of the country is... 12. The head of the state is... 13. The Russian flag was adopted... 14. It has... 15. We are proud of...

EXERCISE 26. Make up general and disjunctive questions and answer them according to the models.

a) Model: *Moscow is the capital of Russia.*

Is Moscow the capital of Russia? — Yes, it is.

Moscow is the capital of Russia, isn't it? — Yes, it is.

1. Russia is the world's largest country in area. 2. The climate in Siberia is continental. 3. It is warm in the South. 4. The head of the state is the President. 5. The head of the government is the Prime Minister.

b) Model: *There are many rivers in Russia.*

Are there many rivers in Russia? — Yes, there are.

There are many rivers in Russia, aren't there? — Yes, there are.

1. There are different climatic zones in Russia. 2. There are abundant natural resources in our country. 3. There are various minority nationalities in Russia. 4. There are three horizontal stripes on the Russian flag. 5. There are many beautiful cathedrals in Moscow.

c) Model: Russia borders many countries.

Does Russia border many countries? — Yes, it does.

Russia borders many countries, doesn't it? — Yes, it does.

1. The Russian Federation extends from the Arctic Ocean to the Black Sea. 2. The President appoints the ministers. 3. The government works in Moscow. 4. Moscow attracts tourists from all over the world. 5. The federal government consists of three branches.

EXERCISE 27. Make up special questions according to the models and answer them.

a) Model: Its total area is over 17 million square kilometres.

How many square kilometres is its total area?

1. The population of Russia is over 150 million people. 2. Eighty per cent are ethnic Russians in our country. 3. The total area of Moscow is about 900 thousand square kilometres. 4. The population of Moscow is 9.5 million people. 5. Three horizontal stripes are on the Russian flag.

b) Model: Over 150 million people live in Russia.

How many million people live in Russia?

1. Over 9 million people live in Moscow. 2. More than 100 minority nationalities live in Russia. 3. About 70 per cent of the people prefer to live in cities, towns and on their outskirts. 4. Over 80 per cent of ethnic Russians live in our country. 5. More than two hundred people visit this museum every day.

EXERCISE 28. Make up questions the answers to which will be the words in italics. The words in brackets will help you.

1. *Russia* is located in Europe and Asia (what). 2. *Natural* resources include large deposits of gas, coal and iron ore (what). 3. *The President* appoints the ministers (who). 4. You can see *lowlands* on its territory (what). 5. The red colour on the Russian flag symbolizes *the liberty* (what).

EXERCISE 29. Agree or disagree with the following statements. Add some more information.

1. Russia borders many countries. 2. The area of the Russian Federation is not large. 3. The surface is the same on the vast territory of Russia.

4. Russia has abundant natural resources. 5. More than 150 million people live in Russia.

EXERCISE 30. Translate the following sentences from Russian into English. You will have a story on the topic as a pattern.

1. Российская Федерация — самая большая страна в мире по площади. 2. Ее общая площадь — свыше 17 миллионов квадратных километров. 3. Россия граничит со многими странами. 4. Рельеф на территории Российской Федерации разнообразен: низменности и пасторья, леса и широкие насаждения, много рек и озер. 5. В России есть разные климатические зоны. 6. Множество ценные природные ресурсы включают большие залежи газа, угля, железной руды. 7. Население России — свыше 150 миллионов человек. 8. Европейская часть страны густо заселена. 9. Большинство людей (около 70 процентов) предпочитают жить в больших и маленьких городах. 10. Официальный язык в стране — русский. 11. Столица России — древний и очень красивый город. 12. Москва — политический центр страны. 13. Глава государства — президент, глава правительства — премьер-министр. 14. Российский флаг был принят в 1991 году. 15. Кроме российского флага есть и другой национальный символ России — двуглавый орел.

EXERCISE 31. Make up your own story on the topic. Speak on the following points of the plan. The words and phrases will help you make your story to be logical and interesting.

1. *The Territory of the Russian Federation*
Russia extends
It is located
Its total area is
Russia borders
2. *The Surface of the Country*
The surface is
You can see
3. *The Climate*
There are
It is very cold
It is warm
The climate of Siberia is

4. *The National Resources*
The national resources include
Three quarters of mineral wealth is concentrated
5. *The Population of Russia*
Over 150 million people live
Over 80 per cent are
More than 100 minority nationalities live
6. *The Capital of Russia*
Moscow is
It was founded
Moscow is more than
7. *The Head of the State*
The Head of the state is
The President appoints
8. *The Russian Flag*
The Russian flag was adopted
It has
Three stripes symbolize

EXERCISE 32. Answer the questions about Russia.

1. What territory does the country occupy? 2. What is its total area? 3. What countries does Russia border? 4. What are the specific features of the surface of Russia? 5. What are the longest mountain chains? 6. What are the major rivers of Russia? 7. Where is the world's deepest lake situated? 8. What climatic zones are there in Russia? 9. Where are winters very cold in Russia? 10. What natural resources is Russia rich in? 11. Where is most of the mineral wealth? 12. How many million people is the population of Russia? 13. What part of the country is densely populated? 14. How many minority nationalities live in the Russian Federation? 15. Who is the head of the state? 16. Who is the head of the government? 17. When was the Russian flag adopted? 18. What do three stripes on the Russian flag symbolize? 19. What is the capital of our Motherland? 20. Why does Moscow attract tourists from all over the world?

EXERCISE 33.

- a) Read and translate the following dialogue.
- b) Memorize and dramatize the dialogue.
- c) Act out a similar dialogue.

THE STATE SYSTEM OF THE RUSSIAN FEDERATION

- A: Hi, Dima! You have come at last. Glad to see you.
B: Hi, Max! Glad to see you too.
A: Have you prepared for your History classes?
B: Yes, I have. We should have prepared texts about the state system of the Russian Federation.
A: You are absolutely right. But I was busy yesterday and didn't manage to prepare the material. Will you be so kind as to tell me about it in brief?
B: Certainly. Don't worry. It is not too complex. I hope that you do know who the head of our country is.
A: Naturally. The President, who is the commander-in-chief of the armed forces. He also appoints ministers in the government.
B: That's fine. Do you know what branches the federal government consists of?
A: I wish I knew.
B: You see, the federal government includes the three branches: legislative, executive and judicial. The legislative power is realized by the Federal Assembly, which consists of the two chambers: the Upper Chamber, the Council of Federation, and the Lower Chamber, the State Duma. The executive power belongs...
A: Oh, sorry for interrupting you. I do know about it. It belongs to the Government, which is headed by the Prime Minister.
B: Good for you. And the judicial power is represented by the Constitutional Court, the Supreme Court and the regional courts. That's all.
A: I don't know how to thank you.
B: Not at all. It was a real pleasure for me to do it.

EXERCISE 34. Act as an interpreter.

ABOUT THE HISTORY OF RUSSIA

A conversation between a Russian student and an American student is taking place in the library.

— Привет, Джон. Что ты здесь делаешь?

— Замечательно. Знать историю любой страны полезно.

— Hi, Andrew. You see, I am reading a book on Russian history.

— You are absolutely right. It helps me to understand better your people's customs and traditions.

— У нашей страны очень богатая история.

— Тебе не все понятно? Могу я помочь?

— Если я не ошибаюсь, к концу XVIII века русская аристократия приняла европейскую одежду и речь...

— Да, но это было давно.

— Трудно сказать. Я не уверен в этом. Не все было так плохо... Мне бы не хотелось говорить об этом...

— I agree with you, but it is too complex.

— To tell the truth, I haven't quite got why in the 18th century French became the official language in your country.

— I see. It was during the reign of Catherine the Great, a period which was characterized by the great cultural growth.

— Well, in the 20th century the main power became communism, an ideology of the Bolshevik party. And there was no freedom, no democracy...

— Well, but it seems to me that it is better now. You can easily travel abroad, enjoy freedom of speech and religion...

EXERCISE 35. Arrange role plays on the following subjects. Be as imaginative as you can.

1. At the Tourist Agency in Russia.
2. You are a guide to a foreigner.

EXERCISE 36. Imagine the context in which you may use the following phrases. Dramatize the situations.

1. How many domes has this cathedral?
2. I am proud of my Motherland.
3. Do you study in Moscow State University?

EXERCISE 37. Talk on one of these topics. Can you keep talking for one minute?

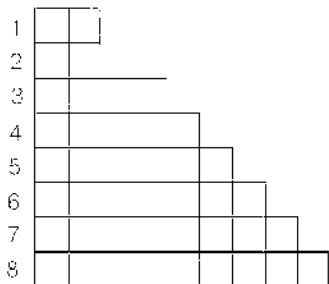
1. The Rivers in Russia.
2. The Deepest Lake in the World.
3. The Population of Russia.
4. The President of Our Country.
5. Red Square.
6. Russia Is My Motherland.

EXERCISE 38. Discuss the following proverb together with your friend and say if you agree with it.

There is no place like home.

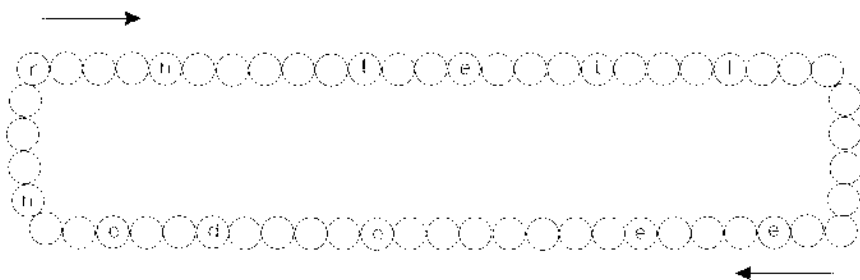
EXERCISE 39. Enjoy Yourself!

a) Отгадайте слова в лайнворде.



1. A river
2. The summers in Siberia are ...
3. ... territory
4. A large area of flat land
5. A large amount of money and possessions
6. To have a favourable opinion, especially of a course of action or type of behaviour
7. More than enough
8. An area which is far from the centre of the city

b) Отгадайте слова в чайнворде:



TEST 3

1. Choose the proper words and fill in the blanks.

1. *We are proud ... the country.*

- A. in B. of C. on D. to

2. *... rivers include the Volga in Europe, the Yenisei, the Ob, the Lena in Asia.*

- A. abundant B. national C. major D. total

3. *The greatest ... of natural gas are located in Siberia and the Far East.*
A. mineral B. concentrate C. deposits D. plains
4. *The city was ... restored after the Tartar invasion.*
A. especially B. densely C. naturally D. gradually
5. *St Basil's Cathedral has many ...*
A. eagles B. domes C. chambers D. courts
6. *The ... power is realized by the Federal Assembly.*
A. executive B. judicial C. legislative D. federal
7. *The Upper Chamber of the Federal Assembly is called the ... of Federation.*
A. Duma B. Council C. Court D. State
8. *At the end of the 18th century the Russian aristocracy ... the European clothes and speech.*
A. approved B. appointed C. adopted D. destroyed
9. *The period when Catherine the Great ... was characterized by the great cultural growth.*
A. resigned B. adopted C. ruined D. restored
10. *Now we can easily travel abroad, enjoy ... of speech and religion.*
A. abundant B. wealth C. court D. freedom

2. Choose the proper form of the Infinitive and fill in the blanks.

1. *The museums ... are far from this place.*
A. to visit B. visit C. to be visited D. to have visited
2. *They want ... that book to him.*
A. to be presented B. to present
C. present D. to have been presented
3. *... ministers is the President's function.*
A. to appoint B. to be appointed
C. to approve D. to be approved
4. *... this report, you should go to the library.*
A. to appoint B. to be prepared
C. to prepare D. to be approved
5. *... the people of this country, you should study their customs and traditions.*
A. to prepare B. to be understood
C. to understand D. to be prepared

6. *The book ... is interesting.*
 A. to be read B. to read C. have read D. have been read
7. *I don't want ... about this thing.*
 A. to talk B. say C. to have been said D. be told
8. *They began ... the monument in the centre of the city.*
 A. to develop B. to restore C. to be restored D. to attract
9. *The flag ... is approved by the Federal Assembly.*
 A. to adopt B. to be adopted
 C. to symbolize D. to be symbolized
10. *Thousands of tourists try ... Baikal.*
 A. to have been visited B. to be visited
 C. to have visited D. to visit
3. **The text contains different mistakes: 5 — in spelling, 6 — in grammar. Correct the mistakes and rewrite the text.**

My Motherland is Russia. It is a very large and beautiful country. It extend from Arctic Ocean to Black Sea, from Baltic Sea to Pacific Ocean. On its vast territory you can see highlands and lowlands, forests and grasslands, rivers and lakes. More than 150 million people live in our country. Turists from all over the world came to visit my country.

4. Answer these multiple-choice questions about Russia.

- What territory does the country occupy?*
 A. 90 million square kilometres.
 B. 17 million square kilometres.
 C. 150 million square kilometres.
- What countries does Russia border?*
 A. Spain, China, Ukraine.
 B. Finland, China, Ukraine.
 C. Finland, Mongolia, Norway.
- What are the major rivers of Russia?*
 A. The Lena, the Volga, the Amur.
 B. The Lena, the Volga, the Ob.
 C. The Yenisei, the Volga, the Don.
- Where is the world's deepest lake situated?*
 A. In the European part of the country.
 B. In the Asian part of the country.
 C. In the Northern part of the country.

5. *Where is the most of the mineral wealth of Russia?*
 - A. In Siberia and the Far East
 - B. In the European part of the country.
 - C. Near the Black Sea.

6. *How many million people live in Russia?*
 - A. More than 150 million people.
 - B. More than 100 million people.
 - C. More than 90 million people.

7. *What part of the country is densely populated?*
 - A. Siberia.
 - B. The Far East.
 - C. The European part of the country.

8. *Who is the head of the state?*
 - A. The President.
 - B. The Prime Minister.
 - C. The king.

UNIT 4

<i>Theme:</i>	The United Kingdom of Great Britain and Northern Ireland
<i>Texts:</i>	1. The United Kingdom of Great Britain and Northern Ireland 2. London
<i>Dialogues:</i>	1. About the Climate of the UK 2. About Northern Ireland
<i>Grammar</i>	
<i>Structures:</i>	Gerund (Урyвляння)
<i>Test 4</i>	

EXERCISE 1. a) Read, translate and study the use of the new words to read and discuss the texts and dialogues:

- 1) *united, the United Kingdom.* The United Kingdom of Great Britain and Northern Ireland (the U.K) occupies a territory of the British Isles;
- 2) *an island.* The U.K includes 5,500 islands;
- 3) *a coast.* The U.K is situated off the northwestern coast of Europe;
- 4) *to separate, separated.* The U.K is separated from the Continent by the English Channel and the Strait of Dover;
- 5) *to surround, surrounding.* The British Isles are surrounded by water;
- 6) *to influence.* The surrounding waters influence the climate of the country;
- 7) *thistle, daffodil, leek, shamrock.* The national emblems of different parts of the U.K are red rose, thistle, daffodil, leek and shamrock;
- 8) *to describe.* It is necessary to describe each part of the country;
- 9) *to mention.* Don't mention it!
- 10) *a peninsula.* The southern peninsula is washed by the English Channel;
- 11) *to flow.* Many rivers are flowing through Great Britain;
- 12) *a tributary.* Some rivers have tributaries;
- 13) *swift.* As a rule the rivers in the mountains are swift;
- 14) *busy.* The Thames is a busy river;
- 15) *to be worth.* This country is worth seeing;
- 16) *to continue.* She continued to write a letter;
- 17) *a cross.* The flag of the U.K is made up of three crosses;
- 18) *a patron saint.* St George is the patron saint of England;

- 19) *upright*. The red cross is upright;
 20) *a background*. The upright red cross is against a white background;
 21) *a habit*. He smokes and has some more bad habits;
 22) *to succeed in*. He has succeeded in business;
 23) *to depend upon*. This country doesn't depend upon the industry of other countries;
 24) *to manufacture*. The firm manufactures cars;
 25) *changeable*. The weather is very changeable because of the winds;
 26) *humid*. This country has a very humid climate;
 27) *to melt*. The snow melts quickly, because it is warm;
 28) *to assist*. Please assist me to find information on the subject;
 29) *to miss*. Her sister has gone to another country, and she misses her very much;
 30) *an emerald*. She has got a ring with emeralds.
 31) *the Trinity*. The shamrock is an illustration of the Christian doctrine of the Trinity.

b) Watch out!

to be worth doing ←
The country is worth seeing.
The country is worth visiting.

c) Read the geographical names:

Atlantic Ocean [ət'lentuk 'oʊʃən]	Атлантический океан
Belfast [ˌbelf'ast]	г. Белфаст (<i>столица Северной Ирландии</i>)
Britain ['brɪtɪn]	Британия
British Isles ['brɪtɪʃ 'aɪləz]	Британские острова
Cardiff ['kɑːdɪf]	г. Кардифф (<i>столица Уэльса</i>)
Clyde [klaɪd]	р. Клайд
Edinburgh ['edɪnbərə]	г. Эдинбург (<i>столица Шотландии</i>)
England [ˈɪŋɡlənd]	Англия
English Channel [ˈɪŋɡlɪʃ 'tʃænl]	пролив Ла-Манш (<i>в Великобритании принято его название Английский канал</i>)
Europe [ˈjʊərəp]	Европа
Glasgow [ˈglɑːzɡəʊ]	г. Глазго (<i>крупный промышленный центр и порт Шотландии</i>)

Great Britain [ˈɡreɪt ˈbrɪn]	Великобритания
Gulf Stream [ˈɡʌlf ˈstri:m]	Гольфстрим (<i>система теплых течений в северной части Атлантического океана</i>)
Highland Britain [ˈhaɪlənd ˈbrɪn]	гористая часть Великобритании
Ireland [ˈaɪələnd]	Ирландия
Irish Sea [ˈaɪrɪʃ ˈsi:]	Ирландское море
Lake District [ˈleɪk ˈdɪstrɪkt]	Озерный край, Озерный округ (<i>Оживотинский район гор и озер на северо-западе Англии</i>)
London [ˈlʌndən]	Лондон
Lowland Britain [ˈləʊlənd ˈbrɪn]	низменная часть Великобритании
Newcastle [ˈnju:kɑ:sl]	г. Ньюкасл
North Channel [ˈnɔ:θ ˈtʃænl]	Северный канал (пролив)
Scotland [ˈskɒtlənd]	Шотландия
Severn [ˈsevrən]	р. Северн
Snowdonia [ˌsnəʊˈdɒniə]	Сноудония (<i>парк в горном районе Уэльса</i>)
Spey [speɪ]	р. Спей
St George Channel [ˌsɪdʒɔ:dʒ ˈtʃænl]	пролив (канал) Святого Георгия
Strait of Dover [ˈstreɪt əv ˈdəʊvə]	пролив Па-де-Кале (<i>Дуврский пролив</i>)
Taff [tæf]	р. Тафф
Thames [ˈteɪmz]	р. Темза
Trent [ˈtreɪnt]	р. Трент
Tyne [taɪn]	р. Таин
Ulster [ˈʌlstə]	Ольстер (<i>область на севере Ирландии</i>)
Wales [weɪlz]	Уэльс
Wye [waɪ]	р. Уайт

EXERCISE 2. a) Read the words following the rules of reading. Pronounce correctly. Practise aloud.

[er] patron, changeable, strait, saint, reign:

[oo] toal, coast, ocean, flow:

- [aɪ] united, island, climate, describe, comprise, Irish;
 [aʊ] surround
 [eɪ] eligant, daffodil, shamrock, background, habit, manufacture;
 [ɒ] Scottish, cross;
 [i:] sea, leek, succeed;
 [jʊ:] humid;
 [e] separate, protection, mention, Welsh, depend, melt, emerald;
 [ɪ] influence, thistle, peninsula, tributary, swift, continue, assist,
 miss, Trinity;
 [ʌ] upright;
 [ɜ:] surface, worth.

- b) Look at the following pairs of words and think if the underlined letters are pronounced in the same way, or if they are pronounced differently:

four — without; against — certainly; water — invaders; sea — area;
 history — climate; throughout — country; describe — without; sea —
 eastern; busy — upright; thruce — leek; name — national; flag — capital;
 hand — habit.

EXERCISE 3. a) Read the international words, mind the stress:

'territory, 'total, 'Europe, Atlantic, 'ocean, 'continent, protection,
 'national, 'emblem, 'region, 'million, official, 'central, flag, di'agonal, 'centre,
 'port, in'dustrial, bank, fi'nancial, historical, park, ho'tel, to dis'cuss,
 'conference, 'climate, 'variant, 'person, 'visit, infor'mation, 'poet, 'legend,
 to 'illustrate, 'Christian, club, 'meeting.

- b) Find the English equivalents for the following words and arrange them in pairs:

For example: territory — территория

климат, гостиница, эмблема, промышленный, христианский,
 человек, национальный, район, конференция, иллюстрировать,
 легенда, информация, центр, порт, общий, банк, финансовый,
 исторический, обсуждать, поэт, клуб, собрание, флага, централь-
 ный, посещение, миллион, континент, защита, океан, диагональ-
 ный, парк, Европа, Атлантический, вариант.

EXERCISE 4. a) Translate, analyse the words with different suffixes and divide the following words into the two groups: nouns and adjectives:

separation, important, importance, protection, invader, influence,
 national, business, continuous, central, successful, changeable, change-

less, assistance, worthless, worthy, total, diagonal, industrial, official, population, financial, historical.

b) Make up as many words as you can by combining different parts of the words:

in-	success	-able	-ness
un-	change	-ful	-ence
	protect	-ent	-ion
	depend	-al	
	nation		

c) The words in capitals at the end of each of the following sentences should be changed to form a word that fits suitably in the blank space:

1. A Scottish person has to listen ... to understand Londoner CARL-FUL.
2. Every part of the country has its ... emblem NATION.
3. Lowlands comprise ... and eastern England SOUTH.
4. The U.K is one of the important ... centres of the world COM-MERCE.
5. The U.K doesn't depend upon economies and ... manufacturing of other countries INDUSTRY.

d) Read the following sentences and say what part of speech the words in italics are:

1. The waters *influence* the climate greatly.
2. The Gulf Stream and warm southwestern winds *influence* the climate.
3. The *influence* of the warm winds is great.
4. There is a *cross* on the flag.
5. The lines are *crossed* in the middle of the display.

EXERCISE 5. a) Try to match up the adjectives in column A with the nouns in column B to form meaningful phrases:

A	B
1) official	a) Sea
2) southern	b) Ireland
3) national	c) Coast
4) Irish	d) Kingdom
5) Atlantic	e) Isles
6) total	f) area
7) British	g) Ocean
8) Northern	h) emblem
9) United	i) peninsula
10) northwestern	j) language

b) Decide which of the verbs on the left collocate with the nouns on the right:

to occupy ...	the climate
to influence ...	the country
to describe ...	a conversation
to continue ...	a territory

EXERCISE 6. a) Translate the following word combinations. Pay attention to the prepositions.

The United Kingdom of Great Britain and Northern Ireland, a territory of the British Isles, with the total area, the coast of Europe, between the Atlantic Ocean and the North Sea, is separated from the Continent, is washed by the sea, the protection against the invaders, are flowing through Great Britain, the river with tributaries, the population of the UK, for a long time, one of the centres, the centre of the world.

b) Fill in the gaps with the proper prepositions.

1. The UK occupies the territory ... the British Isles ... the total area ... 244,100 sq km. 2. The UK is separated ... the Continent ... (the English Channel). 3. Many rivers are flowing ... Great Britain. 4. Will you take part ... the conference ... the UK? 5. Britain is visited ... winds ... different parts ... the world.

EXERCISE 7. Divide the following words into three groups which describe:

a) surface, b) climate, c) flag:

upright, changeable, mild, diagonal, longest, swiftest, humid, red, white, national, total, hot, cold, the lake, rivers, a cross, the wind, the Gulf Stream, weather, background, rain, snow, the patron saints, tributaries.

EXERCISE 8. a) Decide which word is the odd one out in each of the following groups of words:

- 1) humid, mild, diagonal, changeable;
- 2) red, white, hot, blue;
- 3) banks, offices, palaces, flags;
- 4) English, Irish, British, American;
- 5) to wash, to surround, to miss, to separate

b) Find the names for the groups of words. Fill in each of the spaces:

- 1) winter, summer, autumn, spring — ...;
- 2) Scottish, Welsh, Irish, English — ...;

- 3) the daffodil, the rose, the shamrock, the thistle — ...;
- 4) the sea, the ocean, the river, the lake — ...;
- 5) England, Scotland, Northern Ireland, Wales —

EXERCISE 9. a) Translate the following definitions of the words.

1. *An island* is a piece of land which is surrounded by water.
2. *A peninsula* is a piece of land which is almost completely surrounded by water, but is joined to a larger mass of land.
3. *An ocean* is the great mass of salt water that covers most of the Earth's surface.
4. *A strait* is a narrow passage of water between two areas of land which connects two seas.
5. *A channel* is a narrow sea passage which connects two seas.

b) The following words also appear in the texts and dialogues. Match each one with its correct definition:

emerald, to melt, coast, shamrock, daffodil

- 1) a very common bell-shaped pale yellow flower of early spring;
- 2) a plant that has three leaves on each stem;
- 3) the land on or close to the edge of the sea;
- 4) to become liquid;
- 5) a bright green precious stone.

EXERCISE 10. a) Compare the use of the Gerund and the Infinitive.

1. *Подлежащее*
To read is useful. (Чтение/читать полезно.)
Reading is useful. (Чтение/читать полезно.)
2. *Составная часть сказуемого*
We began to read this book. (Мы начали читать эту книгу.)
We began reading this book. (Мы начали читать эту книгу.)
3. *Дополнение*
I like to read. (Я люблю читать.)
I like reading. (Я люблю читать.)
4. *Определение*
This is the book to be read. (Это книга, которую необходимо прочитать.)
I have the wish of reading this book. (У меня есть желание почитать эту книгу.)

5. *Обстоятельство*

To know English well, you should study hard. (Чтобы знать английский язык хорошо, вы должны усердно учиться.)

After reading this book, I returned it to the library. (После чтения этой книги / После того как я прочитал эту книгу, я вернул ее в библиотеку.)

I can't explain it without reading this book. (Я не могу объяснить это, не прочитав эту книгу.)

b) Read the sentences, state the function of the Gerund, translate into Russian.

1. Spending your free time is better in one of the parks of the West End.
2. The UK continues succeeding in commerce.
3. All well-known streets in London, such as Whitehall, Downing Street, Fleet Street, are worth seeing.
4. We can't speak about Northern Ireland without mentioning Southern Ireland, an independent republic.
5. I liked the idea of visiting the capital of Wales, Cardiff.
6. Designing St Paul's Cathedral was done by the famous architect, Sir Christopher Wren.
7. Christopher Wren started rebuilding the churches of London after the Great Fire of 1666.
8. Many rich people like spending their free time in the West End.
9. After reading the legend I can explain why the shamrock is the national emblem of Northern Ireland.
10. They have the wish of spending their time in highlands.

EXERCISE 11. Transform the sentences according to the model to practise the use of the Gerund.

Model: To spend your free time is better in one of the parks of the West End.

Spending your free time is better in one of the parks of the West End.

1. Christopher Wren finished to build St Paul's Cathedral in 1701.
2. A Scottish person should listen carefully if he wants to understand a Londoner.
3. The UK continues to succeed in commerce.
4. The English people have the habit to name the East End the hands of London.
5. The City succeeds to remain the financial centre of the UK.

EXERCISE 12. Fill in the gaps with the proper form of the Gerund (the verb is given in brackets at the end of each sentence) to practise the use of the Gerund.

1. Many houses in Glasgow need ... because they are not suitable for ... (rebuild, live).
2. After ... Wars of the Roses between two houses:

House of York and House of Lancaster in the 15th century, a red rose became the national emblem of England (wage), 3. On ... the daffodil and the leek as national emblems of Wales, many Welshmen began ... either a daffodil or a leek on their jackets (choose, wear), 4. Ch. Wren invented new ways of ... traditional English materials of building (use), 5. Every night at 10 pm at the Tower of London the ceremony of ... the Tower for the night takes place (close).

EXERCISE 13. Make up sentences according to the model to practise the use of the Gerund.

Model: Мы не можем описать страну, не упомянув о ее рельефе (без упоминания о ее рельефе).

We can't describe the country without mentioning its surface.

1. Трудно понять традиции и обычаи народа, не изучая его историю. 2. Трудно изучать английский язык, не посещая англоязычную страну. 3. После церемонии закрытия ворот Тауэра на ночь никто не может подойти к Тауэру, не показав пропуск. 4. Невозможно рассказать о Лондоне, не упомянув о трех самых знаменитых зданиях. 5. Невозможно представить Англию без дождя.

EXERCISE 14. Analyse the use of the Gerund in the following proverbs and sayings.

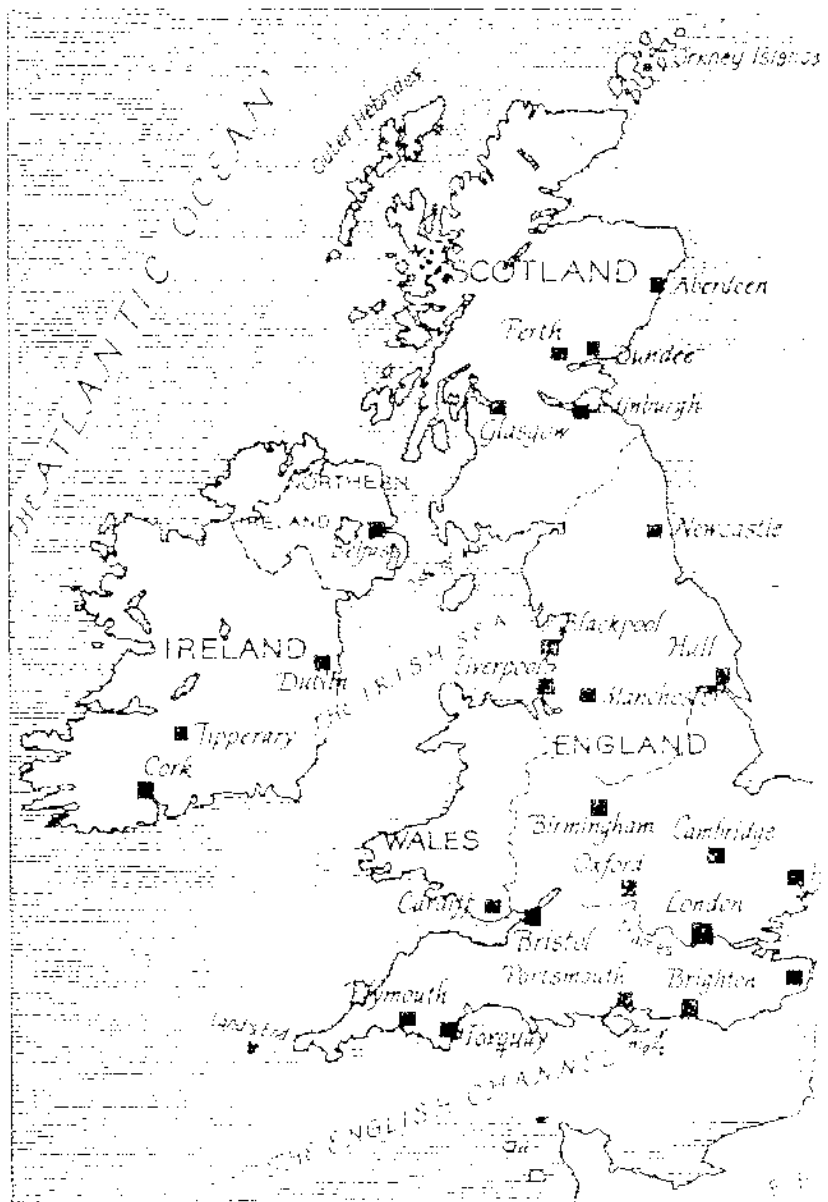
1. Seeing is believing. 2. By asking one comes to Rome. 3. Saying is one thing, and doing — another. 4. Speaking without thinking is shooting without aiming.

EXERCISE 15. Read the text, try to focus on its essential facts and choose the most suitable heading below for each paragraph:

1) Four Parts of the U.K; 2) The Territory of the British Isles; 3) The Flag of the U.K; 4) Economics of the U.K; 5) The Population of the U.K; 6) The Surface of Great Britain; 7) The Head of the State.

**THE UNITED KINGDOM OF GREAT BRITAIN
AND NORTHERN IRELAND**

The United Kingdom of Great Britain and Northern Ireland (the UK) occupies a territory of the British Isles (5,500 islands) with the total area of 244,100 sq km. The U.K is situated off the northwestern coast of Europe between the Atlantic Ocean and the North Sea. It is separated





London, St Paul's Cathedral



Tower Bridge

from the Continent by the English Channel and the Strait of Dover. The UK is also washed by the Irish Sea, the St George's Channel and the North Channel. Surrounding the British Isles by the water has been an important protection against the invaders throughout the English history. And certainly, it influences the climate of the country.

The UK consists of four parts and every part has its national emblem: England — the red rose, Scotland — the thistle, Wales — the daffodil and the leek, Northern Ireland — the shamrock. The capitals of the four parts are London, Edinburgh, Cardiff and Belfast respectively.

One can't describe the country without mentioning its surface. The island of Great Britain can be divided into two main regions: Lowland Britain and Highland Britain. Lowlands comprise southern and eastern England. Highlands include Scotland, Wales, the Pennines, the Lake District and the southern peninsula of Britain. Many rivers are flowing through Great Britain, such as the longest Severn with its tributaries, the swiftest Spey, the busiest Thames etc. All parts of Great Britain are worth seeing.

The population of the UK is over 57 million people. The official language is English, but some people continue speaking their mother tongue: Scottish in Western Scotland, Welsh in northern and central Wales and Irish in Northern Ireland.

The flag of the UK is made up of three crosses of the patron saints: the upright red against a white background — St George of England, the white diagonal against a blue background — St Andrew of Scotland, the red diagonal against a white background — St Patrick of Northern Ireland. The English people have the habit of naming their national flag "the Union Jack".

