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ENGLISH FOR HARDWORKING STUDENTS

Учебное пособие по английскому языку



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Представленный материал, состоящий из четырех тематических разделов, изучаемых в течение установочной сессии первого и второго курсов, подобран с учетом требований программы для студентов-заочников высших учебных заведений и представляет собой сборник лексико-грамматических упражнений, текстов и заданий к ним. Предлагаемые задания и упражнения позволяют развить навыки и умения чтения, перевода и разговорной речи по темам, обозначенным программой курса.

Предназначено для студентов 1-го и 2-го курсов заочного отделения, обучающихся по неязыковым профилям направления 44.03.01 – Педагогическое образование, может быть использовано как для самостоятельной работы, так и для работы в аудитории под руководством преподавателя.

Рекомендовано для формирования профессиональных компетенций в соответствии с ФГОС ВО.

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ПРЕДИСЛОВИЕ

Практическое владение иностранным языком является неотъемлемой частью современной подготовки специалистов высшими учебными заведениями страны. Учебное пособие **ENGLISH FOR HARDWORKING STUDENTS** предназначено для студентов 1-го и 2-го курсов заочного отделения, обучающихся по неязыковым профилям педагогического направления образования. Представленный материал подобран с учетом требований программы для студентов-заочников высших учебных заведений, которая, в основном, предусматривает самостоятельные занятия студентов.

Поскольку многие абитуриенты, поступающие в вузы на отделения заочного обучения, имеют значительный перерыв в учёбе и уровень их языковой подготовки как правило невысок, основной целью предлагаемого пособия является формирование базовых знаний в области грамматики и лексики с последующим развитием соответствующих навыков и умений во всех видах речевой деятельности, чтения и перевода в первую очередь.

В процессе достижения цели обучения также решаются воспитательные и общеобразовательные задачи, способствующие повышению общеобразовательного и культурного уровня студентов.

Учебное пособие представляет собой сборник лексико-грамматических упражнений, текстов и заданий к ним. Предлагаемые задания и упражнения позволяют развить навыки и умения чтения, перевода и разговорной речи по темам, обозначенным программой курса. Оно состоит из четырех тематических разделов, изучаемых в течение установочной сессии, первого и второго курсов.

В качестве материала использованы лексико-грамматические упражнения, составленные в соответствии с требованиями программы и учебных планов, а также тексты бытового, страноведческого и научно-популярного характера. Тексты и упражнения подбирались в соответствии с программой обучения иностранному языку на заочном отделении.

В первом разделе - **WELCOME TO THE WORLD OF ENGLISH** - представлены различные формулы речевого поведения, фразы, мини диалоги и задания, инициирующие начало общения на английском языке. Важно правильно установить контакт с собеседником, то есть, обратиться к нему, поздороваться, начать разговор, представиться и т.д. Материал первого раздела предлагается использовать во время установочной сессии при первичном знакомстве с курсом и преподавателем, ведущим занятия в группе, наряду с определением целей, задач и структуры курса, формах текущего и итогового контроля, особенностях работы при изучении иностранных языков самостоятельно.

Второй раздел – **ALL ABOUT SELF** (бытовая сфера общения) - включает цикл грамматических упражнений, сопровождаемых таблицами и краткими грамматическими пояснениями по следующим базовым темам: порядок слов в английском предложении, артикль, образование множественного числа имен существительных, притяжательный падеж имен существительных, местоимения, предлоги, степени сравнения имен прилагательных и наречий, глагол, формы глагола, вспомогательные глаголы, образование и употребление времен группы Indefinite. В разделе также представлены тексты по темам устной речи «My Family», «My Daily Routine», «My Flat», «My Hobby», «My Meals» и задания, предполагающие собственные высказывания по темам бытовой сферы общения.

В третьем разделе – **SELF AND COMMUNITY** (социально-культурная сфера общения) - представлены грамматические упражнения по теме Система времен английского языка: образование и употребление времен групп Indefinite, Continuous, Perfect и Perfect Continuous в активе и пассиве и тексты по темам устной речи: «Learning Foreign Languages», «Countries (The UK, The USA, Canada, Australia, New Zealand)», «Travelling», «Culture», «Holidays and Tradition in Russia and English Speaking Countries», «Global Problems of the World», а также задания, формирующие умение извлекать информацию из иноязычных источников и передать полученную информацию устной и письменной форме в рамках пройденной тематики.

Наконец, четвертый раздел - **PROFESSIONAL COMPETENCE** (учебно-профессиональная сфера общения) – предлагает цикл грамматических упражнений по темам: неличные формы глагола, модальные глаголы, сослагательное наклонение. В разделе также представлены тексты по темам, связанным с будущей (или настоящей) профессиональной деятельностью студентов: «Higher Education in Russia», «Teacher Training in Great Britain», «Choosing a Career», «Why did I Make up my Mind to be a Teacher», «Ideal Teacher: What is S/He Like?», «Education», «Pedagogy», «Teachers' Duties and Wages not Seeing as Being in Balance», «My Job» и задания к ним, предполагающие устные и/или письменные высказывания по предлагаемой тематике.

Каждый раздел имеет, как правило, однотипную структуру, построенную по следующей схеме:

1. Грамматика: упражнения, таблицы, краткие грамматические пояснения.

Грамматический материал пособия охватывает основные явления грамматики английского языка и предназначен для закрепления тех или иных грамматических явлений, представленных в изучаемом разделе.

Грамматические упражнения предшествуют работе с текстовым материалом и включают грамматические формы и конструкции, встречающиеся в текстах, что позволяет студентам усвоить или повторить грамматику и, как следствие, улучшить перевод текста на русский язык.

Для изучения грамматики студенту рекомендуется использовать любой учебник по грамматике английского языка, содержащий курс в пределах программы неязыкового вуза. Грамматические таблицы имеют цель наглядно представить на примере основные грамматические явления, входящие в программу курса, и тем самым облегчить их усвоение.

Обработка грамматического материала выполняется самостоятельно в межсессионный период. Каждый раздел пособия завершается тестами для самоконтроля и ключами к тренировочным и тестовым заданиям.

2. Тексты для чтения и продуцирования устных и письменных высказываний.

Цель работы с текстами - формирование компетенций изучающего и информативного чтения литературы различной тематики на английском языке с тем, чтобы уметь извлекать необходимую информацию и быть в состоянии передать полученную информацию в устной или письменной форме. При подборе текстов учитывалась их информативность, частотность представленной в них лексики и, безусловно, уровень языковой подготовки студентов.

Задания этого раздела направлены также на активизацию лексического материала и развитие навыков устной и письменной речи. Тексты предназначены для самостоятельного перевода на русский язык без помощи преподавателя с последующим контролем на зачёте.

Тексты пособия имеют выраженную направленность по темам, предусмотренным программой. При отборе текстового материала учитывалась информативная ценность текстов. Большое внимание уделяется восприятию смысловой структуры текста, выделению главной и второстепенной информации. Каждое прочтение или просмотр текста предполагает новую целевую установку, которая, одновременно, является и формой контроля.

Работа над текстами рассчитана на изучение их содержания и лексики и на практическую работу по использованию этой лексики в разговорно-бытовой коммуникации (разделы 1, 2), в общении страноведческого и культурологического характера (раздел 3) и в профессиональной деятельности (раздел 4).

Данное учебное пособие предназначено для студентов заочного отделения и предусматривает, главным образом, самостоятельную работу студентов. Однако оно может быть использовано как для работы в аудитории под руководством преподавателя, так и для самостоятельной работы студентов очной формы обучения.

Раздел 1

WELCOME TO THE WORLD OF ENGLISH (Установочная сессия)



Уважаемые коллеги! Добро пожаловать в мир английского языка!

Изучение иностранного языка не сводится лишь к освоению грамматических правил и слов. В разных странах и культурах существуют и различные формулы речевого поведения, без знания которых можно попасть в неловкое или неприятное положение.

Особенно важно правильно установить контакт с собеседником, то есть, обратиться к нему, поздороваться, начать разговор, представиться и т.д.

В ряде случаев нам приходится обращаться к незнакомым людям за помощью или с вопросом (например, когда мы не знаем, как пройти куда-либо).

В английском языке приняты следующие способы привлечения внимания:

Excuse me, ... - Простите/Извините (общепринятая формула при обращении к незнакомому человеку)

Pardon me,... - Простите/Извините (привлечение внимания и извинение за беспокойство, которое вы можете причинить,)

Hi! Hey! - Послушайте! (стилистически сниженные)

Look here! - Послушайте! (предваряет протест, недовольство)

I'm sorry to trouble you, but... - Извините за беспокойство...

Can/Could you tell me ... , please? - Скажите, пожалуйста...

Excuse me, can/could you tell me ... , please? Извините, не скажете ли ...?/ Не могли бы Вы сказать

Excuse me, do you happen to know ...? - Простите, вы не знаете...?

Would you ..., please? - Будьте добры/любезны...

Would you be (so) kind to tell me ... (please)? - Не будете ли вы так любезны сказать...?

Can/could you ... (please)? - Вы бы не могли ...?

May/Can I ask you a question? - Можно спросить/задать вопрос?

May/Can I see you a moment? - Можно вас на минутку?

Ответами на эти формулы могут быть:

Yes? Yes, please. - Да? Пожалуйста.

I'm listening to you. - Я вас слушаю.

What can I do for you? - Что я могу для вас сделать /Чем могу помочь?

К незнакомому адресату можно обратиться следующим образом:

Sir! - Обращение к мужчине, старшему по возрасту, должности, социальному положению.

Madam! - Подчеркнуто вежливое обращение к женщине.

Miss! - Возможная форма обращения к девушке.

Young man! Young woman! Young lady! - Обычно не употребляются при обращении к незнакомым людям.

Grandmother! Grandfather! Uncle! Aunt! - Бабушка! Дедушка! Дядя! Тетя! - так обращаются только к родственникам.

Mr + фамилия - Господин ...

Mrs + фамилия (по мужу) - Госпожа ...

Miss + девичья фамилия - Госпожа ...

Ms [miz] + фамилия - Госпожа ...(если неизвестно, замужем ли женщина)

Professor (Br.) - Профессор

Professor (Am.) - Преподаватель университета, колледжа

Ladies and gentlemen! - Дамы и господа!

Dear Sirs! - Уважаемые господа!(обращение в деловом письме)

Поздороваться по-английски можно так:

How do you do? - Здравствуйте! (очень официальное приветствие, ответом будет **How do you do?**)

Good morning!/Morning! - Доброе утро!

Good afternoon!/Afternoon! - Добрый день!

Good evening!/Evening! - Добрый вечер!

Hello! Hullo! Hallo! - Здравствуйте!

Hi! - Привет!

Затем принято поинтересоваться, как дела у собеседника:

How are you? - Как дела? (нейтральное выражение)

How are things? How's life? What's new? How are things at home/ with you? - Как дела? (Эти формулы менее официальные, характерны для разговора хорошо знакомых людей)

How is your wife/husband/mother/father/son/daughter? - Как ваша жена/муж/мать/отец/сын/дочь?

How are your parents/ children? - Как ваши родители/дети?

В качестве ответа может быть:

I'm fine, thank you/ thanks! - Хорошо, спасибо.

Not so/too bad, thanks! - Неплохо, спасибо.

Everything is all right/OK, thank you! - Все хорошо/в порядке, спасибо.

Can't complain./No complaints - Не жалуясь.

I'm better, thank you! - Лучше/Мне лучше, спасибо.

Со своими друзьями Вы можете быть более откровенны и "пожаловаться" на жизнь:

So-so - Так себе. Неважно.

Not too good/well - Не слишком хорошо.

Couldn't be worse - Хуже не бывает.

Hopeless - Хуже некуда (безнадежно).

После ответа Ваш собеседник обязательно спросит о Ваших делах, семье и т.д.:

And you? And how are you? - А как у Вас дела?

Обычной является ситуация, когда Вы знакомите собеседника с третьим лицом или же Вас знакомят с кем-либо. Знакомство может происходить в официальной или неофициальной обстановке. В зависимости от этого выбираются речевые формулы. Как правило, официальное знакомство происходит через посредника, при этом сначала называют лицо, которому представляют гостя, нового сотрудника и т.д.:

**Mr. / Mrs. / Miss ... , let me introduce ... ,
allow me to introduce ... ,
may I introduce ... ,
I'd like you to meet ... ,
I don't think you've met ... ,
have you met ...? ,
meet ...**

Ответными репликами могут быть:

Glad /Pleased / Happy /Nice to meet you. - Рад с Вами познакомиться. / Очень приятно.

Если вы уже знакомы:

We've met before. - Мы уже встречались.

We've already been introduced. - Мы уже знакомы.