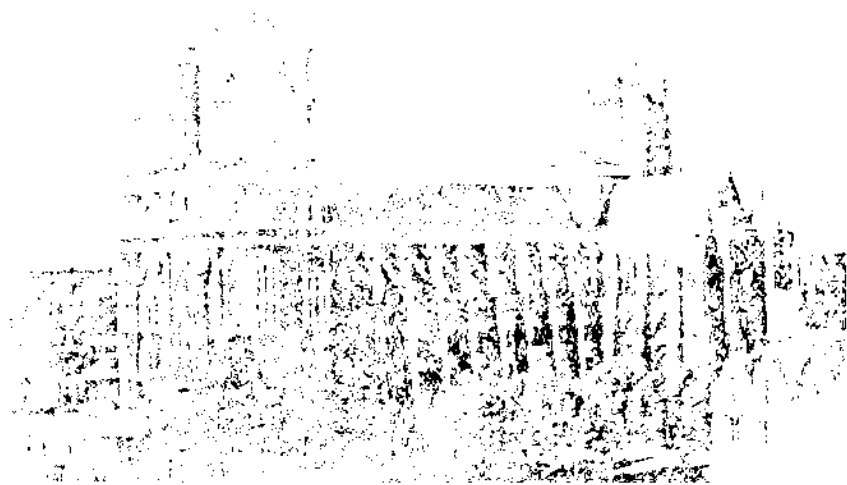
The UK is a constitutional monarchy. The Head of the State is the Queen who reigns with the support of Parliament.

For a long time the UK has succeeded in remaining one of the important commercial centres of the world. Nowadays the UK doesn't depend upon economies and industrial manufacturing of other countries.

EXERCISE 16. Read and give a summary of the text.

LONDON

One can't describe the country without mentioning its capital. London, the capital of the United Kingdom of Great Britain and Northern Ireland, occupies a great area with the population over seven million people. It is situated upon both banks of the Thames. It is the main port and



London, Westminster Abbey



The Tower of London

the most important city. London can be divided into three parts: the City of London, the West End and the East End.

The City, the heart of London, comprises the area of 2.6 sq km. Less than 6,000 people live there. After finishing their working day more than 500,000 people leave the City. This part of London with numerous banks and offices has succeeded in remaining the financial centre of the UK for a long time.

The West End, the centre of London, is worth seeing. It includes historical palaces, famous parks, large hotels and shops. Rich people enjoy spending their free time and money there.

The East End, the workers' region, is made up of great industrial areas that depend on shipping.

So, the English people have a habit of naming the City the money of London, the West End — the goods of London and the East End — the hands of London.

EXERCISE 17. Quote the sentences in which these words and word combinations are used in the texts:

occupies, is washed by, consists of, can be divided into, include, are worth seeing, continue speaking, is made up of, the habit of, comprises, less than, more than, for a long time, depend on.

EXERCISE 18. Find in the texts English equivalents for these words and word combinations:

общая площадь, расположено в стороне от, отделяется от континента, важная защита против, три проявления всей истории, соответственно, нельзя описать, важный полуостров, протекают через (по), сфера оживления, родной язык, белый фон, из обоих берегах, исторические дворцы, проводить время, тратить деньги.

EXERCISE 19. a) Find in the texts the words which have the similar meanings as the following words:

whole, defence, of course, unit, narcissus, chief, quick, lively, to visit, several, to go on, vertical, to call, during, to produce, a lot of, large, wealthy.

b) Find in the texts the words which have the opposite meanings to the following words:

north, southern, east, western, international, with, to unite, short, slow, to stop, diagonal, to fail, small, poor, here, agricultural, some, manufacturing.

c) Read, translate the sentences, change the words in italics into the words with similar and opposite meanings:

1. This river is the *swiftest* in this region. 2. They *continue* to describe the British climate. 3. *Many* rivers are flowing through the country. 4. Only *rich* people live in this district. 5. It is the main *industrial* centre.

EXERCISE 20. Fill in the gaps with the missing words in the following sentences. The first letter of each word has been given to help you.

1. One can't describe the country without m... its surface. 2. All parts of Great Britain are w... seeing. 3. The island can be d... into two main regions. 4. Surrounding the British Isles by the water i... the climate of the country. 5. The Severn with its l... is the longest river in Great Britain. 6. Highlands include Scotland, Wales, the Pennines, the Lake D... and the southern p... of Britain. 7. Warm southwestern w... influence the climate of Great Britain greatly. 8. Less than 6,000 people l... in the City. 9. The City of London has succeeded in remaining the l... centre of the UK for a long time. 10. The English people have a habit of naming the City the m... of London.

EXERCISE 21. Fill in the blanks with the articles *a*, *an*, *the* where necessary.

Everyone from ... Britain is ... British, but only ... people from ... England are ... English. Don't call ... Scottish or Welsh person ... English. He won't like it. Everyone speaks ... English, but they do not all speak it in ... same way. ... Scottish person has to listen carefully to understand ... Londoner. And when ... Welsh person speaks, everyone knows at once where he comes from. ... Welsh are especially proud of their language, and you can see ... road signs in ... Welsh all over Wales.

EXERCISE 22. a) Read and state the function of the verbs *to be*, *to have*.

Westminster Abbey, a fine Gothic building *is* worth seeing. It *is* the work of many hands and different ages. The oldest part of the building dates back to the 8th century. It *has been* a monastery (the West Minster) for a long time. Nowadays it remains the place of crowning all the British kings and queens. The Abbey *is* sometimes compared with a mausoleum, because there *are* tombs and memorials of almost all English monarchs, of many statesmen, famous scientists, writers and musicians.

b) Fill in the blanks with the proper auxiliary verbs.

The Tower of London, the most ancient building of London, ... founded in the 11th century by William the Conqueror, Duke of Normandy, who ... crowned King of England in 1066. For many centuries the Tower ... been a fortress, a palace, a prison and a royal treasury. Now it is a museum of arms and the Crown Jewels.

EXERCISE 23. Find in the texts, translate and analyse:

a) grammar forms with the ending *-ing*:

without mentioning	are flowing
are worth seeing	has succeeded in remaining
continue speaking	enjoy spending
the habit of naming	that depend on shipping

b) grammar forms with the ending *-ed*:

is situated	has succeeded
is separated	is washed
can be divided	

d) grammar forms with the ending *-s*:

occupies a territory	its tributaries
5,500 islands	three crosses
St George's Channel	the patron saints
the invaders	comprises an area
it influences	numerous banks
the UK consists of	it includes
four parts	famous parks
main regions	the workers' region

EXERCISE 24. a) Translate the sentences, pay attention to the use of different conjunctions.

1. *When* it is raining heavily, the English say: "It's raining cats and dogs." 2. Snow melts quickly, *because* winters are extremely mild. 3. *If* I come to the library, I will assist you in finding some information on the subject. 4. They say *that* they have three variants of weather. 5. *After* you look around, you may climb 263 steps to the Whispering Gallery, which runs round the dome of St Paul's Cathedral.

b) Fill in the blanks with the proper conjunctions.

1. The British weather is so changeable, ... Britain is visited by winds from different parts of the world. 2. It is well-known ... speaking about

the weather is the favourite topic in the U.K. 3. ... I am not mistaken, Northern Ireland is the smallest part of the U.K. 4. ... he comes to our club meeting, he'll tell about his country. 5. We may say ... the British climate is humid, changeable and mild.

EXERCISE 25. Mind the word order. a) Extend the following sentences with the words given in brackets.

1. St Paul's Cathedral has been built by Ch. Wren (an architect, famous, 35 years, for). 2. You can see the dome (huge, from, with, far away, on the top, a golden ball and cross). 3. Ch. Wren is buried (too, there). 4. You may observe monuments (there, numerous, their). 5. The Cathedral serves as a monument (that great man, to, whole).

b) Put the words in the following sentences in order, the first word in each sentence is in italics.

1. is, off, situated, the North Sea, *The UK*, the Atlantic Ocean, Europe, between, coast, the, northwestern, of, and.
2. also, the Irish Sea, the North Channel, is, *The UK*, by, washed, and.
3. its, *Every*, national, part, the UK, of, has, emblem.
4. continue, *Some*, mother, tongue, speaking, people, their.
5. doesn't, *The UK*, depend, manufacturing, upon, countries, other, of.

c) Give possible beginnings of the sentences.

1. ... influence the climate of the country. 2. ... is the thistle. 3. ... is situated on both banks of the busiest Thames. 4. ... is made up of three crosses. 5. ... are flowing through Great Britain.

d) Complete the following sentences in a logical way.

1. The UK is situated off... 2. Great Britain is washed by... 3. The United Kingdom of Great Britain and Northern Ireland consists of... 4. Every part of the UK has its national emblem: ... 5. The capitals of four parts of the UK are... 6. The island of Great Britain can be divided into... 7. Lowlands comprise... 8. Highlands include... 9. Many rivers are flowing through Great Britain, such as... 10. The Severn is... 11. The Spey is... 12. The Thames is... 13. The official language of the UK is English, but some people... 14. The flag of the UK is made up of... 15. Nowadays the UK...

EXERCISE 26. Make up general and disjunctive questions, and answer them according to the models.

a) Model: It is a museum of arms and the Crown Jewels.

Is it a museum of arms and the Crown Jewels? — Yes, it is.

It is a museum of arms and the Crown Jewels, isn't it? — Yes, it is.

1. It is the work of different ages. 2. Westminster Abbey is a fine Gothic building. 3. The Tower is the most ancient building of London. 4. The capital of Scotland is Edinburgh. 5. The national emblem of Scotland is the thistle.

b) Model: The British people usually speak about the weather.

Do the British people usually speak about the weather? — Yes, they do.

The British people usually speak about the weather, don't they? — Yes, they do.

1. The winds influence the climate of the country. 2. Many people work in the City. 3. Some people speak their mother tongue. 4. The English people name their national flag "the Union Jack". 5. You live in the capital.

c) Model: They will take part in the conference.

Will they take part in the conference? — Yes, they will.

They will take part in the conference, won't they? — Yes, they will.

1. He will spend his free time in the park. 2. They will leave the City in an hour. 3. This country will succeed in commerce. 4. She will spend her money in the West End. 5. The snow will melt.

EXERCISE 27. Make up special questions according to the models and answer them.

a) Model: People leave the City. When do people leave the City?

People left the City. When did people leave the City?

1. The waters protect the British Isles against the invaders. 2. Some people speak their mother tongue. 3. Ch. Wren built St Paul's Cathedral. 4. St Patrick chose the shamrock to illustrate the Christian doctrine of the Trinity to the Irish. 5. The Irish always miss their green Ireland.

b) Model: The British speak about the weather.

Why do the British speak about the weather?

1. The waters influence the climate of the country. 2. People speak their mother tongue. 3. The English people name their national flag "the Union Jack". 4. The people spend their free time in the green parks. 5. Industrial areas of the East End depend on shipping.

EXERCISE 28. Make up questions the answers to which will be the words in italics. The words in brackets will help you.

1. The United Kingdom of Great Britain and Northern Ireland occupies the territory *of the British Isles* (what territory). 2. *The UK* consists of *four* parts (what, how many). 3. *Over 57 million* people live *in the UK* (how many, where). 4. *Some people* continue speaking their mother tongue (who). 5. *Nowadays* the UK remains one of the *important commercial* centres of the world (when, one of what centres).

EXERCISE 29. Agree or disagree with the following statements. Add some more information.

1. The UK occupies the territory of the British Isles. 2. The UK is washed by many seas and the ocean. 3. Many rivers are flowing through Great Britain. 4. There are many beautiful parks in the West End. 5. The UK has succeeded in remaining one of the important commercial centres of the world.

EXERCISE 30. Translate the following sentences from Russian into English. You will have a story on the topic as a pattern.

1. Соединенное Королевство Великобритании и Северной Ирландии занимает территорию британских островов общей площадью 244 100 кв. км. 2. Соединенное Королевство омывается Атлантическим океаном, Северным морем, Ирландским морем, Северным каналом и каналом Святого Георгия. 3. Великобритания отделяется от континента проливами Ла-Манш и Па-де-Кале. 4. Соединенное Королевство Великобритании и Северной Ирландии состоит из четырех частей: Англии, Шотландии, Уэльса и Северной Ирландии. 5. Каждая часть имеет свою национальную эмблему: Англия — красную розу, Шотландия — чертополох, Уэльс — бледно-желтый нарцисс и лук-порей, Северная Ирландия — трилистник. 6. Остров Великобритании можно разделить на два главных рельефа: низменность и плоскогорье. 7. Много рек протекает через Великобританию: Северн, Стив, Темза и др.

8. Северн — самая длинная река Великобритании. 9. Сней — самая быстрая река, она протекает в Шотландии. 10. Темза — самая оживленная река: Лондон, столица Соединенного Королевства, расположен на этой реке. 11. Население Великобритании — свыше 57 миллионов человек. 12. Официальный язык государства — английский, но некоторые люди говорят на своем родном языке: на шотландском — в Западной Шотландии, на валлийском — в северном и центральном Уэльсе, на ирландском — в Северной Ирландии. 13. Национальный флаг Соединенного Королевства представляет собой три креста на темно-синем фоне, символизирующих трех покровителей-святых: святого Георгия (Англия), святого Андрея (Шотландия), святого Патрика (Северная Ирландия). 14. Глава государства — королева, которая правит с помощью парламента. 15. В наше время Соединенное Королевство Великобритании и Северной Ирландии — важный политический, промышленный и культурный центр мира.

EXERCISE 31. Make up your own story on the topic. Speak on the following points of the plan. The words and phrases will help you make your story to be logical and interesting.

1. *The Geographical Position of the United Kingdom of Great Britain and Northern Ireland*

- The UK occupies
- The UK is situated off
- The UK is separated from
- The UK is washed by

2. *Four Parts of the UK*

- The UK consists of
- Every part has
- The capitals are

3. *The Surface of Great Britain*

- Great Britain is divided into
- Lowlands comprise
- Highlands include
- Many rivers are flowing

4. *The Population*

- The official language is
- Some people continue

5. *The Flag of the UK*
The flag is made up
The English people call
6. *The Head of the State*
The UK is
The Queen reigns
7. *The UK Nowadays*
The UK has succeeded
The UK doesn't depend on

EXERCISE 32. Try to compare the two countries. Answer the questions and complete the grid (Table 13).

Table 13

Questions	Russia	The U.K
1. What territory does the country occupy?		
2. What is the total area?		
3. What is the country washed by?		
4. What is the climate of the country?		
5. What regions can the country be divided into?		
6. What rivers are flowing through the country?		
7. What is the longest river?		
8. How many millions of people live in the country?		
9. What is the official language?		
10. What does the flag of the country represent?		
11. What is the capital of the country?		
12. Where is it situated?		
13. What are the famous places of the capital?		
14. What are the famous places of the country?		
15. Who is the head of the country?		

EXERCISE 33.

- a) Read and translate the following dialogue.
- b) Memorize and dramatize the dialogue.
- c) Act out a similar dialogue.

ABOUT THE CLIMATE OF THE UK

- A.: It's well-known that speaking of the weather is the favourite topic in the UK. Will you take part in discussing the British climate at our conference next Monday?
- B.: With pleasure. But do you know that the English like saying: "We have no climate, but only weather."
- A.: Yes, I do. They say, that they have three variants of weather: when it's raining in the morning, when it's raining in the afternoon and when it's raining all day long.
- B.: Sometimes it rains so heavily that they say: "It's raining cats and dogs!" And sometimes they say about a person: "As changeable as the weather." Do you know why the British weather is so changeable?
- A.: You see, Britain is visited by winds from different parts of the world, that's why the weather is so changeable.
- C.: So, we may say that the British climate has two main features: it is humid and changeable...
- A.: Sorry for interrupting you, but I can add one more feature: it is mild.
- D.: What does it mean?
- A.: It means that it is never too hot or too cold. Winters are extremely mild. Snow melts quickly. The Gulf Stream and warm southwestern winds influence the climate greatly.
- B.: You are great. I want to know as much as you do. I'll be at the conference by all means. Can you assist me in finding some information on the subject?
- A.: You are welcome!

EXERCISE 34. Act as an interpreter.

ABOUT NORTHERN IRELAND

Mr O'Conrad has just arrived in Rostov-on-Don. A conversation took place at the airport between him and the Head of the Russian-British International Club.

— Let me introduce myself. I'm Mr O'Conrad. I'm from the United Kingdom of Great Britain and Northern Ireland.

— Many foreigners say "England", "English", when they mean "Britain" or the U.K. or "British". I am not English. I am an Irishman.

— You see, Northern Ireland includes six of nine counties of the historic province of Ulster that's why we have a habit of naming it "Ulster".

— No, I am not from Belfast. I live in a small town and I always miss my green Ireland when I am away from home. Irish poets call my country the "Emerald Isle".

— According to the legend the patron St Patrick chose the shamrock to illustrate the Christian doctrine of the Trinity to the Irish.

— Добро пожаловать в Россию. Моя фамилия — Петров. Всегда приятно поговорить с англичанином.

— Извините. Вы из Северной Ирландии, да? Поскольку я знаю, эта часть Соединенного Королевства также называется Ольстер. Не могли бы вы рассказать почему?

— Если я не ошибаюсь, это самая маленькая часть Соединенного Королевства, но очень зеленая и красивая. Вы, наверное, из столицы, не так ли?

— Так красиво. А почему трилистник является национальной эмблемой Северной Ирландии?

— Так интересно. Приходите на заседание нашего клуба завтра, чтобы рассказать о своей стране. Это стоит послушать.

EXERCISE 35. Arrange role plays on the following subjects. Be as imaginative as you can.

1. At the Tourist Agency in London.
2. You are from Scotland. You are invited to a meeting with Russian students. They are asking you questions about your country.

EXERCISE 36. Imagine the context in which you may use the following phrases. Dramatize the situations.

1. What a nice building!
2. What a nice thistle you are wearing on your jacket!
3. They call it "the Union Jack".

EXERCISE 37. Talk on one of these topics. Can you keep talking for one minute?

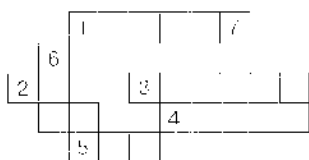
1. Rivers in Great Britain.
2. The Surface of Great Britain.
3. The West End.
4. Scotland.
5. Wales.

EXERCISE 38. Discuss the following proverb together with your friend and say if you agree with it.

So many countries, so many customs.

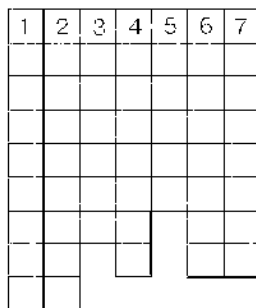
EXERCISE 39. Enjoy Yourself!

a) Отгадайте зашифрованные реки Великобритании.



- 1, 2, 3, 4, 5 — по горизонтали
1, 6, 7 — по вертикали

b) Отгадайте слова по вертикали, в первой строке по горизонтали вы прочтаете название одной из составных частей Соединенного Королевства Великобритании и Северной Ирландии.



1. The capital of Scotland
2. A town in Northern England
3. A big manufacturing town in Scotland
4. A region in southern and eastern England
5. One of the names of the patron saints
6. A part of Ireland which belongs to the UK
7. One of the national emblems of the UK

- c) Отгадайте зашифрованные по горизонтали слова из текстов (можете посоревноваться с другом, кто сделает это быстрее).

					o	
					e	
	e					
					o	
					f	

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						e
						o
						o
						d

TEST 4

1. Choose the proper words and fill in the blanks.

- The UK ... a territory of the British Isles.*
A. comprises B. separates C. surrounds D. flows
- The UK is situated off the northwestern coast of Europe on the*
A. ocean B. islands C. tributaries D. cross
- St Patrick, chose the ... to illustrate the Christian doctrine of the Trinity to the Irish.*
A. shamrock B. thistle C. daffodil D. leek
- ... comprise southern and eastern England.*
A. Highlands B. coast C. strait D. Lowlands
- Highlands include Scotland, Wales, the Pennines, the Lake District, and the southern ... of Britain.*
A. island B. coast C. Lowlands D. peninsula
- Many swift rivers in Scotland have their*
A. islands B. tributaries C. strait D. peninsula
- The ... red cross against a white background is of the patron St George.*
A. diagonal B. upright C. English D. total
- The Welsh people have the ... of speaking their mother tongue.*
A. background B. habit C. protection D. patron
- The UK doesn't ... upon other countries.*
A. succeed B. remain C. depend D. manufacture
- The industrial ... is more developed in South Wales.*
A. manufacturing B. habit C. coast D. surface

2. Choose the proper form: gerund, gerund + preposition, preposition + gerund and fill in the blanks.

1. ... *the surface of the country is of great importance.*
A. by mentioning B. mentioning
C. on mentioning D. after mentioning
2. *Highland Britain is worth ...*
A. of seeing B. seeing C. in seeing D. on seeing
3. *The UK continues ... commerce.*
A. with succeeding B. succeeding with
C. in succeeding D. succeeding in
4. *The UK succeeds ... one of the important commercial centres of the world.*
A. remaining B. in remaining
C. on remaining D. remaining in
5. *The English people started ... their national flag "the Union Jack" long ago.*
A. naming B. with naming C. on naming D. in naming
6. *The country people went ... their mother tongue*
A. on speaking B. with speaking C. of speaking D. by speaking
7. *The Welsh people have the habit ... their mother tongue.*
A. in speaking B. on speaking C. speaking D. of speaking
8. ... *the thistle as the national emblem of Scotland. Scotsmen began to wear it on their jackets.*
A. without choosing B. choosing
C. in choosing D. on choosing
9. *One can't describe the surface of the country ... lakes and rivers.*
A. with mentioning B. without mentioning
C. on mentioning D. in mentioning
10. *Many people like the idea ... Scotland.*
A. of visiting B. in visiting C. on visiting D. by visiting

3. The text contains different mistakes: 4 — spelling, 3 — in grammar. Correct the mistakes and rewrite the text.

One cannot describe the UK without mention Wales, a highland country. Some people like visit Suowdonia, a park in the region of high mountains. The population of Wales is about 3 million people. Cardiff, the

kapital and the largest city of Wales, is situated near the river Taff. Since ancient times the Welsh have been fond of singing. Nowadays the standard of singing is very high.

4. Answer these multiple-choice questions about London.

- Where is London situated?*
 - On the right bank of the Thames.
 - On the left high bank of the Thames.
 - On both banks of the river Thames.
- How many people does London comprise?*
 - 8 million people.
 - 7 million people.
 - 6 million people.
- How many parts can London be divided into?*
 - 4 parts.
 - 2 parts.
 - 3 parts.
- Where is Westminster Abbey situated?*
 - In the City.
 - In the East End.
 - In the workers' region.
- How is the City often called?*
 - The goods of London.
 - The hands of London.
 - The money of London.
- Where do Londoners like to spend their free time?*
 - In numerous banks.
 - In the shops.
 - In the green parks.
- What is the heart of London?*
 - Westminster Abbey.
 - The Tower.
 - The City.

UNIT 5

<i>Theme:</i>	The United States of America
<i>Texts:</i>	1. The United States of America 2. Washington, D.C.
<i>Dialogues:</i>	1. About the Climate of the USA 2. About the Names of the States
<i>Grammar</i>	
<i>Structures:</i>	Participle I, II (Императив I, II)
<i>Test 5</i>	

EXERCISE 1. a) Read, translate and study the use of the new words to read and discuss the texts and dialogues:

- 1) *to cover*. It covers a large territory in the central and southern parts of North America;
- 2) *a valley*. The dry valley is between the mountain chains;
- 3) *to connect*. The lakes are connected by natural channels;
- 4) *rapids*. The channels are cut by rapids;
- 5) *common*. Spanish is the second most common language in the USA;
- 6) *to set, to set aside*. The federal government set aside a piece of land for the District of Columbia;
- 7) *a seal, the Great Seal*. One of the USA national symbols is the Great Seal;
- 8) *to represent*. The stripes on the American flag represent 13 original states;
- 9) *olive branch and arrows*. An eagle is holding an olive branch and arrows;
- 10) *a desire*. I have a desire to live in peace;
- 11) *an ability*. He has an ability to make model aeroplanes;
- 12) *a war, to wage a war*. This country has an ability to wage wars;
- 13) *the Eye of Providence*. The Eye of Providence represents God on the Great Seal;
- 14) *an honour*. The capital of the USA was named in G. Washington's honour;
- 15) *to abbreviate, an abbreviation*. D.C. is an abbreviation for District of Columbia;

- 16) *to mix up with*. The state Washington should not be mixed up with the capital Washington, D.C.;
- 17) *to deal with*. New Orleans deals with cotton;
- 18) *wheat, cattle*. Chicago deals with wheat and cattle;
- 19) *to go sightseeing*. If you go sightseeing, you will see many interesting places;
- 20) *carefully*. Washington, D.C. is the first carefully planned capital in the world;
- 21) *a reason*. I do understand the reason of it;
- 22) *a desert, semidesert*. It is very hot there because of the desert and semidesert;
- 23) *similar, to be similar*. Weather patterns in southeast are similar to northwest, but warmer;
- 24) *a bachelor's degree*. He graduated from the college with a bachelor's degree in Geography;
- 25) *an oven*. "California" is the Spanish name which means "heat of the oven".
- 26) *a tribe*. The name "Alabama" came from a warlike tribe of Indians.

b) Watch out!

to mix up with ←

It is easy to mix him up with his brother.

Don't mix up the state Washington with the capital Washington, D.C.

c) Read the geographical names:

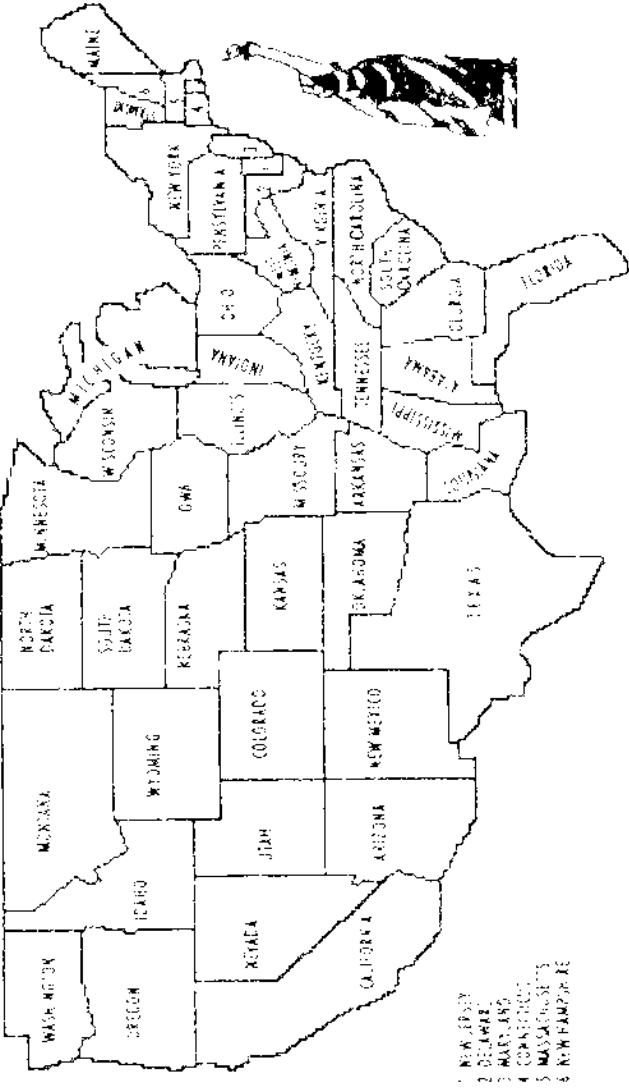
Atlantic Ocean [ə'tlæntɪk 'oʊʃən]	Атлантический океан
Appalachians [ˌæpə'leɪtʃənz]	Аппалачи
Cordilleras [ˌkɔdɪ'ljɪərəz]	Кордильеры
Californian Valley [ˌkælɪ'fɔrnjən 'vælɪ]	Калифорнийская долина
Canada ['kænədə]	Канада
Chicago [ʃi'kɑ:ɡəʊ]	г. Чикаго
Columbia [kə'lʌmbɪə]	р. Колумбия
Colorado [ˌkɒlə'rɒdɔ:ʊ]	р. Колорадо
Eric ['ɛrɪ]	оз. Эри
Huron ['hjuərən]	оз. Гурон
Mexico ['meksɪkəʊ]	Мексика
Michigan [ˌmɪtʃɪgən]	оз. Мичиган
Mississippi [ˌmɪsɪ'sɪpi]	р. Миссисипи

Missouri [mi'zooəri]	р. Миссури
New Orleans [nju:'ɔ:lənz]	г. Новый Орлеан
New York [nju:'jɔ:k]	г. Нью-Йорк
Niagara Falls [ni'ægjərə 'fɔ:lz]	Ниагарский водопад
Ohio [ə'oʊiəʊ]	р. Огайо
Ontario [ɒn'teəriəʊ]	оз. Онтарио
Pacific Ocean [pə'sɪfɪk 'əʊʃən]	Тихий океан
Potomac [pə'təʊmæk]	р. Потомак
Rocky Mountains ['rɒki 'maʊntɪnz]	Скалистые горы
Sierra Nevada [si'ero nɪ'veədə]	Сьерра-Невада
Superior [sju'piəriəʊ]	оз. Верхнее

d) Read the names of the states:

Alabama (Ala.) [ˌælə'bæmə]	Алабама
Alaska (Alas.) [ə'leskə]	Аляска
Arizona (Ariz.) [ˌæri'zəʊnə]	Аризона
Arkansas (Ark.) [ˌɑ:kənsə:]	Арканзас
California (Cal.) [ˌkælɪ'fɔ:njə]	Калифорния
Colorado (Colo.) [ˌkɒlə'rɔ:dəʊ]	Колорадо
Connecticut (Conn., Ct.) [kə'netɪkət]	Коннектикут
Delaware (Del.) ['deləweə]	Делавер
Florida (Fla.) ['flɒrɪdə]	Флорида
Georgia (Ga.) [dʒɔ:rdʒjə]	Джорджия
Hawaii (Haw.) [hə'waɪ]	Гавайи
Idaho (Id.) [aɪ'dəʊəʊ]	Айдахо
Illinois (Ill.) [ɪlɪ'nɔɪ]	Иллинойс
Indiana (In., Ind.) [ɪndi'ænə]	Индиана
Iowa (Ia.) [aɪəʊəʊ]	Айова
Kansas (Kan.) [kænzəs]	Канзас
Kentucky (Ken., Ky.) [kən'tʌki]	Кентукки
Louisiana (La.) [lu:ɪ'zi:ənə]	Луизиана
Maine (Me.) [meɪn]	Мэн
Maryland (Md.) ['merɪlənd]	Мэриленд
Massachusetts (Mass.) [ˌmæsəʊ'tʃesɪts]	Массачусетс
Michigan (Mich.) ['mɪʃɪgən]	Мичиган
Minnesota (Minn., Mn.) [ˌmɪnɪ'səʊtə]	Миннесота
Mississippi (Miss.) [ˌmɪsɪ'sɪpi]	Миссисипи
Missouri (Mo.) [mi'zooəri]	Миссури
Montana (Mont.) [mɒn'tænə]	Монтана
Nebraska (Neb., Ne.) [ni'brɛskə]	Небраска

THE UNITED STATES OF AMERICA



Nevada (Nev.) [nɪ'vædə]	Невада
New Hampshire (N. H.) [ˈnjuː 'hæmpʃɪə]	Нью-Хэмпшир
New Jersey (N. J.) [ˈnjuː 'dʒɜːzi]	Нью-Джерси
New Mexico (N. M.) [ˈnjuː 'meksɪkəʊ]	Нью-Мексико
New York (N. Y.) [ˈnjuː 'jɔːk]	Нью-Йорк
North Carolina (N. C.) [ˈnɔːθ ˌkærə'laɪnə]	Северная Каролина
North Dakota (N. D., Dak.) [ˈnɔːθ dɔː'kɒtə]	Северная Дакота
Ohio (O.) [əʊ'haɪəʊ]	Огайо
Oklahoma (Okla.) [ˌɒklə'haʊmə]	Оклахома
Oregon (Ore.) [ˈɒrɪɡən]	Орегон
Pennsylvania (Pa., Penn.) [ˌpensɪl'veɪnjə]	Пенсильвания
Rhode Island (R. I.) [ˈrəʊd 'aɪlənd]	Род-Айленд
South Carolina (S. C.) [ˌsaʊθ ˌkærə'laɪnə]	Южная Каролина
South Dakota (S. D., Dak.) [ˌsaʊθ dɔː'kɒtə]	Южная Дакота
Tennessee (Tenn.) [ˌtenə'siː]	Теннесси
Texas (Tex.) [ˈtɛksəs]	Техас
Utah (U.) [juːtə]	Юта
Vermont (Vt., Ver., Verm.) [vɜː'məʊnt]	Вермонт
Virginia (Va.) [vɜː'dʒɪnjə]	Виргиния
Washington (Wash., W.) [ˈwɒʃɪŋtən]	Вашингтон
West Virginia (W. Va.) [ˌwest vɜː'dʒɪnjə]	Западная Виргиния
Wisconsin (Wis., Wise.) [wɪs'kɒnsɪn]	Висконсин
Wyoming (Wyo.) [waɪ'ɒmɪŋ]	Вайоминг
District of Columbia (D.C.) [ˌdɪstrɪkt əv kə'lʌmbɪə]	округ Колумбия

EXERCISE 2. a) Read the words following the rules of reading. Pronounce correctly. Practise aloud:

[e] extend, connect, set, represent, desert, semidesert;

[æ] natural, valley, rapids, arrow, cattle, bachelor;

[ɑː] largest, part, branch;

[ʌ] country, southern, cover, oven;

[ɔː] resources, war;

[ɒ] forest, common, olive, Providence, honour;

[i:] east, seal, abbreviate, deal, wheat, rason;

[ɪ] swiftest, ability, mix, similar;

[eɪ] main, plain, wage, abbreviation;

[eə] area, carefully;

[aɪ] describe, dry, eve, sightseeing, tribe;

[aɪə] fire, desire.

- b) Look at the following pairs of words and think if the underlined letters are pronounced in the same way, or if they are pronounced differently:

ability — describe; forest — oven; nation — national; abbreviate — extend; desert — connect; wheat — east; war — arrow; desire — mix; resources — found; capital — valley; bachelor — area; cover — oven; olive — even; similar — swift; carefully — are; dry — system; deal — head; gas — branch.

EXERCISE 3. a) Read the international words, mind the stress:

ˈterritory, ˈkilo,metres, ˈcentral, ˈregion, ˈnatural, ˈchannels, reˈsources, ˈmineral, ˈgas, ˈmillion, ˈgroup, ˈofficial, ˈfederal, ˈPresident, ˈsymbol, ˈnational, ˈflag, ˈsymbolize, ˈolive, ˈpyramid, ˈcentre, ˈfinance, ˈcotton, ˈindustry, adˈministrative, maˈchine, ˈprocess, ˈplan, ˈclimate, ˈinformation, disˈcuss, ˈabsolutely, ˈzone, ˈvisit, ˈtropical, ˈcontinental, ˈgeˈography, ˈlegend, ˈinteresting.