Если Вам необходимо познакомиться с кем-либо без посредника, Вы можете представиться следующим образом:

официально - **May I / Let me introduce myself. My name is ...**

менее официально - **Hello. My name is ... / I am ...**

Чтобы закончить разговор и попрощаться используем выражения:

It's late/time to go home. - (Уже)Поздно/пора домой.

It's time to say good-bye! - Пора прощаться.

I must be going/off. /I've got to go. - Мне нужно идти.

Good-bye! /Bye!/Bye-bye! - До свидания!

See you later/soon/on Monday/tomorrow... - До (скорой) встречи! / До понедельника! /До завтра!

All the best! - Всего хорошего!

Good luck! - Удачи!

Take care. - Береги себя.

Say hello to everybody! - Передай(те) всем привет!

My best regards to/Remember me to your wife / mother/.... -
Передай(те) привет жене / маме /...

Упражнение 1. Восстановите диалог, расставив реплики в нужном порядке.

- 1) Mary: a) Hello, Mary! How are things?
- 2) Bob: b) Bob, have you met my cousin, Max?
- 3) Mary: c) Nice to meet you too.
- 4) Bob: d) See you later, Bob.
- 5) Mary: e) All the best!
- 6) Bob: f) Hi, Bob!
- 7) Max: g) Fine, thanks. And what about you?
- 8) Mary: h) Oh, Max, we are going to miss our train! Come on! Bye, Bob!
- 9) Max: i) Hello, Max. Nice to meet you.
- 10) Bob: j) Not too bad, thank you.

Упражнение 2. Переведите на английский язык диалоги:

- 1)
 - Господин Браун, разрешите представить Вам господина Алексева.
 - Здравствуйте, господин Алексеев.
 - Здравствуйте, господин Браун.

- 2)
 - Том, познакомься с моей женой. Хелен, это мой друг Том.
 - Приятно познакомиться с Вами, Том.
 - Я тоже очень рад, Хелен.

- 3)
 - Не могли бы вы представить меня господину Смитту?
 - Конечно, с удовольствием. Господин Смит, это мой друг, господин Роуз.
 - Здравствуйте, господин Роуз. Рад познакомиться с вами.
 - Здравствуйте, господин Смит. Я тоже очень рад.

Упражнение 3. Составьте собственные диалоги по моделям упражнения №2.

Раздел 2

ALL ABOUT SELF (Бытовая сфера общения)

How Do I Introduce Myself?



Базовая грамматика английского языка

1. Порядок слов в английском предложении

Части речи		Члены предложения		
Имя существительное	Инфинитив	Подлежащее	S	Субъект = Subject
	Причастие	Сказуемое	P	Предикат = Predicate
Имя прилагательное	Герундий	Дополнение	O	
	Артикль	Определение	A	Объект = Object
Имя числительное	Союз	Обстоятельство	M	Атрибут = Attribute
Местоимение	Предлог			Модификаторы =
Наречие				Adverbial Modifiers
Глагол				

Главное правило английского языка - **прямой порядок слов:**

S – P – O . Подлежащее – Сказуемое – Дополнение

В каждом английском предложении обязательно должно быть ПОДЛЕЖАЩЕЕ и СКАЗУЕМОЕ

Упражнение 1. Разберите предложения по членам. Переведите предложения на русский язык.

1. I live in Vladimir. 2. My friend studies at the University. 3. She has a big family. 4. Their son likes sport. 5. I need you.

Упражнение 2. Составьте предложения из данных слов:

1. abroad, in, they, go, summer, always
2. he, listen, music, classical, to, likes, to.
3. in, she, many, original, the, English, read, books.
4. we, last, write, to, Monday, didn't, a, Mary, letter.
5. at, will, come, you, us, five, to, o'clock.

2. Окончания в английском языке

- (e)s	-ed	-ing
1. множественное число имен существительных (<i>cat</i> <u>s</u>)	- 2-ая форма (простое прошедшее время) правильных глаголов	- причастие I
2. притяжательный падеж имен существительных (<i>a cat</i> <u>'s</u> <i>tail</i>)	- 3-ья форма (причастие II) правильных глаголов (<i>to like</i> – <i>lik</i> <u>ed</u> – <i>lik</i> <u>ed</u>)	- герундий
3. 3-е лицо единственного числа глаголов настоящего времени (<i>I like</i> – <i>he like</i> <u>s</u>)		- отглагольное существительное (<i>lik</i> <u>ing</u>)

Множественное число имен существительных

Упражнение 3. Образуйте множественное число существительных. Будьте внимательны! Есть исключения. См. Приложение 2.

Office, bank, nationality, man, certificate, passport, hotel, restaurant, factory, concert-hall, profession, auditorium, sportsman, coffee, lady, text.

Упражнение 4. Переведите на английский язык:

Два президента, три премьер-министра, пять студентов, шесть мужчин, семь женщин, восемь менеджеров, девять банкиров, десять посетителей, двадцать бизнесменов, пятнадцать директоров, тринадцать секретарей.

Притяжательный падеж имен существительных

The child's toys — The children's toys
The boy's books — The boys' books

Упражнение 5. Переведите на русский язык.

1) Ann's table; 2) this man's book; 3) the boy's bag; 4) the women's pens; 5) my brother's books; 6) their dog's name; 7) Nick's car

Упражнение 6. Измените словосочетания упр.5, используя предлог *of*.

Ann's table – a table of Ann

Упражнение 7. Перефразируйте следующие предложения, употребляя притяжательный падеж.

1. The ball of the dog. 2. The songs of the children. 3. The room of my friend. 4. The questions of my son. 5. The wife of my brother. 6. The table of our teacher. 7. The poems of Pushkin. 8. The voice of this girl. 9. The new club of the workers. 10. The letter of Pete. 11. The car of my parents. 12. The flat of my sister is large. 13. The children of my brother are at home. 14. The room of the boys is large. 15. The name of this girl is Jane. 16. The work of these students is interesting. 17. The computer of my son is modern.

3. Артикли (неопределенный и определенный).

Артикли употребляются с именами существительными. Если есть местоимение или числительное перед существительным, то артикль не ставится. Если существительное употребляется с именем прилагательным, то артикль ставится перед именем прилагательным. Порядковые числительные употребляются с артиклем *the*.

	<i>Единственное число</i>	<i>Множественное число</i>
<i>Любой, всё равно какой</i>	A(n) <i>(только исчисляемые)</i>	-
<i>Именно этот</i>	The	The

Упражнение 8. Напишите следующие существительные во множественном числе (обратите внимание на артикли: неопределенный артикль во множественном числе опускается, определенный артикль сохраняется).

A star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth.

Упражнение 9. Вставьте артикль.

1. “Is this your ... friend?” — “No, it isn’t my ... friend, it is my sister”. 2. I have ... sister. My ... sister is ... teacher. My sister’s ... husband is ... pilot. 3. I have no ... car. 4. She has got ... terrible ... headache. 5. They have ... dog and two ... cats. 6. My ... cousin says he is going to be ... manager one ... day. 7. Would you like ... apple? 8. This is ... tree. ... tree is green. 9. I can see three ... children. ... children are playing in ... yard. 10. I have ... car. ... car is white. 11. My ... friend has no ... car.

5. Предлоги: основные значения

Место: **On** – на

In – в

At – в/на

Запомните: at home, at work, at rest, at school

Направление: **To** – в, на, к

From – из, с, от

Время: **At** - час

On - день

In - месяц\год\

By - к

From - till - с ... до

Since – с

For – в течение

Наличие: **With** - с

Отсутствие: **Without** - без

Объект речи, мысли: **About** - о

Принадлежность, родит. падеж: **Of**

Цель: **For** - за, для

*Упражнение 10. Вставьте вместо точек подходящий предлог.
В таблице указаны основные значения предлогов. При выполнении упражнения используйте словарь.*

1. Translate these words ... English ... Russian.
2. My brother gave the money ... me.
3. I go to school ... foot, but yesterday I went to school ... bus.
4. "Winnie-the-Pooh" is written ... Alan Milne.
5. My aunt lives ... the ground floor ... a fourteen-storey block ... flats.
6. What is that ring made
7. Why has he fallen ... love ... such a strange girl?
8. The banks close ... 7 o'clock ... evening.
9. He usually leaves home early ... the morning and comes back late ... night.
10. He became famous only ... his death.
11. The play begins ... half past seven.
12. He arrived ... London ... the 13th ... April and left ... Oxford only ... June.
13. Shakespeare died ... 1616.
14. Bye, see you ... Tuesday.
15. Alice goes to the swimming pool ... every Saturday.
16. Bob is going to play tennis ... next Sunday.
17. ... last summer we spent our holidays ... France
18. She lived in that house ... 1985 ... 1988.
19. Mrs. Jackson has been living ... England ... 3 years.
20. Chris will return ... an hour.
21. She got married ... the age ... 19.
22. He lives ... Chicago.
23. Where is my English exercise-book? - I don't know. Try to find it ... your books ... your shelf.
24. Let's go ... the cinema.
25. My sister isn't ... home, she is ... school.

26. Don't you know that Carlson lived ... a small house ... the roof?
27. Pour some water ... the kettle, please.
28. I'm not interested ... football at all, but I'm keen ... tennis.
29. Aline is fond ... ballet
30. British pubs are famous ... their traditional kind of beer called "real life".
31. Young people all over the world like to listen ... music everywhere they go.
32. Look ... this photo. Isn't it nice?
33. Don't laugh ... my sister!
34. Who has paid ... meal?
35. What size are these boots? May I try them ...?

6. Местоимения: указательные, личные, притяжательные, возвратные

This is	→	These are	There is	→	There are
That is	→	Those are	It is	→	They are

Упражнение 11. Напишите следующие словосочетания во множественном числе.

This tea-cup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man.

Упражнение 12. Напишите предложения во множественном числе.

1. This man is an engineer. 2. That woman is my sister. 3. This child is his son. 4. That goose is big. 5. This mouse is white. 6. This man is my brother. He is a doctor. 7. That woman is my cousin. She is a teacher. 8. This boy has a good coat. 9. That girl has a blue sweater. 10. My uncle has a large flat. 11. There is a table in the room. 12. There is a flower in the vase.

Личные местоимения

<i>Именитель- ный падеж</i> = подлежащее		<i>Объектный падеж</i> = дополнение	
<i>Кто? Что?</i>	<i>Who?/What?</i>	<i>Кого/чего? Кому/чему? Кого/ что? Кем/чем? О ком/о чём?</i>	<i>Whom?</i>
Я	<i>I</i>	Меня	<i>Me</i>
Ты /Вы	<i>You</i>	Тебя/Вас	<i>You</i>
Он	<i>He</i>	Его	<i>Him</i>
Она	<i>She</i>	Её	<i>Her</i>
Оно	<i>It</i>	Его	<i>It</i>
Мы	<i>We</i>	Нас	<i>Us</i>
Они	<i>They</i>	Их	<i>Them</i>

Упражнение 13. Употребите нужную форму личных местоимений.

1. I often see (they, them) in the bus. 2. She lives near (we, us).
3. (We, us) always walk to school together. 4. He teaches (we, us) English.
5. She sits near (I, me) during the lesson. 6. I always speak to (he, him) in English.
7. He explains the lesson to (we, us) each morning. 9. There are some letters here for you and (I, me) 10. I know (she, her).

Упражнение 14. Вместо подчеркнутых словосочетаний употребите нужные формы личных местоимений.

Sally and James are at home. 2. I wrote the new words in my notebook.
3. She put her bag on the chair. 4. Father loses his things too often.
5. Bobby cleaned the kitchen and the bathroom. 6. Peggy and I saw the film on TV.
7. Julia teaches languages. 8. Jane found a purse. 9. Ted and Sam learn Japanese.
10. Bob heard the news last week. 11. I like these girls very much. 12. I saw you with Peter on the bus this morning.

Притяжательные местоимения

<i>Чей?</i>	<i>Whose?</i>
Мой,..	<i>My</i>
Твой,.. / Ваш,..	<i>Your</i>
Его	<i>His</i>
Её	<i>Her</i>
Его	<i>Its</i>
Наш	<i>Our</i>
Их	<i>Their</i>

Упражнение 15. Заполните пропуски притяжательными местоимениями

1. (He) ... composition is very interesting. 2. (we) ... son goes to school. 3. (You) ... sister is young. 4. (they) ... knowledge of the subject is very poor. 5. (he) ... name is John. 6. (I) ... family lives in Kovrov. 7. (She) ... friend often visits her.

Упражнение 16. Заполните пропуски подходящей формой притяжательного местоимения в функции определения.

1. Janet put ___ bag on the chair. 2. James writes a letter to ___ mother every week. 3. Julia likes ___ English classes very much. 4. They write new words in ___ notebooks. 5. Mr. Jones put on ___ glasses. 6. Tim often loses ___ things. 7. Cliff gave me ___ book. 8. I'll put on ___ best dress. 9. Rose went to the concert with ___ brother. 10. Grandfather took ___ pipe out of ___ mouth. 11. Janet put ___ left hand in ___ pocket. 12. The men took ___ hats off.

Возвратные местоимения

Себя	<i>Myself</i> <i>Yourself/Yourselves</i> <i>Himself</i> <i>Herself</i> <i>Itself</i> <i>Ourselves</i> <i>Themselves</i>
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Упражнение 17. Выберите правильную форму возвратного местоимения.

1. I do my homework all by (himself, herself, myself).
2. They plan their vacation (ourselves, myself, themselves).
3. We are going to the sea (themselves, himself, ourselves).
4. My dad built this house (himself, herself, ourselves).
5. This dog found (herself, himself, itself) a place under the bench.
6. Yesterday she had a birthday. She bought (herself, itself, ourselves) earrings.
7. You should plan your life (yourself, himself, yourselves).

7. Прилагательные и наречия: степени сравнения

	положительная	сравнительная	превосходная
Односложные и двусложные прилагательные и односложные наречия (кроме early)	short easy soon early	shorter easier sooner earlier	the shortest the easiest the soonest the earliest
Многосложные (больше двух слогов) прилагательные и (больше одного слога) наречия	interesting nicely	more interesting more nicely	the most interesting the most nicely
Исключения	good, well bad many/much little	better worse more less	the best the worst the most the least

Упражнение 18. Напишите степени сравнения следующих прилагательных.

Model: wet – wetter – the wettest; expensive – more expensive – the most expensive

1. big (большой)
2. clever (умный)
3. good (хороший)
4. pleasant (приятный)
5. poor (бедный)
6. bad (плохой)
7. funny (смешной)
8. important (важный)
9. sunny (солнечный)
10. far (далекий)
11. comfortable (удобный)

8. Глагол

Смысловые = пол- нозначные (имеют лексические значения, переводят- ся на русский язык)	Вспомогательные (не имеют лексического зна- чения, не переводятся на рус- ский язык, выполняют грам- матическую функцию в пред- ложении)	Модальные (выражают отношение говорящего к ситуации)
<i>To go</i> <i>To read</i> ... <i>To do</i> <i>To be</i> <i>To have...</i>	<i>To do</i> <i>To be</i> <i>To have</i> <i>Will</i>	<i>Can</i> <i>May</i> <i>Must</i> <i>Should / Ought to</i> <i>Need</i> <i>To be to</i> <i>To have to ...</i>

3 формы глаголов

<i>Как назы- вается</i>	1-ая форма <i>Инфинитив=</i> <i>неопределенная</i> <i>форма глагола</i>	2-ая форма <i>простое прошедшее</i> <i>время</i>	3-ья форма <i>причастие 2 = прича-</i> <i>стие прошедшего вре-</i> <i>мени</i>
<i>Как об- ра- зуется</i>	Перед глаголом в форме инфинитива стоит частица to	Глагол+ ed (если глагол непра- вильный, 2 форма за- поминается)	Глагол+ ed (если глагол непра- вильный, 2 форма за- поминается)
<i>Примеры</i>	<i>To study, to write</i>	<i>Studied, wrote</i>	<i>Studied, written</i>
<i>Когда</i> <i>упо-треб- ляется</i>	Образует: 1. простое настоя- щее время (без «to») 2. простое будущее время: will + 1 форма (без «To»)	Образует: простое прошедшее время	Образует: 1. перфектные време- на to have + 3 форма 2. страдательный залог to be + 3 форма

Кроме того, добавив к глаголу окончание –ing, мы получим
причастие I (participle I):
Studying, writing

Вспомогательные глаголы (to be, to have, to do)

Употребляется для образования:		<i>Прошедшее время</i>	<i>Настоящее время</i>	<i>Будущее время</i>
длительные времена и пассив	to be	<i>Was, were</i>	<i>Am, is, are</i>	<i>Will be, shall be</i>
перфект	to have	<i>Had</i>	<i>Have, has</i>	<i>Will have</i>
простые настоящее и прошедшее времена	to do	<i>Did</i>	<i>Do, does</i>	
все будущие времена	will	<i>would</i>		

Чтобы сделать предложение отрицательным,

нужно добавить частицу **NOT** к вспомогательному глаголу.

I do not speak French. I speak English.

Чтобы сделать предложение вопросительным,

нужно изменить порядок слов и использовать вспомогательный глагол.

- Повествовательное предложение - прямой порядок слов:

Подлежащее – сказуемое – дополнение

I read newspapers every day.

- Общий вопрос:

Вспомогат. гл. + подлежащее + смысловый глагол+ ...

Do you read newspapers every day?

- Специальный вопрос

Вопросит. слово + вспомогат. гл. + подлежащее + смысловый гл.+ ...

What do you read every day?

НО

- Вопрос к подлежащему или группе подлежащего:

Подлежащее + смысловый глагол + ...

(Порядок слов не изменяется)

Who reads newspapers every day?

Глагол to be

Упражнение 19. Вставьте глагол to be в нужной форме в настоящем времени.

My name __ George Hill. I __ a doctor. I __ thirty-five. My wife __ thirty. Her name __ Jessie. Our home __ in Oxford. We __ very happy here. Bill Douglas __ my friend. He __ a doctor too. His brother Jack __ a student. Bill and Jack __ in London now.

Упражнение 20. Вставьте глагол to be в Past Simple.

My aunt ... very depressed last Sunday. The weather ... terrible. It ... cold and rainy. Her husband ... not at home. He ... at hospital because he ... sick. Her children ... not at school. They ... not in the yard, they ... in the living room. The TV ... broken. The children ... not only upset, they ... very angry. The neighbors... not happy because her children ... too noisy. The house ... not clean. The sink ... broken. There ... dirty dishes on the kitchen table and in the sink. There ... nothing in the fridge. There ... no vegetables for dinner, there ... no juice for her children. There ... not even bread in the house! She ... tired and hungry. She ... just exhausted.

Упражнение 21. Вставьте глагол to be в нужной форме.

Ronald Frank ... a managing director of the First Bank of Kingsville on Main Street. He ... always on a business trip. Yesterday he ... in Geneva. Tomorrow he ... in London. Last week he ... in Chicago. Next week he ... in New Orleans. At the moment he ... in Amsterdam. In two hours he ... in the Hague. Three days ago he ... in Paris. At the end of his trip he ... usually very tired but happy. He ... with his family now. His sons... so much excited. They have got new toys from their father. Everybody in the family ... very glad to see him at home again.

Оборот There is/are

There is ... / There are ...

There was... / There were ...

There will be ...

(Где? есть \ находится \ существует Что?\Кто?)

*Упражнение 22. Заполните пропуски правильной формой конструкции **there is/there are***

1. ____ 12 months in the year. 2. ____no sugar in this cup. 3. ____some children in the garden. 4. ____ no mice in my house. 5. ____much rain in England. 6. ____many historical places in Vladimir. 7. ____no people in the hall. 8. ____some good sportsmen in my group. 9. ____no gentlemen among them. 10. ____no news. 11. ____a lot of men and women at the bus stop. 12. ____not much money left. 13. ____several hotels in the town.

Упражнение 23. Переведите предложения на английский язык.

1. Во Владимире много архитектурных памятников. 2. На вечеринке было много студентов. 3. В моём холодильнике нет молока. 4. На улице Пушкина есть музей. 5. Музей находится на улице Пушкина. 6. В твоём саду есть розы? 7. Будет ли лекция в среду? 8. Что там в углу? 9. Кто там у окна? 10. Озеро расположено в этом старинном парке. 11. В этом старинном парке есть озеро. 12. Сколько писем на твоём столе? 13. Сколько денег в твоём кошельке? 14. В твоей контрольной работе не было ошибок.

Простые времена (Актив)

Упражнение 24. Раскройте скобки.

(usually) 1. My sister (to get) up at 8 o'clock. 2. She (to go) to school in the afternoon. 3. Jane is fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother is a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living room. We (to watch) TV and (to talk).

Упражнение 25. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple. (См. Приложение 3 – Таблица неправильных глаголов)

1. I (to go) to bed at ten o'clock every day. 2. I (to go) to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for school every day? 11. When you (to leave) home for school yesterday? 12. When you (to leave) home for school tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

*Упражнение 26. Раскройте скобки, употребляя глаголы в Present Simple или Future Simple. (Все предложения относятся к будущему времени). В придаточных предложениях времени и условия после союзов **if, when, till, until, as soon as, etc.** вместо будущего времени употребляется настоящее время.*

1. If I (to stay) some more days in your town, I (to call) on you and we (to have) a good talk. 2. He (to go) to the Public Library very often when he (to be) a student. 3. As soon as I (to return) from school, I (to ring) you up. 4. You (to pass) many towns and villages on your way before you (to arrive) in Moscow. 5. I (to stay) at home till she (to come). Then we (to go) to the theatre if she (to bring) tickets. 6. After I (to finish) school, I (to enter) the University. 7. When he (to return) to St. Petersburg, he (to call) on us. 8. If I (to see) him, I (to tell) him about their letter. 9. We (to gather) at our place when my brother (to come) back from Africa. 10. I (to sing) this song with you if you (to tell) me the words. 11. I hope you (to join) us when we (to gather) in our country house the next time. 12. What

you (to do) when you (to come) home? 13. When they (to cross) the road, they (to see) the hotel. 14. Before she (to get) to the theatre, she (to go) past the shopping centre. 15. What we (to do) if it (to rain) tonight? 16. What she (to do) if she (to see) her best friend again? 17. If the bus (to be) very crowded, you (to be) exhausted by the time you (to get) to work. 18. If it (to be) very cold tonight, our car (not to start) in the morning.

Простые времена (Пассив)

Упражнение 27. Раскройте скобки, употребляя глаголы в Present Simple Passive.

(USUALLY) 1. The postbox (to empty) every day. 2. The stamps (to postmark) at the post office. 3. The letters (to sort) into the different towns. 4. The mail (to load) into the train. 5. The mailbags (to unload) after their journey. 6. The bags (to take) to the post office. 7. The letters (to sort) into the different streets. 8. The letters (to deliver).

Упражнение 28. Раскройте скобки, употребляя глаголы в Past Simple Passive.

(YESTERDAY) 1. The postbox (to empty) every day. 2. The stamps (to postmark) at the post office. 3. The letters (to sort) into the different towns. 4. The mail (to load) into the train. 5. The mailbags (to unload) after their journey. 6. The bags (to take) to the post office. 7. The letters (to sort) into the different streets. 8. The letters (to deliver).

Упражнение 29. Раскройте скобки, употребляя глаголы в Future Simple Passive.

(TOMORROW) 1. The postbox (to empty) every day. 2. The stamps (to postmark) at the post office. 3. The letters (to sort) into the different towns. 4. The mail (to load) into the train. 5. The mailbags (to unload) after their journey. 6. The bags (to take) to the post office. 7. The letters (to sort) into the different streets. 8. The letters (to deliver).

Упражнение 30. Раскройте скобки, употребляя глаголы в Present. Past или Future Simple Passive.

1. My question (to answer) yesterday. 2. Hockey (to play) in winter. 3. Mushrooms (to gather) in autumn. 4. Many houses (to burn) during the Great Fire of London. 5. His new book (to finish) next year. 6. Flowers (to sell) in shops and in the streets. 7. St. Petersburg (to found) in 1703. 8. Bread (to eat) every day. 9. The letter (to receive) yesterday. 10. Nick (to send) to Moscow next week. 11. I (to ask) at the lesson yesterday. 12. I (to give) a very interesting book at the library last Friday. 13. Many houses (to build) in our town every year. 14. This work (to do) tomorrow. 15. This text (to translate) at the last lesson. 16. These trees (to plant) last autumn. 17. Many interesting games always (to play) at our PT lessons. 18. This bone (to give) to my dog tomorrow. 19. We (to invite) to the concert last Saturday. 20. Lost time never (to find) again. 21. Rome (not to build) in a day.

Тест для самопроверки усвоения базового уровня английской грамматики

1. Образуйте множественное число от следующих имен существительных:

- a name
- a boy
- a bus
- a leaf
- a mouse

2. Выразите значение принадлежности, используя притяжательный падеж имен существительных

- name of his dog
- house of my friend
- exams of the students
- family of our friend
- job of this manager

3. Выберите подходящую форму местоимения (личные и притяжательные)

- ... like to travel. (I, me, my)
- Give me the book. ... is on the table. (It, it, its)
- ... job is to manage people. (He, him, his)
- They visited ... at weekends. (We, us, our)
- Tell ... to come tomorrow. (They, them, their)

4. Вставьте глагол TO BE в нужной форме

- ... you busy now?
- He ... a student last year.
- I ... at home at this time tomorrow.
- They ... not in Russia in 2000.
- It ... late. Let's go home.