- b) Find the English equivalents for the following words and arrange them in pairs:

For example: symbolize — символизировать

посещать (навещать визит), континентальный, география, обсуждать (дискутировать), каналы, зона, абсолютно, легенда, интересный, тропический, естественный (натуральный), территория, центральный, регион, километры, промышленность (индустрия), пирамида, ресурсы, минерал, газ, миллион, официальный, флаг, оливковый, федеральный, президент, символ, национальный, группа, центр, финансы, хлопок (хлопок), административный, машина, процесс, планировать, климат, информация.

EXERCISE 4. a) Translate, analyse the words with different suffixes and divide the following words into the three groups: nouns, adjectives and adverbs:

central, Atlantic, Pacific, region, natural, abundant, population, Mexican, German, Canadian, Italian, Cuban, official, language, national,

founder, federal, government, national, original, Providence, abbreviation, wholly, indirectly, administrative, general, attention, famous, building, beautiful, unusual, carefully, information, absolutely, different, climatic, changeable, tropical, continental, conversation, Indian.

b) **Make up as many words as you can by combining different parts of the words:**

in-	found	-er
un-	govern	-ment
	nation	-al
	direct	-ly
	usual	-ful
	care	-ent
	absolute	
	differ	

c) **The words in capitals at the end of each of the following sentences should be changed to form a word that fits suitably in the blank space.**

1. They were the ... of the nation **FOUND**.
2. The people are wholly or ... involved in the administrative machine **DIRECT**.
3. The capital of the USA is ... planned **CARE**.
4. ... nationalities live in the USA **DIFFER**.
5. One of the US ... symbols is the Great Seal **NATION**.

d) **Read the following sentences and say what part of speech the words in italics are.**

1. This museum was *founded* many years ago. 2. They were *founders* of this museum. 3. The *foundation* of this museum was long ago. 4. He *founded* this museum. 5. He was the only *founder* of the museum.

EXERCISE 5. a) Try to match up adjectives in column A with the nouns in column B to form meaningful phrases:

A	B
1) large	a) kilometres
2) similar	b) patterns
3) dry	c) valley
4) natural	d) Isles
5) federal	e) territory
6) square	f) river

- | | |
|-------------------|---------------|
| 7) swift | g) language |
| 8) administrative | h) machine |
| 9) official | i) government |
| 10) British | j) channel |

b) Decide which of the verbs on the left collocate with the nouns on the right:

- | | |
|----------------|----------------|
| to cover... | the country |
| to include... | the lakes |
| to border... | a territory |
| to describe... | the region |
| to comprise... | the language |
| to connect... | the place |
| to speak... | the climate |
| to choose... | the area |
| to involve... | the population |

EXERCISE 6. a) Translate the following word combinations. Pay attention to the prepositions.

In the world, in area, from the Atlantic Ocean to the Pacific Ocean, in the east, without mentioning, can be divided into, between the mountain chains, through the country, are connected by channels, are cut by rapids, is rich in resources, vast areas of fertile soils, deposits of minerals, about 94 per cent, from British Isles, consists of, a piece of land, for the nation's capital, a federal system of government, with the President at the head, the national symbols of the USA, on the American flag, on the reverse side, between the states, not far from the Atlantic Ocean, with this abbreviation, not to be mixed up with another Washington, on the Pacific Coast, a centre of finance, about three quarters of the population, about it, the reason of it, from the north to the south, because of the desert and semidesert, on the whole, between him and a Russian student, is covered with snow, a lot of Mexicans, heat of the oven, they came to the banks of the river,

b) Fill in the gaps with the proper prepositions.

The Washington Monument, which is made ... white marble (мрамор), can be seen ... any part ... the city. It stands ... the hill ... the White House. It is 500 feet high and ... this level the whole panorama ... the District ... Columbia can be observed. This monument is nicknamed the "Pencil", because the shape ... this obelisk looks like a pencil.

EXERCISE 7. Divide the following words into three groups which describe
a) surface, b) population, c) national symbols:

people, foreign-born, a plain, rivers, lakes, a valley, an olive branch, an eagle, rapids, regions, arrows, to wage, to flow, mountain chains, tributaries, channels, a language, Spanish, emigrants, stars, stripes, to symbolize, a pyramid, Italians, British, a side.

EXERCISE 8. a) Decide which word is the odd one out in each of the following groups of words:

- 1) a valley, rapids, tributaries, minerals;
- 2) hot, cool, changeable, warm;
- 3) Huron, Erie, Superior, Colorado;
- 4) Mexicans, Chinese, Germans, Canadians;
- 5) Colorado, Michigan, Mississippi, Missouri.

b) Find the names for the groups of words. Fill in each of the spaces:

- 1) the plain, the mountain chains, rivers, lakes — ...;
- 2) fertile soils, a water supply, forests, iron ore — ...;
- 3) Mexicans, Germans, Canadians, Italians — ...;
- 4) English, Spanish, Russian, Italian — ...;
- 5) Ontario, Michigan, Superior, Huron — ...;

EXERCISE 9. a) Translate the following definitions of the words.

1. *A valley* is an area of land lying between two lines of hills or mountains, often with a river running through.
2. *Rapids* are the parts of the river where the water moves very fast over rocks.
3. *A seal* is the official mark of a government, company etc. often made by pressing a pattern into wax or making an unremovable mark on papers which is fixed to certain formal and official writings.
4. *A war* is armed fighting between nations.
5. *A peace* is a period in which there is no war between two or more nations.

b) The following words also appear in the texts and dialogues. Match each one with its correct definition:

a desire, an abbreviation, a tribe, an ability, cattle

- 1) a shortened form of a word;
- 2) a strong hope or wish;

- 3) the fact of having the skill, power or other qualities that are needed in order to do something;
- 4) cows and bulls, especially as kept on farms for meat or milk;
- 5) a social group made up of people of the same race, beliefs, customs, language etc. living in a particular area often under the leadership of a chief.

EXERCISE 10. a) Study the use of the Participle I and Participle II.

1. *Составная часть сказуемого*
 He is *translating* the text. (Он переводит текст.)
 He is *writing* a composition. (Он пишет сочинение.)
 The text is *translated* by him. (Текст переводится им.)
 The composition is *written* by him. (Сочинение пишется им.)
2. *Определение*
 The *boy writing* a composition is my student. (Мальчик, пишущий сочинение, — мой студент.)
 The composition *written* by my student is nice. (Сочинение, написанное моим студентом, замечательное.)
 The *written* composition is nice. (Написанное сочинение замечательное.)
3. *Обстоятельство*
 (When, while) *reading* this book, I made some notes. (Читая эту книгу, я сделал пометки.)
Being asked to answer the questions, I did it at once. (Когда меня попросили ответить на вопросы, я сделал это сразу же.)
Having written a composition, he went to bed. (Написав сочинение, он пошел спать.)
Having been formed, the council began to function. (Будучи сформированным, совет начал функционировать.)
 When *translated* into Russian, this book was read by many students. (Когда эту книгу перевели на русский язык, она была прочитана многими студентами.)
 Though not *prepared* very well, he could answer that question. (Хотя он был не очень хорошо подготовлен, он смог ответить на этот вопрос.)
 If *written* well, the composition will be read to the students. (Если сочинение будет написано хорошо, оно будет прочитано студентам.)

b) Read the sentences, state the function of the Participle I and Participle II, translate into Russian.

1. They were spending their holidays in Moscow. 2. The money was spent on computer games. 3. They were choosing the books in the library the whole morning yesterday. 4. The books were chosen by them. 5. I like the singing birds. 6. I like the birds singing in the trees. 7. The spoken language was difficult to understand. 8. The article written by this journalist was unusual. 9. While writing a composition, he was making some mistakes. 10. Having written a composition, he went out. 11. Being well prepared, he passed his exams successfully. 12. If studied, the English language will display many words of Latin origin. 13. Having opened the door, he went into the room. 14. Having introduced my new friends to my parents, I began to play computer games. 15. The written article was published in this journal. 16. Being cooked by my mother, the dinner was very nice. 17. Visiting the museum, he met her there. 18. The enlarged park became more beautiful. 19. Our city destroyed by the fascists was rapidly restored. 20. The new built theatre attracted a lot of people.

EXERCISE 11. Transform the sentences according to the models to practise the use of the Participle I and Participle II.

a) Model: *When he was walking in the park, he met his friends.*
(When) Walking in the park, he met his friends.
After they had visited the museum, they went home.
Having visited the museum, they went home.

1. When he was in Washington, D.C., he visited the Lincoln Memorial. 2. While you are walking along the streets of Washington, you can find the "Eye Street". 3. When you are finding your way around Washington, you can use your logic. 4. After he had chosen the place for the capital, he began to plan it carefully. 5. After she had written a letter, she went to the post office.

b) Model: *Though he was not prepared well, he could answer that question.*
Though not prepared well, he could answer that question.

1. When the letter was written, it was sent to Moscow. 2. If you are invited to the party, you should come in time. 3. As he was asked, he brought his article. 4. Though he was invited, he did not come to the party. 5. When the book was translated into the Russian language, it was read with great interest.

EXERCISE 12. Fill in the gaps to practise the use of the Participle I and Participle II (the verb is given in brackets at the end of each sentence).

1. The boy ... a disc is my student (buy). 2. The distance ... by him is very long (run). 3. The composition was ... by the students (write). 4. The students were ... a composition (write). 5. When ... she brought some books (ask). 6. When ... this book, he found a lot of interesting information (read). 7. He saw the ... bird in the sky (fly). 8. ... from the university, he began to work in this joint venture (graduate). 9. We were drinking tea ... by her (make). 10. My grandmother lives in a house ... in 1990 (build).

EXERCISE 13. Make up sentences according to the models to practise the use of the Participle I and Participle II.

a) Model: Ветер, дующий с севера, был очень холодный.
The wind blowing from the north was very cold.

1. Парламент, состоящий из двух палат, имеет реальную власть. 2. Кордильеры, включающие Скалистые горы, находятся на западе. 3. Реки, протекающие в горах, очень быстрые. 4. Естественные каналы, соединяющие озера, пересечены порогами. 5. На флаге США тринадцать полос, представляющих тринадцать первоначальных штатов.

b) Model: Столица США Вашингтон, которая была названа (названа) в честь первого президента, была тщательно спланирована.
Washington, D.C., named in the first president's honour, was carefully planned.

1. Английский язык всегда был главным языком, на котором говорили в США. 2. Озера, которые соединены естественными каналами, очень красивые. 3. Естественные каналы, пересекаемые порогами, соединяют озера. 4. Место, выбранное Дж. Вашингтоном для столицы США, было между штатами Виргиния и Мэриленд. 5. Испанское слово «Невада» обозначает «место, которое покрыто снегом».

EXERCISE 14. Analyse the use of the Participle I and Participle II in the following proverbs and sayings.

1. If you want a thing well done, do it yourself.
2. Easier said than done.

3. Keep your mouth shut and your ears widely open.
4. Lost time is never found again.
5. Rome was not built in a day.
6. Long absent — soon forgotten.

EXERCISE 15. Read the text, try to focus on its essential facts and choose the most suitable heading below for each paragraph.

1) The National Symbols; 2) The USA Territory; 3) The Natural Resources; 4) The Population; 5) The Surface of the Country; 6) 50 States with the President at the Head.

THE UNITED STATES OF AMERICA

The United States of America is the fourth largest country in the world in area. It covers a large territory of about 9,400,000 sq km in the central and southern part of North America, extending from the Atlantic Ocean in the east to the Pacific Ocean in the west. It also includes Alaska in the northwestern part of North America and Hawaii far out in the Pacific Ocean. The United States of America borders Canada in the north and Mexico in the south. The United States is often called the U.S., the USA or America.

One can't describe the country without mentioning its surface. The USA can be divided into three main regions: the Appalachians in the east, the plain in the central part, the Cordilleras including the Rocky Mountains, Sierra Nevada and the dry Californian Valley between them in the west. Many rivers are flowing through the country, such as the swiftest Columbia and Colorado, the longest Mississippi with its main tributaries the Missouri and the Ohio. The northeastern part of the USA comprises the region of the five Great Lakes (Superior, Huron, Michigan, Erie and Ontario) connected by natural channels which are cut by rapids (the greatest one — the Niagara Falls).

The USA is rich in natural resources. It has vast areas of fertile soil, an abundant water supply and large areas of forests. There are also large deposits of minerals, such as coal, iron ore, natural gas etc.

The United States is the third largest country in the world in population (about 250 million people). About 94 per cent of the people were born in the United States. The largest foreign-born groups are Mexicans, Germans, Canadians, Italians, British and Cubans. The US has never had an official language, but English has always been the main language spoken in the country. Emigrants from the British Isles, including the

nation's founders, spoke English. Spanish is the second most common language in the USA.

The US consists of 50 states and the District of Columbia. The District of Columbia is a piece of land set aside by the federal government for the nation's capital, Washington, D.C. The United States has a federal system of government with the President at the head.

The national symbols of the USA include the American flag and the Great Seal. There are 50 stars on the American flag symbolizing 50 states of the USA, and 13 stripes representing 13 original states. On the one side of the Great Seal, there is an eagle holding an olive branch and arrows, which are symbolizing a desire for peace and the ability to wage a war. On the reverse side, there is the Eye of Providence, representing God, and a pyramid dated 1776.

EXERCISE 16. Read and give a summary of the text.

WASHINGTON, D.C.

The first President of the USA George Washington, in whose honour the city was named, chose the place for the capital between the states of Virginia and Maryland, on the Potomac River not far from the Atlantic Ocean. The City itself forms the District of Columbia abbreviated into D.C. The name of the capital is always used with this abbreviation not to be mixed up with another Washington, a state on the Pacific Coast.

Washington, D.C. is like no other city of the USA. New York is a centre of finance, shopping, fun; New Orleans deals with cotton; Chicago will sell you wheat and cattle. But Washington's only industry is government. The White House where the US President lives and works, the Capitol, the home of the US Congress and the Supreme Court are all in Washington, D.C. About three quarters of the population in Washington, D.C. are wholly or indirectly involved in the administrative machine and the general process of government.

If you go sightseeing in Washington, D.C., your attention will be attracted not only by such famous buildings as the Capitol, the White House, but also by the Washington Monument, the Lincoln Memorial, the Thomas Jefferson Memorial, the Smithsonian Institute etc.

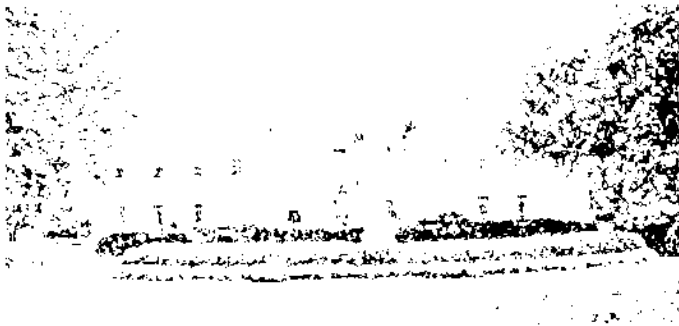
Washington, D.C. is not the largest city in the United States, but it is one of the most beautiful and unusual cities in the country, the first carefully planned capital in the world.



US Flag



Congress



White House

EXERCISE 17. Quote the sentences in which these words and word combinations are used in the texts:

in area, far out, through, the country, is rich in, foreign-born, set aside, on the reverse side, abbreviated into D.C., not to be mixed up, like no other city, deals with, go sightseeing.

EXERCISE 18. Find in the texts English equivalents for these words and word combinations:

четвертая по занимаемой площади страна в мире, охватывает, простираясь, далеко в, не упоминавая, может быть разделена, между ними, ее главные притоки, естественные каналы, пороги, природные ресурсы, плодородная почва, огромные залежи, железная руда, основатели нации, отведенный, с президентом во главе, звезды, плоды, оливковая ветвь, стрелы, огромное желание, способность вести войну, на обратной стороне, недалеко от, чтобы не перепутать, не похож ни на какой другой город, пшенища, крушной рогатый скот, Верховный суд, Кантолий, три четверти населения, процесс управления, посещение достопримечательностей, внимание будет привлечено, необъятные города, тщательно планируемый.

EXERCISE 19. a) Find in the texts the words which have the similar meanings as the following words:

biggest, stretching, to comprise, chief, district, quickest, great, wish, well-known, nice.

b) Find in the texts the words which have the opposite meanings to the following words:

smallest, in the east, in the north, wet, slowest, shortest, artificial, poor, always, peace, near, buy, directly, usual.

c) Read, translate the sentences, change the words in italics into words with similar or opposite meanings.

1. This is the *largest* area in the south. 2. This river is the *swiftest*. 3. The country has *vast* deposits of oil. 4. It is one of the *most beautiful* cities in the world. 5. The people have a great *desire* for peace.

EXERCISE 20. Fill in the gaps with the missing words in the following sentences. The first letter of each word has been given to help you.

1. The USA e... from the Atlantic Ocean in the east to the Pacific Ocean in the west. 2. The USA e... the fourth largest territory in the

world. 3. The USA borders Mexico in the south. 4. We should mention the size of the country. 5. Many rivers are found through the country. 6. The natural channels are cut by rivers. 7. There are vast areas of fertile soil in the USA. 8. He speaks Spanish, the second most common language in the USA. 9. The piece of land, set apart by the federal government for the nation's capital, is between the states of Virginia and Maryland. 10. There are thirteen stars on the American flag.

EXERCISE 21. Fill in the blanks with the articles *a, an, the* where necessary.

Washington was founded as ... seat of ... government of ... USA. You know that ... flag of ... USA, ... Stars and Stripes, has ... fifty stars against ... blue background. Each of ... stars represents one of ... fifty states. But ... City of ... Washington is not in any of these states. ... city itself forms ... District of ... Columbia, abbreviated into D.C.

EXERCISE 22. a) Read and state the function of the verbs *to be, to have*.

Washington's streets *were* designed by a French architect Pierre L'Enfant. The Capitol Building *is* the city's central point. From this centre the city *has* been divided into the four sections: the Northwest, the Northeast, the Southwest and the Southeast. The capital *is* also the point from which the city's streets *are* numbered or lettered. The streets east and west of the Capitol *are* numbered as the 1st street, 2nd street and so on. The streets to the north and to the south are named for letters of the alphabet — G Street, K Street etc. Besides, there *are* some avenues named after the original thirteen American states.

b) Fill in the blanks with the proper auxiliary verbs.

The White House ... located in Pennsylvania Avenue. It ... been built as the public building in Washington, D.C. It includes many different rooms and halls which ... filled with antiques and works of art. The public ... allowed to come during some specified hours and only to the first floor. Ambassadors (послы) and ministers of foreign countries ... received in the Blue Room. The Green Room and East Room ... used for public receptions. The Oval Office, in the west wing of the White House, ... been used as the President's Office for many years.

EXERCISE 23. Find in the texts, translate and analyse:

a) **grammar forms with the ending -ing:**

a territory extending	50 stars symbolizing
without mentioning	13 stripes representing
the Cordilleras including	an eagle holding
are flowing	are symbolizing
emigrants including	the Eye of Providence representing
a centre of shipping	
go sightseeing	
a famous building	

b) **grammar forms with the ending -ed:**

is often called	the District of Columbia abbreviated into
can be divided	are involved
lakes connected by	will be attracted
was named	the first planned capital
the United States	

c) **grammar forms with the ending -s:**

the United States	the nation's founders
it covers	the US consists of
it also includes	the nation's capital
main regions	the national symbols
many rivers	stars and stripes
main tributaries	original states
the part comprises	the city itself forms
by rapids	New Orleans deals with
natural resources	Washington's only industry
vast areas	the US President lives and works
large deposits of minerals	three quarters
foreign-born groups	unusual cities
Mexicans	
emigrants	

EXERCISE 24. a) Translate the sentences, pay attention to the use of different conjunctions.

1. *If* you go sightseeing in Washington, D.C., your attention will be attracted by different beautiful buildings. 2. It is known *that* the United States of America is the fourth largest country in the world in area. 3. The USA is a rich country, *because* it has abundant natural resources. 4. *While* you are walking along the streets of Washington, you can find the "Eye

Street". 5. *After* George Washington had chosen the place for the nation's capital, he began to plan it carefully.

b) Fill in the blanks with the proper conjunctions.

1. It is known ... the United States of America is the third largest country in the world in population. 2. ... he was in Washington, D.C., he visited the Thomas Jefferson Memorial. 3. Spanish is the second most common language in the USA. ... a lot of Mexicans live there. 4. English has always been the main language spoken in the USA. ... emigrants from the British Isles, including the nation's founders, spoke English. 5. ... you look at the reverse side of the Great Seal, you can see the Eye of Providence.

EXERCISE 25. Mind the word order.

a) Extend the following sentences with the words given in brackets.

1. The USA is the largest country (fourth, the world, in, in, area).
2. The USA includes Hawaii (out, in, far, the Pacific Ocean). 3. The USA is rich (resources, in, natural). 4. There are deposits of coal (also, large, in, the, country). 5. Emigrants spoke English (the British Isles, from, including, the nation's founders).

b) Put the words in the following sentences in order. The first word in each sentence is in italics.

1. in the USA, *Spanish*, common, the second, language, most, is.
2. Consists, 50 states, of, *The USA*, the District, Columbia, of, and.
3. A piece, of, land, between, *The District*, Columbia, the states, of, of, is, Virginia, and, Maryland.
4. Has, a, system, *The United*, federal, States, government, of, the President, with, the head, at.
5. Include, *The National*, the USA, of, symbols, the American flag, the Great Seal, and.

c) Give possible beginnings of the sentences.

1. ... on the American flag.
2. ... dated 1776.
3. ... on the Potomac River.
4. ... lives and works.
5. ... in the process of government.

d) Complete the following sentences in a logical way.

1. The United States of America is...
2. It covers...

3. It also includes...
4. It borders ..
5. The USA can be divided into...
6. Many rivers are flowing...
7. The northeastern part of the USA comprises...
8. The USA has...
9. There are...
10. The US has never had...
11. Spanish is...
12. The US consists of...
13. The capital of the nation is...
14. The President is...
15. The national symbols are...

EXERCISE 26. Make up general and disjunctive questions and answer them according to the models.

a) Model: The USA covers a large territory.

Does the USA cover a large territory? — Yes, it does.

The USA covers a large territory, doesn't it? — Yes, it does.

1. The USA also includes Alaska. 2. The USA borders Canada in the north. 3. The northeastern part of the USA comprises the region of the five Great Lakes. 4. The USA consists of 50 states. 5. The national flag contains 50 stars and 13 stripes.

b) Model: The lakes are connected by natural channels.

Are the lakes connected by natural channels? — Yes, they are.

The lakes are connected by natural channels, aren't they? — Yes, they are.

1. Many people are involved in the process of government. 2. The natural channels are cut by rapids. 3. The lakes are connected by the natural channels. 4. The Appalachians are located in the east. 5. The Cordilleras are situated in the west.

EXERCISE 27. Make up special questions according to the models and answer them.

a) Model: They speak the Spanish language.

What language do they speak?

1. The students describe different climatic zones. 2. Thirteen stripes on the American flag represent original states. 3. They usually visit different museums. 4. Most people in the USA speak the English language. 5. Some people speak the Italian language.

b) Model: About 94 per cent of people were born in the USA.

How many per cent of people were born in the USA?

1. About 250 million people live in the USA. 2. The five Great Lakes are located in the northeastern part of the USA. 3. Fifty stars on the American flag represent the states. 4. Thirteen stripes on the American flag represent the original states. 5. Two states, Alaska and Hawaii, were the last to join the USA.

EXERCISE 28. Make up questions the answers to which will be the words in italics. The words in brackets will help you.

1. The USA also includes *Alaska* (what). 2. The USA borders *Mexico* in the south (what). 3. About 250 million people live *in the USA* (where). 4. The USA was founded *in 1776* (when). 5. *The first President of the USA* chose the place for the capital (who).

EXERCISE 29. Agree or disagree with the following statements. Add some more information.

1. The USA is the fourth largest country in the world in area. 2. The USA is the third largest country in the world in population. 3. Only 50 per cent of the people of the USA were born there. 4. The USA consists of 50 states and the District of Columbia. 5. The USA has the national emblems.

EXERCISE 30. Translate the following sentences from Russian into English. You will have a story on the topic as a pattern.

1. Соединенные Штаты Америки — четвертая по занимаемой площади страна в мире. 2. Она занимает территорию общей площадью 9 400 000 квадратных километров в центральной и южной части Северной Америки. 3. В США также входят Аляска и Гавайи. 4. Соединенные Штаты Америки граничат с Канадой на севере и с Мексикой на юге. 5. Что касается рельефа, США могут быть разделены на три региона: Аппалачи на востоке, равнина в центральной части, Кордильеры на западе. 6. Много рек протекают по территории страны: самые быстрые — Колумбия и Колорадо.

самая длинная — Миссисиппи с ее притоками Миссури и Огайо. 7. Северо-восточная часть страны включает район пяти Великих озер, которые соединяются естественными каналами. 8. Эти каналы пересекают пороги, самый высокий из них — Ниагарский водопад. 9. Соединенные Штаты Америки богаты природными ресурсами. 10. США — третья страна в мире по количеству населения. 11. В США проживают около 250 миллионов человек. 12. США включают 50 штатов и округ Колумбия. 13. В США федеральная система правления с президентом во главе. 14. Первым президент США Джордж Вашингтон, в честь которого назвали столицу, выбрал место для нее между штатами Виржиния и Мэриленд на реке Потомак. 15. Вашингтон с округом Колумбия не самый большой город в США, но один из самых красивых и необычных городов.

EXERCISE 31. Make up your own story on the topic. Speak on the following points of the plan. The words and phrases will help you make your story to be logical and interesting.

1. *The USA Territory*
The USA covers
It also includes
It borders
2. *The Surface of the Country*
It can be divided into
Many rivers are flowing
The northeastern part comprises
3. *The National Resources*
The USA is rich in
There are
4. *The Population*
About 250 million people live
About 94 per cent of the people were born
The USA has never had
5. *50 States with the President at the Head*
The US consists of
The United States has
6. *The Capital of the USA*
The first President chose

- The city itself forms
Washington, D.C. is not
7. *The National Symbols*
The national symbols include
There are
There is

EXERCISE 32. Try to compare the three countries. Answer the questions and complete the grid (Table 14).

Table 14

Questions	Russia	The U.K	The USA
1. What is the total area?			
2. How many people live there?			
3. What is the official language?			
4. What are the main natural resources?			
5. What river is the longest?			
6. What lake is the largest?			
7. What is the capital?			
8. What river is the capital located on?			
9. Who is the head of the country?			
10. What chambers (Houses) does the Parliament (Congress) of the country consist of?			

- EXERCISE 33.** a) Read and translate the following dialogue.
b) Memorize and dramatize the dialogue.
c) Act out a similar dialogue.

ABOUT THE CLIMATE OF THE USA

- A.: Hello, Andrew! Aren't you in a hurry? Can you help me?
B.: Hello, Boris! What's the matter?
A.: You see, today at the English classes we'll discuss the climate of the USA. I haven't managed to get enough information about it. But I've heard you have already discussed this topic at your classes.

- B.: You are absolutely right. I'll try to help you. There are different climatic zones on the territory of the USA. Besides, the weather is very changeable.
- A.: Oh, yes! I do understand the reason of it. Being crossed by the mountain chains from the north to the south, the country is visited by cold winds from the north, warm winds from the south.
- B.: Good for you! And try to memorize the following: on the Pacific Coast — mild summers, cool winters, a lot of rain; inland south-west — it is very hot because of the desert and semidesert. Weather patterns in southeast are similar to northeast, but warmer...
- A.: Sorry for interrupting you. And what about Alaska and Hawaii?
- B.: Oh, the climate is quite different there. It is very cold on Alaska, and on Hawaii the climate is tropical.
- A.: Yes, I do know about it.
- B.: Don't forget, that on the whole, the climate in the USA is continental.
- A.: A thousand thanks!
- B.: Not at all. It was a real pleasure for me to do it.

EXERCISE 34. Act as an interpreter.

ABOUT THE NAMES OF THE STATES

James Mitchell, an American from Las Vegas with a bachelor's degree in Geography, has come on a visit to Russia. A conversation is taking place between him and a Russian student, Alex by name.

— Мистер Митчелл, вы из какого штата?

— А почему ваш штат так называется? Что обозначает это слово?

— Неужели? Это прекрасно. Мистер Митчелл, а вы говорите по-испански?

— I am from Las Vegas, Nevada.

— You see "Nevada" is a Spanish word, meaning "covered with snow". It is not cold in my area. Snow melts quickly. But even from my house you can see snow-capped Rocky Mountains.

— Just a little. A lot of Mexicans live in our city.

— А много еще штатов названы по-испански?

— Да, я знаю об этом.
Например, штат Мичиган получил свое название от индейцев и означает «Большое озеро».

— Здорово! Так все интересно. Мистер Минчелл, мне бы хотелось поговорить с вами как-нибудь еще.

— Not many, but still "California" is the Spanish name which means "heat of the oven". "Colorado" is the Spanish name for the river, which means "coloured red". Besides, the names of many states have the Indian origin.

— Good for you. And there is a legend about the origin of the name "Alabama", it came from a warlike tribe of Indians. Once they came to the banks of the river and said: "Alabama!", which meant "Here we rest".

-- You are welcome.

EXERCISE 35. Arrange role plays on the following subjects. Be as imaginative as you can.

1. You are a guide in Washington, D.C.
2. You are an American. You are on a visit to Russia. You are invited to one of the colleges. Now you are among Russian students, they are asking you questions about you and your country.

EXERCISE 36. Imagine the context in which you may use the following phrases. Dramatize the situations.

1. Why is it called so?
2. What language do you speak? Are you a Mexican?
3. Where are you from?

EXERCISE 37. Talk on one of these topics. Can you keep talking for one minute?

1. The Rivers in the USA.
2. The Five Great Lakes.
3. The Population of the USA.

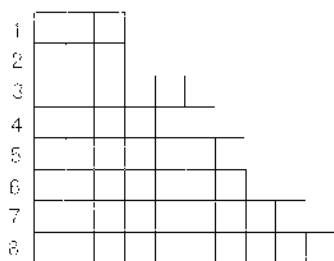
4. The Great Seal.
5. The Places of Interest in Washington.
6. The Climate of the USA.

EXERCISE 38. Discuss the following proverb together with your friend and say if you agree with it.

East or West, home is best.

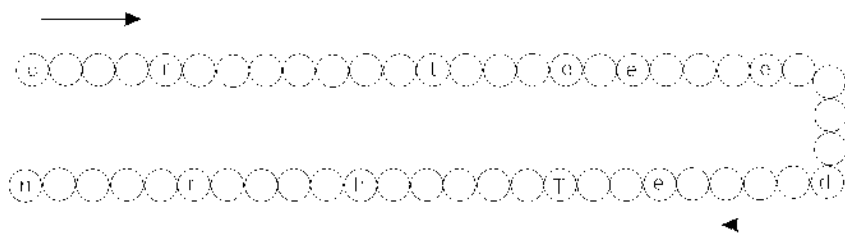
EXERCISE 39. Enjoy Yourself!

a) Отгадайте слова в чайнворде.



1. A word opposite to the word "peace"
2. A word similar to "a stove"
3. From what the bread is made
4. A great wish
5. Having a skill, power to do something
6. A kind of a degree
7. A means of transport to come from Moscow to Washington
8. To make short

b) Отгадайте слова в чайнворде.



TEST 5

1. Choose the proper words and fill in the blanks.

1. *The USA is the third largest country in the world in*
 - A. area
 - B. natural resources
 - C. population
 - D. coal

2. *It also includes ... in the northwestern part of North America.*
A. Alaska B. California C. Hawaii D. Nevada
3. *The Rocky Mountains are in the*
A. east B. west C. north D. south
4. *The Lake Ontario is located in the ... part of the USA.*
A. northwestern C. northeastern
B. southwestern D. southeastern
5. *It has vast areas of ... soil.*
A. natural B. large C. abundant D. fertile
6. *The nation's founders spoke*
A. Spanish B. Italian C. English D. Russian
7. *The name of the capital should not be mixed ... with a state on the Pacific Coast.*
A. down B. out C. up D. aside
8. *The capital is ... no other city of the USA.*
A. love B. resemble C. like D. name after
9. *The weather in the USA is very*
A. mild B. cold C. changeable D. similar
10. *The word "Michigan" means*
A. heat of the oven B. a large lake
C. coloured red D. covered with snow

2. Choose the proper form of the Participle I or Participle II and fill in the blanks:

1. *The tops of the mountains are ... with snow.*
A. covering B. having covered
C. covered D. having been covered
2. *The lakes are ... by natural channels.*
A. connecting B. connected
C. having connected D. having been connected
3. *The channels ... by rapids are long.*
A. cutting B. cut C. having cut D. connected
4. *The place for the capital was ... aside by the federal government.*
A. set B. setting C. having set D. having been set

5. *There are thirteen stripes on the American flag ... thirteen original states.*
- A. having been represented B. represented
C. representing D. having represented
6. *The ... population took part in the process of government.*
- A. involving B. being involved
C. involved D. having been involved
7. *... by the mountain chains from the north to the south, the country is visited by winds from the north and from the south.*
- A. crossing B. being crossed
C. having crossed D. having been crossed
8. *He has not ... to get the information.*
- A. managed B. managing
C. being managed D. having been managed
9. *The word "Nevada" is a Spanish word. ... "covered with snow".*
- A. meant B. meaning
C. having meant D. having been meant
10. *The winds ... from the north are very cold.*
- A. blowing B. having been blown
C. blown D. visited

3. **The text contains different mistakes: 1 — in spelling, 6 — in grammar. Correct the mistakes and rewrite the text.**

The building of the Capitol have got its name from the temple (exam) in Rome. The Capitol consist of a central building with a great dome and two galleries. Under the dome there are a monumental hall calling the Rotunda. There are 540 rooms in these huge building. The Capitol Building stand on the Capitol Hill, the highest point of the city, that's why the Capitol Building is seen from any point of the capital.

4. **Answer these multiple-choice questions about the United States of America.**

1. *What territory does USA occupy?*
- A. About nine thousand four hundred square kilometres.
B. About nine million four hundred square kilometres.
C. About nine million four hundred thousand square kilometres.