5. Вставьте глагол TO HAVE в нужной форме

- We ... no problems now.
- She ... a great party last Sunday.
- They ... exams next week.
- He ... no family.
- ... you got any questions to me?

6. Вставьте вспомогательный глагол TO DO или WILL в нужной форме

- ... you visit our town last year?
- I ... not speak German.
- We ... call you tomorrow.
- He ... not study now.
- ... they live in the USA now?

7. Вставьте подходящие по смыслу предлоги

- Go ... the shop and buy some bread.
- My younger brother studies ... school.
- I was born ... 1990.
- Our classes start ... 9.00.
- She is a student ... the Academy.

TEXTS FOR READING AND STOREYTELLING

Прочитайте тексты. Составьте письменно рассказы о себе по аналогии с прочитанными. Используйте слова, словосочетания и грамматические структуры из текстов.

MY FAMILY

This is my family: my wife, my son, my daughter and I. My name is Peter Black. I'm 40. My wife's name is Helen Black. She is 32. We have two children, a boy and a girl. The boy's name is John. He is twelve years old. He is a schoolboy. My daughter's name is Mary. She is very young. She is only five.

I'm an electronics engineer. I work at a large factory. My wife is a housewife. She has got a lot of work to do.

We have got many relatives: cousins, uncles and aunts. My parents are sixty years old. They are farmers. Helen's father is fifty six and her mother is fifty-three. Helen's sister Ann is her best friend. Ann is a college teacher. She is twenty-four. She is not married. She is fond of our children.

My hobby is sports. My wife's hobby is knitting. My son's hobby is reading. My daughter's hobby is dancing. We are a happy family.

Задание 1. Расскажите о себе и своей семье.

MY FLAT

We live in a new 16-storeyed block of flats in Strogino. It is situated in a very picturesque place not far from the Moskva River. There's a big supermarket on the ground floor and it's very convenient to do everyday shopping.

Our flat is on the fifth floor. It is very comfortable and well-planned. We have all modern conveniences, such as central heating, electricity, gas, cold and hot running water and a telephone. There are three rooms, a kitchen, a bathroom and a hall in our flat. There's also a balcony and we can enjoy a lovely view of the river.

The largest room in our flat is the living room and we use it as a dining room and as a sitting room. In the middle of the room there is a big ta-

ble and six chairs round it. Opposite the window there is a wall unit with lots of books, a TV-set and a video cassette recorder. There are two comfortable armchairs and a small coffee table in the right-hand corner. There is also a sofa and an electric fire in our living room. We like the living room best of all, because in the evenings we gather there to have tea, watch TV, talk and rest.

My room is the smallest one in our flat, but it is very cozy and light. There is a bed, a wardrobe, a desk, an armchair and several bookshelves in my room. There is a thick carpet on the floor. The walls in my room are light-brown and there are some big posters on them. I like my room very much, but from time to time I change it round. I quite often move the bed and change the posters on the wall.

Our kitchen is large and light. It is very well-equipped. We have got a refrigerator, a freezer, a microwave oven, a coffeemaker and a toaster. We haven't got a dishwasher yet, because it is very expensive. But I'm sure we shall buy it in the nearest future.

Задание 2. Расскажите о своей квартире

DAILY ROUTINE

On weekdays the alarm-clock wakes me up at 6.30 and my working day begins. I switch on my tape-recorder and do my morning exercises. Then I go to the bathroom, take a warm shower, clean my teeth and shave. After that I go to my bedroom to get dressed.

Usually my mother makes breakfast for me. But when she is away on business I make breakfast myself. When I have breakfast I listen to the latest news on the radio.

I leave the house at 7.30 and go to the nearest underground station. It takes me an hour and a half to get to work. I usually arrive at work at ten minutes to nine though my working day begins at 9 sharp. I translate fax messages from English into Russian. Sometimes my boss wants me to write a letter to our business partners abroad.

At 1 o'clock in the afternoon we have lunch. We usually have lunch in a small cafe just round the corner. At 2 o'clock we come back to work. And we work hard till 5 o'clock.

During the working day we also have several short coffee breaks. But sometimes we have no time for them.

I come home at about 7 o'clock in the evening. My parents usually wait for me at home. We have dinner together. Then we sit in the living room, drink tea, watch TV or just talk.

Occasionally I stay at work till 6 or even 7 o'clock in the evening. When we have a lot of things to do we go to work on Saturdays. So by the end of the week I get very tired. On Sundays I sleep till eleven o'clock, watch television, listen to music and read something in English.

And still I always look forward to my next working day because I like my job. I think I get a lot of useful experience.

Задание 3. Расскажите о своем рабочем дне.

MY FRIEND'S HOBBY

My friend Nick is very busy and he doesn't have much time to spare. He is free only at the weekends. A few years ago Nick" was fond of collecting stamps. I know that his mother had started collecting stamps long before he was born. When he was five years old his mother had six albums of stamps. She didn't let him touch the stamps until he was twelve. She gave him the albums as a birthday present and he continued collecting stamps himself. He learned a lot about other countries and other peoples' traditions, the world's flora and fauna. Maybe that's why he was good at geography and biology at school. He used to bring the albums to school and we examined his stamps with great interest and envy. Sometimes he exchanged stamps with his schoolmates.

But three months ago Nick's parents bought him a compact disk player and Nick decided to collect discs. He is fond of listening to music. Besides jazz, Nick also likes rock music, pop music, classical music. He doesn't like techno, metal and rap. He himself says that he likes any good music. Now Nick collects compact discs of his favourite groups and singers, he studies the information printed on discs' booklets. He also tries to find out everything about the singers he likes. That's why he reads a lot of specialized magazines and never misses MTV shows (he thinks he must keep up with the news in the world of music). He even writes letters to

some fan-clubs in other countries, so he has to brush up his English. He never misses a concert of his favourite group (if they come to our city). He brings his compact discs to the concert and asks the singers for their autographs.

But in spite of his new hobby, Nick sometimes sits in his room and looks through his albums of stamps (with his earphones on, of course).

Задание 4. Расскажите о своем хобби.

MY MEALS

It goes without saying that I prefer to have meals at home. At the weekend I like to get up late and have a good breakfast of scrambled eggs or pancakes, or something like that. But on weekdays I'm always short of time in the morning. So I just have a cup of strong tea or coffee and a couple of sandwiches.

As I spend a lot of time at school it's necessary to have a snack at midday just to keep me going. That's why I have to go to the school canteen to have lunch. For lunch I usually have a chop with mashed potatoes and a glass of cocoa or stewed fruit.

But I enjoy my evening meal at home. My mother is a wonderful cook and her dinners are always delicious.

To begin with, we usually have some salad - tomato and cucumber salad or mixed salad (I like it very much). For the first course we have some soup - noodle, mushroom or cabbage soup, or maybe some fish for a change. For the main course we have meat, chicken or fish dishes, for example, steak or fried fish with spaghetti or potatoes (boiled or fried). We also have a lot of vegetables - green peas, carrots, tomatoes, cucumbers.

For dessert we have some fruit, fruit juice or just a cup of tea with a slice of cake.

On Sundays we sometimes go to McDonald's. I like everything there: cheeseburgers, hamburgers and Big Macs, apple pies and fruit cocktails. But unfortunately we can't afford to go there very often, because it's rather expensive for a family and besides, they say it's not very healthy to eat at McDonald's.

Задание 5. Расскажите о вашем питании в течение дня.

Раздел 3

SELF AND COMMUNITY

(Социально-культурная сфера общения)



Система времен английского языка

Большинство времён в английском языке – сложные, т.е. состоят из:

вспомогательный глагол + смысловой глагол

will work, is working, have worked

Система времен английского языка (актив)

Группа времен Время	Indefinite= Simple – Неопределенные= простые	Continuous = Progressive – Длительные = продолженные	Perfect - перфектные	Perfect continuous – перфектно-длительные
КАК?	Регулярность	Процесс	Завершённость	Процесс + завершённость
КОГДА?		To be + “ing” форма	To have + 3 форма	To have been+ing форма
маркеры	always, usually, ago, often, as a rule, sometimes, in 1975, every day, tomorrow, yesterday, ...	now, all day long, from ... till, ... when I came, Look! at that moment, Where is N? ... at 5 o'clock, ...	never, ever, just, already, yet, since This week, lately, recently; by, before, after,	for
Present Настоящ.	1 форма use(s)	am/is/are using	have/has used	have/has been using
Past Прошед.	2 форма used	was/were using	had used	had been using
Future Будущее	Will + 1 форма	will be using	will have used	will have been using
Future in the past Будущ. в прошед.	Would + 1 форма would use	would be using	would have used	would have been using

Система времен английского языка (пассив)

TO BE+3 форма

Группа времен	Indefinite = Simple – Неопределенные = простые	Continuous = Progres- sive – Длительные = продолженные	Perfect – перфектные
Время	To be + 3 форма	To be being + 3 форма	To have been + 3 форма
Present Настоящее	<i>am/is/are used</i>	<i>am/is/are being used</i>	<i>have/has been used</i>
Past Прошедшее	<i>was/were used</i>	<i>was/were being used</i>	<i>had been used</i>
Future Будущее	<i>will be used</i>		<i>will have been used</i>
Future in the past Буд. в прош.	<i>would be used</i>		<i>would have been used</i>

Упражнение 1. Поставьте предложения в отрицательную и вопросительную формы:

1. They go in for sports. 2. He comes to us every Sunday. 3. She liked apples very much. 4. They went to the sea last summer. 5. Her chief will meet her on Tuesday.

Упражнение 2. Поставьте вопросы ко всем членам предложения.

1. Nick studies at Oxford University. 2. The Browns live in Regent Street. 3. John took many interesting books at the library yesterday. 4. Mary will stay in bed the whole week.

Упражнение 3. Поставьте глагол, заключенный в скобки, в нужном времени Continuous.

1. They (to explain) this rule to the boys now. 2. He (to speak) to his wife when we entered the room. 3. He (to work) on his theses from 1996-1998. 4. I (to drive) the car. Don't talk to me! 5. They (to travel) in the Caucasus next July. 6. I (to wait) for Nick at the station at 9 o'clock next Tuesday. 7. When you come, we (to do) our homework.

Упражнение 4. Поставьте вопросы к данным предложениям, используя слова, данные в скобках.

1. She has been to Moscow (Where?) 2. He had done many exercises before his exam (What?) 3. He will have finished his book by next year (Who?) 4. They will have come to your house before you go to your office. (Where? When?) 5. They have started their work this Monday (What? Who? When?)

Упражнение 5. Поставьте стоящие в скобках глаголы в соответствующие времена Perfect Continuous

1. I (to look) at her for half an hour before she noticed me. 2. They (to translate) the poem for six hours already, but they can't do it properly. 3. He (to study) for three years when he gets his Diploma at this college. 4. Ann (to have) rest since early morning. 5. I (to learn) irregular verbs all the night on the eve of my last exam. 6. It (to snow) for three days, now everything is white.

Упражнение 6. Переведите на английский язык, употребляя глаголы в Present, Past или Future Simple Passive.

1. Ее часто посылают на почту. 2. В прошлом году ее послали в Кембридж. 3. Его пошлют в Гарвард. 4. За ней всегда посылают. 5. За ней послали вчера. 6. За мной пошлют завтра. 7. Их всегда приглашают на день рождения Ани. 8. Летом Колю отвезут на дачу. 9. Об этом фильме много говорили. 10. В музее нам показали много прекрасных картин. 11. Эту книгу очень часто спрашивают.

Упражнение 7. Поставьте глаголы в скобках в Simple Past, Simple Present, Present Continuous или Past Continuous, Present Perfect, Past Perfect.

1. I ... (listen) to the radio while Mary ... (cook) dinner. 2. You ... (buy) this book yesterday? 3. Last Friday Jill ... (go) home early because she ... (want) to see a film. 4. When your brother usually ... (get) home in the evening? 5. Jane always ... (bring) us a nice present. 6. What those people ... (do) in the middle of the road? 7. You ... (read) this book? 8. While Fred ... (sleep), Judy ... (watch) TV. 9. When I ... (be) young, I ... (think) Mary ... (be) nice — but now I ... (think) she's fantastic. 10. Jill ... (walk) home when she ... (see) her husband's car outside the cinema. 11. Look there! Sue and Tim ... (run) to school. 12. Jack's father ... (not work) in London — he ... (not speak) English. 13. Joe ... (buy) a car yesterday. 14. Their father often ... (go) to rock concerts. 15. While you ... (sleep), mother ... (arrive). 16. He said that Grandmother's letter (to receive) the day before. 17. Two new engineers just ... (to introduce) to the head of the department. 18. Don't worry, everything will be all right: the children ... (to take) to the theatre by the teacher and they ... (to bring) back to school in the evening. 19. I am sure I ... (to ask) at the lesson tomorrow. 20. This new dictionary ... (to sell) everywhere now.

Тест для самопроверки усвоения системы времен английского языка

1) Заполните пропуски правильной формой глагола *be* или *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.
14. The letters _____ already been written by her.
15. By 9 o'clock yesterday I _____ already sent all the letters.
16. She _____ just met her husband
17. They _____ not translated this text yet.
18. The sentences _____ already _____ written by them.
19. We _____ students of the college.
20. There _____ no magazines on the table.

2) Заполните пропуски правильной 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?

TEXTS FOR READING AND STOREYTELLING

Прочитайте тексты. Выполните задания к текстам. Используйте слова, словосочетания и грамматические структуры из текстов.

LEARNING FOREIGN LANGUAGES

The great German poet Goethe once said: He who knows no foreign language does not know his own one. Learning foreign languages is especially important nowadays. Some people learn foreign languages because they need them in their work, others travel abroad, for the third studying languages is a hobby. Every year thousands of people from Russia go to different countries as tourists or to work. They can't go without knowing

the language of the country they are going to. A modern engineer or even a worker can't work with an imported instrument or a machine if he is not able to read the instruction how to do it. Ordinary people need language to translation the instruction or the manual to the washing-machine or a vacuum-cleaner, medicine or even food-products.

If you want to be a classified specialist you must learn English, the language of international communication. English is one of the world languages. It is the language of progressive science and technology, trade and cultural relations, commerce and business. It is the universal language of international aviation, shipping and sports. It is also the major language of diplomacy.

Hundreds and hundreds of books, magazines and newspapers are printed in English, most of the world's mail and telephone calls are in English. Half of the world's scientific literature is written in English. English is spoken by more than 350 million people. Geographically, it is the most widespread language on earth, second after Chinese. It is the official language of the UK, the USA, of Australia and New Zealand; it is used as one of the official languages in Canada, the South Africa. Millions of people study and use English as a foreign language.

English is very popular in our country. It is studied at schools, colleges and universities. Learning English is not an easy thing. It is a long process and takes a lot of time and patience. But to know English today is absolutely necessary for every educated person. I want to know English because it's interesting for me to know foreign countries, their cultures and tradition. English will be of great use in my job because it deals with international human rights affairs.

Задание 1. Закончите предложения, используя информацию из текста.

1. If you want to be a qualified specialist ...
2. English is one of the
3. English is the language of
4. It is the universal language of
5. It is also the major language of

6. ... are printed in English.
7. ... are in English.
8. ... is written in English.
9. It is the official language of
10. Learning English is

THE UK

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 UK is situated off the north-western coast of Europe between the Atlantic Ocean and the North Sea. It is separated 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 centers of the world. Nowadays the UK doesn't depend upon economics and industrial manufacturing of other countries.

Задание 2. Составьте план текста. Выпишите ключевые слова. Перескажите текст по плану, используя ключевые слова.

THE USA

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 square kilometers 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 US, 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.

Задание 3. Составьте план текста. Выпишите ключевые слова. Перескажите текст по плану, используя ключевые слова.

CANADA

Canada consists of almost all of the North American continent north of the US except Alaska. Its total land area of more than 9 mln sq. km makes it the second largest country in the world.

Canada's topography is dominated by the Canadian Shield, an ice-scoured area covering half the country. Most of northern Canada has sub-arctic or arctic climates, with long cold winters lasting 8 to 11 month, short

sunny summers, and little precipitation. In contrast, the populated south has a variety of climatic landscapes. The total population according to the 1981 census was about 24 mln people with an average population density of 2.8 per sq. km.

English and French are the official languages of Canada and have equal status, rights and privileges as to their use in all governmental institutions.

Canada is a federation of 10 provinces and 2 northern territories. The federal Parliament is made up of the House of Commons and the Senate. The leader of the party that wins the largest number of seats in a newly elected House of Commons is asked to form the government.

The civil law follows English common law everywhere except in Quebec, where it follows the Napoleonic Code.

Canada is a world leader in the production of asbestos, nickel and other elements, forestry products, and ranks first in the world in export of minerals. Although no longer the foremost sector of the economy, agriculture is of major importance to the economy as a whole. Canada is among the world's leading wheat producers and is second in the export of wheat.

Basically, Canada has a free-enterprise economy. A recurrent problem for Canada has been the dominant position of US corporations and investors.

Задание 4. Ответьте на вопросы по тексту.

1. What can you say about the climate of Canada?
2. What is its political status?
3. Does Canada have one official language?
4. What is the jurisdiction of Canada like?
5. Describe Canada's economy.

AUSTRALIA

Australia lies to the south-east of Asia, between the Pacific and Indian oceans. It is the world's smallest continent which is almost completely surrounded by ocean expanses. Its total area is 7,682,300 sq. km.

The continent of Australia is divided into four general topographic regions: a low, sandy eastern coastal plain, the eastern highlands, the central plain, and the western plateau. Although Australia has a wide diversity of climatic conditions, the climate of Australia is generally warm and dry, with no extreme cold and little frost. It changes from comfortably mild in the south to hot in the central interior and north.

The total population in 1986 was about 16 mln people with the average population density of about 2 persons per sq.km. Most Australians are of British or Irish ancestry. More than 99% of the population speaks English.

The capital of Australia is Canberra. Australia has a federal parliamentary government. The Australian federation was formed on January, 1, 1901, from six former British colonies, which thereupon became states. The Australian constitution combines the traditions of British parliamentary monarchy with important elements of the US federal system. Powers of the federal government are enumerated and limited. The government consists of the British sovereign and the Australian Parliament.

Australia is the world's largest wool producer and one of the world's largest wheat exporters. The main sources of foreign earnings are wool, food and minerals which also provide raw materials for home processing industries.

Задание 5. Ответьте на вопросы по тексту.

1. What is the total area of Australia?
2. What is the climate of Australia?
3. What is the population of Australia?
4. What is capital of Australia?
5. What is the political structure of Australia?
6. What is produced in Australia?

NEW ZEALAND

New Zealand is situated in the southwest Pacific Ocean on two large islands: the North Island and the South Island. Its total area is 268,112 sq.km.

Less than 1/4 of the territory of the country lies below the 200 m contour line. The South Island is significantly more mountainous than the North Island. New Zealand has a temperate, moist ocean climate without marked seasonal variations in temperature or rainfall.

The total population in 1986 was about 3.3 mln people with an average population density of about 12 persons per sq.km. About 85 % of the population is classified as Europeans. Most of them are of British descend. English is the universal language.

The capital of New Zealand is Wellington. Like the United Kingdom, New Zealand is a constitutional monarchy. Officially the head of the state is the British Queen (or the King) whose representative, the governor-general, is appointed for a five-year term. The government of New Zealand is democratic and modeled on that of the United Kingdom.

The economy of New Zealand has traditionally been based on pastoral farming. The last decades have seen a large expansion in light industries. New Zealand draws many thousands of tourists to its shores because of the beauty, diversity, and compactness of its natural attractions.

Задание 6. Ответьте на вопросы по тексту.

1. What kind of climate is there in Australia?
2. Who is the head of the state in New Zealand?
3. What are the main branches of the Australian economy?
4. How many states does Australia consist of?
5. What is the capital of New Zealand?

TRAVELLING

Millions of people all over the world spend their holidays traveling. They travel to see other continents, modern cities and the ruins of ancient towns, they travel to enjoy picturesque places, or just for a change of scene.

It's always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants.

City dwellers usually like a quiet holiday by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most travelers and holiday-makers take a camera with them and take pictures of everything that interests them the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests; different kinds of trees, flowers and plants, animals and birds. Later, perhaps years later, they will be reminded by the photos of the happy time they have had. People travel by train, by plane, by boat, by car, by bike and on foot.

People travel to have a holidays or to have business. If people have business trips they choose the fastest transport. They often travel by plane or by train. It is very expensive but it is very fast. And if people want to have a rest they choose traveling by boat, by car, on horseback and etc. When you travel by car or by bike you can stop where you want. All means of travel have their advantages and disadvantages. And people choose one according to their plans and destinations.

If we are fond of traveling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books and newspapers, and see pictures of them on TV. The best way to study geography is to travel, and the best way to get to know and understand people is to meet them in their own homes. The best way to study geography is to travel, and the best way to get to know and understand people is to meet them in their own homes.

Задание 7. Составьте план текста. Выпишите ключевые слова. Перескажите текст по плану, используя ключевые слова.

DIFFERENT MEANS OF TRAVELLING

People like travelling. That's why there are so many means of transportation. People want to see the world, to rest, to have new impressions in other words they travel for pleasure or on business. If people travel out of the city, they can choose between going by coach, by train, by plane (by air), by ship (by sea) and hiking. Each of these means has its advantages and disadvantages.

International traveling by coach is rather convenient and cheap. You can take food with you or buy it at the stops. There are some modern conveniences in the coaches such as toilets and TVs. But sleeping in an arm-chair can cause problems especially to those who are car-sick.

Traveling by train is more convenient, because you can sleep well and it's not expensive. People can choose between a carriage with sitting places and a carriage with berths (upper and lower berths). There are carriages with four-berth compartments and two-berth compartments. Some trains are not fast they are slow and stop very often.

Travelling by plane is an exciting experience, very convenient and fast for those who are not airsick. Travelling by plane is rather expensive though people can choose between economic class, business class and deluxe class. The price depends on the food served and the number of people around. There are usually sections for smokers and non-smokers. People can also choose an aisle seat or a window seat if they are available (not booked) at the moment.

Travelling by ship is an unforgettable experience. It's a great chance to see marvelous landscapes and seascapes. Besides, the dawns and sunsets in the open ocean are terrific. There are different types of ships to go by – cruisers, yachts and liners fitted up with all modern conveniences and entertainment facilities. The disadvantages are the cost of the ticket, the storms and the sea-sickness.

Hiking is the healthiest way of spending holidays. People usually live in tents, do the cooking on the fire, fish and have a rest in the open air. This way of traveling is very exotic but not for everyone, because you can't find any modern conveniences and entertainment facilities.

Задание 8. Расскажите о преимуществах и недостатках разных способов передвижения.

- Travelling by coach ...
- Travelling by train ...
- Travelling by plane ...
- Travelling by ship ...
- Hiking ...

CULTURE

Culture is a term, which is used by social scientists for a people's whole way of life. In its narrow meaning, culture is activities in such fields as art, literature, and music. Social scientists consider that a people's culture consists of all ideas, objects, and ways how people create things. Culture includes arts, beliefs, customs, inventions, language, technology, and traditions. The term "civilization" is similar, but it refers mostly to scientifically more advanced ways of life. A culture is any way of life, simple or complex.

The foundations for human culture developed in prehistoric times. Important steps in the growth of culture include the development of tools, the start of farming, the growth of cities, and the development of writing.

The development of tools began about 2 million years ago. The early human beings learned to make stone tools and kill animals for food. Prehistoric people probably made things of bone, hair, skin, and wood. The hunters also learned the habits of the animals. Such learning is a simple kind of scientific knowledge. Then people had to plant crops and rear animals for food. They became the first farmers. It occurred about 9000 B.C., and it was one of the most important steps in the growth of human culture. By 3500 B.C., cities had appeared. People became artists and builders, judges and priests. All their new knowledge and skills made up the growth of culture. The development of writing is one of the most important steps. The first system of writing was developed about 3500 B.C. People could record their thoughts and aspects of their culture and could pass them in a written form from generation to generation.

All cultures have features that result from basic needs, which are shared by all people. Every culture has methods of obtaining food and shelter. There is also a way to keep order: a system of police, courts, and prisons. Every culture has ways to protect itself against invaders. It also; has family relationships, religious beliefs. All societies have forms of artistic expression, such as painting, music, etc. In addition, each culture has some type of scientific knowledge.

Cultures differ in their details from one part of the world to another. For example, eating is a biological need. But what people eat, when and how they eat, and how food is prepared differ from culture to culture. People do not realize how greatly culture influences their behaviour until they come across other ways of doing things. People feel most comfortable within their own culture, and they prefer the company of others who share their culture. When people have to deal with persons of another culture, even small differences in behaviour may make them uneasy.

Задание 9. Расположите пункты плана в логической последовательности.

1. From the history of culture
2. Differences in culture
3. Definition of culture
4. Common features in world cultures

Задание 10. Прореферируйте текст, используя следующие фразы:

1) The title of the text is... 2) The text is about... The text deals with... 3) The text covers such points as... 4) It should be underlined that... 5) In conclusion, I may say that... 6. To my mind...\ In my opinion...

HOLIDAYS AND TRADITION IN RUSSIA AND ENGLISH SPEAKING COUNTRIES

Every nation and every country has its own customs and traditions. But there are also international holidays which are celebrated in all countries. They are: Christmas, New Year, Easter and St. Valentine's day.

Christmas comes but once a year. Christmas is a traditional family day. On this day, many people attend a church service, open their presents and eat a Christmas dinner.