2. *What countries does the USA border?*
 - A. Canada, Mongolia.
 - B. Mexico, Spain.
 - C. Canada, Mexico.
3. *What are the major rivers of the USA?*
 - A. The Mississippi, the Columbia, the Colorado.
 - B. The Missouri, the Ohio, the Niagara.
 - C. The Columbia, the Colorado, the California.
4. *How many million people live in the USA?*
 - A. About two hundred fifty thousand people.
 - B. About two hundred fifty million people.
 - C. About fifty million people.
5. *Where is the capital of the country located?*
 - A. Between the states of New Jersey and New York.
 - B. Between the states of Virginia and Maryland.
 - C. Between the states of Washington and Oregon.
6. *In what part of the country is it very hot?*
 - A. Inland southwest.
 - B. On the Pacific Coast.
 - C. On the Atlantic Coast.
7. *What part of the country has the tropical climate?*
 - A. Hawaii.
 - B. The Pacific Coast.
 - C. The Atlantic Coast.
8. *Who is the head of the State?*
 - A. The King.
 - B. The President.
 - C. The Queen.

UNIT 6

<i>Theme:</i>	Education
<i>Texts:</i>	1. Informal and Formal Education 2. General and Vocational Education
<i>Dialogues:</i>	1. Education in the UK
<i>Grammar:</i>	2. Education in the USA
<i>Grammar:</i>	Complex Object
<i>Structures:</i>	(Сложное дополнение)
<i>Test 6</i>	

EXERCISE 1. a) Read, translate and study the use of the new words to read and discuss the texts and dialogues:

- 1) *experience, learning experiences.* Education includes different kinds of learning experiences;
- 2) *a sense, in the broadest sense.* In its broadest sense, education is the ways in which people get knowledge and understanding about the world and about themselves;
- 3) *a skill, to learn skills.* The pupils are learning different skills;
- 4) *to gain, to gain knowledge.* The people gain knowledge about the world;
- 5) *a scheme.* We'll use this scheme while discussing the problem;
- 6) *formal, informal.* We'll discuss formal and informal education;
- 7) *daily, daily life.* People are involved in learning during their daily life;
- 8) *manner, with good manners.* Children are taught to eat with good manners;
- 9) *to ride, to ride a horse, to ride a bicycle.* Children learn to ride a bicycle;
- 10) *to pass, to pass an exam.* At the university he has to pass different kinds of exams;
- 11) *to be in charge of.* The Minister of Education is in charge of education at all the levels;
- 12) *to expect.* I expect she will pass the exam;
- 13) *to provide.* They provide this country with natural gas;
- 14) *both ... and ...* Education includes both informal and formal ways of learning;

- 15) *vocational education*. School systems provide both general and vocational education;
- 16) *gifted, physical or mentally handicapped*. Most countries provide education both for gifted and for physically or mentally handicapped children;
- 17) *an adult*. The country provides education both for children and for adults;
- 18) *an aim, to aim*. The aim of vocational education is to prepare the students for a job;
- 19) *intelligent*. She is a very intelligent student;
- 20) *responsible*. The Minister of Education is responsible for education at different levels;
- 21) *to transmit*. The information is transmitted from one computer to another through a telephone line;
- 22) *a heritage, a cultural heritage*. The aim of general education is to transmit a common cultural heritage;
- 23) *carpentry*. At technical schools students are taught carpentry, metalwork and electronics;
- 24) *to require*. The regulations require that all students shall attend at least 90 per cent of the lectures;
- 25) *further, further education*. On leaving school adults may take up further education;
- 26) *compulsory*. Primary and secondary education is compulsory in most countries;
- 27) *beyond*. The pupils who stay in school at the age of 16 and beyond this age, will prepare for the General Certificate of Education examination on Advanced Level;
- 28) *to support*. The higher school in the UK is mainly supported by public funds;
- 29) *by correspondence*. The Open University in the UK provides degree courses by correspondence;
- 30) *instead*. It's too wet to go for a walk, let's go to the swimming pool instead;
- 31) *junior, senior*. High schools in the USA may be junior and senior.
- 32) *to earn*. He earns a lot of money.

b) Watch out!

both ... and ...

We visited both Washington, D.C. and New York.

Education includes both formal and informal ways of learning.

EXERCISE 2. a) Read the words following the rules of reading. Pronounce correctly. Practise aloud:

- [eɪ] sense, expect, intelligent, heritage, instead;
- [eɪ] manner, exam, handicapped, adult;
- [ɑː] pass, charge, carpentry;
- [ɔː] compulsory, cultural;
- [ɔː] broad, formal, informal, support;
- [ɒ] knowledge, responsible, beyond, correspondence, offer;
- [juː] junior;
- [iː] scheme, senior;
- [ɪ] skill, gifted, transmit;
- [ɜː] learning, further;
- [eɪ] gain, daily, vocational, education, aim;
- [boʊ] both;
- [ɪrə] experience;
- [aɪ] ride, provide;
- [aɪə] require.

b) Look at the following pairs of words and think if the underlined letters are pronounced in the same way, or if they are pronounced differently:

pass — manner; sense — experience; ride — transmit; compulsory — junior; both — offer; knowledge — correspondence; adult — charge; watch — handicapped; learning — instead; bicycle — gifted; certificate — skill; library — provide; language — exam; same — aim; car — carpentry.

EXERCISE 3. a) Read the international words, mind the stress:

ˈformal, dɪˈscʌs, ˈtelɪfəʊn, ɪˈnɪʃɪətɪv, ˈvɪzɪt, mjuːˈziəm, ˈtelevɪʒən, snəʊ, ˈvɪdɪoʊ, ˈreɪdɪoʊ, ˈprɒɡræmə, test, ɪˈkzæm, ɪnˈstrʌkʃən, ˈkɒlədʒ, ˌjuːnɪˈvɜːsɪti, ˈsɪstəm, taɪp, ˈregjʊlətli, dɪpˈlɒmə, sɜːtɪfɪkət, ˈmɒdəm, ˈnæʃən, ˈspeʃɪəl, ɪnˈfɒrm, deˈsɪgn, ˈkʌltʃərəl, ˈspeʃəlɪst, ˌærɪθˈmetɪk, ɡeɒˈɡrəfi, ˈhɪstəri, ˈstjuːdnt, ˈteknɪkəl, ɪˈlektˈrɒnɪks, kɔːrs, prɒfˈesjənəl, kəˈrɪə, ˌæɡrɪˈkʌltʃə, ˌɑːkɪˈtektʃə, ˈbʌsɪnəs, ˈmedɪsɪn, mæˈtɪəriəl, ɪnˈfɒrˌmeɪʃən, ˈpʌblɪk, kɒpəˈreɪʃən, ʊˈnɪk, ˈɔːɡənɪz, ˈɪnstɪtjuːt.

b) Find the English equivalents for the following words and arrange them in pairs:

*For example: formal — *официальный**

студент, профессиональный, технический, электроника, курс, институт, организовывать, колледж, университет, шоу, видео, ра-

дио, система, тип, регулярно, диплом, сертификат, информировать, специальный, нашия, современный, программа, тест, экзамен, инструкция, обсуждать (дискутировать), телефон, инициатива, телевидение, музей, посещать (наносить визит), дизайн, история, география, арифметика, культурный, специалист, карьера, сельское хозяйство (агротультура), архитектура, бизнес, медицина, корпорация, уникальный, публичный, информация, материал.

EXERCISE 4. a) Translate, analyse the words with different suffixes and divide the following words into the three groups: nouns, adjectives and adverbs:

informal, formal, education, different, experience, useful, language, simply, teacher, television, instruction, childhood, learner, regularly, nation, general, vocational, special, physically, mentally, intelligent, cultural, heritage, specialist, primarily, technical, professional, agriculture, architecture, pleasure, educational, absolutely, public, independent, corporation, mainly, correspondence, assistance, Russian, American, conversation, national, attendance.

b) Make up as many words as you can by combining different parts of the words:

in-	differ	-ent
ir-	use	-ful
	teach	-er
	learn	-ly
	regular	-ist
	special	
	depend	

c) The words in capitals at the end of each of the following sentences should be changed to form a word that fits suitably in the blank space.

1. The British universities are ... of the public system of education **DEPEND**.
2. ... expect students to pass the exam **TEACH**.
3. Students should come to college ... **REGULAR**.
4. Pupils are taught ... subjects **DIFFER**.
5. ... study various subjects with the teacher at the head **LEARN**.

EXERCISE 5. a) Try to match up the adjectives in column A with the nouns in column B to form meaningful phrases:

A	B
1) different	a) childhood
2) formal	b) scheme
3) useful	c) amount
4) large	d) education
5) intelligent	e) subjects
6) young	f) heritage
7) good	g) manners
8) early	h) schools
9) cultural	i) citizens
10) technical	j) people

b) Decide which of the verbs on the left collocate with the nouns on the right:

to include...	subjects
to involve...	knowledge
to learn...	a call
to gain...	a show
to ride...	exams
to make...	a bicycle
to get...	people
to visit...	skills
to watch...	information
to pass...	a shop
to enter...	the university
to earn...	a diploma
	money

EXERCISE 6. a) Translate the following word combinations. Pay attention to the prepositions.

About the world, about themselves, for discussing, to divide into, during their daily life, for example, by hearing, by trying, in the same formal manner, with good manners, on their own initiative, without a teacher, look at a videotape, listen to the radio, at different kinds of schools, in most countries, a system of formal education, during their early childhood, in this type of education, in charge of education, with the teachers at the head, to come to school, in their learning, at the end of their learning, the school systems of all modern nations, for gifted children, after

leaving school, a large amount of time, aims at producing, in secondary schools, the aim of vocational education, for a job, between the ages of 5 and 16, agree with you, at the age of 15, beyond the age of 16, by public funds, by correspondence, in their own homes, about it, is responsible for, at all stages, by name.

b) Fill in the gaps with the proper prepositions.

I study ... the college. It is rather far ... my house and I go there ... bus. I have classes ... 15.00. ... leaving the college I have a large amount ... time. I go shopping together ... my brother. My brother is a pupil, he goes ... school. His school is ... our house. ... shopping we do our homework. Then ... the evening we watch TV, listen ... the radio

EXERCISE 7. Divide the following words into three groups which describe:

a) informal education, b) formal education, c) special education:

library, museum, a teacher, schools, colleges, universities, a videotape, a television show, informal manner, to pass exams, a certificate, a diploma, a degree, gifted children, adults, handicapped children, general education, vocational education.

EXERCISE 8. a) Decide which word is the odd one out in each of the following groups of words:

a school, a museum, a college, a university;

a pupil, a learner, a teacher, a student;

a test, a diploma, a degree, a certificate;

geography, history, arithmetic, heritage;

carpentry, metalwork, electronics, writing.

b) Find the names for the groups of words. Fill in each of the spaces:

a school, a college, a university — ...;

geography, history, arithmetic — ...;

a diploma, a certificate, a degree — ...;

general education, vocational education, special education — ...;

elementary education, secondary education, higher education — ...;

EXERCISE 9. a) Translate the following definitions of the words.

1. *A skill* is a special ability to do something well, especially as gained by learning and practice.
2. *A sense* is good and especially practical understanding.

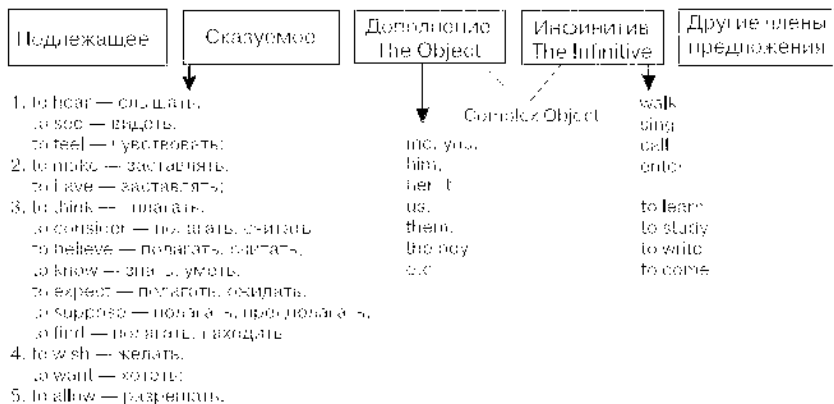
3. *A manner* is the way or method in which something is done or happen.
4. *An adult* is a fully grown person, especially a person over an age stated by law, usually 18 or 21.
5. *A heritage* is an object, custom, or quality which is passed down over many years within a nation, social group, or family, and is thought of as something valuable and important which belongs to all its members.

b) The following words also appear in the texts and dialogues. Match each one with its correct definition:

carpentry, to transmit, experience, to gain, intelligent

- 1) the art of work of a person who is skilled at making and repairing wooden objects, especially one who does this as a job;
- 2) having or showing powers of learning, reasoning, or understanding;
- 3) to send or pass from one person, place, thing to another;
- 4) knowledge or skill which comes from practice in an activity or doing something for a long time, rather than from books;
- 5) to get something useful, wanted.

EXERCISE 10. a) Study the use of the Complex Object:



1. I heard *him sing* a song. (Я слышал, как он пел песню.)
2. He saw *her walk* along the street. (Он видел, как она шла вдоль улицы.)

3. She made *him do it*. (Она заставила его сделать это.)
 We know *him to study* here. (Мы знаем, что он учится здесь.)
 We know *him to have studied* here. (Мы знаем, что он учился здесь.)
 We consider *formal education to be* the instruction given at different kinds of schools, colleges, universities. (Мы полагаем, что официальное образование — это образование, которое дают в различных школах, колледжах, университетах.)
 They believe *this material to be used* in the article. (Они полагают, что этот материал будет использован в статье.)
 I wish *this material to be used* in your compositions. (Я хочу, чтобы этот материал использовался в ваших сочинениях.)
4. I want *them to come* to me. (Я хочу, чтобы они пришли ко мне.)
5. She allowed *the book to be put* on the shelf. (Она разрешила, чтобы книгу поставили на полку.)

b) Read the sentences, point out the Complex Object, translate into Russian.

1. We consider education to be the ways in which people learn skills, gain knowledge and understanding about the world and about themselves. 2. Teachers expect learners to come to school regularly and on time. 3. Teachers suppose learners to work at about the same speed as their classmates. 4. Teachers wish learners to pass exams successfully. 5. Teachers want them to take up their education after leaving school. 6. He wants the material about the educational system to be memorized. 7. The parents made him enter this university. 8. They expected us to support him. 9. We know him to have entered the university. 10. I heard Mr Brown congratulate Jane on her birthday.

EXERCISE 11. Transform the sentences according to the models to practise the use of the Complex Object.

a) Model: Has Mary filled in the form? (to see) — Yes, I saw her fill.

1. Has Mr Brown congratulated Jane on her birthday? (to hear) 2. Did Peter come in? (to watch) 3. Did John apologize to her? (to hear) 4. Has James done it? (to feel) 5. Did Mary write a composition? (to see)

*b) Model: We expect that they will come tomorrow.
 We expect them to come tomorrow.*

1. The parents suppose that their son will pass that exam. 2. The government considers that the vocational education develops trained specialists. 3. They believe that the general education transmits cultural heritage. 4. We know that primary school pupils are taught such skills as reading, writing and arithmetic. 5. We know that they also receive instruction in different subjects.

EXERCISE 12. Fill in the gaps to practise the use of the Complex Object (the verb is given in brackets at the end of each sentence).

1. They saw him ... the street (to cross). 2. We think him ... a composition (to write). 3. We think the composition ... by him (to write). 4. The mother made her daughter ... the text (to translate). 5. The mother supposes the children ... TV (to watch). 6. The teacher supposes the students ... the material about the educational system in the country (to study). 7. The teacher supposed the material about the educational system ... by the students (to study). 8. Mary allowed the book ... into the bookcase (to put). 9. They expected him ... the exam (to pass). 10. I know her ... texts very well (to translate).

EXERCISE 13. Make up sentences according to the models to practise the use of the Complex Object.

a) Model: Мы не ожидали, что он придет.

We didn't expect him to come.

1. Мы не предположили, что вы сделаете это. 2. Преподаватель хотел, чтобы они написали сочинение об этом. 3. Я желаю, чтобы вы поступили в этот университет. 4. Он считает, что она переведет этот текст хорошо. 5. Я не ожидал, что они уйдут здесь.

b) Model: Преподаватель заставил студентов посетить лекции.

The teacher made the students attend lectures.

1. Мать заставила дочь почистить ковер. 2. Она заставила его спать. 3. Он заставил ее написать статью. 4. Я заставил его встать и выйти. 5. Он заставит нас ответить на вопросы.

EXERCISE 14. Analyse the use of the Complex Object in the following sentence.

We know them to be hand and glove.

EXERCISE 15. Read the text, try to focus on its essential facts and choose the most suitable heading below for each paragraph:

- 1) What Is Education; 2) Formal Education; 3) Informal Education;
- 4) Different Kinds of Formal Education.

INFORMAL AND FORMAL EDUCATION

Education includes different kinds of learning experiences. In its broadest sense, we consider education to be the ways in which people learn skills, gain knowledge and understanding about the world and about themselves. One useful scheme for discussing education is to divide these ways of learning into the two types: informal and formal.

Informal education involves people in learning during their daily life. For example, children learn their language simply by hearing and by trying to speak themselves. In the same informal manner, they learn to dress themselves, to eat with good manners, to ride a bicycle or to make a telephone call. Education is also informal when people try to get information or to learn skills on their own initiative without a teacher. To do so, they may visit a bookshop, library or museum. They may watch a television show, look at a videotape or listen to a radio programme. They do not have to pass tests or exams.

We consider formal education to be the instruction given at different kinds of schools, colleges, universities. In most countries people enter a system of formal education during their early childhood. In this type of education the people who are in charge of education decide what to teach. Then learners study those things with the teachers at the head. Teachers expect learners to come to school regularly and on time, to work at about the same speed as their classmates, and to pass tests and exams. Learners have to pass the exams to show how well they have progressed in their learning. At the end of their learning learners may earn a diploma, a certificate or a degree as a mark of their success over the years.

The school system of all modern nations provides both general and vocational education. Most countries also offer special education programmes for gifted or for physically or mentally handicapped children. Adult education programmes are provided for people who wish to take up their education after leaving school. Most countries spend a large amount of time and money for formal education of their citizens.

EXERCISE 16. Read and give a summary of the text.

GENERAL AND VOCATIONAL EDUCATION

General education aims at producing intelligent, responsible, well-informed citizens. It is designed to transmit a common cultural heritage rather than to develop trained specialists.

Almost all elementary education is general education. In every country primary school pupils are taught skills they will use throughout their life, such as reading, writing and arithmetic. They also receive instruction in different subjects, including geography, history etc. In most countries almost all young people continue their general education in secondary schools.

The aim of vocational education is primarily to prepare the students for a job. Some secondary schools specialize in vocational programmes.

Technical schools are vocational secondary schools where students are taught more technical subjects, such as carpentry, metalwork and electronics. Technical school students are required to take some general education courses and vocational training. Universities and separate professional schools prepare students for careers in such fields as agriculture, architecture, business, engineering, law, medicine, music, teaching etc.

EXERCISE 17. Quote the sentences in which these words and word combinations are used in the texts:

in its broadest sense, about themselves, to ride a bicycle, on their own initiative, are in charge of, at the head, on time, at the end, both ... and ... to take up, an amount, throughout, carpentry.

EXERCISE 18. Find in the texts English equivalents for these words and word combinations:

в широком смысле, обучаются навыкам, получают знания, о себе, полезная схема, пути (способы) обучения, официальный, неофициальный, повседневная жизнь, например, слушая, стараюсь, с хорошими манерами, ездить на велосипеде, звонить по телефону, по их собственной инициативе, книжный магазин, сдавать экзамены, в большинстве стран, раннее детство, кто отвечает (несет ответственность), во главе, вовремя, с приблизительно одинаковой скоростью, одноклассники, должны сдавать экзамены, степень, оценка их успеха, одаренные дети, дети с физическими или умственными недостатками, обучение для взрослых, продолжить

после окончания школы, большое количество денег, граждане, общее образование, профессиональное образование, ставят целью, умный, ответственный, хорошо информированный, передавать общее культурное наследие, больше чем, подготовленные специалисты, начальное образование, на протяжении всей жизни, средние школы, профессиональные программы, плотничное дело, слесарное дело, профессиональная подготовка, отдельный, техника, юриспруденция.

EXERCISE 19. a) Find in the texts the words which have the similar meanings as the following words:

to contain, to believe, the means, to study, to get, a kind, to talk, data, various, to be responsible for, a diploma, to want, to continue,

b) Find in the text the words which have the opposite meanings to the following words:

informal, narrow, bad, different, the beginning, old, to give up, small, before,

c) Read, translate the sentences, change the words in italics into the words with similar and opposite meanings.

1. This road is rather *broad*. 2. They study *different* subjects. 3. They want *to continue* their education. 4. The children are eating with *good* manners. 5. They were reading the text at *the beginning* of the lesson.

EXERCISE 20. Fill in the gaps with the missing words in the following sentences. The first letter of each word has been given to help you.

1. T... their life people are learning different kinds of skills. 2. They g... knowledge about the world. 3. We'll discuss the education using one useful s... 4. Children learn to r... a bicycle. 5. On their own i... people may visit a museum. 6. The students have to p... exams. 7. They are in e... of education. 8. The students are working at about the same s... 9. Learners may e... a degree. 10. His certificate is a m... of his success over the years.

EXERCISE 21. Fill in the blanks with the articles *a, an, the* where necessary.

At ... secondary school ... pupils are taught ... different subjects, such as ... mathematics, ... history, ... physics, ... foreign languages etc. After ... finishing ... 11th form of ... secondary school, ... lycee or gymnasium ...

one can continue ... education. ... higher educational institutions offer ... 5-year programme for ... students in ... variety of ... fields, such as ... law, ... medicine, ... business etc.

EXERCISE 22. a) Read and state the function of the verbs *to be*, *to have*.

In our country education *is* free at most schools. But there *are* some private primary and secondary schools where pupils *have* to pay for their studies. And even at some institutes and universities the students should pay for their education. My brother *has* graduated from a university. Now he *is* going to continue his education. He *is* preparing for the exams to a post-graduate course. He *has* to pay a great amount of money for his education.

b) Fill in the blanks with the proper auxiliary verbs.

The educational system in Britain ... developed over more than a hundred years. The National Education Act of 1944 provided three stages of education: primary, secondary and further education. Compulsory education begins at five, children ... learning at infant schools. At seven children ... attending junior schools. After a child ... passed the eleven-plus examination (special tests), he may study at the secondary school. Further education may be academic or vocational. It is not free but different kinds of grants and scholarships ... given to students.

EXERCISE 23. Find in the texts, translate and analyse:

a) grammar forms with the ending *-ing*:

kinds of learning experiences
to gain understanding about the world
a scheme for discussing
these ways of learning
involves people in learning
by hearing and by trying to speak themselves
in their learning
after leaving school
general education aims at producing
such as reading, writing and arithmetic
in different subjects, including geography

b) grammar forms with the ending *-ed*:

they have progressed
for gifted children

for physically and mentally handicapped children
programmers are provided
well-informed citizens
it is designed

c) grammar forms with the ending -s:

education includes	the school systems
different kinds	all modern nations
to learn skills	their citizens
these ways of learning	general education aims at
two types	trained specialists
informal education involves	different subjects
with good manners	secondary schools
to pass exams and tests	vocational programmes
schools, colleges, universities	technical schools
in most countries	technical subjects
learners study	for careers
teachers	in such fields
classmates	
over the years	

EXERCISE 24. a) Translate the sentences, pay attention to the use of different conjunctions.

1. *If* we discuss education, we'll speak about informal and formal education. 2. Education is informal *when* people try to get information or to learn skills on their own initiative without a teacher. 3. We consider *that* formal education is the instruction given at different kinds of schools, colleges, universities. 4. Teachers expect *that* learners will come in time. 5. Learners have to pass the exams, *because* they have to show the progress in their learning.

b) Fill in the blanks with the proper conjunctions.

1. ... you pass these exams, you will enter this university. 2. Learners get a diploma or a certificate, ... it is a mark of their success over the years. 3. They take some general education courses and vocational training, ... they are technical school students. 4. ... you want to take up your education, you may enter different kinds of higher educational institutions. 5. We expect ... you will do it.

EXERCISE 25. Mind the word order. a) Extend the following sentences with the words given in brackets.

1. People gain knowledge (understanding, about, the world, and).
2. People get information (own, initiative, their, on, a teacher, without).
3. Most countries offer programmes (for, children, also, gifted, education, special).
4. People continue their education (school, after, leaving, to, want).
5. They receive instruction (in, also, different, subjects).

b) Put the words in the following sentences in order. The first word in each sentence is in italics.

1. are, into, two, *These*, types, divided, ways, of, learning.
2. are, in, learning, *People*, involved, their, daily, life, during.
3. formal, informal, are, *There*, two, of, types, education.
4. early, childhood, during, enter, *People*, formal, education, a system, of, their.
5. *Learners*, to, school, regularly, have, come, to.

c) Give possible beginnings of the sentences.

1. ... about themselves.
2. ... without a teacher.
3. ... to pass tests or exams.
4. ... during their early childhood.
5. ... what to teach.

d) Complete the following sentences in a logical way.

1. Education includes...
2. People gain...
3. There are...
4. Informal education involves...
5. Children learn...
6. People get...
7. Formal education is...
8. People enter...
9. Teachers expect...
10. Learners have to...
11. General education aims...
12. Primary school pupils are taught...
13. Almost all young people continue...
14. Vocational education prepares...
15. Learners may earn...

EXERCISE 26. Make up general and disjunctive questions and answer them according to the models.

*a) Model: Education includes different kinds of learning experiences. Does education include different kinds of learning experiences? — Yes, it does.
Education includes different kinds of learning experiences, doesn't it? — Yes, it does.*

1. Informal education involves people in learning during their daily life. 2. This student comes to college regularly. 3. General education aims at producing intelligent, well-informed citizens. 4. Vocational education prepares the students for a job. 5. A student in a technical school takes some general education courses and vocational training.

b) Model: People gain knowledge about the world. Do people gain knowledge about the world? — Yes, they do. People gain knowledge about the world, don't they? — Yes, they do.

1. People learn different kinds of skills. 2. People get information in the libraries, museums. 3. The students take tests and exams at the universities. 4. People enter a system of formal education during their early childhood. 5. The students work at about the same speed as their classmates

EXERCISE 27. Make up special questions according to the models and answer them.

a) Model: People gain knowledge about the world. What do people gain?

1. Children learn to ride a bicycle. 2. People get information about themselves. 3. People visit libraries and museums. 4. They often watch a television show. 5. They usually pass tests.

b) Model: Education includes different kinds of learning experiences. What does education include?

1. A student in a technical school takes some general education courses and vocational training. 2. At the end of the learning a learner earns a diploma. 3. The student takes tests and exams regularly. 4. The school system in different countries provides both general and vocational education. 5. This country spends a large amount of money for formal education.

EXERCISE 28. Make up questions the answers to which will be the words in italics. The words in brackets will help you.

1. Informal education involves *people* in learning *during their daily life* (whom, when). 2. In most countries people enter *a system of formal education during their early childhood* (what, when). 3. Learners show *how well they have progressed in their learning* (what). 4. *At the end of their learning* learners earn *a diploma, a certificate or a degree* (what, when). 5. Most countries offer *special education programmes* (what).

EXERCISE 29. Agree or disagree with the following statements. Add some more information.

1. There are two types of education. 2. One useful scheme for discussing education is to divide the ways of learning into two types. 3. Informal education involves people in learning during their daily life. 4. Formal education is the instructions given at different kinds of colleges. 5. At the end of learning learners do not earn a diploma or a certificate.

EXERCISE 30. Translate the following sentences from Russian into English. You will have a story on the topic as a pattern.

1. В широком смысле образование — это способы, при помощи которых люди обучаются различным навыкам, получают знания о себе и об окружающем мире. 2. Образование можно разделить на два вида: неофициальное и официальное. 3. Люди получают неофициальное образование в течение их повседневной жизни. 4. Например, дети учатся говорить, просто слушая и стараясь говорить. 5. Иногда люди по своей собственной инициативе учатся различным навыкам или получают информацию о чем-нибудь. 6. Они могут пойти в библиотеку, в музей для получения информации, но при этом они не должны сдавать экзамены. 7. Можно также получить официальное образование в различных школах, колледжах, университетах. 8. В большинстве стран люди поступают в систему официального образования в раннем детстве. 9. Учащиеся должны регулярно посещать школу, приходить вовремя. 10. Они также должны сдавать экзамены, чтобы показать, чему они научились. 11. В большинстве стран система образования включает как общее, так и профессиональное образование. 12. Общее образование ставит своей целью передачу культурного наследия нации. 13. В большинстве стран общее образование можно получить в начальных

в средних школах. 14. Целью профессионального образования является подготовка обучающихся к получению профессии. 15. Профессиональное образование можно получить на среднем уровне — в средних специальных школах; на высоком уровне — в различных институтах, университетах.

EXERCISE 31. Make up your own story on the topic. Speak on the following points of the plan. The words and phrases will help you make your story to be logical and interesting.

1. *What Is Education?*
Education includes
People gain knowledge
There are
2. *Informal Education*
Informal education involves
Children learn to speak
Children learn to eat
People get
They may visit
They may watch
3. *Formal Education*
People enter
They come
They pass
Learners earn
4. *Different Kinds of Formal Education*
General education aims
Vocational education prepares
Most countries offer special education programmes for
Adult education programmes are provided for

EXERCISE 32. Try to compare the educational systems of Russia, the U.K. the U.S.A. Answer the questions and complete the grid (Table 15).

Table 15

Questions	Russia	The U.K.	The USA
1. Who is responsible for organizing and regulating the educational system?			
2. What stages is formal education divided into?			
3. What stages of formal education are compulsory in the country?			
4. Are there private schools in the country?			
5. In what types of schools can children get general education?			
6. In what types of educational institutions can people get vocational education?			
7. In what types of educational institutions can people get higher education?			
8. What are the specific features of the educational system in the country?			

EXERCISE 33.

a) Read and translate the following dialogue.

b) Memorize and dramatize the dialogue.

c) Act out a similar dialogue.

EDUCATION IN THE UK

A.: Hi, Andrew! Aren't you in a hurry? Let's revise the material for the English classes.

B.: Hi, Danil! With pleasure. As far as I remember, we are to get information about the educational system in the U.K.

A.: You are absolutely right. First of all we should memorize that the system of education in Britain is divided into the three stages: primary, secondary and further education.

- B.: And don't forget that there are state and private schools in the UK.
- A.: Good for you. But, you see, about 93 per cent of British children go to state-assisted schools. As far as I know, both primary and secondary education between the ages of 5 and 16 is compulsory in Britain.
- B.: Yes, I agree with you. And at the age 15 or 16 pupils take an examination called the General Certificate of Secondary Education, abbreviated GCSE...
- A.: Sorry for interrupting you. I want to add that most pupils who stay in school beyond the age of 16 prepare for the General Certificate of Education examination on Advanced level, A level. It is abbreviated GCE. Well, and what about higher education?
- B.: I know exactly that British universities are not part of the public system of education.
- A.: Right! They are independent corporations, but they are mainly supported by public funds.
- B.: And have you heard about the Open University?
- A.: Yes, it is unique in providing degree courses by correspondence for students working in their own homes. They are supported by books and broadcasts.
- B.: Oh, you know so much about it.
- A.: Thanks for your assistance.
- B.: It was no trouble at all.

EXERCISE 34. Act as an interpreter.

EDUCATION IN THE USA

Alex, a Russian student, is again talking with James Mitchell, an American from Las Vegas, Nevada. This time their conversation is about the education in the USA.

— Мистер Митчелл, какая система образования в вашей стране?

— You see, The US has no national educational system. Instead, each state is responsible for organizing and regulating its own system of education. There are common elements in the separate state systems, however.

— И какие же это общие черты (элементы)?

— Есть ли частные школы в США?

— Мистер Митчелл, у вас есть дети? Какую школу они посещают?

— Мистер Митчелл, а какая разница между high schools и higher schools?

— Мистер Митчелл, извините, что перебиваю вас... А в каких образовательных заведениях можно получить высшее образование?

— Спасибо огромное. Очень хочется побывать у вас в стране.

— Well, formal education is divided into the following stages: elementary, secondary and higher education. School attendance is compulsory in every state.

— The state provides schooling at all stages of education, but parents can send their children to private schools.

— Oh, Alex, I have a daughter, a nice girl, Chelsea by name. She attends a private school.

— A great one. High schools, junior and senior, provide secondary education. Most of them offer both general and vocational courses of study. And higher schools provide higher learning...

— Places of higher learning include community and junior colleges, technical institutes, universities and separate professional schools.

— You are welcome.

EXERCISE 35. Arrange role plays on the following subjects. Be as imaginative as you can.

1. You are a teacher of the foreign language.
What and how will you teach your pupils?
(The topic for discussion is "Education".)
2. You are a teacher of the Russian language at one of the lessons in the American school.

EXERCISE 36. Imagine the context in which you may use the following phrases. Dramatize the situations.

1. I want to study at the private school.
2. I want to study in the USA.
3. I don't want to study at this college.

EXERCISE 37. Discuss the following points:

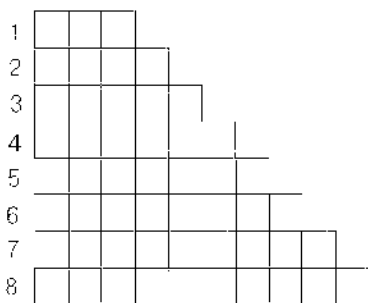
1. *Think about different schools where you studied before, where you are studying now. Try to answer the following questions.*
 - Did you (or do you) enjoy them?
 - What do you want to change in them? Why?
 - Did you (or do you) have any teachers or subjects that you especially like (dislike)?
 - Do you think it is better to have single-sex or mixed schools?
 - What do you think about exams?
 - Are they necessary?
 - Do you usually feel nervous about them?
 - What do you think is the purpose of going to school (college)?
2. *What are the most important characteristics that make your ideal teacher (an ideal student)?*

EXERCISE 38. Discuss the following proverb together with your friend, and say if you agree with it:

It is never too late to learn.

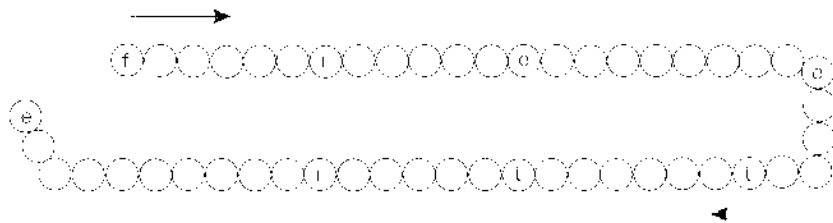
EXERCISE 39. Enjoy Yourself!

a) Отгадайте слова в лабиринте.



1. to gain
2. to wait
3. to study
4. The way or method in which something is done or happens
5. to include
6. To send or pass from one person, place, thing to another
7. various
8. A kind of education

b) Отгадайте слова в чайнворде.