In Britain, Christmas is the most important public holiday of the year. It combines the custom of giving gifts with the tradition of spending this day with the family. Every year a huge Christmas tree, the gift of the Norwegian people, graces Trafalgar square.

In Russia Christmas is celebrated on the 7th of January. On this day people celebrate the birthday of Jesus Christ.

New Year is a public holiday but it is not marked with any particular custom in Britain and America, yet it has a joyful celebration in Russia. People stay awake until after midnight on December 31st to watch the Old Year out and the New Year in. Many parties are given on this night. Theatres, night clubs and streets are crowded.

Easter is one of the most important Christian holiday. It is traditionally associated with Easter eggs and with the coming of spring, and most churches are specially decorated with flowers for the service held on Easter Day. There is a popular belief that wearing three new things on Easter will bring good luck.

St. Valentine's day is not the official holiday in most countries. February 14 is the day of lovers. Boys and girls, sweethearts and lovers, husbands and wives, friends and neighbours, and even the office staff exchange greetings of affection. Valentine's day is a whirl of hearts, candy and good wishes in the form of bright, lacy, colorful cards, with loving emblems and amorous doggerel, saying: "Be my Valentine".

There are also some special holidays which are usually celebrated in a particular country.

The traditional British holiday is Pancake day. But people don't only eat pancakes on this day, they run with them. In many towns in England pancake races are held every year.

The most American holiday is Thanksgiving day. It was first celebrated in early colonial times by Pilgrim Fathers after their first good harvest. Thanksgiving is a day when the family eats a large traditional dinner, usually with turkey and pumpkin pie.

In Russia we celebrate Women's day on the 8th of March. On this day men are supposed to do everything about the house and cook all the meals.

Задание 11. Ответьте на вопросы.

1. What holidays are celebrated in all countries?
2. Why is Christmas the most important public holiday in Britain?
3. Is New Year marked with any particular custom in Britain and America?
4. What does Easter mean?
5. What holiday is considered to be the day of lovers?
6. What is the traditional British holiday?
7. What is the traditional American holiday?
8. What holiday is celebrated on the 8th of March and where?

ENGLISH CUSTOMS AND TRADITIONS

Almost every nation has a reputation of some kind.

The English are reputed to be cold, reserved, rather haughty people. They are steady, easy-going and fond of sports. There are certain kinds of behavior, manners and customs which are peculiar to England.

The English are naturally polite and are never tired of saying "Thank you" and "I am sorry". They are generally disciplined, you never hear loud talk in the street. They don't rush for seats in buses and trains, but they take their seats in queues at bus stops. English people do not shake hands when meeting one another, they do not show their emotions even in tragic situations. They seem to remain good-tempered and cheerful under difficulties.

The English are a nation of stay-at-homes. There is no place like home. The Englishman says "My house is my castle" because he doesn't wish his doings to be overlooked by his neighbours. It is true that English people prefer small houses, built for one family. The fire is the focus of the English Home. The fireplace is the natural centre of interest in the room. They like to sit round the fire and watch the dancing flames, exchanging the day's experience.

Britain is a nation of animal lovers. They have about five million dogs, almost as many cats, 3 million parrots and other cage birds, aquarium fish - and 1 million exotic pets such as reptiles. In Britain they have special dog shops selling food, clothes and other things for dogs. There are dog hair-dressing saloons and dog cemeteries. In Britain pets can send Christmas cards to their friends, birthday cards.

There are some traditions concerning food. English cooking is heavy, substantial and plain. The Englishman likes a good breakfast. To him a good breakfast means porridge with, fish, bacon and eggs, toast and marmalade, tea or coffee.

Tea is part of the prose of British life, as necessary as potatoes and bread. Seven cups of it wake you up in the morning, 9 cups will put you to sleep at night.

From 4 to 6 there is a very light meal called 5 o'clock tea. It is a snack of thin bread and butter and cups of tea with small cakes. This became a kind ritual. At this time everything stops for tea.

English are proud of their traditions and carefully keep them up.

Задание 12. Ответьте на вопросы.

1. What are peculiar features of the English?
2. Why are the English a nation of stay-at-homes?
3. Where does the English family prefer to live?
4. Why do the English like to sit round the fire?
5. Do the English show great love for animals?
6. What is an Englishman's idea of a good breakfast?
7. When do the English have the third meal of the day?
8. Why are the English proud of their traditions and carefully keep them up?

AMERICAN CUSTOMS AND TRADITIONS.

Every nation has different customs and traditions, its own way of life.

In Europe there are people who have lived in the same house and been in the same job for 20, 30 or more years. That's not the American way of life. The Americans love change, they call it the spirit of adventure, a spirit that they think is more characteristic of America than of Europe. They like to move away, to change houses and jobs.

While the Englishman thinks it is ill mannered to ask private questions, the American doesn't feel that at all. He will tell you all about himself, his wife and family, and ask where you have come from, what your job is, how you like America and how long you are staying. The American prefers sociability. In his home he doesn't object to being seen by everyone — he actually likes it.

With this sociability goes overwhelming hospitality. A national Thanksgiving Day is perhaps the only holiday spent by the Americans at home. Table decorations follow a traditional pattern — a harvest of Indian corn, apples, oranges, walnuts and grapes. Flowers also bring the fall scene indoors. The centrepiece is the traditional roast turkey.

Still another American tradition concerns Halloween. Its origin dates back hundreds of years to the Druid festival. The Druid New Year began on November 1, marking the beginning of winter and the reign of the Lord of Death. The custom of telling ghost stories on Halloween comes from the Druids. On this occasion children usually wear ghost costumes or false faces. They also carve out rounded eyes in pumpkins and put burning candles inside them to make them visible from far away.

In Texas, where the West begins, the biggest annual festival — the Fat Stock Show — is held. Its rodeo, hold together with the stock show, is the biggest indoor rodeo on the earth.

And, of course, no nation can exist without humour. As they themselves say, an American must have one wife, two cars, three children, four pets, five suits, six acres, seven credit cards — and is lucky to have eight cents in his pocket.

Задание 13. Ответьте на вопросы.

1. What is the American way of life?
2. What does the American prefer?
3. What holiday do the Americans spend at home?
4. What time did Halloween date back to?
5. What is the biggest Texas festival?
6. What can you say about the American sense of humour?

PECULIAR TRADITIONS IN RUSSIA.

Russia is indeed a unique country, which, along with highly developed modern culture carefully preserves the national traditions deeply rooted not only in the Orthodox religion but also in paganism. The Russians still celebrate pagan holidays, many people believe in numerous omens and legends.

Christianity gave Russians such great holidays as Easter and Christmas, and Paganism – Maslenitsa (Shrovetide) and Ivan Kupala. Old traditions are passed on from generation to generation.

Easter is the day of the resurrection of Christ. The holiday came to Russia from Byzantium together with Russia's christening in the end of the 10th century. Since then, this Christian holiday has been widely celebrated all over Russia.

Christmas is the holiday of the birth of Jesus Christ, the Savior of the world, whose advent gave people hope for mercy, kindness, truth and eternal life. The Orthodox Church observes Christmas according to the Julian Calendar, on January 7, while Western churches celebrate it on December 25, in accordance with the Gregorian Calendar.

Maslenitsa is an Old Russian Tradition. In the old days Maslenitsa was for remembrance of the dead. So the burning of the figure of Maslenitsa means her funeral, and blini (pancakes) – coliphia. But with time the Russians longing for fun and entertainment turned the sad holiday into jolly Maslenitsa with blini - round, yellow and hot as the sun, sledding and horse sleigh riding, fistfights and mother-in-law chatting. The rituals of Maslenitsa are very unusual and interesting because they combine the end

of the winter holiday rituals and the opening of new spring festivals and ceremonies, which were to promote a rich harvest.

Among the Russian traditions, the wedding has always been a kind of performance with a kind share of improvisation that is why it could be different eve in two neighboring towns. Yet, despite these differences, there was a certain order of wedding ceremony that repeated from village to village, from town to town.

Задание 14. Ответьте на вопросы.

1. What traditions are preserved in Russia?
2. Where did the tradition of celebrating Easter come from?
3. When is Christmas celebrated in Russia?
4. What rituals is Maslenitsa devoted to?
5. Why is the wedding a kind of performance?

THE QUEEN OF THE UK

Elizabeth II is the queen of the United Kingdom of Great Britain and Northern Ireland and the head of the Commonwealth of Nations. She became the queen at the age of 25 after the death of her father, George VI.

Elizabeth was born in London on April 21, in 1926, when her parents were the Duke and Duchess of York. She was christened Elizabeth Alexandra Mary. Her father became King George VI in 1936, and Elizabeth became the heiress to the throne. Elizabeth was trained from early childhood for the royal duties she would some day assume.

Elizabeth married Philip Mountbatten, formerly Prince Philip of Greece, in 1947 in Westminster Abbey. Their first son, Charles Philip Arthur George, was born in 1948. Then two more sons and a daughter were born. Prince Charles became the heir to the throne when his mother became the queen. Philip was made a prince in 1957. Queen Elizabeth and her husband, children and other close relatives make up the United Kingdom's royal family. The royal family's name is Windsor. But in 1960, Queen Elizabeth announced that her descendants would have the name Mountbatten-Windsor.

Among Queen Elizabeth's many duties are the regular visits she makes to foreign countries, and especially those of the Commonwealth, whose interests are very important to her. One of the most important official duties is the State Opening of the Parliament. This ceremony is performed annually or after a general election. The queen reads a speech prepared for her by the Prime Minister. In addition, the queen still has a set of powers known as Royal Prerogative. The most important is the right to appoint the Prime Minister.

The defenders of the monarchy emphasize the unique historical character and great popularity of the Royal Family. They also stress the great value of the work, which it regularly fulfils for both government and nation.

Задание 15. Составьте рассказ о каком-либо общественном, политическом деятеле или представителе искусства, спорта страны изучаемого языка.

GLOBAL PROBLEMS OF THE WORLD

Nowadays the humanity faces a great number of various problems. The scientific and technological progress has changed the life on our planet and as a result our natural resources are exhausted, the ecological balance of the planet is disturbed, many species of flora and fauna disappeared, pollution threatens everything alive. But the environmental problems are not the only ones. Every year thousand of people die because of wars of annihilation, terrorism, different diseases, natural disasters, social problems and in different terrible accidents.

Our environment is vitally connected with the problem of peace on our planet. The scientists consider that nuclear war could destroy mankind completely. It's true to say that nowadays great masses of chemical and bacteriological weapons have been stocked in the world. If any of these weapons is used, the casualties will run into tens of millions, because mankind has no immunity against bacteriological weapons, and the use of chemical weapons will result in mass contamination of the area.

In recent years terrorism has become a serious issue. People always panic about the possibility of terrorists getting hold of nuclear weapons or

they may blow up a nuclear power station instead. Another worry is about the possibility of our water supplies being poisoned. Lately other forms of terrorism such as “suicide terrorism” and bombing have become a real threat. Everyone remembers the tragedy which happened on the 11th of September in the USA when terrorists hijacked two planes and crashed them into two buildings in New York. Unfortunately, there is little we can do about it, except, place our faith in the government, and hope that measures taken to prevent terrorism are successful.

There are also diseases that still can't be cured. One of them is AIDS. This devastating disease strikes the body's immune system. Millions of people have already died of AIDS. To overcome this problem we need further progress of science and personal responsibility. Other examples of incurable diseases are different forms of cancer and heart disorders.

They say that recent extreme weather is due to global warming. Bad weather threatens our homes and even our life. One of the worst weather hazards is the storm known as a hurricane or cyclone (the combination of enormous wind speed, heavy rainfalls and high seas). Another terrible thing is a tornado. Tornadoes are black, twisting clouds that suddenly appear from nowhere, travel at terrifying speed, move in unpredictable ways and cause catastrophic damage in seconds. It's extremely difficult to forecast where they are likely to strike. People also suffer from earthquakes (a sudden shaking movements of the ground), floods (when water covers the land), drought (a long period of time when there is little or no rain and crops die) and avalanches (a large amount of snow and ice that suddenly falls down a mountain; a large amount of substance that falls down somewhere: an avalanche of rock/stones/mud).

To sum up, I think that the most dangerous problem is natural disasters because we can't predict and avoid them in time.

As for the ecological situation in the world, we can say that it's getting worse. People cut down forests and rainforests, pollute air, water and soil, so rare plant and animal species disappear and the climate changes. We have the time, the money and even the technology to repair the damage. All we need to do is to open our eyes and act immediately. We can prevent tragedies if only the government hires responsible specialists who don't overlook human or computer errors, look after the buildings,

toads and transport, keep nature under a strong control and develop an ability to resist any terrorist activity.

Задание 16. Прореферуйте текст, используя следующие фразы:

1) The title of the text is... 2) The text is about... The text deals with...
3) The text covers such points as... 4) It should be underlined that... 5) In conclusion, I may say that... 6. To my mind... \ In my opinion...

Задание 17. Ответьте на вопрос "What is the most serious problem of the world in your opinion and why?"

YOUTH PROBLEMS

All people nowadays have problems and young people are not an exception. Perhaps they have even more. First of all teenagers want to show they're different so they react not only against their parents, but against their older brothers and sisters too. This kind of situation is unfortunately quite common.

Young people are in some way lost. We live in difficult times and sometimes they have a rather negative view of life. They keep trying to find ways to enjoy themselves. Although everybody know drugs are dangerous there are many teenagers who have become addicted to them. Some young people take drugs because they help them feel good, some because they lonely or they want to escape from their problems. In my opinion, the government should take effective action to solve these problems.

Another important problem is to get a good education. It is not easy to make the right choice. Education is a tool of making our life more successful and perhaps happier. Everything we know comes through a process of education.

Задание 18. Какие еще проблемы, на Ваш взгляд, существуют сегодня в молодежной среде. Дополните текст своими примерами.

ENVIRONMENTAL POLLUTION

Environmental pollution is a term that refers to all the ways by which people pollute their surroundings. People dirty the air with gases and smoke, poison the water with chemicals and other substances, and damage

the soil with too many fertilizers and pesticides. People also pollute their surroundings in various other ways. They ruin natural beauty by scattering rubbish and litter on the land and in the water. They operate motor vehicles that fill the air with the noise.

Environmental pollution is one of the most serious problems facing humanity today. It causes global warming, destruction of the ozone layer, and other disastrous processes. Air, water, and soil – all harmed by pollution – are necessary to the survival of all living things. Badly polluted air can cause illness, and even death. Polluted water kills fish and other marine life. Pollution of soil reduces the amount of land available for growing crops. Environmental pollution also brings ugliness to our naturally beautiful world.

The pollution problem is as complicated as it is serious. It is complicated because much pollution is caused by things that benefit people. Exhaust from cars causes a large percentage of all air pollution, but the car provides transportation for millions of people. Factories discharge much of the material that pollutes air and water, but factories provide jobs for people and produce goods that people want. Too many fertilizers or pesticides can ruin soil, but they are important aids for the growing of crops.

Thus, to end or greatly reduce pollution immediately, people would have to stop using many things that benefit them. But pollution can be gradually reduced. Scientists and engineers should work hard to find the ways to lessen the amount of pollution that such things as cars and factories cause. Governments should enforce laws that require enterprises or individuals to stop or to reduce certain polluting activities.

Задание 19. Прореферлируйте текст, используя следующие фразы:

1) The title of the text is... 2) The text is about... The text deals with... 3) The text covers such points as... 4) It should be underlined that... 5) In conclusion, I may say that... 6. To my mind...\ In my opinion...

Раздел 4

PROFESSIONAL COMPETENCE

(Учебно-профессиональная сфера
общения)



Неличные формы глагола

Неличные формы глагола (инфинитив, причастие I, II, герундий) не имеют грамматических категорий лица, числа, времени и, следовательно, не могут быть сказуемым в предложении.

Infinitive: (to)	Active	Passive
Indefinite	<i>To use</i>	<i>To be used</i>
Continuous	<i>To be using</i>	
Perfect	<i>To have used</i>	<i>To have been used</i>
Perfect Continuous	<i>To have been using</i>	

Participle I: (ing)	Active	Passive
Indefinite	<i>Using</i>	<i>Being used</i>
Perfect	<i>Having used</i>	<i>Having been used</i>

Participle II: (ed, III form)

Used

Gerund: (ing)	Active	Passive
Indefinite	<i>Using</i>	<i>Being used</i>
Perfect	<i>Having used</i>	<i>Having been used</i>

Infinitive

	Как узнать?	Функция в предложении	Перевод
Инфинитив	Частица « to » Иногда нет частицы “ to ” (после модальных и некоторых других глаголов)	Подлежащее Часть сказуемого Дополнение Определение Обстоятельство Часть сложного дополнения Часть сложного подлежащего	<ul style="list-style-type: none"> • To think means to exist. - Мыслить – значит существовать • His aim is to find his brother. - Его цель – найти брата. • I don't know what to do. - Я не знаю, что делать • She was the first to arrive. - Она приехала первой. • They go to the library to look through newspapers. - Они ходят в библиотеку, чтобы просматривать газеты. • I want you to marry her - Я хочу, чтобы ты женился на ней. • He is said to be a decent man. - Говорят, что он – честный человек.

Перевод: глагол в неопределенной форме, придаточные определительные, изъяснительные и обстоятельственные цели.

Запомните случаи, в которых **инфинитив** употребляется без частицы "to":

- после модальных глаголов;
- после глаголов **to let** и **to make**;
- в сложном дополнении после глаголов восприятия: (**to see, to hear, to feel, etc.**);
- после выражений: **I would rather... , You had better... .**

Упражнение 1. Вставьте частицу to перед инфинитивом, где необходимо.

1. I'd like ... dance.
2. She made me ... repeat my words several times.
3. I saw him ... enter the room.
4. She did not let her mother ... go away.
5. Do you like ... listen to good music?
6. Would you like ... listen to good music?
7. May I ... use your telephone?
8. They heard the girl ... cry out with joy.
9. I would rather ... stay at home today.
10. It is time ... get up.
11. Let me ...

help you with your homework. 12. I was planning ... do a lot yesterday. 13. I'd like ... speak to you. 14. I think I shall be able ... solve this problem. 15. What makes you ... think you are right?

Participle I, II

Причастие I	Окончание -ing	<ul style="list-style-type: none"> • часть сказуемого • определение • обстоятельство причины, места, времени, условия • объектный падеж + причастие 1 • Зависимый причастный оборот (функция обстоятельства) • Независимый причастный оборот (функция обстоятельства) 	<ul style="list-style-type: none"> • I was watching TV when you called me. – Я смотрела телевизор, когда ты позвонил мне. • The man looking at you is my brother. Человек, который смотрит на тебя, мой брат • While traveling in the mountains he met the Snowman. - Путешествуя в горах, он встретил снежного человека. • I saw her talking to her husband. - Я видел, как она разговаривала со своим мужем. • Having lost his purse he went to the police. – Потеряв кошелек, он обратился в полицию. • Being asked, he will always answer the question. Если его спросить, он всегда ответит на вопрос. • The weather being nice, we went for a walk. – Так как погода была хорошая, мы отправились на прогулку.
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Перевод: причастие, причастный оборот, придаточное определительное; деепричастие, деепричастный оборот, придаточное обстоятельственное места, времени, причины, условия.

Причастие II	= 3 форма	<ul style="list-style-type: none"> • Часть сказуемого • Определение • Объектный падеж + причастие 2 	<ul style="list-style-type: none"> • The job was done perfectly well. – Работа была сделана отлично. The life lived without love is a wasted life. – Жизнь, прожитая без любви, - жизнь, прожитая напрасно. • She found him wounded. - Она обнаружила, что он ранен.
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Перевод: причастие, причастный оборот, придаточное определительное; деепричастие, деепричастный оборот, придаточное обстоятельственное места, времени, причины, условия

Упражнение 2. Переведите на английский язык:

улыбающаяся девушка, играющие дети, падающее дерево, смеющийся ребёнок, спящий человек, прогуливающаяся парочка, бегущий спортсмен, развивающаяся страна, плачущий ребёнок, горящий дом;

разбитая чашка, переведенный текст, письмо, на которое не ответили; открытое окно, закрытая дверь, занятая комната, написанное письмо, упавшее дерево, обсужденная проблема, произведенные товары, приготовленный обед, удивленный человек, развитая страна.

Упражнение 3. Переведите на русский язык, обращая внимание на Participle I и Participle II.

1. A letter sent from St. Petersburg today will be in Moscow tomorrow. He saw some people in the post office sending telegrams. When sending the telegram, she forgot to write her name.

2. Some of the questions put to the lecturer yesterday were very important. The girl putting the book on the shelf is the new librarian. While putting the eggs into the basket, she broke one of them.

3. A fish taken out of the water cannot live. A person taking a sunbath must be very careful. Having taken a dictionary, he began to translate the text.

4. A word spoken in time may have very important results. The students speaking good English must help their classmates. The speaking doll interested the child very much. While speaking to Nick some days ago I forgot to ask him about his sister.

Упражнение 4. Перепишите предложения, выбирая подходящую форму причастия.

1. Name some places (visiting, visited) by you last year.
2. She was reading the book (buying, bought) the day before.

3. Yesterday we were at a conference (organizing, organized) by the pupils of the 10th form.
4. (Taking, taken) the girl by the hand, she led her across the street.
5. Here is the letter (receiving, received) by me yesterday.
6. Do you know the girl (playing, played) in the garden?
7. The book (writing, written) by this scientist is very interesting.
8. Translate the words (writing, written) on the blackboard.
9. (Going, gone) along the street, I met Mary and Ann.
10. Look at the beautiful flowers (gathering, gathered) by the children.

Gerund

Герундий	<p>Окончание -ing Может быть притяжательное местоимение (герундиальный оборот); Часто употребляется с предлогом. Употребляется после определенных глаголов</p>	<ul style="list-style-type: none"> • Подлежащее • Дополнение • Обстоятельство 	<p>Running is his main occupation. – Бег – его основное занятие.</p> <p>I like fishing - Мне нравится ловить рыбу.</p> <p>He is fond of listening to classical music. – Он любит слушать классическую музыку.</p> <p>I insist on being listened to. – Я настаиваю на том, чтобы меня выслушали.</p> <p>I don't mind your smoking here. – Я не возражаю, если вы будете здесь курить.</p>
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Перевод: *существительное, неопределенная форма глагола, придаточные предложения изъяснительные*

Упражнение 5. Перепишите предложения, используя герундий.

1. Он закончил говорить и сел.
2. Прекратите спорить и начинайте работать.
3. Дети предпочитают смотреть телевизор чтению книг.
4. Ходить пешком полезно.
5. У меня не было даже надежды

встретить её здесь. 6. Увидев своих родителей, девочка засмеялась. 7. Он подумывает оставить работу и отправиться в Америку. 8. Ты слышал о том, что Тома отправили за границу? 9. Он с нетерпением ждет, когда сможет придти сюда ещё раз. 10. Мне совсем не хочется идти к врачу.

Модальные глаголы:

Can, Could, May, Might, Must, To have to, To be to, Should, Ought to, Need

Модальные глаголы не имеют своего собственного самостоятельного значения, как обычные глаголы, и обозначают только отношение говорящего к ситуации или к другому какому-то действию (просьба, разрешение, запрет, совет, предположение, пр.)

Особенности модальных глаголов английского языка

1. Модальные глаголы являются самостоятельными и не требуют вспомогательных глаголов для образования отрицательных и вопросительных. Отрицательная частица *not* добавляется к самому модальному глаголу. Чтобы задать вопрос с модальным глаголом, нужно перенести его на первое место.

He should not come. Ему не следует приходить.

They cannot swim. Они не могут плавать.

Must he help? Он должен помочь?

May she ask? Она может спросить?

Исключением из этого правила являются модальные глаголы *to have to* и *to be to*.

He didn't have to go. Ему не нужно было идти.

Did he have to go? Ему нужно было идти?

2. У модальных глаголов нет форм прошедшего и будущего времени. При необходимости используются так называемые эквиваленты модальных глаголов: *to be allowed to*, *to be able to*, *to have to*.

He will be able to speak English soon. Скоро он сможет говорить по-английски.

We were allowed to stay. Нам разрешили остаться.

They had to go. Им пришлось уйти.

Исключения составляют глаголы to have to, to be to, которые имеют формы прошедшего и настоящего времени.

3. После модальных глаголов не нужно ставить частицу to перед инфинитивом.

You should rest. Тебе стоит отдохнуть.

Исключениями являются те модальные глаголы, которые сами по себе идут в связке с to: have to, had to, ought to, be to.

I have to rest. Мне надо отдохнуть.

CAN

(эквивалент для будущего и прошедшего времени to be able to, could)

1. Физическая или умственная способность, возможность, допустимость совершения действия. *Я могу говорить по-английски. I can speak ...*

2. Разрешение. *Можно войти? Can I come in ?*

3. Запрещение. *Вы не должны здесь ставить машину. You can not park...*

4. Сомнение, удивление, недоумение, невероятность. *Это не может быть ложью! It can't be Где он мог видеть эту девушку? Where can he have seen...*

COULD

1. Разрешение (большая вежливость, чем CAN) *Не мог бы я сейчас повидать больного? Could I see ... ?*

2. Сомнение, удивление, недоумение, невероятность (менее категорично, чем CAN) *Разве ему столько же лет, сколько моему отцу? Could he be of the same age ... ?*

Упражнение 1. Вставьте can / can't/ could/ couldn't.