TEST 6

1. Choose the proper words and fill in the blanks.

- While discussing educational systems of different countries, we use ...*
A. skills B. a scheme C. the ways D. types
- It is not difficult to use good ... while eating.*
A. manners B. children C. schemes D. speed
- They want to take ... their education.*
A. with B. for C. without D. up
- To transmit a common cultural heritage is ... of general education.*
A. made B. received C. the aim D. the design
- The children are taught skills they will use ... their life.*
A. above B. throughout C. though D. thought
- In most countries almost all young people ... their general education in secondary schools.*
A. take up B. offer C. include D. specialize
- The system of education in Britain is divided into three stages: ..., secondary and further education.*
A. vocational B. general C. primary D. special
- British universities are ... corporations, but they are mainly supported by public funds.*
A. independent B. different C. various D. unique
- Each state in the USA is in ... of organizing and regulating its own system of education.*
A. responsible B. nation C. charge D. system
- High schools, ... and senior, provide secondary education in the USA.*
A. primary B. elementary C. junior D. vocational

2. Choose the proper form of the Infinitive and fill in the blanks.

1. *We didn't expect you ... it.*
A. to do B. to be done C. do D. to have been done
2. *The teacher wishes them ... a composition about it.*
A. to be written B. to have been written
C. to write D. write
3. *He believes them ... this text well.*
A. to translate B. to be translated
C. translate D. to have been translated
4. *They suppose this material ... in the article.*
A. to use B. to be used C. use D. be used
5. *He didn't expect them ... here.*
A. to study B. to be studied
C. to have been studied D. study
6. *The teacher made her ... the lectures.*
A. to attend B. attend
C. to have attended D. to be attended
7. *I saw him ... this magazine yesterday.*
A. to read B. to be reading C. read D. to have read
8. *She finds them*
A. to have gone B. to be gone C. to go D. go
9. *He thought you ... these questions.*
A. to answer B. to have been answered
C. answer D. to be answered
10. *The teacher supposed the text about education ... by the students.*
A. to read B. read C. to be read D. to have read

3. The text contains different mistakes: 2 — in spelling, 5 — in grammar. Correct the mistakes and rewrite the text.

In most western nations advanced general education is often called liberal education, which aim at broad mentall development and teach learners to study a problem from diferent sides. The branches of learning that help in these development are called liberal arts. This branches includes the humanities, mathematics and the biological, physical and social sciences.

4. Answer these multiple-choice questions about the education in the UK and USA.

- What stages is formal education in the USA divided into?*
 - General and special education.
 - Elementary, special, adult education.
 - Elementary, secondary, higher education.
- What stages is formal education in the UK divided into?*
 - Primary, secondary and further education.
 - Secondary and vocational education.
 - State and private schools.
- At what age do pupils take GCSE examination in the UK?*
 - Between the ages of 5 and 16.
 - At the age of 15 or 16.
 - At the age of 11.
- At what age do pupils take GCE examination in the UK?*
 - Beyond the age of 16.
 - Between the ages of 14 and 15.
 - Beyond the age of 19.
- What kinds of schools provide secondary education in the USA?*
 - Higher schools.
 - Junior and senior schools.
 - Different kinds of colleges.

UNIT 7

<i>Theme:</i>	Science and Technology
<i>Texts:</i>	1. Science 2. Technology
<i>Dialogues:</i>	1. About Computers 2. About IBMC (International Business Machines Corporation)
<i>Grammar:</i>	Complex Subject
<i>Structures:</i>	(С.Ю.К.Н.О.С. П.О.Л.Е.Ж.А.Щ.Е.Е.)
<i>Test:</i>	7

EXERCISE 1. a) Read, translate and study the use of the new words to read and discuss the texts and dialogues:

- 1) *a science, a scientist, scientific.* Science deals with facts and the relationship among these facts. Some scientists try to solve difficult mathematical problems. They use different scientific methods;
- 2) *to search, a researcher.* Some scientists search for clues to the origin of the universe. Researchers have examined this problem;
- 3) *to investigate.* Some researchers investigate why we act the way we do;
- 4) *to unify.* Scientists develop theories that help them order and unify the facts;
- 5) *to attempt.* Scientists attempt to solve mathematical problems;
- 6) *to explain.* Scientists try to explain different problems;
- 7) *to prove.* A theory becomes a part of scientific knowledge if it has been tested experimentally and proved to be true;
- 8) *complicated, a complicated problem.* Some scientists attempt to solve complicated mathematical problems;
- 9) *to appear.* Many new fields of science have appeared;
- 10) *a boundary.* The boundaries between scientific fields have become less and less clear;
- 11) *closely interconnected.* All sciences are closely interconnected;
- 12) *a tool.* Different kinds of tools and machines make our life easier;
- 13) *a discovery, an invention.* The discoveries and inventions of scientists also help shape our views about ourselves and our place in the universe;

- 14) *to satisfy*. Technology means the use of people's inventions and discoveries to satisfy their needs;
- 15) *a shelter*. Since people have appeared on the earth, they have had to get food, clothes and shelter;
- 16) *a steam engine*. Industrial technology began with the development of the steam engine, the growth of factories, and the mass production of goods;
- 17) *to contribute*. Science has contributed much to modern technology;
- 18) *nuclear, nuclear power*. Some modern technologies, such as nuclear power production and space travel, depend heavily on science;
- 19) *digital, a digital computer*. Digital computers deal with numbers;
- 20) *to refer*. The word "computer" almost always refers to a digital computer;
- 21) *a quantity, a physical quantity*. Analog computers work with a physical quantity, such as weight, speed, temperature;
- 22) *to measure*. The thermometers measure the temperature;
- 23) *liquid*. They measure temperature in terms of the length of a thin line of liquid in a thermometer;
- 24) *to process, to process the data*. The computers are able to process the data;
- 25) *a typewriter*. IBM makes data processing systems, electronic computers, electric typewriters, dictation machines etc.
- 26) *headquarters*. IBM's headquarters are in Armonk, New York.

b) Watch out!

to search for

Some scientists search for clues to the origin of the universe.

I'm searching for my wallet.



EXERCISE 2. a) Read the words following the rules of reading. Pronounce correctly. Practise aloud:

[e] invention, investigate, atttempt, interconnect, shelter, engine, measure, egg;

[æ] fact, examine, animal, act, national, overlap, satisfy;

[a:] plants;

[ʌ] study, subject, structure, become, discovery;

[ɔ:] headquarters;

[ɒ] technology, quantity;

[u:] true, computer, tool, prove, unity;

- [i:] field, deal, steam;
- [ɪ] contribute, digital, liquid, since;
- [ɜ:] search, research, refer, word, universe;
- [er] way, same, relationship, great, explain, complicated;
- [aʊ] boundary;
- [ɔʊ] closely, process, social, grow;
- [ɪə] appear, theory, clear;
- [aɪ] typewriter, wide, try, divide, provide;
- [aɪə] science, scientist, variety.

b) Look at the following pairs of words, and think if the underlined letters are pronounced in the same way, or if they are pronounced differently:

since — science; invention — shelter; animal — plants; overlap — satisfy; become — discovery; subject — unify; headquarters — act; quantity — examine; technology — prove; computer — unity; search — great; refer — universe; deal — steam; digital — liquid; same — complicated; process — social; appear — clear; typewriter — try; scientist — variety.

EXERCISE 3. a) Read the international words, mind the stress:

'Latin, fact, 'structure, mathe'matical, 'problem, syste'matic, 'method, 'theory, 'principle, test, group, 'natural, 'social, 'technical, 'basis, tech'nology, ma'chine, ma'terial, in'dustrial, 'aspect, 'radio, tele'vision, 'telephone, communi'cation, 'metal, com'puter, type, 'symbol, 'hybrid, 'temperature, ther'mometer, 'business, 'centre, e'lectric, e'lectronic.

b) Find the English equivalents for the following words and arrange them in pairs:

For example: principle — принцип

центр, бизнес, гибридный, электрический, электронный, температура, термометр, латинский, систематический, проблема, математический, структура, факт, связь (коммуникация), компьютер, тип, символ, металл, метод, теория, тестировать, группа, естественный (природный), общественный (социальный), промышленный, аспект, телефон, радио, телевидение, материал, машина, технический, основа, технология.

EXERCISE 4. a) Translate, analyse the words with different suffixes and divide the following words into the three groups: nouns, adjectives and adverbs:

relationship, scientist, structure, researcher, mathematical, systematic, observation, general, scientific, experimentally, natural, social,

technical, numerous, closely, influence, invention, generally, industrial, development, production, different, television, communication, computer, digital, physical, temperature, international, producer, electric, electronic, dictation.

b) **Make up as many words as you can by combining different parts of the words:**

re-	search	-ly
inter-	experiment	-al
	close	-ion
	invent	-ment
	general	-ent
	develop	
	product	
	differ	
	digit	
	nation	

c) **The words in capitals at the end of each of the following sentences should be changed to form a word that fits suitably in the blank space.**

1. ... examine the structure of the cells SEARCH.
2. A ... computer is a common one DIGIT.
3. This theory was ... proved EXPERIMENT.
4. He has won a prize at the ... conference NATION.
5. When we speak about computers, we ... mean digital computers GENERAL.

EXERCISE 5. a) Try to match up the adjectives in column A with the nouns in column B to form meaningful phrases:

A	B
1) broad	a) word
2) systematic	b) problem
3) natural	c) theory
4) Latin	d) principle
5) different	e) groups
6) general	f) methods
7) major	g) field
8) industrial	h) objects
9) scientific	i) technology
10) mathematical	g) sciences

b) **Decide which of the verbs on the left collocate with the nouns on the right:**

to cover...	clues
to deal with...	the cells
to come from...	the problem
to search for...	tools
to examine...	the field
to investigate...	facts
to develop...	the word
to divide into...	a theory
to provide...	groups
to shape...	the basis
to invent...	the views

EXERCISE 6. a) Translate the following word combinations. Pay attention to the prepositions.

Comes from, the field of knowledge, deals with facts, among these facts, a wide variety of subjects, search for clues to the origin of the universe, consist of general principles, a part of scientific knowledge, can be divided into, new fields of science, at the same time, the boundaries between scientific fields, numerous areas of science, influence on our lives, the basis of modern technology, inventions of scientists, our views about, in the universe, on the earth, through the ages, speak of technology, about 200 years ago, with the development of the steam engine, the growth of factories, production of goods, aspect of people's lives, the development of the car, contributed much to modern technology, for example, from iron, for centuries, the structure of the metal.

b) **Fill in the gaps with the proper prepositions.**

Many tasks performed ... people are now done ... computers. They provide scientists ... an understanding ... nature. They help search ... clues ... the origin ... the universe. They give people who work ... words an effective way ... creating documents. ... these and other reasons, the computer is one ... the most interesting and important machines ever invented.

EXERCISE 7. Divide the following words into three groups which describe a) science, b) technology, c) computers:

tools, steam engine, knowledge, systematic methods, a theory, analog, digital, natural sciences, technical sciences, discoveries, to explain,

a printer, a mouse, television, radio, numbers, researchers, scientists, social sciences.

EXERCISE 8. a) Decide which word is the odd one out in each of the following groups of words:

- 1) natural, social, digital, technical;
- 2) digital, natural, analog, hybrid;
- 3) theories, tools, machines, materials;
- 4) radio, knowledge, telephone, television;
- 5) the universe, plants, trees, animals.

b) Find the names for the groups of words. Fill in each of the spaces:

- 1) natural, social, technical — ...;
- 2) digital, analog, hybrid — ...;
- 3) radio, television, telephone — ...;
- 4) tools, machines, materials — ...;
- 5) plants, animals, trees — ...

EXERCISE 9. a) Translate the following definitions of the words.

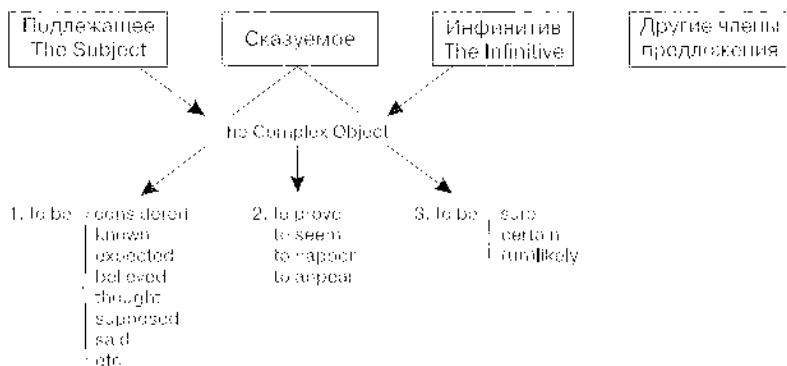
1. *Science* is the study of knowledge which can be made into a system, and which usually depends on seeing and testing facts and stating general natural laws.
2. *Technology* is a branch of knowledge dealing with scientific and industrial methods and their practical use in industry.
3. *Research* is a serious and detailed study of a subject that is aimed at learning new facts, scientific laws, testing ideas etc.
4. *A shelter* is a building or something of the kind that gives protection.
5. *A typewriter* is a machine that prints letters.

b) The following words also appear in the texts and dialogues. Match each one with its correct definition:

to prove, to process, to unify, to explain, to appear

- 1) to combine parts of something to form a single whole;
- 2) to make clear or easy to understand, usually by speaking or writing;
- 3) to become able to be seen, to come into sight;
- 4) to show to be true by means of facts, documents, information etc;
- 5) to put (information, numbers etc) into a computer for examination.

EXERCISE 10. a) Study the Use of the Complex Subject.



1. *He is said to study* here. (Говорят, что он учится здесь.)
2. *He is believed to have studied* here. (Полагают, что он учился здесь.)
3. *He seems to know* her very well. (Кажется, что он знает ее очень хорошо.)
4. *He appears to have investigated* this problem better than others. (По-видимому, он исследовал эту проблему лучше, чем другие.)
5. *He seems to be preparing* for the exams. (Кажется, он готовится к экзаменам.)
6. *He is sure to come*. (Он обязательно придет.)
7. *He is likely to have done* it. (Похоже, что он сделал это.)

b) Read the sentences, point out the Complex Subject, translate into Russian.

1. Science is believed to be the broad field of knowledge that deals with facts and the relationship among these facts. 2. The word "science" is sure to have come from the Latin word "scientia". 3. This scientist is supposed to deal with this investigation. 4. Researchers are expected to use systematic methods of study. 5. He is said to be researching this problem now. 6. Do you happen to know his sister's name? 7. He appears to be an intelligent person. 8. They seem to have entered this university. 9. You are unlikely to enter this college. 10. She is certain to have prepared a report.

EXERCISE 11. Transform the sentences according to the models to practise the use of the Complex Subject.

*a) Model: It is expected that he will enter the university.
He is expected to enter the university.*

1. It is known that the scientific knowledge will grow. 2. It is believed that the scientific knowledge has become more complicated. 3. It is said that he will come in a week. 4. It is expected that he will test it experimentally. 5. It is known that he is a good physicist.

b) Model: Will he take part in the conference? — Yes, he is certain to take part in it.

1. Will Mr Brown come to our computer centre? 2. Will he apologize to her? 3. Will he congratulate me on my birthday? 4. Will they buy new computers? 5. Will Mr Mitchell come to Russia again?

c) Model: Do you know James Mitchell? — Yes, I happen to know him.

1. Do you know this researcher? 2. Did you meet him in Moscow? 3. Did you see this new film? 4. Does James know this scientist? 5. Did you see her?

EXERCISE 12. Fill in the blanks to practise the use of the Complex Subject. The words in brackets will help you.

1. He ... to come to the conference (несомненно). 2. You ... to know this city better than we (по-видимому). 3. Their plans ... to change in the future (вероятно). 4. They ... to agree with you (определенно). 5. She ... to give you this book (вряд ли). 6. Do you ... to know him (случайно)? 7. He ... to be right (окажется). 8. He ... to be a good researcher (говорят). 9. He ... to have done this experiment (известно). 10. They ... to be well-informed citizens (полагают).

EXERCISE 13. Make up sentences according to the models to practise the use of the Complex Subject.

*a) Model: Несомненно, они исследуют эту проблему (to be certain).
They are certain to investigate this problem.*

1. Вероятно, они купят цифровой компьютер (to be likely). 2. Они обязательно измеряют температуру (to be sure). 3. Маловероятно, что они придут сегодня (to be unlikely). 4. Он определенно сделает это (to be certain). 5. Вряд ли он поступит в этот колледж (to be unlikely).

b) Model: Кажется, он учится здесь (to seem).

He seems to study here.

1. Кажется, он купил компьютер (to seem). 2. Оказывается, он пытался перевести текст (to prove). 3. Он случайно встретил ее на улице (to happen). 4. Кажется, что они его уже забыли (to seem). 5. Эксперимент оказался удачным (to prove).

EXERCISE 14. Analyse the use of the Complex Subject in the following proverb.

An early riser is sure to be in luck.

EXERCISE 15. Read the text, try to focus on its essential facts and choose the most suitable heading below for each paragraph:

1) The Fields of Scientific Research; 2) Different Groups of Sciences; 3) The Importance of Science; 4) What Is Science?; 5) Methods of Scientific Research.

SCIENCE

The word "science" comes from the Latin word "scientia", which means "knowledge". Science covers the broad field of knowledge that deals with facts and the relationship among these facts.

Scientists study a wide variety of subjects. Some scientists search for clues to the origin of the universe and examine the structure of the cells of living plants and animals. Other researchers investigate why we act the way we do, or try to solve complicated mathematical problems.

Scientists use systematic methods of study to make observations and collect facts. They develop theories that help them order and unify facts. Scientific theories consist of general principles or laws that attempt to explain how and why something happens or has happened. A theory is considered to become a part of scientific knowledge if it has been tested experimentally and proved to be true.

Scientific study can be divided into the three major groups: the natural, social and technical sciences. As scientific knowledge has grown and become more complicated, many new fields of science have appeared. At the same time, the boundaries between scientific fields have become less and less clear. Numerous areas of science overlap each other and it is often hard to tell where one science ends and another begins. All sciences are closely interconnected.

Science has great influence on our lives. It provides the basis of modern technology — the tools and machines that make our life and work easier. The discoveries and inventions of scientists also help shape our view about ourselves and our place in the universe.

EXERCISE 16. Read and give a summary of the text.

TECHNOLOGY

Technology means the use of people's inventions and discoveries to satisfy their needs. Since people have appeared on the earth they have had to get food, clothes and shelter. Through the ages people have invented tools, machines and materials to make work easier.

Nowadays, when people speak of technology, they generally mean industrial technology. Industrial technology began about 200 years ago with the development of the steam engine, the growth of factories and the mass production of goods. It influenced different aspects of people's lives. The development of the car influenced where people lived and worked. Radio and television changed their leisure time. The telephone revolutionized communication.

Science has contributed much to modern technology. Science attempts to explain how and why things happen. Technology makes things happen. But not all technology is based on science. For example, people had made different objects from iron for centuries before they learnt the structure of the metal. But some modern technologies, such as nuclear power production and space travel, depend heavily on science.

EXERCISE 17. Quote the sentences in which these words and word combinations are used in the texts:

comes from, deals with, a wide variety of, search for, principles and laws, how and why, to be true, at the same time, less and less clear, overlap each other, are closely interconnected, easier, through the ages.

EXERCISE 18. Find in the texts English equivalents for these words and word combinations:

означает, охватывает, взаимосвязь, широкое разнообразие, ищет разгадки, прохождение Вселенной, структура клеток, сложный, собирать факты, упорядочить и обобщить, общие принципы, пытаются объяснить, как и почему, что-то произошло, соответствующий действительности, основные truths, общественные

науки. в то же самое время, все менее и менее четкие, многочисленные, тесно взаимосвязаны, она обеспечивает, открытия, изобретения, формировать наши взгляды, о себе, удовлетворять собственные нужды, они должны были, кров, на протяжении веков, инструменты, чтобы сделать, в настоящее время, тому назад, паровой двигатель, рост, массовое производство товаров, время досуга, произвел революцию, сделала большой вклад, например, из железа, в течение веков, очень сильно, зависит.

EXERCISE 19. a) Find in the texts the words which have the similar meanings as the following words:

wide, to research, to attempt, to believe, to examine, main, complex, difficult, to start, big, a motor, various, to study.

b) Find in the texts the words which have the opposite meanings to the following words:

narrow, easy, practice, to try, artificial, old, more, to begin, small, more different, little.

c) Read, translate the sentences, change the words in italics into the words with similar and opposite meanings.

1. He happened to meet her in that *broad* street. 2. They are investigating *complex* problems. 3. It was a very *difficult* experiment. 4. They *started* researching this problem. 5. It was a *big* contribution.

EXERCISE 20. Fill in the gaps with the missing words in the following sentences. The first letter of each word has been given to help you.

1. Science d... with a variety of subjects. 2. Scientists s... for the answers to the different questions. 3. The structure of the cells is e... by the scientists. 4. Different theories u... the facts. 5. The b... of some scientific fields are not clear. 6. The natural, social and technical sciences are closely i... 7. T... the ages people have invented tools, machines and materials to make work easier. 8. Science e... much to modern technology. 9. Some modern technologies d... on science. 10. During our l... time we watch TV.

EXERCISE 21. Fill in the blanks with the articles *a*, *an*, *the* where necessary.

... most common type of ... computer is ... digital computer. ... largest digital computers are ... parts of ... computer system that fill ... large room.

... smallest digital computers — some so small they can pass through ... eye of ... needle — are found inside ... watches, ... pocket calculators and ... other devices.

EXERCISE 22. a) Read and state the function of the verbs *to be*, *to have*.

All digital computers *have* two basic parts: a memory and a processor. The memory *is* receiving data and holding them until they *are* needed. The memory *is* made up of a big collection of switches (переключатели). The processor *is* changing data into useful information by converting numbers into other numbers. It reads numbers from the memory, performs basic arithmetic calculations and puts the answer back into the memory. The processor *is* performing this activity over and over again until the desired result *is* achieved. Both the memory and the processor *are* electronic.

b) Fill in the blanks with the verbs *to be*, *to have*.

People ... used calculating devices since ancient times. The first electronic digital computer ... built in 1946. The large room ... filled with the computer. Since then rapid improvement in computer technology ... led to the development of smaller, more powerful and less expensive computers. But computers ... not able to think. A user ... to tell the computer in very simple terms exactly what to do with the data it receives. A list of instructions for a computer to follow ... called a program.

EXERCISE 23. Find in the texts, translate and analyse:

a) grammar form with the ending *-ing*:

the cells of living plants

b) grammar forms with the ending *-ed*:

complicated problems	have invented
has happened	it influenced
is considered	people lived and worked
has been tested	television changed
it proved	the telephone revolutionized
can be divided	has contributed
have appeared	is based on
are closely interconnected	

c) grammar forms with the ending *-s*:

comes from	people's inventions
which means	the structure of the cells

science covers
that deals with facts
among these facts
scientists
a wide variety of subjects
search for clues
major groups
new fields
the boundaries
numerous areas
one science ends
another science begins
our lives
it provides the basis
the tools and machines
discoveries
inventions of scientists
our views
technology means

the cells of living plants
other researchers
systematic methods
to make observations
to collect facts
to develop theories
their needs
clothes
the ages
200 years
factories
production of goods
different aspects
people's lives
science attempts
things
different objects
for centuries
modern technologies

EXERCISE 24. a) Translate the sentences, pay attention to the use of different conjunctions.

1. Scientists are investigating different problems *because* they want to find the clues to the origin of the universe. 2. *If* you investigate this problem, you will find the clue to the problem. 3. *After* you investigate this problem, you will find the clue to this problem. 4. It is known *that* he is a good researcher. 5. *When* we came, they were solving the problem.

b) Fill in the blanks with the proper conjunctions.

1. I am happy. ... I have bought a computer. 2. ... the theory has been tested experimentally, it becomes a part of scientific knowledge. 3. ... scientific knowledge has grown and become more complicated, many new fields of science have appeared. 4. It is known ... the telephone revolutionized communication. 5. ... people speak of modern technology, they generally mean industrial technology.

EXERCISE 25. Mind the word order. a) Extend the following sentences with the words given in brackets.

1. Scientists solve problems (complicated, some, mathematical, to, try).

2. Researchers make observations (facts, and, collect).
 3. The boundaries have become clear (fields, scientific, between, less).
 4. Science has influence on lives (our, great).
 5. Technology makes life easier (our, and, work, modern).
- b) Put the words in the following sentences in order. The first word in each sentence is in italics.**
1. interconnected, sciences, *All*, closely, are.
 2. provides, *Science*, of, technology, modern, the, basis.
 3. people, the, ages, *Through*, tools, invented, have, machines, materials, and.
 4. influenced, aspects, people's, of, different, *Industrial*, technology, lives.
 5. our, time, *Radio*, television, and, leisure, changed.
- c) Give possible beginnings of the sentences.**
1. ... means knowledge. 2. ... plants and animals. 3. ... proved to be true. 4. ... interconnected. 5. ... to satisfy their needs.
- d) Complete the following sentences in a logical way.**
1. The word "science" comes from...
 2. Science deals with...
 3. Scientists study...
 4. Some scientists search for...
 5. Other researchers solve...
 6. Scientific theories consist of...
 7. A theory becomes...
 8. Scientific study can be divided into...
 9. The boundaries between scientific fields have become...
 10. Science provides...
 11. Technology means...
 12. Industrial technology began...
 13. Technology influenced...
 14. Science attempts to explain...
 15. Technology makes...

EXERCISE 26. Make up general and disjunctive questions and answer them according to the models.

a) Model: *Science covers the broad field of knowledge.*

Does science cover the broad field of knowledge? — Yes, it does.

Science covers the broad field of knowledge, doesn't it? — Yes, it does.

1. Science deals with the facts and the relationship among these facts.
2. A theory becomes a part of scientific knowledge.
3. Science attempts to explain how and why things happen.
4. Technology makes things happen.
5. Technology influences different aspects of people's lives.

b) Model: Scientists study a wide variety of subjects.

*Do scientists study a wide variety of subjects? — Yes, they do.
Scientists study a wide variety of subjects, don't they? — Yes, they do.*

1. Some scientists search for clues to the origin of the universe.
2. Scientists examine the structure of the cells of living plants and animals.
3. Other researchers investigate why we act the way we do.
4. They solve complicated mathematical problems.
5. Scientists use systematic methods of study.

EXERCISE 27. Make up special questions according to the models and answer them.

*a) Model: Technology influences all aspects of people's life.
What does technology influence?*

1. Science provides the basis of modern technology.
2. Technology means the use of people's inventions and discoveries to satisfy their needs.
3. This scientist uses systematic methods of study.
4. He usually tests any theory experimentally.
5. He proves it to be true.

*b) Model: Scientists can study a wide variety of subjects.
What can scientists study?*

1. The scientists can examine the structure of the cells of living plants and animals.
2. The scientists can solve different mathematical problems.
3. Scientists can use systematic methods of study.
4. They can make observations.
5. They can develop theories.

EXERCISE 28. Make up questions the answers to which will be the words in italics. The words in brackets will help you.

1. The word "science" means "*knowledge*" (what).
2. The scientists can order *facts* (what).
3. The scientists can unify *facts* (what).
4. They usually test *the theory* experimentally (what).
5. Technology influences *different aspects of our life* (what).

EXERCISE 29. Agree or disagree with the following statements. Add some more information.

1. Scientists study a wide variety of subjects. 2. Scientific study can be divided into two major groups. 3. Many new fields of science have appeared. 4. Numerous areas of science overlap each other. 5. Science has great influence on our lives.

EXERCISE 30. Translate the following sentences from Russian into English. You will have a story on the topic as a pattern.

1. Слово science происходит от латинского слова scientia, которое означает «наука». 2. Ученые изучают широкий круг проблем. 3. Некоторые ученые ищут разгадку происхождения Вселенной. 4. Другие изучают строение клетки. 5. Некоторые исследуют причины лишнего поведения. 6. Ученые используют систематические методы изучения проблем. 7. Науки могут быть разделены на три главные группы: естественные, общественные, технические науки. 8. Но границы между научными областями становятся все менее и менее четкими. 9. Все науки тесно взаимосвязаны. 10. Наука оказывает огромное влияние на нашу жизнь. 11. Она является основой современной технологии. 12. Сегодня, когда люди говорят о технологии, они имеют в виду промышленную технологию. 13. Промышленная технология начала свое существование около 200 лет назад с появлением парового двигателя, ростом фабрик и массовым производством товаров. 14. Радио и телевидение изменили наш досуг; телефон произвел революцию в общении. 15. Открытия и изобретения ученых помогают нам формировать наши взгляды о себе и о нашем месте во Вселенной.

EXERCISE 31. Make up your own story on the topic. Speak on the following points of the plan. The words and phrases will help you make your story to be logical and interesting.

1. *What Is Science?*
The word "science" comes from
Science covers
2. *The Fields of Science Research*
The scientists search for
The scientists examine
The scientists investigate
The scientists solve

3. *Different Groups of Sciences*
Sciences can be divided into
Scientific knowledge has become
Different sciences overlap
All sciences are interconnected
4. *Science and Technology*
Science provides
Technology means
Industrial technology began
Science and technology influence

EXERCISE 32. Answer the following questions about science and technology.

1. What is science?
2. What is technology?
3. Are they interconnected?
4. Is all technology based on science?
5. What modern technologies depend heavily on science?
6. When did industrial technology begin?
7. When was a steam engine invented?
8. Who invented the steam engine?
9. When was radio invented?
10. Who invented the radio?
11. When was television invented?
12. Who invented the television?
13. When was a telephone invented?
14. Who invented the telephone?
15. When was the first car invented?
16. When was the first digital computer invented?
17. Who invented the first digital computer?
18. What famous scientists do you know?
19. What famous inventors do you know?
20. What scientific field are you interested in? Why?

EXERCISE 33.

- a) Read and translate the following dialogue.
- b) Memorize and dramatize the dialogue.
- c) Act out a similar dialogue.

ABOUT COMPUTERS

- A.: They say, you have bought a computer.
B.: Yes, now I have got my own computer.
A.: That's fine. And what type of a computer have you got?
B.: The most common type, a digital one.
A.: By the way, do you know what it means — "a digital computer"?
B.: It goes without saying. Digital computers deal with numbers. All data — pictures, sounds, symbols and words — are translated into numbers inside the computer.
A.: Yes, you are right. Digital computers are so widespread that the word "computer" almost always refers to a digital computer. But there are 3 types of computers: digital, analog and hybrid...
B.: Sorry for interrupting you. I do know about it. Analog computers work with a physical quantity, such as weight, speed, temperature. They solve problems by measuring a quantity in terms of another quantity. Do you understand it?
A.: Yes, certainly, for example, they measure temperature in terms of the length of a thin line of liquid in a thermometer.
B.: Good for you. And when are you going to buy a computer? You know so much about the computers.
A.: You see, I haven't got such a large amount of money.
B.: Take it easy. You may use my computer.
A.: Thanks a lot.
B.: You are welcome.

EXERCISE 34. Act as an interpreter.

ABOUT IBMC

(International Business Machines Corporation)

Robert Brown, an American from New York, works in one of the firms of the International Business Machines Corporation (IBMC). He has come on a visit to Russia, and now he is speaking with the head of one of the computer centres Sergei Volkov.

— Мистер Браун, вы работаете в корпорации IBMC?

— А какие виды электронного оборудования вы производите?

— Yes, I do. It is one of the world's largest producers of electronic office machines.

— IBM makes data-processing systems, electronic computers, electric typewriters, dictation machines etc.

— Мистер Браун, а как называлась ваша корпорация раньше?

— А когда ваша корпорация получила название IBMС?

— Кто возглавляет IBMС?

— В нашем компьютерном центре есть такие компьютеры вашей корпорации.

— Буду очень, всегда благодарен.

— IBMС has grown out of an earlier form, the Computing-Fabulating-Recording Co (CFRC).

— It adopted its present name in 1924.

— Thomas J. Watson was the firm's chief executive for 42 years. IBM's headquarters are in Armonk, New York.

— May I have a look at them?

— Thanks a lot.

EXERCISE 35. Arrange role plays on the following subjects. Be as imaginative as you can.

1. You are at an international scientific conference for the first time. You meet a famous American scientist there and have a talk with him.

2. You are in a shop. You are buying a computer. You are talking with a shop assistant.

EXERCISE 36. Imagine the context in which you may use the following phrases. Dramatize the situations.

1. Who is the producer of this TV set?

2. Such a complicated problem!

3. Whose car is this?

EXERCISE 37. Talk on one of these topics. Can you keep talking for one minute?

1. The Importance of Science.

2. The Importance of Modern Technologies.

3. Different Kinds of Transport in Our Life.

4. The Telephone in Your Life.

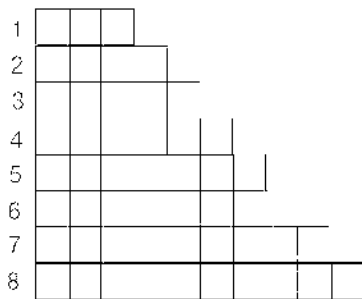
5. Your Computer.

EXERCISE 38. Discuss the following proverbs together with your friend and say if you agree with them.

1. Knowledge is power.
2. Time brings wisdom.

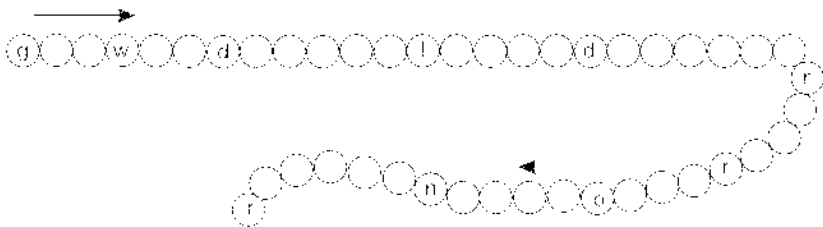
EXERCISE 39. Enjoy Yourself!

a) Отгадайте слова в лайнворде.



1. to attempt
2. Opposite to "less"
3. To show to be true by means of facts, documents, information
4. Opposite to "solid"
5. A building or something of the kind that gives protection
6. to investigate
7. Opposite to "easy"
8. A machine that prints letters

b) Отгадайте слова в чайнворде.



TEST 7

1. Choose the proper words and fill in the blanks.

1. *The scientists solve ... of complicated mathematical problems.*
A. origin B. variety C. universe D. cell
2. *The researchers always try to ... the facts.*
A. refer B. measure C. satisfy D. unify
3. *Different kinds of sciences ... each other.*
A. search B. overlap C. attempt D. appear

4. ... *make our life and work easier*.
A. principles B. laws C. tools D. facts
5. *People had to get food, clothes and ...*.
A. shelter B. machines C. cars D. technologies
6. *Science is ... much to modern technology*.
A. doing B. making C. contributing D. explaining
7. *Digital computers ... with numbers*.
A. deal B. refer C. solve D. measure
8. *Analog computers work with a physical ...*.
A. weight B. size C. quantity D. temperature
9. *Computers help ... for clues to the origin of the universe*.
A. search B. solve C. research D. investigate
10. *Many tasks performed by people are now done ... computers*.
A. among B. between C. of D. by

2. Fill in the blanks. The words in brackets will help you.

1. *They ... to buy a digital computer (вероятно)*.
A. is likely B. are likely C. are sure D. is sure
2. *They ... to measure the temperature (обязательно)*.
A. are likely B. is sure C. are sure D. is likely
3. *He ... to come today (высовероятно)*.
A. are likely B. is likely C. is unlikely D. are likely
4. *He ... to meet her in the street (случайно)*.
A. happened B. seemed C. seems D. proves
5. *She ... to do it (онпедельно)*.
A. are certain B. is certain C. certainly D. is likely
6. *He ... to enter this university (спудно)*.
A. are unlikely B. is sure C. are sure D. is unlikely
7. *He ... to solve this problem (оказываеиет)*.
A. seemed B. seems C. proved D. happened
8. *They ... to forget about him (казалось)*.
A. seemed B. proved C. happened D. seem
9. *The experiment ... to be a success (оказалось)*.
A. prove B. proves C. proved D. is proved

10. *Do you ... to know him?* (c. tyvauno)

- A. happened B. happen C. proved D. prove

3. The text contains different mistakes: 2 — in spelling, 5 — in grammar. Correct the mistakes and rewrite the text.

Computers has changed the way people work. Many tasks performing by a large number of people is done now by computers. They provide scit-ists with an understanding of nature. A computer produce new information so quikly that they are change people's views of the world.

4. Answer these multiple-choice questions about science and technology.

- When does a theory become a part of scientific knowledge?*
 - After experiments.
 - After tests.
 - After it has been tested experimentally and proved to be true.
- What do scientific theories consist of?*
 - Different technologies.
 - Observations and facts.
 - General principles and laws.
- Why have many new fields of science appeared?*
 - Because scientific knowledge has grown and become more complicated.
 - Because sciences influence our lives.
 - Because it proved to be true.
- When did industrial technology begin?*
 - With the development of the radio.
 - With the development of the computer.
 - With the development of the steam engine.
- Where are IBM's headquarters?*
 - In Washington.
 - In Las Vegas.
 - In New York.

UNIT 8

<i>Theme:</i>	Arts
<i>Texts:</i>	1. Theatre 2. Music
<i>Dialogues:</i>	1. About Painting 2. Film Industry
<i>Grammar:</i>	Subjunctive Mood, Conditional Clauses
<i>Structures:</i>	(Сослагательное наклонение. Условные придаточные предложения)
<i>Test 8</i>	

EXERCISE 1. a) Read, translate and study the use of the new words to read and discuss the texts and dialogues:

- 1) *a stage, to stage*. Performances are staged at the theatre.
- 2) *a script*. Theatre includes everything that is involved in production, such as the script, the stage, the performing company and the audience;
- 3) *a playwright*. The theatre specialists include a playwright, performers, a director, a scene designer, a costumier, a lighting designer and various technicians;
- 4) *make-up*. A director of the theatre integrates all aspects of production including scenery, costumes, make-up, lighting, sound effects, music and dancing;
- 5) *a puppet, a puppet theatre*. There are different kinds of theatres, such as drama theatres, musical theatres, puppet theatres, opera and ballet houses;
- 6) *as soon as*. People probably started singing as soon as language developed;
- 7) *activities, social activities*. People use music in personal and social activities;
- 8) *to create*. A famous playwright has created this play;
- 9) *an awe, to awe*. People use music in religious services to create a state of mystery and awe;
- 10) *painting, to paint*. I enjoy painting for many reasons;
- 11) *to arrange*. I like the way different artists arrange the paint on the surface;

- 12) *fear, grief*. The artists express some human emotions, such as fear, grief, happiness or love;
- 13) *to reveal*. The pictures reveal different human emotions;
- 14) *justice*. It is interesting to know what the artists felt about important events, including death, love, religion and social justice;
- 15) *the plot*. Do you remember the plot of this novel?
- 16) *film*. He tried to load the film into the camera;
- 17) *an award*. This film won several awards;
- 18) *mood*. Music helps set mood.

b) Watch out!

<p><i>as soon as</i> ←</p> <p><i>People probably started singing as soon as language developed.</i></p> <p><i>He got married as soon as he left university.</i></p>

EXERCISE 2. a) Read the words following the rules of reading. Pronounce correctly. Practise aloud:

- [e] scuse, effect, successful, event, repertory, orchestral;
- [æ] tragedy, aspect, ballet, theatrical, language, jazz, band;
- [ɑ:] drama, art, artist, start;
- [ʌ] puppet, justice, culture, production, come, company, love;
- [ɔ:] performance, awe, award, audience;
- [ɒ] plot, comedy, complex, costume, opera, choreographer;
- [u:] soon, costumier, include, mood;
- [i:] grief, reveal;
- [ɪ] script, activity, film, musician, religious, system;
- [ɜ:] word, word, refer;
- [eɪ] stage, playwright, make-up, create, painting, arrange, ancient;
- [eə] various;
- [aʊ] sound, house, around;
- [θə] thought, emotion, composer;
- [θɪ] theatre, fear, experience;
- [aɪ] kind, designer, fighting, exciting;
- [aɪə] require, choir.

b) Look at the following pairs of words and think if the underlined letters are pronounced in the same way, or if they are pronounced differently:

tragedy — art, ballet — awe, plot — opera, reveal — fear, event — experience, designer — religious, word — performance, various — artist, or-

chestral — refer, sound — around, kind — exciting, make-up — arrange, soon — mood, costume — costumer.

EXERCISE 3. a) Read the international words, mind the stress:

'theatre, pro'duction, 'company, 'human, 'culture, 'drama, 'literary, form, 'tragedy, melo'drama, 'comedy, 'complex, 'specialist, di'rector, de'signer, cos'tumier, com'poser, mu'sician, chor'eographer, 'integrate, 'aspect, 'costume, effect, 'music, 'opera, 'ballet, 'centre, 'repertory, 'system, 'regular, pro'fessional, start, re'ligious, 'ceremony, 'classical, sym'phony, jazz, com'bine, film, 'personal, 'social, 'distance, 'instrument, c'motions, 'absolutely, infor'mation, 'history, 'period, 'interest, style, 'visit, 'gallery, 'journalist, 'million, 'actress, ro'mantic.

b) Find the English equivalents for the following words and arrange them in pairs:

For example: human — человеческий

эмоции, интерес, абсолютно, период, информация, история, начинать (стартовать), профессиональный, церемония, классический, симфония, религиозный, стиль, романтический, посещать (наносить визит), галерея, актриса, журналист, миллион, театр, драматургия, культура, производство, комедия, джаз, инструмент, расстояние (дистанция), общественный (социальный), сочетать (комбинировать), фильм, личный (персональный), хореограф, объединять (интегрировать), музыка, эффект, костюм, аспект, сложный (комплексный), комедия, трагедия, форма, литературный, мелодрама, регулярный, опера, система, репертуар, балет, центр, музыкант, специалист, композитор, костюмер, дизайн, директор.

EXERCISE 4. a) Translate, analyse the words with different suffixes and divide the following words into the three groups: nouns, adjectives and adverbs:

performance, production, audience, addition, human, culture, ancient, frequently, interchangeably, different, serious, artist, creation, specialist, performer, director, designer, costumer, composer, choreographer, creator, musical, successful, theatrical, experience, royal, national, professional, probably, language, religious, classical, orchestral, dancer, important, personal, social, distance, satisfaction, enjoyable, emotion, happiness, absolutely, pleasure, information, picture, producer, journalist, famous, beautiful, direction, motion.

b) Make up as many words as you can by combining different parts of the words:

inter-	perform	-ance
	change	-er
	differ	-ent
	art	-ist
	creat(e)	-ion
	design	-or
	music	-al
	success	-ful
	nation	-able
	person	
	enjoy	
	journal	

c) The words in capital at the end of each of the following sentences should be changed to form a word that fits suitably in the blank space.

1. These words are used ... CHANGE.
2. This ... was a success PERFORM.
3. Theatre involves different kinds of ... ART.
4. Margaret Mitchell is a ... from Atlanta JOURNAL.
5. This actress was very ... in her career SUCCESS.

EXERCISE 5. a) Try to match up the adjectives in column A with the nouns in column B to form meaningful phrases:

A	B
1) Greek	a) theatre
2) ancient	b) sense
3) literary	c) event
4) broad	d) service
5) human	e) cultural
6) classical	f) times
7) religious	g) part
8) theatrical	h) centre
9) major	i) music
10) musical	j) word

b) Decide which of the verbs on the left collocate with the nouns on the right:

to refer to...	a role
to need...	people

to integrate...	the space
to include...	a choreographer
to visit...	aspects
to use...	emotions
to play...	a theatre
to provide...	the paint
to arrange...	scenery
to express...	music

EXERCISE 6. a) Translate the following word combinations. Pay attention to the prepositions.

Comes from a Greek word, a place for seeing, in this sense, refers to the space, in a broad sense, in production, in addition, a part of human culture, in ancient times, forms of drama, for its creation, a director of the theatre, all aspects of production, different kinds of theatres, a lot of theatres, around the world, in Russia, one of the oldest arts, in religious ceremonies, dates from about 2500 BC, in other arts, other forms of dancing, in all cultures, in ceremonies, in work, a state of mystery, a feeling of distance from the daily world, for their own satisfaction, in a choir, in a band, provides with, for many reasons, first of all, on the surface, interested in some paintings, at work, at rest, a source of pleasure, about important events, agree with you, about the history, during which, about the customs, the people of past societies, for me, with you, based on the novel, written by a journalist, gone with the wind, search for two years, for the best actress of the year.

b) Fill in the gaps with the proper prepositions.

... more traditional sense, theatre is an art form ... which a script is acted out ... performers. The performers, usually ... the assistance ... a director, interpret the characters and situations created ... a playwright. The performance takes place ... an audience ... a space designed ... the purpose.

EXERCISE 7. Divide the following words into three groups which describe: a) theatre, b) music, c) painting:

theatre, music, painting, a musician, drama, tragedy, a playwright, a band, costumes, symphony, to sing, theatrical, jazz, popular, the paint, colours, a performance, to be staged, the script, comedy.

EXERCISE 8. a) Decide which word is the odd one out in each of the following groups of words:

- 1) theatre, music, painting, telephone;
- 2) classical, theatrical, rock, orchestral;
- 3) the Egyptians, the Chinese, India, the Babylonians;
- 4) circus, symphonies, operas, ballets;
- 5) the script, the audience, the stage, activities.

b) Find the names for the groups of words. Fill in each of the spaces:

- 1) theatre, music, painting — ...;
- 2) tragedies, melodrama, comedy — ...;
- 3) a playwright, a scene designer, a costumer — ...;
- 4) costumes, make-up, lighting — ...;
- 5) drama, musical, puppet —

EXERCISE 9. a) Translate the following definitions of the words.

1. *A stage* is the raised floor on which plays are performed in a theatre.
2. *A script* is a written form of a play.
3. *A playwright* is a writer of plays.
4. *A puppet* is a toy like figure of a person or animal that is made to move by someone pulling wires or strings at a theatre performance.
5. *A plot* is the set of connected events on which a story, play, film is based.

b) The following words also appear in the texts and dialogues. Match each one with its correct definition:

awe, mood, fear, an award, make-up

- 1) powder, paint on the face for improving one's appearance;
- 2) a feeling of respect mixed with fear and wonder;
- 3) a prize or money, given as the result of an official decision;
- 4) a state of the feeling at a particular time;
- 5) an unpleasant and usually strong feeling caused by the presence or expectation of danger.

EXERCISE 10. a) Study the use of the Subjunctive Mood, the Conditional Clauses.

1. *В простых предложениях:*

It *would be* interesting to read this book. (Было бы интересно прочитать эту книгу.)

Without the Sun there *would be* no light and no heat. (Без солнца не было бы ни света, ни тепла.)

2. *В сложных предложениях:*

It is necessary that he *should (would) visit* this picture gallery. (Необходимо, чтобы он посетил эту картинную галерею.)

It is desirable that he *take part* in this performance. (Желательно, чтобы он принял участие в этом представлении.)

He recommended that you *should read* this book. (Он порекомендовал, чтобы вы прочитали эту книгу.)

They wish you *were* there. (Они хотели, чтобы вы были там.)

He bought a CD player, so that you *might listen* to these songs. (Он купил плеер, чтобы вы могли слушать эти песни.)

If I *had* time, I *could visit* this performance. (Если бы у меня было время, я бы смог посетить это представление.)

If I *had had* time last week, I *could have visited* this performance. (Если бы у меня было время на прошлой неделе, я бы смог посетить это представление.)

If I *were* you, I *should tell* him everything. (Если бы я был на вашем месте, я бы сказал ему все.)

b) **Read the sentences, point out the Subjunctive Mood, translate into Russian.**

1. I wish I knew them. 2. If he phoned me, I would tell him about it. 3. If you had told me about it yesterday, I would not have done it. 4. I wish it was not raining now. 5. It would be useful to read this book. 6. He suggested that we should go to the theatre. 7. He demanded that this problem be discussed by them. 8. It is important that you should read this article. 9. We study the grammar rules so that we might translate the sentences better. 10. It would be desirable to listen to this music.

EXERCISE 11. Transform the sentences according to the models to practise the use of the Subjunctive Mood.

a) *Model: I am sorry, I don't know Mr Smith.*

I wish I knew Mr Smith.

1. I am sorry I cannot do this. 2. I am sorry you cannot read this book in the original. 3. I am sorry the play isn't a success. 4. I am sorry I cannot change it. 5. I am sorry you are not healthy.

b) *Model: I am sorry we didn't think about it before.*

I wish we had thought about it before.

1. I am sorry you didn't see this film. 2. I am sorry I didn't do it for you. 3. I am sorry they didn't visit this museum. 4. I am sorry I wasn't there before. 5. I am sorry they didn't stage this performance.

c) Model: If I saw this film, I would tell you about it.

If I had seen this film, I would have told you about it.

1. If you chose this room, you would watch TV. 2. If you investigated this problem, you would answer this question. 3. If he measured the temperature, he would explain this phenomenon. 4. If they unified the facts, they would prove the fact. 5. If they processed the data, they would have the results.

EXERCISE 12. Fill in the blanks to practise the use of the Subjunctive Mood.

1. It ... useful to investigate this problem. 2. There ... no results without those experiments. 3. He suggested that you ... this article. 4. I wish I ... about it. 5. It is important that you ... in this experiment. 6. I brought a book for you so that you ... it. 7. If I were you, I ... this lecture. 8. If you visited the library, you ... some more information about it. 9. If you had visited the library, you ... some more information about it. 10. It ... difficult to enter this university.

EXERCISE 13. Make up sentences according to the models to practise the use of the Subjunctive Mood.

a) Model: Хотелось бы, чтобы новый спектакль понравился вам.

I wish you liked the new performance.

1. Хотелось бы, чтобы вы приняли участие в этом спектакле. 2. Хотелось бы, чтобы они посмотрели этот фильм. 3. Хотелось бы, чтобы вы послушали эту песню. 4. Хотелось бы, чтобы они не пользовались музыкой в спектакле. 5. Хотелось бы, чтобы вы пели в хоре.

b) Model: Было бы интересно послушать эту музыку.

It would be interesting to listen to this music.

1. Было бы полезно прочитать эту книгу. 2. Было бы желательно выучить эту песню. 3. Было бы трудно решить эту проблему. 4. Было бы интересно посетить эту картинную галерею. 5. Было бы полезно обработать эти данные.

EXERCISE 14. Analyse the use of the Subjunctive Mood in the following proverb:

It would be better to promise little, but to do much.

EXERCISE 15. Read the text, try to focus on its essential facts and choose the most suitable heading below for each paragraph:

1) What Is Theatre? 2) Theatre around the World; 3) Theatre and Drama; 4) Different Theatre Specialists; 5) Different Kinds of Theatres.

THEATRE

The word "theatre" comes from a Greek word meaning a place for seeing. In this sense the word refers to the space where performances are staged. However, in a broad sense theatre includes everything that is involved in production, such as the script, the stage, the performing company and the audience. In addition, theatre refers to a part of human culture that began in ancient times.

Theatre is not the same as drama, though the words are frequently used interchangeably. Drama refers to the literary part of a performance, that is the play. There are different forms of drama, such as tragedies, serious drama, melodrama and comedy.

Theatre is one of the most complex arts. It requires many kinds of artists for its creation. These specialists include a playwright, performers, a director, a scene designer, a costumer, a lighting designer and various technicians. For many productions composers, musicians and a choreographer (a creator of dances) are needed. A director of the theatre integrates all aspects of production including scenery, costumes, make-up, lighting, sound effects, music and dancing.

There are many people who love and visit different kinds of theatres: drama theatres, musical theatres, puppet theatres, opera and ballet houses. A successful theatrical event is an exciting and stimulating experience.

There are a lot of theatres around the world. The theatrical centre of the United Kingdom is London. There are more than 40 theatres in West End of London, such as the Royal National Theatre, the Royal Shakespeare Theatre, which operate a repertory system and use a regular company. The best-known centre of professional theatre in the United States is New York City, though Chicago and Los Angeles have become major centres as well. Moscow and St Petersburg are the two major theatre centres in Russia. The Maly and Bolshoi Theatres are known all over the world.

EXERCISE 16. Read and give a summary of the text.

MUSIC

Music is one of the oldest arts. People probably started singing as soon as language developed. Many ancient peoples, including the Egyptians, Chinese, Babylonians and the people of India, used music in religious ceremonies. The first written music dates from about 2500 BC.

Nowadays music takes many forms around the world. There are two chief kinds of music: classical and popular. Classical music includes symphonies, operas and ballets. Popular music includes country music, folk music, jazz, rock music etc.

Music plays a major role in other arts. Opera combines singing and orchestral music with drama. Ballet and other forms of dancing need music to help the dancers. Film and TV dramas use music to help set mood and emphasize the action.

Music plays an important part in all cultures and social activities. Nearly all peoples use music in their religious services to create a state of mystery and awe, a feeling of distance from the daily world. Many people perform music for their own satisfaction. Singing in a choir or playing a musical instrument in a band can be very enjoyable. Music provides people with a way to express their feelings.

EXERCISE 17. Quote the sentences in which these words and word combinations are used in the texts:

comes from, in a broad sense, such as, the same as, that is, a lot of, Royal, repertory, as well, all over the world, as soon as, BC, nowadays, etc, set mood, a state of mystery and awe, from the daily world, in a choir,

EXERCISE 18. Find in the texts English equivalents for these words and word combinations:

место для просмотра, в этом смысле, однако, в широком смысле слова, где осуществляется постановка спектаклей, театральная труппа, публика, человеческая культура, в древние времена, хотя, взаимозаменяемо, то есть, такие как, один из самых сложных видов искусства, различные технические работники, для многих спектаклей, объединяет, трюм, освещение, кукольные театры, театры оперы и балета, успешное театральное событие, по всему миру, постоянная труппа, также, главные театральные центры, как только, в религиозных церемониях, относится к, до нашей эры, в наши

дни, принимает многие формы, музыка в стиле кантри, фольклорная музыка, создать настроение, усилить действие, в общественной деятельности, почти все народы, состояние тайны и страха, повседневная жизнь, выражение чувств.

EXERCISE 19. a) Find in the texts the words which have the similar meanings as the following words:

watching, comprises, started, old, often, various, complicated, combines, many, main, also, perhaps, to assist, almost, wide.

b) Find in the texts the words which have the opposite meanings to the following words:

narrow, finished, simple, the youngest, the last, without, rest.

c) Read, translate the sentences, change the words in italics into the words with similar and opposite meanings:

1. In *its broad* sense the word has another meaning. 2. This process *began* in 1998. 3. This is one of the *oldest* arts. 4. This problem is very *complicated*. 5. It is *frequently* used.

EXERCISE 20. Fill in the gaps with the missing words in the following sentences. The first letter of each word has been given to help you.

1. The performances are staged in the t... . 2. The words "theatre" and "d..." are used interchangeably. 3. Theatre requires many kinds of artists, such as performers, a lighting designer, a s... designer etc. 4. There are different kinds of theatres, such as drama theatres, opera and ballet houses, p... theatres etc. 5. A successful performance is always an e... experience. 6. The Royal Shakespeare Theatre operates a r... system. 7. Chicago and Los Angeles are m... theatrical centres as well. 8. Many peoples use m... in religious ceremonies. 9. Opera combines singing and o... music with drama. 10. Films use music to set the m... .

EXERCISE 21. Fill in the blanks with the articles *a, an, the* where necessary.

Theatre is ... live performance before ... audience. It includes every form of ... entertainment from ... circus to ... play. In ... more traditional terms ... theatre is ... art form in which ... script is acted out by ... performers, ... performers, usually with ... assistance of ... director, interpret ... characters and ... situations created by ... playwright. ... performance takes ... place before ... audience in ... space designed for ... purpose.

EXERCISE 22. a) Read and state the function of the verbs *to be*, *to have*.

Film industry *is* the art and business of making films. It *is* also known as movies or cinema. Film *is* one of the most popular forms of art and entertainment throughout the world. It *is* also a major source of information. Films *have* a short history, compared to such art forms as music and painting. Films date back only to the late 1800s. By the early 1900s filmmakers *had* already developed artistic theories and techniques. However, films received little attention until the 1960s. Since then, thousands of books *have been* published about every aspect of filmmaking and film history.

b) Fill in the blanks with the verbs *to be*, *to have*.

Painting ... one of the oldest and important arts. Since prehistoric times, artists ... arranged paints on the surface in ways that express their ideas about people and the world. The painting that artists create ... great value for humanity. They ... providing people with both enjoyment and information.

EXERCISE 23. Find in the texts, translate and analyse:

a) grammar forms with the ending *-ing*:

- a Greek word meaning a place for seeing
- the performing company
- a lighting designer
- all aspects of production including scenery, dancing etc
- an exciting and stimulating experience
- many ancient people including the Egyptians, Chinese
- people started singing
- opera combines singing and orchestral music
- other forms of dancing
- singing in a choir
- playing a musical instrument

b) grammar forms with the ending *-ed*:

- are staged
- is involved
- are used
- are needed
- the United States
- people started singing
- language developed
- they used music

c) grammar forms with the ending *-s*:

- the word comes from
- the word refers to
- a lot of theatres
- the Egyptians

theatre includes	religious ceremonies
the words	the music dates from
drama refers	music takes many forms
different forms	music includes symphonies
tragedies	music plays a major role
it requires many kinds	opera combines
these specialists	in all cultures
various technicians	social activities

EXERCISE 24. a) Translate the sentences, pay attention to the use of different conjunctions.

1. *While* he was listening to music, his sister was watching TV. 2. There are a lot of theatres all over the U.S.A, *but* the best-known centre of professional theatre is New York City. 3. Theatre is not the same as drama, *though* the words are frequently used interchangeably. 4. There are different forms of drama, such as tragedies, serious drama, melodrama *and* comedy. 5. It is known *that* theatre is one of the most complex arts.

b) Fill in the blanks with the proper conjunctions.

1. People use music in personal ... social activities. 2. ... working he always listens to music. 3. It is known ... Moscow and St Petersburg are two major theatre centres in Russia. 4. The word "theatre" means a place for seeing, ... in a broad sense theatre includes many other things. 5. ... a performance is a success, it is an exciting and stimulating experience.

EXERCISE 25. Mind the word order. a) Extend the following sentences with the words given in brackets.

1. Theatre requires artists (many, for, kinds, its, creation, of).
2. Many people love theatres (visit, and, kinds, different, of).
3. Some theatres operate a repertory system (company, regular, and, use, a).
4. Moscow is a theatre centre (major, Russia, in).
5. Ancient peoples used music (many, religious, in, ceremonies).

b) Put the words in the following sentences in order. The first word in each sentence is in italics.

1. in, cultures, *Music*, all, plays, part, an, important,
2. all, *Nearly*, use, religious, peoples, music, in, their, services,
3. perform, music, own, their, satisfaction, *Many*, people, for,

4. is, drama, *Theatre*, the same, not, as.
5. interchangeably, *The words*, often, used, are

c) Give possible beginnings of the sentences.

1. ... from a Greek word.
2. ... in ancient times.
3. ... that is the play.
4. ... and comedy.
5. ... and dancing.

d) Complete the following sentences in a logical way.

1. The word "theatre" comes from...
2. Theatre includes everything...
3. Theatre refers to a part of...
4. Theatre is not the same as...
5. Theatre requires many kinds of...
6. A director of the theatre integrates...
7. Many people love and visit...
8. In the UK there are...
9. In the USA the best-known theatre centre is...
10. In Russia the two major theatre centres are...
11. Music plays...
12. Opera combines...
13. Ballet needs music...
14. Film and TV dramas use music...
15. Music provides people with...

EXERCISE 26. Make up general and disjunctive questions and answer them according to the models.

a) Model: *The word "theatre" comes from a Greek word.*

Does the word "theatre" come from a Greek word? — Yes, it does.

The word "theatre" comes from a Greek word, doesn't it? — Yes, it does.

1. Drama refers to the literary part of a performance.
2. Theatre requires many kinds of artists.
3. The first written music dates from about 2500 BC.
4. Music takes many forms around the world nowadays.
5. Music plays a major role in other arts.

b) Model: Music is one of the oldest arts.

Is music one of the oldest arts? — Yes, it is.

Music is one of the oldest arts, isn't it? — Yes, it is.

1. A tragedy is a form of drama.
2. An opera and ballet house is a kind of a theatre.
3. A successful theatrical event is an exciting experience.
4. The theatrical centre of the U.K is London.
5. The best-known centre of professional theatre in the United States is New York City.

EXERCISE 27. Make up special questions according to the models and answer them.

a) Model: Theatre requires many kinds of artists.

Why does theatre require many kinds of artists?

1. Music plays a major role in other arts.
2. Music plays an important part in all cultures.
3. Theatre proves to be one of the most complex arts.
4. A successful theatrical event appears to be an exciting and stimulating experience.
5. Ballet needs music.

b) Model: Drama includes different forms.

What forms does drama include?

(— Drama includes such forms as tragedies, serious drama, melodrama, comedy.)

1. Theatre requires many specialists.
2. Director integrates all aspects of production.
3. He visits different kinds of theatres.
4. Music takes many forms around the world.
5. Music includes two chief kinds.

EXERCISE 28. Make up questions the answers to which will be words in italics. The words in brackets will help you.

1. *A director of the theatre* integrates all aspects of production (who).
2. *Drama* refers to the literary part of a performance (what).
3. *Theatre* refers to a part of human culture (what).
4. *Music* plays a major role in other arts (what).
5. *He* visits this theatre every Sunday (who).

EXERCISE 29. Agree or disagree with the following statements. Add some more information.

1. Theatre is the same as drama.
2. Theatre is one of the most complex arts.
3. There are different kinds of theatres.
4. There are not many theatres in West End of London.
5. There are many theatres in Moscow.

EXERCISE 30. Translate the following sentences from Russian into English. You will have a story on the topic as a pattern.

1. Слово theatre происходит от греческого слова, которое обозначает «место для просмотра». 2. В широком смысле слова театр включает в себя сценарий, сцену, театральную труппу, публику. 3. Театр — одно из самых сложных видов искусства. 4. Театру необходимы различные специалисты: драматург, актеры, режиссер, костюмер, музыканты, хореограф и многие другие. 5. Директор театра объединяет все аспекты постановки спектакля: декорации, костюмы, грим, освещение, звук, музыку, танцы. 6. Музыка играет огромную роль в театре. 7. Она помогает создать настроение и усиливает действие спектакля. 8. Существуют различные виды театров, такие как драматические театры, музыкальные театры, театры кукол, театры оперы и балета. 9. В мире очень много театров. 10. Театральный центр Соединенного Королевства — Лондон, в Вест-Инде более 40 театров. 11. Самый известный театральный центр Соединенных Штатов — Нью-Йорк-Сити, хотя Чикаго и Лос-Анджелес также стали театральными городами. 12. Москва и Санкт-Петербург — два самых больших театральных центра в России. 13. Большой театр известен во всем мире. 14. Многие люди любят театры и часто их посещают. 15. Удачная театральная постановка — это всегда волнующее и стимулирующее зрелище.

EXERCISE 31. Make up your story on the topic. Speak on the following points of the plan. The words and phrases will help you make your story to be logical and interesting.

- What Is Theatre?*
The word "theatre" comes from
Theatre includes
- Theatre and Drama*
Theatre is
The words are often used
Drama refers to
Drama includes
- Different Theatre Specialists*
Theatre is one
Theatre requires
A director of the theatre integrates

4. *Music in the Theatre*
 Music plays
 Music helps
5. *Theatres Around the World*
 There are a lot of
 The theatrical centre of the UK is
 The best-known theatre centre in the USA is
 The two major theatre centres in Russia are

EXERCISE 32. Answer the following questions about theatre and music.

1. What does the word "theatre" come from?
2. What does theatre include?
3. Is theatre the same as drama?
4. What does drama refer to?
5. What forms of drama do you know?
6. What does theatre require?
7. Who integrates all aspects of productions in the theatre?
8. What kinds of theatres do you know?
9. Where is the theatrical centre in the UK?
10. How many theatres are there in West End of London?
11. Where are the theatre centres in the USA?
12. What theatre centres in Russia do you know?
13. Have you ever been to Bolshoi Theatre?
14. Do you often visit theatres?
15. What kind of theatre do you prefer?
16. What kind of music do you like?
17. What kind of classical music do you know?
18. What kind of popular music do you know?
19. Why does music play a major role in other arts?
20. What does music provide people with?

EXERCISE 33.

- a) Read and translate the following dialogue.
- b) Memorize and dramatize the dialogue.
- c) Act out a similar dialogue.

ABOUT PAINTING

- A.: Bob, do you enjoy painting?
 B.: Yes, I do.
 A.: And why do you like it?

- B.: You see, I enjoy painting for many reasons. First of all, I like the colours and the way different artists arrange the paint on the surface.
- A.: Sorry for interrupting you... As to me, I am interested in some painting because of the way the artists express some human emotions, such as fear, grief, happiness or love.
- B.: You are absolutely right. Even painting of such everyday scenes as people at work or at rest, and of such common objects as food and flowers can be a source of pleasure.
- A.: And besides, painting also teaches. Some pictures reveal what the artists felt about important events, including death, love, religion and social justice.
- B.: I agree with you. And you know that some provide information about the history of the period during which they were created.
- A.: Yes... about the customs and interests of the people of past societies. By the way, there are different painting styles. Do you know any?
- B.: Certainly, such as romanticism, realism, impressionism and many others.
- A.: Have you ever visited any picture galleries?
- B.: Of course, I have been twice to the State Tretyakov Gallery in Moscow and once to the Hermitage in St Petersburg.
- A.: That's fine. It was a real pleasure for me to talk with you.
- B.: You are welcome.

EXERCISE 34. Act as an interpreter:

FILM INDUSTRY

Richard Stilman, an American film producer from Hollywood has come on a visit to Russia. Now our Russian film producer is talking with him.

— Ричард, мне бы хотелось
расспросить вас о первой по-
становке фильма «Унесенные
ветром». Он ведь был снят на
вашей киностудии, не так ли?

— Yes, you are right. David O. Sel-
znick, a Hollywood film producer
decided to make a film based on the
novel written by a journalist from
Atlanta Margaret Mitchell. "Gone
with the Wind". By the way, do you
remember the plot?

— Безусловно. Это романтический и волнующий рассказ о красивой молодой девушке Скарлетт О'Хара, о двенадцати годах ее жизни до, в течение и после Гражданской войны 1861—1865 гг. в США.

— Извините, что перебиваю вас. Я знаю об этом. В конце концов он ищет замечательную молодую британскую актрису Вивьен Ли.

— Ричард, а сколько снимали фильм и сколько за него заплатил Дэвид Селзник?

— Потрясающе! Фильм имел большой успех.

— Спасибо, Ричард. Было приятно поговорить с вами.

— Absolutely right. So, David O. Selznick chose a famous film star of the time, Clark Gable, for the part of the tall and handsome hero, Rhett Butler, but he couldn't find anyone for the part of Scarlett. He was searching for two and a half years.

— Yes, when Selznick saw the beautiful face of Vivien Leigh, he decided at once: "She will be Scarlett O'Hara!"

— Well, as far as I remember, the picture took three years, half a million feet of film and 4.25 million dollars to produce. Don't forget it was 1933.

— Surely. This film won eight Academy Awards, including an award for the best actress of the year and the best direction. It is considered to be one of the greatest motion pictures of all times.

— You are welcome.

EXERCISE 35. Arrange role plays on the following subjects. Be as imaginative as you can.

1. Imagine that you are a foreigner in Russia, you are interested in theatre. You are talking with a director of a theatre.

2. You are in a musical shop. You want to buy some musical discs. You are talking with the shop assistant.

EXERCISE 36. Imagine the context in which you may use the following phrases. Dramatize the situations.

1. The performance was a success!
2. What a beautiful scenery!
3. I prefer popular music.

EXERCISE 37. Talk on one of these topics. Can you keep talking for one minute?

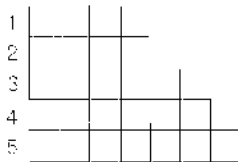
1. Theatre in Your Life.
2. Different Kinds of Theatres.
3. Music in Your Life.
4. Different Kinds of Music.

EXERCISE 38. Discuss the following proverb together with your friend and say if you agree with it.

Art is long, life is short.

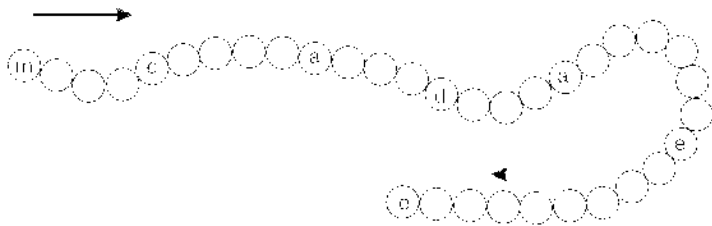
EXERCISE 39. Enjoy Yourself!

a) Отгадайте слова в пазлворде.



1. A feeling of respect mixed with fear and wonder
2. The set of connected events of a story, play, film
3. Raised floor on which plays are performed
4. A written form of a play
5. An art

b) Отгадайте слова в чайнворде.



TEST 8

1. Choose the proper words and fill in the blanks.

1. *In a broad sense theatre includes the script, the performing company, ... , the audience.*

- A. drama B. melodrama
C. comedy D. the stage

2. *Drama comprises serious drama, melodrama, ... , comedy.*
 A. tragedies B. performance
 C. playwright D. performers
3. *For all the performances a playwright, performers, a director, a scene designer, ... are needed.*
 A. dancers B. a costumer
 C. a choreographer D. a writer
4. *There are different kinds of theatres, such as drama theatres, puppet theatres, ... theatres.*
 A. ballet B. musical C. central D. dancing
5. *Some theatres have a ... company.*
 A. regular B. successful C. enjoyable D. repertory
6. *Many ... people used music in religious ceremonies.*
 A. Chinese B. ancient C. Indian D. Russian
7. *Classical music ... symphonies, operas and ballets.*
 A. refers B. takes C. plays D. includes
8. *Opera combines ... and orchestral music with drama.*
 A. dancing B. scenery C. singing D. lighting
9. *TV dramas use music to ... mood.*
 A. set B. help C. need D. play
10. *Singing in a ... can be very enjoyable.*
 A. opera B. choir C. ballet D. stage

2. Fill in the blanks with the proper form of the Subjunctive Mood.

1. *It ... interesting to see this performance.*
 A. would be B. were C. was D. been
2. *I'll tell you some more information so that you ... better understand the plot.*
 A. should B. might C. would D. could
3. *Without you, there ... no fun.*
 A. been B. were C. would be D. have been
4. *It is necessary that we ... the script.*
 A. should read B. have read C. were reading D. will read
5. *It is desirable that he ... this musical disc.*
 A. buys B. buy C. bought D. have bought

6. *We wish they ... here.*
A. be B. were C. will be D. was
7. *I wish you ... about it.*
A. will know B. know C. knew D. have known
8. *If you were there, you ... it.*
A. could do B. do C. did D. could have done
9. *If you had been there, you ... it.*
A. could have done B. could do C. do D. did
10. *If I ... you, I should take part in this performance.*
A. be B. were C. have been D. was

3. The text contains different mistakes: 4 — in spelling, 5 — in grammar. Correct the mistakes and rewrite the text.

Like drama and dance, music are a performing art. It differ from such arts as paintin and poetry, in which artisits creates works and then displays or publishes them. Musikal komposers need musishians to interpret and perform their works, just as playwrights need actors to perform their plays.

4. Answer these multiple-choice questions about theatre and music.

1. *What is a scenery in the theatre?*
A. A scene designer.
B. Painted backgrounds.
C. Exciting experience.
2. *What should a choreographer do in the theatre?*
A. Should create dances.
B. Should make the scenery.
C. Should integrate all aspects of production.
3. *What does a playwright do?*
A. Creates the scenery.
B. Writes songs.
C. Writes plays.
4. *What does a director of a theatre do?*
A. Integrates all aspects of production.
B. Makes sound effects.
C. Makes costumes.
5. *What is a script?*
A. Painted backgrounds.
B. An article about the performance.
C. A written form of a play.

ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ К УРОКАМ ОСНОВНОГО КУРСА

Временные формы глагола. Соответствие английских временных форм временным формам русского глагола

Table 16

Время действительного залога русского глагола	The Active Voice	Пример на английском языке	Соответствующее предложение на русском языке
Настоящее время	The Present Simple Tense	<i>They play tennis on Saturdays and Sundays.</i>	Они <i>играют</i> в теннис по субботам и воскресеньям.
	The Present Continuous Tense	<i>They are playing tennis now</i>	Они <i>играют</i> в теннис сейчас.
	the Present Perfect Tense	<i>They have lived in Moscow since 1999.</i>	Они <i>живут</i> в Москве с 1999 года.
Прошедшее время	The Past Simple Tense	<i>They played tennis last Sunday</i>	Они <i>играли</i> в теннис в прошлое воскресенье
	The Past Continuous Tense	<i>They were playing tennis at 7 o'clock yesterday</i>	Они <i>играли</i> в теннис в 7 часов вчера.
	The Present Perfect Tense	<i>They have already played tennis today</i>	Они уже <i>играли</i> в теннис сегодня.
	The Past Perfect Tense	<i>They had played tennis before we came back home.</i>	Они <i>играли</i> в теннис до того, как мы вернулись домой
Будущее время	The Future Simple Tense	<i>They will play tennis tomorrow.</i>	Они <i>будут играть</i> в теннис завтра.
	The Future Continuous Tense	<i>They will be playing tennis at 5 o'clock tomorrow.</i>	Они <i>будут играть</i> в теннис в 5 часов завтра.
	The Future Perfect Tense	<i>They will have played tennis by 6 o'clock</i>	Они уже <i>сыграют</i> в теннис к 6 часам.

Функции слов с окончанием *-ing*

Table 17

Функция	Английский вариант	Русский вариант
1. Причастие I (Participle I)		
а) е-дательном to be образует форму Continuous (Progressive)	Many rivers <i>are flowing</i> in this district.	Много рек <i>протекает</i> в этом районе.
б) определение (превозитивное, постпозитивное)	50 stars <i>symbolizing</i> 50 states The <i>flying</i> bird	50 звезд, <i>символизирующих</i> 50 штатов <i>Летящая</i> птица
в) обстоятельство	<i>When (while) reading</i> this English book I came across many new words.	<i>Читая</i> эту английскую книгу, я встретил много новых слов.
2. Герундий (Gerund)		
а) подлежащее	<i>Reading</i> is useful.	<i>Чтение</i> полезно.
б) е-дательном to begin, to start, to finish, to stop образует составное глагольное сказуемое	We began <i>reading</i> this book.	Мы начали <i>читать</i> эту книгу.
в) дополнение	I like <i>reading</i> .	Я люблю <i>читать</i> .
г) определение	I have the wish of <i>reading</i> this book	У меня есть желание <i>почитать</i> эту книгу
д) обстоятельство	After <i>reading</i> this book I returned it to the library	После <i>чтения</i> этой книги (После того как я прочитал эту книгу) я вернул ее в библиотеку.
3. Отглагольное существительное (Verbal Noun)	Since <i>the beginning</i> of the 20th century	С <i>начала</i> XX века

Функции слов с окончанием *-ed*

Table 18

Функции	Английский вариант	Русский вариант
1. Сказуемое Past Simple	Radio and television <i>changed</i> people's leisure time.	Радио и телевидение <i>изменили</i> время досуга людей.
2. Причастие II (Participle II)		
а) с глаголом to have образует формы Perfect	Since people have <i>appeared</i> on the earth	С тех пор как люди <i>появились</i> на земле
б) с глаголом to be образует формы Passive	All sciences <i>are</i> closely <i>interconnected</i>	Все науки тесно <i>связаны</i> .
	Well- <i>informed</i> citizens	Хорошо <i>информированные</i> граждане
в) определительное (предложительное, действительное)	The lakes <i>connected</i> by channels	Озера, <i>соединенные</i> каналами
г) обстоятельство (после when, if, as, though)	<i>As compared</i> with that city	<i>Сравнительно</i> с тем городом
	<i>As asked</i> , he brought the book.	<i>Так как его попросили</i> , он принес книгу.
	<i>When asked</i> , he brought the book	<i>Когда его попросили</i> , он принес книгу.
	<i>If prepared</i> well, he will pass the exam.	<i>Если он подготовится хорошо</i> , он сдаст экзамен
	<i>Though not prepared</i> very well, he said some words on the problem.	<i>Хотя он был не готов</i> , он сказал несколько слов по проблеме.

Функции слов с окончанием -s

Table 19

Функция	Английский вариант	Русский вариант
1. Множественное число существительных	<i>Scientists' tragedies</i>	<i>Ученые Трагедии</i>
2. З-е лицо настоящего времени единственного числа глагола	The word "science" means "knowledge".	Слово «наука» означает «знание».
3. Прилагательный падеж существительных	<i>Russia's people</i> <i>The city's face</i>	<i>Люди России</i> <i>Лицо города</i>

Инфинитивная конструкция «Сложное дополнение» (Complex Object)

Инфинитивная конструкция «Сложное дополнение» является в предложении одним членом предложения — сложным дополнением и представляет собой сочетание местоимения в объектном падеже или существительного в общем падеже с инфинитивом.

I want *them to come* to me. — Я хочу, чтобы они пришли ко мне.

The boy expected *the parents to come* at 7 o'clock. — Мальчик подумал, что родители придут в 7 часов.

Данная конструкция может употребляться в следующих случаях.

1. После глаголов физического восприятия: *to see, to hear, to feel, to watch, to notice* и др.

Второй элемент сложного дополнения в данном случае может быть выражен инфинитивом без частицы *to*:

I heard *him sing* a song. — Я слышал, как он пел песню.

2. После глаголов принуждения: *to make, to have*.

Вторым элементом в этом случае также является инфинитив без частицы *to*:

She made *him do* it. — Она заставила его сделать это (чтобы он сделал это).

3. После глаголов умственного восприятия: *to find, to consider, to think, to believe, to know* и др.

Вторым элементом является инфинитив с частицей *to*:
We know him to study here. — Мы знаем, что он учится здесь.

4. После глаголов *to want, to wish*.

Второй элемент — инфинитив с частицей *to*:
I want them to do this. — Я хочу, чтобы они сделали это.

5. После глаголов принуждения, разрешения: *to order, to tell, to allow*.

Второй элемент — инфинитив с частицей *to* (в пассивном залоге):

She allowed the book to be put on the shelf. — Она разрешила, чтобы книгу поставили на полку.

Инфинитивная конструкция «Сложное подлежащее» (Complex Subject)

Инфинитивная конструкция «Сложное подлежащее» состоит из личного местоимения в именительном падеже или существительного в общем падеже и инфинитива, которые вместе образуют сложное подлежащее:

He is expected to come back tonight. — Ожидают, что он вернется сегодня вечером.

Данная конструкция употребляется, когда сказуемое выражено:

1) глаголами *to know, to believe, to consider, to expect, to think, to suppose, to say* и др. в форме *Passive Voice*:

He is said to study here. — Говорят, что он учится здесь.

2) глаголами *to seem, to appear, to happen, to prove* и др. в форме *Active Voice*:

He seems to know her very well. — Кажется, что он знает ее очень хорошо.

3) глаголом *to be* в сочетании с прилагательными *likely, unlikely, certain, sure*:

He is sure to come. — Он обязательно придет.

Наклонение

В английском языке, так же как и в русском языке, существуют три наклонения:

1) **повелительное наклонение (the Imperative Mood)**, которое выражает побуждение к действию (просьбу или приказание):

Answer the question, please. — Ответайте на вопрос, пожалуйста.
Do it at once! — Сделай это немедленно!

2) **изъявительное наклонение (the Indicative Mood)**, которое выражает реальность действия в настоящем, прошлом или будущем:

We often *play* tennis. — Мы часто *играем* в теннисе.

We *played* tennis yesterday. — Мы *играли* в теннисе вчера.

We *have already played* tennis today. — Мы уже *сыграли* в теннисе сегодня.

We *will play* tennis tomorrow. — Мы *будем играть* в теннисе завтра.

Глагол в изъявительном наклонении в английском языке может иметь различные временные формы: Simple, Continuous (Progressive), Perfect:

3) **сослагательное наклонение (the Subjunctive Mood)**, которое выражает возможность действия:

Without the Sun there *would be* no light, no heat. — Без солнца не было бы ни света, ни тепла.

В английском языке существуют две формы сослагательного наклонения: сослагательное I (Subjunctive I), которое употребляется в простом предложении и в главном предложении сложноподчиненного предложения, и сослагательное II (Subjunctive II), которое употребляется в придаточном предложении

Сослагательное I (Subjunctive I)

It would be	useful	— Было бы полезно
	difficult	· инфинитив трудно
	interesting	· частицей to интересно
	desirable	желательно
	to the point	кстати

It *would be* interesting to read this book. — Было бы интересно прочитать эту книгу.

Сослагательное II (Subjunctive II)

а) в придаточных предложениях, начинающихся с союза *that*, после безличных главных предложений типа:

it is necessary — необходимо
it is important — важно
it is desirable — желательно
it is possible — возможно
it is required — требуется, необходимо
it is suggested — предлагается
it is useful — полезно

Сослагательное наклонение выражается сочетанием глагольных форм *should (would) + инфинитив* (без частицы to) или *инфинитивом* (без частицы to):

It is necessary that he *should visit* this picture gallery.

It is necessary that he *would visit* this picture gallery.

It is necessary that he *visit* this picture gallery.

(Необходимо, чтобы он посетил эту картинную галерею.)

б) в придаточных предложениях, начинающихся с союза *that*, после главных предложений с глаголом-сказуемым, выражающим приказание, предложение, совет, рекомендацию и т.п., используются:

to suggest, to propose — предлагать

to recommend — рекомендовать

to advise — советовать

to insist — настаивать

to order — приказывать

Сослагательное наклонение выражается сочетанием глагольных форм *should (would) + инфинитив* (без частицы to):

He recommended that you *should read* this book. — Он порекомендует, чтобы вы прочитали эту книгу.

в) в дополнительных придаточных предложениях, зависящих от глагола *to wish*, сослагательное наклонение выражается формами, совпадающими с *Past Simple, Past Continuous, Past Perfect*:

They wish you were (there). — Они хотят, чтобы вы были там.

I wish it was not raining. — Я хочу, чтобы не было дождя.

г) в придаточных предложениях после союза *so that* сослагательное наклонение выражается сочетанием глагольных форм *might + инфинитив* (без частицы to):

He bought a CD player, so that you *might listen* to these songs. — Он купил плеер, чтобы вы могли слушать эти песни.

д) в условных придаточных предложениях после союза *if* сослагательное наклонение выражается формами, совпадающими с *Past*

Simple Past Perfect, а в главном предложении — глагольными формами *should (would, could, might) + infinitive* (без частицы *to*):

If I *had* time, I *could* visit this performance. — Если бы у меня было время, я бы *мог посетить* это представление.

If I *had had* time last week, I *could have visited* this performance. — Если бы у меня было время на прошлой неделе, я бы *смог* посетить это представление.

Предлоги

1. Некоторые английские предлоги выполняют чисто **грамматическую функцию**, передавая в сочетании с существительными (или местоимениями) те же отношения, какие в русском языке выражаются надежными окончаниями. К таким предлогам относятся:

а) предлог *of*, который в сочетании с существительным (или местоимением) соответствует русскому родительному падежу:

a new branch *of* science — новая отрасль *науки*;

б) предлог *to*, который в сочетании с существительным (или местоимением) соответствует русскому дательному падежу:

to the scientists — *ученым*;

в) предлог *by*, который в сочетании с существительным (или местоимением) соответствует русскому творительному падежу, обозначая действующее лицо или действующую силу после глаголов в страдательном залоге:

is written *by* a journalist — написан *журналистом*;

is washed *by* the sea — омывается *морем*;

г) предлог *with*, который в сочетании с существительным (или местоимением) также соответствует русскому творительному падежу, обозначая предмет, при помощи которого производится действие:

is done *with* their hands — делается *их руками*.

2. Предлоги не только употребляются для выражения грамматических отношений между словами, но и имеют самостоятельное значение, как и любое другое слово. Эти предлоги можно разделить на следующие группы.

а) **пространственные предлоги (или предлоги места):**

on the right bank of the river — *на* правом берегу реки

in the corner — *в* углу

within the territory — *в пределах* территории

under the table — *под* столом
below zero — *ниже* нуля
over (above) the bed — *над* кроватью
behind the wardrobe — *за (позади)* платяным шкафом
beyond the earth — *за пределами* земли
in front of the TV set — *перед* телевизором
at (near, by, beside) the college — *у (рядом, около)* колледжа
between two armchairs — *между* двумя креслами
among her friends — *среди* ее друзей
around the table — *вокруг* стола

б) предлоги направления:

to go to the theatre — *идти в* театр
towards the window — *по направлению к* окну
to go into our room — *идти в* нашу комнату
from the college — *из* колледжа
out of the room — *из* комнаты
through the fog — *сквозь* туман
along the street — *вдоль* улицы
across the road — *через* дорогу

в) предлоги времени:

on Monday — *в* понедельник
at 5 o'clock — *в* 5 часов
in 1998 — *в* 1998 году
in an hour — *через* час
after the war — *после* войны
before the war — *до* войны
in, until June — *до* июня
since 1998 — *с* 1998 года
during the same period — *в течение* того же периода
for two hours — *в течение* двух часов

3. Часто один и тот же предлог входит в несколько групп:

at the college — *у* колледжа
at 5 o'clock — *в* 5 часов
in the corner — *в* углу
in 1998 — *в* 1998 году
on the table — *на* столе
on Monday — *в* понедельник

4. Существуют предлоги, которые трудно отнести к какой-либо группе:

according to the purpose — *в соответствии с* целью

about 3 million people — около 3 миллионов людей

except him — кроме него

for her — для нее

with them — с ними

without me — без меня

against the war — против войны

5. Во многих случаях употребление того или иного предлога зависит от предшествующего глагола:

to consist *of* — состоять *из*

to depend *on* — зависеть *от*

to divide *into* — делить *на*

to name *after* — называть *в честь кого-либо*

6. Некоторые глаголы в английском языке требуют после себя предлога, в то время как после соответствующих глаголов в русском языке предлог не употребляется:

to pay attention *to* — уделить внимание *чему-либо*

to supply *with* — снабжать *чем-либо*

to belong *to* — принадлежать *кому-либо, чему-либо*

to provide *with* — обеспечивать *чем-либо*

to listen *to* — слушать *кого-либо, что-либо*

7. В английском языке есть ряд глаголов, которые не требуют после себя предлога, тогда как соответствующие им русские глаголы требуют предлога:

to answer the question — отвечать *на* вопрос

to follow something — следовать *за* чем-либо

to play computer games — играть *в* компьютерные игры

to enter the college — поступить *в* колледж

8. Предлоги входят в состав большого числа сочетаний и выражений:

in vain — напрасно

at least — по крайней мере

at last — наконец

at once — сразу

for ever — навсегда

in turn — в свою очередь

by means of — посредством, при помощи

for the first time — в первый раз

a number of — несколько

for example — например

at present — в настоящее время

СЛОВАРЬ КОНТЕКСТУАЛЬНЫХ ЗНАЧЕНИЙ АКТИВНОЙ ЛЕКСИКИ УЧЕБНОГО ПОСОБИЯ

a — adjective — прилагательное

adv — adverb — наречие

conj — conjunction — союз

n — noun — существительное

num. card. — numeral cardinal — количественное числительное

num. ord. — numeral ordinal — порядковое числительное

pl — plural — множественное число

p.p. — past participle — причастие прошедшего времени

predic. — predicative — предикативное употребление

prep — preposition — предлог

pron — pronoun — местоимение

v — verb — глагол

— тильда — знак, заменяющий заглавное слово словарной статьи

А

abbey *n* — аббатство, монастырь; the Westminster ~ *n*

Вестминстерское аббатство

abbreviate *v* — сокращать

abbreviation *n* — сокращение, аббревиатура

ability *n* — способность

able *a* — способный

about *prep* — о, об, около

above *prep* — над

abroad *adv* — за границей

absent *a* — отсутствующий

abundant *a* — обильный, изобилующий

accomplishment *n* — достижение

according to *prep* — согласно, в соответствии с

achieve *v* — достигать

across *prep* — через

act *v* — действовать, поступать

activity *n* — деятельность

actor *n* — актер

actress *n* — актриса

add *v* — прибавлять

addition: in ~ to — вдобавок, в дополнение к, кроме того, к тому

adore *v* — принимать

adult *n* — взрослый человек

advanced *a* — передовой, продвинутый, повышенного уровня

aeroplane *n* — самолет

after *prep* — после

afternoon *n* — день

again *adv* — снова, опять

against *prep* — против, на
age *n* — возраст, век, период,
эпоха
ago *adv* — тому назад
agree *v* — соглашаться
agreement *n* — соглашение
aids *n* — вспомогательные
средства
aim *n* цель; *v* — целиться,
прицеливаться)
air *n* — воздух
airport *n* — аэропорт
alarm clock *n* — будильник
all *pron* — весь
allow *v* — позволять, разрешать
almost *adv* — почти
along *prep* — вдоль
already *adv* — уже
alright — all right — в порядке,
вовне удовлетворительный
also *adv* — тоже, также
always *adv* — всегда
among *prep* — среди
amount *n* — количество
analog *a* — аналоговый
analysis (*pl* analyses) *n* — анализ
ancient *a* — древний
angry *a* — злой
animal *n* — животное
apart *n* — куртка с капюшоном
another *pron* — другой
answer *v* — отвечать
any *pron* — несколько, любой
apartment *n* — квартира
appear *v* — появляться,
оказываться
appearance *n* — внешний вид
apple *n* — яблоко

application *n* — применение,
~ program — прикладная
программа
approve *v* — одобрить
area *n* — площадь, пространство
armchair *n* — кресло
armed *a* — вооруженный; ~
forces — вооруженные силы
arms *n pl* — оружие
around *prep* — вокруг
arrange *v* — располагать,
приводить в порядок
arrow *n* — стрела
art *n* — искусство
article *n* — статья
artificial *a* — искусственный
artist *n* — художник
as *adv* — как, как например
as ... as ... *cf* — как ..., так и ...
ask *v* — спрашивать, просить
assembly *n* — собрание,
ассамблея
assist *v* — помогать
at *prep* — у, при, около
attempt *v* — пытаться
attend *v* — посещать
attention *n* — внимание
attract *v* — привлекать
audience *n* — публика
autograph *n* — автограф
author *n* — автор
avenue *n* — проспект
avoid *v* — избегать
award *n* — премия, награда
awe *n* — (благороднейший) страх,
трепет; *v* — внушать страх,
благородение

В

BC (before Christ) — до нашей эры

back *adv* — назад, обратно

background *n* — задний план.

front; against the ~ — на фоне

bad *a* — плохой

ball *n* — мяч, шар

band *n* — оркестр

bank *n* — 1) берег (*реки*); 2) банк

base *n* — основа

bathroom *n* — ванная

be *v* (was, been) — быть.

являться, находиться

beautiful *a* — красивый

because *conj* — потому что, так как

become *v* (became, become) — становиться

bed *n* — кровать

beef *n* — говядина

beer *n* — пиво

beet *n* — свекла

before *prep* — до

begin *v* (began, begun) — начинать

beginning *n* — начало

behave *v* — поступать, вести себя

behaviour *n* — поведение

behind *prep* — позади

believe *v* — верить, полагать

bell *n* — колокол, колокольчик

belong to *v* — принадлежать

bench *n* — скамья

besides *adv* — кроме того, сверх того

best *a* — лучший

better *adv* — лучше

between *prep* — между

beyond *prep* — за, по ту сторону, вне

bicycle *n* — велосипед

big *a* — большой

bird *n* — птица

birth *n* — рождение

bit *n* — кусок

bite *v* (bit, bitten) — кусать

black *a* — черный

blackboard *n* — доска

block *n* — квартал (города), жилищный массив

blouse *n* — блузка

blow *v* (blew, blown) — дуть

blue *a* — голубой

boat *n* — лодка, корабль

bone *n* — кость

book *n* — книга

bookcase *n* — книжный шкаф

booklet *n* — брошюра, буклет

bookstall *n* — книжный киоск

boot *n* — ботинок

border *v* — граничить с

born *p. p.* — рожденный

borrow *v* — занимать, брать на время

both *pron* — оба

both ... and ... *conj* — как ... , так и ...

bottle *n* — бутылка

boundary *n* — граница

bowling *n* — игра в шары, боулинг

box *n* — коробочка, ящик

boy *n* — мальчик
branch *n* — ветвь, ветка
bread *n* — хлеб
break *v* (broke, broken) — ломать
breakfast *n* — завтрак
bridge *n* — мост
brief *a* — короткий, недолгий
bright *a* — яркий
bring *v* (brought) — приносить
British *a* — британский
broad *a* — широкий
brother *n* — брат
brown *a* — коричневый
build *v* (built) — строить
building *n* — здание
burn *v* (burnt) — сжигать, жечь
bury *v* — хоронить, зарывать
 в землю
bus *n* — автобус
bush *n* — куст
businessman *n* — бизнесмен
busy *a* — занятый, оживленный
but *conj* — но
butter *n* — масло
button *n* — пуговица
buy *v* (bought) — покупать
by *prep* — у, при, около

С

cabbage *n* — капуста
cake *n* — торт, пирожное
calculate *v* — считать,
 подсчитывать
call *v* — называть
can *v* (could) — мочь
can *n* — банка

capital *n* — столица
car *n* — автомобиль
card *n* — карточка
 - game — игра в карты
care *n* — забота
career *n* — карьера, профессия
carefully *adv* — внимательно,
 тщательно
carpenter *n* — плотник
carpentry *n* — плотничье дело
carpet *n* — ковер
carrot *n* — морковь
carry *v* — нести
cassette *n* — кассета
cat *n* — кот
catch *v* (caught) — ловить
cathedral *n* — кафедральный
 собор
cattle *n* — крупный рогатый
 скот
ceiling *n* — потолок
cell *n* — клетка
central *a* — центральный
century *n* — век
chain *n* — цепь, цепочка
chair *n* — стул
chalk *n* — мел
chamber *n* — палата
 (парламент)
change *v* — изменять, менять
changeable *a* — переменный,
 непостоянный, неустойчивый
channel *n* — канал, проток
char *n* — жарен
charge *n* — ответственность,
 обязанность; to be in ~ of —
 заведовать, отвечать за

chart *n* — диаграмма, схема
cheap *a* — дешёвый
chemist's *n* — аптека
cherry *n* — вишня
chess *n* — шахматы
chicken *n* — цыпленок
chief *a* — главный,
руководящий
child *n* — ребенок
childhood *n* — детство
children *n* — дети
Chinese *n*; the *s* — китайцы
choice *n* — выбор
choir *n* — хор
choose *v* (chose, chosen) —
выбирать
christen *v* — крестить
church *n* — церковь
cinema *n* — кино
circular *a* — круглый
circus *n* — цирк
city *n* — большой город
classes *n pl* — занятия
classmate *n* — одноклассник,
школьный товарищ
clean *a* — чистый
clear *a* — ясный, чистый
climate *n* — климат
climb *v* — подниматься,
карабкаться, влезать
clip *n* — зажим
clock *n* — часы
closely *adv* — тесно
clothes *n pl* — одежда
cloud *n* — облако
cloudy *a* — облачный
coal *n* — (каменный) уголь

coast *n* — морской берег,
побережье
coat *n* — пальто
coffee *n* — кофе
coin *n* — монета
cold *a* — холодный
college *n* — колледж
colour *n* — цвет, краска; water-
colours — акварельные краски
come *v* (came, come) —
приходить, приезжать
comfortable *a* — удобный,
комфортабельный
commander-in-chief *n* —
главнокомандующий
commercial *a* — торговый,
коммерческий
common *a* — общепринятый,
распространенный
communication *n* — связь,
общение
community *n* — местность,
население, пункт
compare *v* — сравнивать
competition *n* — соревнование
complete *v* — заканчивать,
завершать
complex *a* — сложный
complicated *a* — сложный
composer *n* — композитор
composition *n* — сочинение
comprise *v* — охватывать
compulsory *a* — обязательный
concentrate *v* — сосредоточивать(ся), концентрировать(ся)
condition *n* — условие

connect *v* — соединять
conqueror *n* — завоеватель
consider *v* — полагать, считать
consist (of) *v* — состоять (из)
constitutional *a* — конституционный
contain *v* — содержать в себе, вмещать
continue *v* — продолжать
contribute *v* — делать вклад
conversation *n* — разговор
convert *v* — превращать
cook *v* — готовить пищу
cool *a* — прохладный
corner *n* — угол
correspondence *n* — корреспонденция; by ~ — заочно
cost *v* (cost) — стоить
cosy *a* — уютный, удобный
council *n* — совет
country *n* — 1) страна; 2) деревня; ~ music — музыка в стиле кантри
county *n* — графство
courageous *a* — храбрый
court *n* — суд; Supreme Court — Верховный суд
cover *v* — покрывать
create *v* — создавать
creation *n* — творение
credit test *n* — зачет
crochet *v* — вышивать тамбуром, вязать крючком
crook *n* — крючок
cross *n* — крест
crossing *n* — перекресток
crowd *n* — толпа

crown *n* — корона; *v* венчать, короновать
cucumber *n* — огурец
cultural *a* — культурный
cup *n* — чашка
cupboard *n* — посудный шкаф
curl *n* — локон
curtain *n* — занавеска
custom *n* — обычай
custom house *n* — таможня
cut *v* (cut) — резать, рубить

D

daffodil *n* — бледно-желтый нарцисс
daily *a* — ежедневный, повседневный
dance *v* — танцевать
dangerous *a* — опасный
dare *v* — осмеливаться
dark *a* — темный
darkness *n* — темнота
date *v* — датировать, отнести к определенному времени
datum (*pl*/data) *n* — данные, информация
daughter *n* — дочь
day *n* — день
day off *n* — выходной день
deal *v* (dealt) — общаться, иметь дело (*c кем-либо*)
death *n* — смерть
decide *v* — решать
deep *a* — глубокий
deer *n* — олень, олени
defence *n* — оборона, защита
degree *n* — степень; bachelor's ~ — степень бакалавра

demand *v* — требовать
demonstration *n* — демонстрация
densely *adv* — густо, плотно;
— populated area — густо-
населенная местность
dentist *n* — зубной врач
department store *n* — универсам
depend (on, upon) *v* — зави-
сеть (от)
deposit *n* — залежь,
месторождение
describe *v* — описывать
desert *n* — пустыня
desirable *a* — желаемый
desire *n* — желание; *v* — желать,
хотеть
desk *n* — парт
destroy *v* — разрушать
develop *v* — развиваться
development *n* — развитие
device *n* — прибор
dictation *n* — диктант
dictionary *n* — словарь
differ *v* — различаться
difference *n* — разница
different *a* — разный, различный
difficult *a* — трудный
digital *a* — цифровой
dinner *n* — обед
director *n* — директор
dirty *a* — грязный
disc *n* — диск
discovery *n* — открытие
discuss *v* — обсуждать
dislike *v* — не любить
display *v* — выставить

distance *n* — расстояние
district *n* — район
divide *v* — делиться
do *v* (did, done) — делать
doctor *n* — доктор
doctrine *n* — доктрина, учение
dog *n* — собака
doll *n* — кукла
dome *n* — купол, свод
door *n* — дверь
down *adv* — вниз
drama *n* — драма, драматургия
dress *n* — платье; *v* — одеваться
drink *v* (drank, drunk) — пить
driver *n* — водитель
drugshop *n* — аптека
dry *a* — сухой
duke *n* — герцог
during *prep* — в течение
duster *n* — тряпка
duty *n* — долг, обязанность

Е

each *pron* — каждый, всякий;
— other — друг друга
eagle *n* — орел
ear *n* — ухо
early *adv* — рано
earn *v* — зарабатывать
earth *n* — земля
east *n* — восток
eastern *a* — восточный
easy *a* — легкий
eat *v* (ate, eaten) — есть, кушать
edge *n* — край

edition *n* — издание
education *n* — образование
egg *n* — яйцо
eight *num. card.* — восемь
eighteen *num. card.* — восем-
надцать
embankment *n* — набережная
emerald *n* — изумруд
emphasize *v* — придавать особое
значение, подчеркивать,
акцентировать
employee *n* — служащий
employment *n* — служба, заня-
тие, работа
engage *v*; to be ~d in sth —
заниматься чем-л.
engine *n* — двигатель, мотор
engineer *n* — инженер
English *a* — английский
enjoy *v* — получать удоволь-
ствие, наслаждаться, пользо-
ваться, обзаваться
enjoyable *a* — приятный,
доставляющий удовольствие
enjoyment *n* — наслаждение,
удовольствие
enlarge *v* — увеличивать
enough *adv* — достаточно,
довольно
enter *v* — поступать
enterprise *n* — предприятие
entertainment *n* — развлечение,
увеселение
entire *a* — целый, сплошной
eraser *n* — ластик, резинка
especially *adv* — особенно,
главным образом

etc (et cetera) — *лат. adv* — и так
далее
even *adv* — даже
evening *n* — вечер
event *n* — событие
ever *adv* — когда-либо
every *pron* — каждый
everybody *pron* — каждый,
— всякий (человек), все
everything *pron* — всё
exactly *adv* — точно
exam *n* — экзамен
examination *n* — экзамен; осмотр
example *n* — пример; for ~ —
— например
excite *v* — волновать
executive *a* — исполнительный
exhibition *n* — выставка
exist *v* — существовать
expect *v* — ожидать
expensive *a* — дорогой
experience *n* — опыт, мастерство
explain *v* — объяснять
expression *n* — выражение
extend *v* — простираться),
— тянуться
extract *n* — отрывок
extremely *adv* — чрезвычайно,
крайне
eye *n* — глаз

F

face *n* — лицо
fact *n* — факт
factory *n* — фабрика
fail *v* — потерпеть неудачу,
— не иметь успеха

fair *a* — белокурый, светлый
fall *v* (fell, fallen) — падать
fall *n* — осень (*амер.*)
famous *a* — известный
far *adv* — далеко; *a* — далекий
fare *n* — плата за проезд
fascist *n* — фашист
fashion *n* — стиль, мода
fast *a* — быстрый
fat *a* — жирный, толстый
fate *n* — судьба
father *n* — отец
favourable *a* — благоприятный
favourite *a* — любимый,
излюбленный
fear *n* — страх
fearless *a* — бесстрашный
feature *n* — особенность, харак-
терная черта, признак
feed *v* (fed) — кормить
feel *v* (felt) — чувствовать
feeling *n* — чувство
fertile *a* — плодородный
fiction *n* — беллетристика,
художественная литература
field *n* — область, сфера
деятельности
fight *n* — борьба
fight *v* (fought) — сражаться,
бороться
fill *v* — наполняться(ся)
film *n* — фильм, пленка
final *a* — конечный, финальный
finance *n* — финансы, доходы,
финансовые дела
find *v* (found) — находить
fine *a* — красивый

finish *v* — заканчивать
fire *n* — огонь, пожар, пламя
firm *n* — фирма
first *num. card.* — первый
fishing *n* — рыбная ловля
fitter *n* — слесарь
fix *v* — укреплять, закреплять,
назначать
flat *n* — квартира; *a* — ровный,
плоский
floor *n* — 1) пол; 2) этаж
flow *v* — течь,литься
flower *n* — цветок
flowerbed *n* — клумба
fluent *a* — беглый (*о речи*)
fly *v* (flew, flown) — летать
focus *v* — сосредоточиваться
fog *n* — туман
folk *n* — народ, фольклор; ~ mu-
sic — фольклорная музыка
follow *v* — следовать, идти за
following *a* — следующий
fond *a* — нежный, любящий;
to be ~ of sth — любить что-л.
food *n* — еда, пища
foot (*pl* feet) *n* — нога
for *prep* — для, в течение
foreign *a* — иностранный
foreigner *n* — иностранец
forest *n* — лес
forget *v* (forgot, forgotten) —
забывать
fork *n* — вилка
formal *a* — официальный
formula (*pl* formulae) *n* —
формула
fortress *n* — крепость

found *v* — основывать
fountain *n* — фонтан
France *n* — Франция
free *a* — свободный; ~ education — бесплатное образование
freedom *n* — свобода
French *a* — французский
frequently *adv* — часто
Friday *n* — пятница
fridge *n* — холодильник
friend *n* — друг
friendly *a* — дружеский, дружелюбный
friendship *n* — дружба
from *prep* — из, от
frosty *a* — морозный
fruit *n* — фрукты
fulfil *v* — выполнять
fun *n* — шутка, веселье, забава
function *v* — функционировать
fur *n* — мех
fur coat *n* — шуба
furniture *n* — мебель
further *adv* — дальше, далее

Г

gain *v* — получать, приобретать
gallery *n* — галерея
game *n* — игра
gap *n* — промежуток, просвет
garden *n* — сад
garlic *n* — чеснок
gate *n* — ворота
gateway *n* — ворота
general *a* — общий
gentle *a* — ласковый

gentleman *n* — джентльмен
German *a* — немецкий
get *v* (got) — получать; to ~ along — уживаться, ладить; to ~ up — вставать, подниматься
gifted *a* — одаренный, способный, талантливый
girl *n* — девочка
give *v* (gave, given) — давать; to ~ up — бросать
glad *a* — рад
glass *n* — стекло
glorious *a* — славный
go *v* (went, gone) — идти; ~ for a walk — прогуливаться, ходить на прогулку; ~ on — продолжать
golden *a* — золотистый
golf *n* — гольф
good *a* — хороший
goods *n pl* — товар, товары
goose (*pl* geese) *n* — гусь
government *n* — правительство
gradually *adv* — постепенно
graduate (from) *v* — оканчивать (*университет*)
grandfather *n* — дедушка
grandmother *n* — бабушка
grant *n* — дотация, субсидия
grapes *n* — виноград
grass *n* — трава
grassland *n* — луг, пастбище
green *a* — зеленый
grey *a* — серый
grief *n* — горе
grow *v* (grew, grown) — расти
growth *n* — рост

guide *n* — гид, экскурсовод
gun *n* — ружье
guy *n* — парень
gym *n* — спортивный зал

II

habit *n* — привычка
half *n* — половина
hall *n* — зал
hand *n* — рука
handicap *v* — быть помехой
handicapped *p. p.*: to be ~ —
выпытывать затруднения;
physically ~ — страдающий
каким-л. физическим
недостатком
handicraft *n* — ремесло, ручная
работа
handsome *a* — красивый,
стильный
happen *v* — оказываться
happiness *n* — счастье
happy *a* — счастливый
hard *adv* — тяжело
hate *n* — злость
hat *n* — шляпа, шапка
hate *v* — ненавидеть
have *v* (had) — иметь
he *pron* — он
head *n* — голова; глава,
руководитель
headquarters *n pl* — штаб,
главное управление,
центральный орган
healthy *a* — здоровый
hear *v* (heard) — слышать

heart *n* — сердце
heat *n* — тепло, жар
heavily *adv* — сильно
heavy *a* — тяжелый
height *n* — высота, рост
help *v* — помогать
helper *n* — помощник
her *pron* — ее, ей
here *adv* — здесь
heritage *n* — наследство,
наследие
herself *pron* — себя
high *a* — высокий
higher *a* — высший
highland *n* — горная местность
hill *n* — холм
him *pron* — его, ему
himself *pron* — себя
his *pron* — его
hit *v* (hit) — ударить
hold *v* (held) — держать,
проводить
holiday *n* — праздник
home *n* — дом
homeless *a* — бездомный
honour *n* — честь, слава
hook *n* — крючок
hope *v* — надеяться
hopeless *a* — безнадешный
hot *a* — горячий, жаркий
hotel *n* — гостиница
how *adv* — как
how many (much) — сколько
however *adv* — однако
huge *a* — огромный
human *a* — человеческий

humanity *n* — человечество
humid *a* — сырой, влажный
hungry *a* — голодный
hunter *n* — охотник
hurry *n* — торопливость, поспешность; in a ~ — вторых, в спешке
hurt *v* (hurt) — причинять боль
husband *n* — муж
hybrid *a* — гибридный, смешанный
hymn *n* — гимн

1

I *pron* — я
ice cream *n* — мороженое
if *conj* — если
illegal *a* — нелегальный
importance *n* — значение
important *a* — важный
impossible *a* — невозможный
improvement *n* — улучшение, усовершенствование
in front of — впереди
in *prep* — в
incapable *a* — неспособный
include *v* — включать
increase *v* — увеличивать(ся)
independent *a* — независимый
indifferent *a* — равнодушный
indirect *a* — не прямой
indoor *a* — находящийся или протекающий в помещении; ~ games — игры в спортивном зале
infant *n* — ребенок; *a* — детский; начальный

influence *v* — оказывать влияние, влиять
informal *a* — неофициальный
information *n* — информация
inhabitant *n* — житель
initiative *n* — инициатива
ink *n* — чернила
inland *adv* — внутри страны
insist (on) *v* — настаивать (на)
instead *adv* — вместо, взамен
institute *n* — институт
institution *n* — учреждение, заведение
integrate *v* — объединять
intelligent *a* — умный, понятливый
interchangeably *adv* — взаимозаменяемо
interconnect *v* — связывать(ся)
interpret *v* — объявлять, интерпретировать
interrupt *v* — прерывать, вмешиваться (в разговор)
into *prep* — в
introduce *v* — представлять, знакомить
invader *n* — захватчик
invasion *n* — вторжение, нашествие, набег
invention *n* — изобретение
investigate *v* — исследовать
invitation *n* — приглашение
invite *v* — приглашать
involve (in) *v* — включать в себя
Irish *a* — ирландский
iron *n* — железо
irregular *a* — неправильный

island *n* — остров

it *pron* — он, она, оно (*о предметах и животных*)

item *n* — каждый отдельный предмет

its *pron* — ее, его (*о предметах и животных*)

itself *pron* — себя

Ж

jacket *n* — куртка, жакет

jam *n* — джем

Japanese *n* — японский, японец

jewel *n* — драгоценный камень, *pl* драгоценности

jewellery *n* — драгоценности, ювелирные изделия

job *n* — работа, труд

join *v* — присоединяться(ся)

joint venture *n* — совместное предприятие

joke *n* — шутка

journal *n* — журнал

journalist *n* — журналист

joyful *a* — радостный

judicial *a* — судебный, законный

jug *n* — кувшин

juice *n* — сок

jumble sale *n* — дешевая распродажа подержанных вещей на благотворительном базаре

jump *v* — прыгать

junior *a* — младший

just *adv* — только что

justice *n* — справедливость

К

keep *v* (kept) — держать, хранить

kill *v* — убивать

kind *n* — тип, вид; *a* — добрый

kindergarten *n* — детский сад

kindness *n* — доброта

king *n* — король

kingdom *n* — королевство

kit *n* — комплект деталей

kitchen *n* — кухня

knee *n* — колено

knife *n* — нож

knight *n* — рыцарь

knit *v* (knit/knitted) — вязать

know *v* (knew, known) — знать

knowledge *n* — знание

Л

lady *n* — леди

lake *n* — озеро

lamb *n* — барашка

lamp *n* — лампа

lane *n* — переулок

language *n* — язык

large *a* — большой

last *a* — последний, прошлый; *adv* — наконец

late *a* — поздный

laugh *v* — смеяться

law *n* — закон

lawyer *n* — юрист

lay *v* (laid) — класть

lead *v* (led) — руководить, вести

leader *n* — лидер

leadership *n* — руководство

leaf (*pl* leaves) *n* — лист

learn *v* (learnt) — учиться, изучать
least *adv* — меньше всего;
at ~ — по крайней мере
leave *v* (left) — покидать,
оставить
lecture *n* — лекция
leek *n* — лук-порей
legend *n* — легенда
legislative *a* — законодательный
leisure *n* — досуг, свободное
время
lemon *n* — лимон
length *n* — длина
less *adv* — меньше
lesson *n* — урок
let *v* (let) — позволять,
разрешать
letter *n* — 1) письмо; 2) буква
level *n* — уровень
liberate *v* — освобождать
liberty *n* — свобода
library *n* — библиотечка
lie *v* (lay, laid) — лежать
lift *n* — подъем; лифт
light *n* — свет; *a* — 1) светлый;
2) легкий
like *v* — нравиться
likely *a* — вероятный
line *n* — линия, строка
liquid *n* — жидкость
list *n* — список
listen (to) *v* — слушать
little *adv* — мало
live *v* — жить
locate *v* — помещать, распо-
лагать в определенном месте

long *a* — длинный, имеющий
какую-то продолжительность;
a day ~ — продолжитель-
ностью в один день
look at *v* — смотреть на;
to ~ like — выглядеть как,
походить на, быть похожим
lose *v* (lost) — терять
lot *n*; a ~ of — много
loud *a* — громкий
louse (*pl* lice) *n* — вошь
low *a* — низкий
lowland *n* — низкая местность,
низина, долина
luck *n* — удача
lunch *n* — обед, ланч

М

magazine *n* — журнал
magnificent *a* — великолепный,
величественный
main *a* — главный
major *a* — главный
make *v* (made) — делать,
совершать; ~ up — составлять,
комплектовать
make-up *n* — грим, косметика
man (*pl* men) *n* — мужчина
manage *v* — руководить,
управлять
manager *n* — менеджер,
управляющий, заведующий
manners *n pl* — манеры, умение
— держать себя
manufacture *v* — производить,
изготавливать
many *adv* — много

map *n* — географическая карта
marital *a* — супружеский
mark *n* — отметка
market *n* — рынок
matter *n* — дело: What's the ~? —
В чем дело? Что случилось?
mausoleum *n* — мавзолей
may *v* (might) — мочь
me *pron* — мне, меня
mean *v* — иметь в виду
means *n pl* — средство, способ:
by all ~ — любой ценой,
любым способом
measure *v* — измерять
meat *n* — мясо
meet *v* (met) — встречать(ся)
meeting *n* — собрание
melon *n* — дыня
melt *v* — таять
member *n* — участник, пред-
ставитель, партнер, член
memorize *v* — запоминать
memory *n* — память
men *n pl* — мужчины
mental *a* — умственный
mention *v* — упомянуть
mere *a* — явный
method *n* — метод
middle *n* — середина
might *v* — вспомогательный
глагол, служащий для обра-
зования сослагательного
наклонения
mild *a* — мягкий
military *a* — военный
milk *n* — молоко
mine *pron* — мой
minority *n* — меньшинство

ministry *n* — монастырская
церковь, кафедральный собор
mirror *n* — зеркало
miss *v* — скучать
mistake *n* — ошибка: *v* (mistook,
mistaken) — ошибаться
mix *v* — мешать: ~ up with —
смешиваться с, путать с
moment *n* — момент
monarchy *n* — монархия
monastery *n* — монастырь
Monday *n* — понедельник
money *n* — деньги
month *n* — месяц
monument *n* — памятник
mood *n* — настроение; настро-
ение
moon *n* — луна
more *adv* — больше
moreover *adv* — сверх того,
кроме того
morning *n* — утро
morning exercises *n* — утренние
зарядка
mother *n* — мать
motherland *n* — родина, отчизна
motorcycle *n* — мотоцикл
mouse (*pl* mice) *n* — мышь
mouth *n* — рот
move *v* — двигать(ся)
movement *n* — движение
movies *n pl* — кино
much *adv* — много
multistorey *a* — многоэтажный
museum *n* — музей: Fine Arts
~ музей изящных
искусств

musical *a* — музыкальный
musician *n* — музыкант
must (—) *v* — должен
mustard *n* — горчица
mute *a* — немой
my *pron* — мой
myself *pron* — себя
mystery *n* — тайна
mystic *a* — мистически

N

name *v* — называть, давать имя;
to — after — называть в честь
кого-л.
narcissus *n* — нарцисс
narrow *a* — узкий
nationality *n* — национальность
native *a* — родной
near *prep* — около, близко,
близости, недалеко
necessary *a* — необходимый
need *n* — необходимость, нужда;
v — нуждаться
needle *n* — игла
neighbourhood *n* — соседство
neither ... nor ... *conj* — ни ... ни ...
net *n* — сеть
never *adv* — никогда
new *a* — новый
newspaper *n* — газета
newsstand *n* — газетный киоск
next *a* — следующий
nice *a* — хороший, приятный,
милый, славный
nickname *v* — давать прозвище,
называть

night *n* — ночь
no *adv* — нет
north *n* — север
northern *a* — северный
not *adv* — не
note *n* — отметка, оценка
notebook *n* — тетрадь, блокнот
novel *n* — роман
now *adv* — сейчас
nowadays *adv* — в наше время,
в наши дни, теперь
nuclear *a* — ядерный
nucleus (*pl* nuclei) *n* — ядро,
центр
numerous *a* — многочисленный
nut *n* — орех

O

occupy *v* — занимать
ocean *n* — океан
of *prep* — *выражает род, надеж*
off *prep*: ~ the coast —
неподалеку от берега
offer *v* — предлагать
office *n* — офис
official *a* — официальный
often *adv* — часто
old *a* — старый
olive *a* — оливковый
on *prep* — на, в
once *adv* — (один) раз;
at — сразу
opion *n* — лук
only *adv* — только, исключи-
тельно
open *v* — открывать
operate *v* — действовать

opinion *n* — мнение
opposite *a* — расположенный,
находящийся напротив
orange *a* — оранжевый
order *v* — приказывать
ore *n* — руда; iron ~ — железная
руда
organization *n* — организация
origin *n* — происхождение
our *pron* — наш
ourselves *pron* — себя
out *adv* — вне, снаружи, наружу
outdoor *a* — находящийся или
совершающийся вне дома, на
открытом воздухе; ~ games —
игры на открытом воздухе
outskirts *n pl* — окраина, пред-
местья города
oven *n* — печь, духовка
over *prep* — над; *adv* — свыше
overlap *v* — частично покрывать,
перекрывать, заходить один
за другой
own *a* — собственный
ox (*pl* oxen) *n* — бык

Р

rain *n (pl)* краски; oil ~s — мас-
ляные краски; *v* — писать
красками, заниматься
живописью;
painting *n* — живопись, картина
rain *n* — царя
palace *n* — дворец
pale *a* — бледный
pan *n* — кастрюля
panies *n pl* — штанишки,
трусики

paragraph *n* — абзац
parents *n pl* — родители
park *n* — парк
parliament *n* — парламент
part *n* — часть
particular *a* — особый,
исключительный,
заслуживающий особого
внимания
party *n* — партия
pass *v* — проходить; to ~ an exam
— сдать экзамен
passage *n* — отрывок
passenger *n* — пассажир
past *n* — прошлое;
a — прошлый, минувший
patron *n* — покровитель, за-
ступник
pay *v (paid)* — платить
peace *n* — мир
peaceful *a* — мирный
pear *n* — груша
pen *n* — ручка
pencil *n* — карандаш
peninsula *n* — полуостров
pensioner *n* — пенсионер
people *n pl* — люди
perpet *n* — переп
perfect *a* — совершенный
perform *v* — выполнить
performance *n* — спектакль
perhaps *adv* — может быть,
возможно
person *n* — человек
pet *n* — домашнее животное
phase *n* — фаза
phenomenon (*pl* phenomena) *n* —
явление

phone *n* — телефон; ~-in — интерактивное шоу;

v — звонить по телефону

phrase *n* — фраза, словосочетание

physician *n* — врач

physicist *n* — физик

picture *n* — картина

pie *n* — пирог

piece *n* — кусок, часть

pin *n* — булавка

pineapple *n* — ананас

pink *a* — розовый

pity *n* — жалость, сострадание, сожаление; it is a ~ — жаль

plain *n* — равнина

plant *n* — 1) завод; 2) растение

plastic *n* — пластик, масса

plate *n* — тарелка

play *n* — пьеса; *v* — играть

player *n* — игрок

playwright *n* — драматург

pleasure *n* — удовольствие

plentiful *a* — обильный, изобильный

plot *n* — сюжет, фабула

plum *n* — слива

pocket *n* — карман

poor *a* — бедный

population *n* — население, жители

pork *n* — свинина

porridge *n* — каша

port *n* — порт

porter *n* — носильщик

possessions *n pl* — собственность, имущество

possibility *n* — возможность

possible *a* — возможный

postgraduate *n* — аспирант;

~ courses — аспирантура

post office *n* — почта

pot *n* — горшок

potatoes *n pl* — картофель

power *n* — власть

powerful *a* — мощный

pram *n* — детская коляска

precious *a* — драгоценный

prefer *v* — предпочитать

prepare *v* — готовить

present *n* — настоящее время;

a — текущий, настоящий;

v — дарить

previous *a* — предыдущий

primary *a* — первоначальный;

~ school — общая начальная школа

print *v* — печатать

prison *n* — тюрьма

private *a* — частный, личный

probably *adv* — вероятно

process *v* — обрабатывать

processor *n* — процессор

production *n* — постановка (пьесы)

programme) *n* — программа;

application ~ — прикладная программа

properly *adv* — должным

образом, как следует, правильно

property *n* — собственность

proud *a* — гордый; to be ~ — гордиться

prove *v* — доказывать,
оказываться
provide (with) *v* — снабжать,
обеспечивать (*чем-л.*)
Providence *n* — провидение
province *n* — область,
провинция
public *a* — общественный
publish *v* — публиковать
pull *v* — тянуть
pull-over *n* — пуловер, свитер
pupil *n* — ученик
puppet *n* — марионетка, кукла
pure *a* — чистый
purpose *n* — цель
put *v* (put) — класть
put off *v* — откладывать

Q

quantity *n* — количество,
величина; physical *n* —
физическая величина
quarter *n* — четверть
queen *n* — королева
question *n* — вопрос
quick *a* — быстрый
quickly *adv* — быстро
quiet *a* — спокойный
quiz *n* — проверочная работа

R

radio *n* — радио
rain *n* — дождь; *v* (*в безличных
оборотах*); it *v* s — идет дождь,
it is *v* ing — идет дождь; it *v* s
cats and dogs — дождь льет как
из ведра
raincoat *n* — плащ

rainy *a* — дождливый
raise *v* — поднимать
rank *n* — ранг
rapid *a* — быстрый
rapidly *adv* — быстро
rapids *n pl* — пороги рек,
стремнина
rare *a* — редкий
rarely *adv* — редко
read *v* (read) — читать
reader *n* — читатель
reason *n* — причина
rebuild *v* (rebuilt) — отстраивать,
запово, восстанавливать
receive *v* — получать
recently *adv* — недавно
reception *n* — прием
recommend *v* — рекомендовать,
советовать
record *n* — пластинка
recorder *n* — проигрыватель
recording *n* — запись
red *a* — красный
refer *v* — относиться
reference *n* — рекомендация
refrigerator *n* — холодильник
regular *a* — постоянный
reign *n* — царствование, власть;
v — царствовать, господство-
вать
related *a* — связанный
relative *n* — родственник
relax *v* — расслабиться(ся)
religion *n* — религия
remain *v* — оставаться, пребы-
вать в прежнем состоянии
repeat *v* — повторять

repertory *n* — театр с постоянной группой и подготовленным репертуаром
replace *v* — заменять
report *n* — доклад; *v* — докладывать
represent *v* — представлять, излагать
require *v* — требовать
research *v* — исследовать
resources *n* — ресурсы
respect *n* — уважение
respectively *adv* — соответственно, в указанном порядке
responsible *a* — ответственный
rest *v* — отдыхать
restore *v* — восстанавливать
return *v* — возвращать(ся)
reveal *v* — обнаруживать, открывать
reverse *n* — обратная сторона (монеты)
revise *v* — пересматривать, проверять
rhythm *n* — ритм
rich *a* — богатый
rid *v* (rid) — освобождать, избавлять
ride *v* (rode, ridden) — кататься, ездить верхом
right *a* — правый
ring *v* (rang, rung) — звонить
rise *v* (rose, risen) — подниматься
risk *n* — риск
river *n* — река
road *n* — дорога, путь, шоссе
room *n* — комната

rose *n* — роза
round *a* — круглый
royal *a* — королевский
rubber *n* — ластик, резинка
rug *n* — коврик
ruin *v* — разрушать
rule *n* — правило
ruler *n* — линейка
run *v* (ran, run) — бегать

S

saint *n* — святой
salt *n* — соль
same *a* — тот (же) самый, одинаковый
sandal *n* — сандалия
sandwich *n* — бутерброд
satisfaction *n* — удовлетворение
satisfy *v* — удовлетворить
Saturday *n* — суббота
say *v* (said) — говорить
scarf *n* — шарф
scene *n* — место действия, сцена, декорация
scenery *n* — декорации
scheme *n* — схема, чертеж
scholarship *n* — стипендия
school *n* — школа
science *n* — наука
scientist *n* — ученый
scissors *n pl* — ножницы
Scottish *a* — шотландский
script *n* — сценарий
sea *n* — море
seal *n* — печать; Great Seal — большая государственная печать

search (for) *v* — искать
secondary *a* — средний
see *v* (saw, seen) — видеть, смотреть
seem *v* — казаться
seldom *adv* — редко
sell *v* (sold) — продавать
seller *n* — продавец
semidesert *n* — полупустыня
send *v* (sent) — посылать
senior *a* — старший
sense *n* — смысл
sentence *n* — предложение
separate *v* — отделять(ся), разделять(ся)
serve *v* — служить
set *n* — набор, комплект;
v — устанавливать; to ~
aside — откладывать; to ~ up —
воздвигать, сооружать
sew *v* (sewed, sewed/sewn) — шить
shamrock *n* — трилистник
shape *n* — форма, очертание;
v — придавать форму
share *v* — делиться(я)
she *pron* — она
sheep *n* — овца
sheet *n* — простыня, лист
shelf *n* — полка
shelter — приют, кров, убежище
ship *n* — корабль
shipping *n* — торговый флот,
судоходство
shoe *n* — туфля
shoot *v* — стрелять
shop *n* — магазин; *v* — делить
вокучки

short *a* — короткий
shorts *n pl* — шорты
should *v* (should) — должен;
вспомогательный глагол,
служит для образования
составительного предложения
show *v* — показывать
shut *v* (shut) — закрывать
sibling *n* — брат, сестра
sight *n* — зрение
sightseeing *n* — осмотр
достопримечательностей;
to go ~ — осматривать досто-
примечательности
sign *n* — знак
silver *a* — серебряный
similar *a* — подобный, сходный,
похожий
simple *a* — простой
since *prep* — с; *conj* — с тех пор
как, так как
sing *v* (sang, sung) — петь
single *a* — единственный
sink *n* — раковина; *v* — тонуть
sister *n* — сестра
situated *a* — расположенный
six *num. card.* — шесть
size *n* — размер
ski *v* (skied) — ходить на лыжах
skillful *a* — искусный, умелый
skill *n* — умение, искусство,
мастерство
skirt *n* — юбка
sky *n* — небо
sleep *v* (slept) — спать
slender *a* — тонкий, стройный
slim *a* — тонкий, стройный

slipper *n* — комнатная туфля
slow *a* — медленный
slowly *adv* — медленно
small *a* — маленький
smart *a* — изысканный
snake *n* — змея
snow *n* — снег
so *adv* — так, так
society *n* — общество
sock *n* — носок
sofa *n* — диван
soil *n* — почва
solid *n* — твердое тело
solve *v* — решать
some *pron* — несколько
someone *pron* — кто-то
sometimes *adv* — иногда
somewhere *adv* — где-то, где-нибудь
son *n* — сын
song *n* — песня
soon *adv* — вскоре, скоро; as + as — как только, не позже
sound *n* — звук
soup *n* — суп
sour cream *n* — сметана
source *n* — источник
south *n* — юг
southern *a* — южный
Spanish *a* — испанский
space *n* — космос, космическое пространство, пространство
speak *v* (spoke, spoken) — говорить
speech *n* — речь
speed *n* — скорость
spend *v* (spent) — проводить (время); тратить, расходовать

spoon *n* — ложка
sport *n* — спорт
spread *v* (spread) — распространяться
spring *n* — весна
square *a* — квадратный
stage *n* — сцена; *v* — ставить (*пьесу*), инсценировать
stamp *n* — почтовая марка
star *n* — звезда
stare *v* — пристально смотреть
start *v* — начинать
state *n* — государство, штат
statesman *n* — государственный деятель
station *n* — вокзал
stay *v* — оставаться, останавливаться
steam *n* — пар
stem *n* — ствол, стебель
step *n* — ступень, ступенька
stick *v* (stuck) — приклеивать
stimulate *v* — стимулировать
stocking *n* — чулок
stone *n* — камень
store *v* — снабжать, наполнять, вешать
story *n* — рассказ, история
stove *n* — печь
strait *n* — пролив
street *n* — улица
street lamp *n* — фонарь
stretch *v* — простираться, тянуться
string *n* — веревка
stripe *n* — полоса
strong *a* — сильный

student *n* — студент
subject *n* — тема, предмет
 разговора, дисциплина
substance *n* — вещество
succeed *v* — достигать цели,
 преуспевать
success *n* — успех
successful *a* — успешный
such *a* — такой
sugar *n* — сахар
suggest *v* — предлагать,
 предполагать
suit *n* — костюм
summer *n* — лето
sun *n* — солнце
Sunday *n* — воскресенье
sunny *a* — солнечный
supply *n* — снабжение; *v*
 (with) — снабжать, поставлять
support *n* — поддержка; *v* — под-
 держивать
suppose *v* — полагать,
 предполагать
sure *a* — уверенный
surface *n* — поверхность,
 полюс
surround *v* — окружать,
 обступать
sweater *n* — свитер
sweet *n* — конфета
swift *a* — скорый, быстрый
swim *v* (swam, swum) — плавать
swimming pool *n* — бассейн
swine *n* — свинья
Swiss *a* — швейцарский; the *s* —
 швейцарцы
syllable *n* — слог
symbol *n* — символ

T

table *n* — стол
tailor *n* — портной
take *v* (took, taken) — брать,
 занимать, отнимать; to *~* care
 of — заботиться; to *~* place —
 случаться, происходить;
 to *~* up — приниматься,
 браться за что-л.
tall *a* — высокий
tar *n* — край
tape *n* — магнитофонная запись
task *n* — задача, задание
tasty *a* — вкусный
tea *n* — чай
teach *v* (taught) — учить
teacher *n* — учитель
tell *v* (told) — рассказывать
tenth *num. ord.* — десятый
term *n* — термин, период
test *n* — тест
tex *n* — река
textbook *n* — учебник
than *conj* — чем
thank *v* — благодарить
that *pron* — тот; *conj* — что
theatre *n* — театр
their *pron* — их
them *pron* — их, им
themselves *pron* — себя
there *n* — там
these *pron* — эти
they *pron* — они
thick *a* — толстый, густой
thin *a* — тонкий
thing *n* — вещь, предмет
think *v* (thought) — думать

this *pron* — этот
thistle *n* — чертополох
those *pron* — те
though *adv* — хотя
thought *n* — мысль
three *num. card.* — три
through *prep* — через, сквозь
throughout *prep* — через, по
всему, в продолжение
throw *v* (threw, thrown) —
бросать
Thursday *n* — четверг
thus *adv* — таким образом, так
ticket *n* — билет
tie *n* — галстук
tights *n pl* — колготки
till *prep* — до
title *n* — заглавие, название
to *prep* — к, в, на
today *adv* — сегодня
together *adv* — вместе, сообща
tomato *n* — помидор
tomb *n* — могила
tomorrow *adv* — завтра
tongue *n* — язык; the mother *n* —
родной язык
too *adv* — слишком
tool *n* — рабочий инструмент,
орудие
tooth (*pl* teeth) *n* — зуб
top *n* — вершина
topic *n* — тема, предмет
обсуждения
total *n* — весь, целый
tourist *n* — турист
towards *prep* — к, по направ-
лению к

town *n* — город
toy *n* — игрушка
trace *n* — след
tradition *n* — традиция
train *n* — поезд
trainers *n pl* — кроссовки
tram *n* — трамвай
translate *v* — переводить
transmit *v* — передавать,
отправлять
travel *v* — путешествовать
treasury *n* — сокровищница,
казна, казначейство
tree *n* — дерево
tribe *n* — племя
tributary *n* — приток
Trinity *n* — Троица
trolleybus *n* — троллейбус
trousers *n pl* — брюки
truth *n* — правда, истина
try *v* — стараться, пытаться
T-shirt *n* — футболка
Tuesday *n* — вторник
tune *n* — мелодия
TV set *n* — телевизор
twice *adv* — дважды
type *n* — тип, вид
typewriter *n* — пишущая
машинка

U

under *prep* — под
understand *v* (understood) —
понимать
unlucky *a* — несчастливый
unify *v* — объединять

unique *a* — единственный
в своем роде, уникальный
unite *v* — соединять(ся)
united *a* — соединенный,
объединенный
universe *n* — мир, вселенная,
человечество
university *n* — университет
unknown *a* — неизвестный
unlikely *a* — маловероятный
unpleasant *a* — неприятный
unremovable *a* — неустраняемый
until *prep* — до
unusual *a* — необычный
upper *a* — верхний
upright *a* — вертикальный
us *pron* — нас, нам
use *v* — использовать
useful *a* — полезный
useless *a* — бесполезный
usual *a* — обычный
usually *adv* — обычно

V

vacuum cleaner *n* — пылесос
valley *n* — долина
valuable *a* — ценный
value *v* — оценивать, дорожить,
ценить
variety *n* — разнообразие,
множество
various *a* — различный, разный
vase *n* — ваза
vast *a* — обширный, громадный
vegetables *n* — овощи
vehicle *n* — средство
передвижения

view *n* — взгляд, мнение, точка
зрения
violin *n* — скрипка
violet *a* — фиолетовый
visit *v* — посещать
visitor *n* — посетитель
vocational *a* —
профессиональный
voice *n* — голос
volume *n* — том, книга

W

wage *v* — вести (*war*)
wait *v* — ждать
wake *v* (*woke, woken*) —
просыпаться
walk *v* — прогуливаться, гулять
wall *n* — стена
wallet *n* — кошелек
want *v* — хотеть
war *n* — война
wardrobe *n* — платяной шкаф
warlike *a* — воинственный
warm *a* — теплый
wash *v* — мыть, омыwać
washbasin *n* — раковина
washing machine *n* — стираль-
ная машина
watch *v* — наблюдать, смотреть
water *n* — вода
watermelon *n* — арбуз
wax *n* — воск
way *n* — метод, средство; by the
— между прочим
we *pron* — мы
weak *a* — слабый
wealth *n* — богатство

wealthy *a* — богатый
wear *v* (wore, worn) — носить
weather *n* — погода
Wednesday *n* — среда
week *n* — неделя
weight *n* — вес
well *adv* — хорошо; *as* ~ — также
well-known *a* — известный,
 популярный
Welsh *a* — валлийский,
 уэльский
west *n* — запад
western *a* — западный
wet *a* — мокрый, влажный
what *pron* — что
wheat *n* — пшеница
when *adv, conj* — когда, в то время
 как
where *adv, conj* — где, куда
while *conj* — в то время как
whisper *v* — шептать
white *a* — белый
who *pron* — кто
whole *a* — весь, целый
whom *pron* — кого, кому
whose *adv* — чей
why *adv* — почему
wide *a* — широкий
widespread *a* — широко
 распространенный
wife *n* — жена
wild *a* — дикий
win *v* (won) — выигрывать,
 побеждать
wind *n* — ветер
window *n* — окно
windowsill *n* — подоконник
windy *a* — ветреный

wine *n* — вино
wing *n* — крыло
winter *n* — зима
wire *n* — проволока, провод
wisdom *n* — мудрость
wise *a* — мудрый
wish *n* — желание; *v* — желать,
 хотеть
with *prep* — с
within *prep* — в, в пределах
without *prep* — без
woman *n* — женщина
women *n pl* — женщины
wonder *n* — удивление
wooden *a* — деревянный
word *n* — слово
work *v* — работать
worker *n* — рабочий
world *n* — мир
worse *adv* — хуже
worst *a* — худший
worth *a predic.* — стоящий,
 заслуживающий внимания
would *v* — вспомогательный
 глагол, служил для
 образования сослагательного
 наклонения
write *v* (wrote, written) — писать

У

year *n* — год
yellow *a* — желтый
yesterday *adv* — вчера
yet *adv* — еще
you *pron* — вы
young *a* — молодой
your *pron* — ваш
yourselves *pron* — себя

Отвѣты к кроссвордам, лайнвордам, чайнвордам

Unit 1. EXERCISE 39

a) 1. day 2. cook 3. skirt 4. cousin 5. library 6. curtains

b) fragilenoughhairroom

Unit 2. EXERCISE 39

a) 1. art 2. coin 3. hobby 4. record 5. include 6. painting

b) grochetupngagenjoyestampresent

Unit 3. EXERCISE 39

a) 1. Ob 2. hot 3. area 4. plain 5. wealth 6. approve 7. abundant 8. out-skirts

b) reignaturaliveventotallegislativegaglexecutivegextendomevenever

Unit 4. EXERCISE 39

a) 1. Thames, Trent 2. Wye 3. Severn 4. Clyde 5. Taff 6. Tyne 7. Spey

b) 1. Edinburgh 2. Newcastle 3. Glasgow 4. Lowlands 5. Andrew 6. Northern 7. daffodil

c) succeed, situate, mention, include, consist; separate, describe, comprise, continue, surround

Unit 5. EXERCISE 39

a) 1. war 2. oven 3. wheat 4. desire 5. ability 6. bachelor 7. aeroplane 8. abbreviate

b) goverrepresentibleygaglextendesiregasthroughlonoureason

Unit 6. EXERCISE 39

a) 1. get 2. wish 3. learn 4. manner 5. contain 6. transmit 7. different 8. vocational

b) furtherrequireexperienceexpectransmitteacheresponsible

Unit 7. EXERCISE 39

a) 1. try 2. more 3. prove 4. liquid 5. shelter 6. research 7. difficult 8. typewriter

b) growordigitalliquidiscoverereferadiongineuclear

Unit 8. EXERCISE 39

a) 1. awe 2. plot 3. stage 4. script 5. theatre

b) musicinemawardlranaudieneexperience

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