1. You don't need to shout. I _____ hear you perfectly well.

2. We _____ go to safari because the trip was too expensive.

3. He eats in restaurants because he _____ cook.

4. I had an aisle seat on the plane, so I _____ see the landscape below.
5. When we used to live in China, I__ speak some Chinese, but now I___ say a word.
6. _____ you play the piano at the age of six?
7. He_____ speak English so fast that I _____ understand him (now).
8. I'm afraid, Nickolas _____ talk to you now. He has to arrive at school in time.
9. I_____get a good mark in Literature because I didn't know the theme.
10. I_____retell my friend the whole story because I had read it.

Упражнение 2. Переведите слова в скобках. Используйте can или be able в нужной форме.

1. Children (нельзя) discuss such things.
2. Certainly, Nick (мог) translate that article.
3. (мог бы) Nick show me that? (polite)
4. Molly (не могла) wait for us.
5. You (можете) get there in 10 minutes.
6. The swimmer (смог) reach the sea shore.
7. Steven (мог) work fifteen hours a day before his illness

Упражнение 3. Выберите правильный вариант.

1. Seventeen people looked at each other and no one _____ words to say.
2. a) could have found b) could find
3. The wind was still blowing but Philip _____ no sound of rain.
4. a) could have heard b) could hear
5. The police were quite sure that nobody _____ house before they got there.
6. a) could leave b) could have left
7. We _____ anything definite out of their neighbors.
8. a) couldn't get b) couldn't have got

Упражнение 4. Выразите сомнения при помощи can/could.

1. Едва ли Салли была дома.
2. Возможно, он навестит бывшую жену, когда приедет в Сочи.
3. Разве Николас мог такое сказать?
4. Разве Катерина отказалась ехать с тобой?
5. Василий мог бы заехать завтра.
6. Салли не могла так быстро прочесть роман.
7. Не может быть, что Грег попал в аварию.

MAY

(эквиваленты для будущего и прошедшего времени to be allowed to, to be permitted to, might)

1. Разрешение (боле официальное, чем CAN) *Могу я сейчас по-видать больного? May I see ... ?*
2. Запрещение (более лояльная форма, чем CAN или MUST – резкий запрет) *Вам лучше здесь не курить. You may not smoke ...*
3. Допустимая возможность, предположение, основанное на неуверенности. *Он может скоро придти. He may come Может быть, они уже закончили работу. They may have finished ...*

MIGHT

1. Допустимая возможность, предположение, основанное на неуверенности (меньшая степень уверенности, чем MAY) *Может быть, он его и знает. He might know him.*
2. Упрек, неодобрение (значительно реже в этом значении используется MAY) *Они могли бы объяснить им это раньше. They might have explained ...*

Упражнение 5. Используйте may / might / may not/might not.

1. Sally isn't feeling very well. Sally (not go) _____ to school tomorrow.
2. It's my aunt's birthday, so we _____ (buy) her a new CD.

3. Paul doesn't study very much. He _____ (not pass) his exams.
4. Sarah and Tom _____ (not come) to the beach with us this weekend.
5. My sister is going to London for a week. I _____ (lend) her my new camera.
6. I'm really tired, so I _____ (not go) to the party tonight.
7. My cousin is starting at your school next term. You _____ (be) in the same class!
8. Jack's going away tomorrow, and we _____ (not see) him before he goes.

Упражнение 6. Перефразируйте предложения используя глаголы, данные в скобках.

1. Perhaps it will snow tomorrow, (might)
2. Perhaps a friend will visit me next weekend. (may)
3. Perhaps Sam will buy a new computer. (may)
4. Perhaps I will change my job next year, (might)
5. Perhaps I won't go to work tomorrow, (might)
6. Perhaps the children won't have a holiday next summer. (may)

Упражнение 7. Переведите предложения.

Используйте may/might.

1. Возможно, Вы встретите Салли на станции.
2. Вероятно, Алексей оставил вам вчера записку.
3. Катя, вероятно, забыла зонт дома и поэтому промокла.
4. Мэри, возможно, поймет все, когда повзрослеет.
5. Может быть, дверь не заперта.

MUST

(эквиваленты для будущего и прошедшего времени to have to)

1. Необходимость или обязанность(с т. зр. говорящего), долг. *Я должен закончить эту работу к вечеру. I must finish ...*

2. Настойчивый совет, приказание. *Она должна прочесть эту вашу книгу. She must read ...*

3. Запрещение (отрицательная форма). *Нельзя родителям ссориться в присутствии детей. Parents must not argue ...*

4. Предположение, вероятность действия (с большей степенью уверенности, чем MAY). Здесь можно употребить разные формы инфинитива. *Ее муж, должно быть, все еще на работе. Her husband must be ...*

Упражнение 8. Напишите что можно и что нельзя делать must or mustn't do when you travel.

1. You _____ drink dirty water.
2. You _____ be careful when you travel.
3. You _____ always wash fruit and vegetables.
4. You _____ play on the road.
5. You _____ throw litter.

Упражнение 9. Напишите предложения в прошедшем времени.

1. Greg must put on his red cap.
2. Greg must make his bed.
3. Greg must stay in bed.
4. Sally must cook lunch.
5. Jenny must learn the words
6. Liz must go there.
7. Liz and Greg must stop.
8. Liz and Greg must work hard.

Упражнение 10. Вставьте Must + подходящая форма инфинитива.

1. Sally's Norwegian is very good, she ___ (study) very hard when she was in Norway.
2. Samuel _____ (take) a bath at that moment.
3. Irene _____ (be) at home now.

2. Eton is a highly strict school. Students there _____ wear their uniform.

3. _____ you _____ learn the poem by heart? — No, I have already learned it,

4. You _____ buy bread. Mum has already bought it.

5. Jimmy _____ get up early. It's holiday-time.

6. Tom _____ take his PE kit to school on Monday and Tuesday. He has PE lessons on these days.

7. _____ we _____ walk to school? — No, let's take a bus.

8. Sally has no pen. She _____ ask somebody for a pen.

9. Nelly is studying literature. She _____ read a lot of books.

Упражнение 13. Напишите, что приходится (пришлось/придется) делать. Используйте have to в нужной форме.

1. She _____ (приходится) buy some food.

2. She _____ (пришлось) buy some food.

3. She _____ (придется) buy some food.

4. Peter and Tom _____ (придется) work hard.

5. Peter and Tom _____ (пришлось) work hard.

6. Peter and Tom _____ (приходится) work hard.

Упражнение 14. Используйте правильную форму глагола have to.

1. You _____ (not run). You won't miss the bus.

2. Pete's eyes are very bad, and he _____ (wear) glasses.

3. School starts at eight o'clock, so we _____ (get) up early.

4. My friend gave me some tickets for the concert, so I _____ (not pay)!

5. We _____ (study) maths at school, because it's compulsory.

6. She's got lots of time. She _____ (not hurry).

7. We _____ (not take) any exams at the end of this term.

8. My mum sometimes _____ (work) at weekends.

TO BE TO

1.Предварительная договоренность, запланированность действия. *Мы должны приготовить обед на всех. We are to prepare ..*

2.Приказание. *Вы должны немедленно начать работать. You are to start ...*

3.Неосуществленное намеченное действие (с перфектным инфинитивом) . *Я должен был уехать в Москву в среду, но заболел.I was to have gone to...*

SHOULD

1.Моральная обязанность. *Не стоит лгать друзьям. You should not lie ...*

2.Совет, рекомендация. *Тебе следует посмотреть этот фильм. You should see...*

3.Нежелание, нерасположенность совершать действия (с вопросом Why?) *Почему я должен делать эту глупую работу? Why should I do ...?*

4.Недоумение, возмущение. *Стоит ли эту работу делать вообще. Should we do?*

5.Порицание, упрек (в сочетании с перфектным инфинитивом). *Тебе давно следовало бы объяснить ему это! You should have explained ...*

OUGHT TO

1.Моральный долг, обязанность, порицание (с перфектным инфинитивом). (SHOULD – выражает более субъективное мнение, OUGHT TO – более объективный оттенок) *Нам следует встретиться их на вокзале. We ought to meet... Тебе следовало бы предупредить их об опасности. You ought to have warned them ...*

Упражнение 15. Вставьте should или shouldn't по смыслу.

1. The sun is really strong. He _____ put on some sun cream.

2. If Meredith has got a really bad cold, she _____ go to school.
3. We _____ eat in the classroom.
4. If she's got a headache, she _____ take an aspirin.
5. The weather's very hot. You _____ wear a coat.
6. They've found some money. They _____ take it to the police.

Упражнение 16. Дайте советы в следующих ситуациях.

1. Molly can't read this article in the original.
2. Greg has hurt his elbow.
3. Sally can't see very well.
4. The baby is too fat!
5. I'm always tired.
6. I've got an exam tomorrow.

Упражнение 17. Вставьте should или shouldn't.

1. Sally _____ work more as she's missed some lessons.
2. Mothers _____ shout at their children.
3. The toddler _____ be in bed, as it is very late.
4. Everyone _____ be careful while driving.
5. Governments _____ respond to all the notifications.
6. Governments _____ lead an effective social policy to protect the most vulnerable people.
7. Families _____ be together at Christmas.
8. The woman in her condition _____ drink, as it's dangerous for her health.
9. United Nations efforts _____ compromise the independence of the individual countries.
10. Greg _____ have said it to Megan. He _____ have praised her to give her positive emotions.

Упражнение 18. Вставьте ought to или oughtn't to.

1. Winners must be selected fairly; we ____ have any political tendency while voting.
2. Megan _____ have considered all possibilities to make the right choice.
3. Your boss _____ pay you twice for your brilliant work.
4. A man _____ be magnanimous (великодушным).
5. Despite Megan loves him, she _____ sacrifice everything for him.
6. He _____ trouble you at all, he can do it by himself.

NEED

1. В отрицательных предложениях, где выражает ненужность совершения действия. *Тебе не нужно делать всю эту ерунду. You needn't do ...*

2. В вопросительных предложениях, где содержится вопрос о необходимости действия. *Я должен помыть посуду? Need I wash up?*

Упражнение 19. Переведите на русский язык.

1. I need not go to work today.
2. You need not translate this difficult text.
3. You need not do everything by yourself.
4. She need not buy bread.
5. They need not wait for him.
6. Need I cook the dinner? (достаточно редко употребляется, чаще)
7. Shall I cook the dinner?

Упражнение 20. Перепаразируйте следующие предложения, употребляя модальный глагол need.

1. It is not necessary to take a taxi.
2. It is not necessary to buy the child everything he wants.
3. It is not necessary to get up early on weekends.

4. It is not necessary for you to be present at the meeting.
5. It is not necessary for him to remind me about her birthday.
6. It is not necessary for mother to cook a pie. We can buy a cake.

Упражнение 21. Вставьте модальный глагол, исходя из контекста.

1. Mum, I buy an ice-cream? (можно)
2. You hear this music everywhere, it's very popular.
(можешь)
3. What I do to help you? (могу)
4. You not read in bed. (нельзя)
5. You..... not worry. All is going to be fine. (не нужно)
6. I think you buy this book. (можешь)
7. Hegive up smoking after a heart attack. (должен)

Упражнение 22. Используйте подходящие по смыслу модальные глаголы. (can, may, must, should, etc.) Возможны варианты.

1. I don't know but he ... be working in the garden.
2. I saw them in the village. They ... have come to visit their grandparents.
3. ... I use the telephone?
4. You ... have read books during the term, not on the eve of the exams!
5. ... I switch on the radio? – Yes, you
6. ... I smoke here? – No. you
7. You ... take my pencil for a moment.
8. I ... finish my work today. I am tired.
9. Pupils ... talk during the lesson.
10. You ... join our party.
11. "... I come in?" asked the pupil.
12. Yesterday I was very tired, that's why I ... not finish the work.
13. Let's ask mother. She ... know his address.
14. You ... drink cold water if you don't want to feel ill.
15. - ... you help me? - I'm afraid not.
16. You ... interrupt me when I'm speaking.
17. My father ... be at his office now as it is 8 o'clock already.
18. When I was a child, I ... not play chess.

Сослагательное наклонение



	We will go for a walk, if the weather is fine	We would go for a walk tomorrow, if the weather were fine.	We would have gone for a walk, if the weather had been fine.
главное	Будущее время	Would+простой инфинитив	Would+перфектный инфинитив
придаточное	Настоящее время	Простое прошедшее время	Перфектное прошедшее время

Упражнение 1. Переведите на английский язык. Обозначьте (RC – реальное условие, UC – нереальное условие)

1. Я куплю хлеб, если магазин все еще будет открыт.
2. На твоём месте я бы последовал совету родителей. (follow)
3. Если ты звонишь по телефону после 8 вечера, это дешевле.
4. Если мы приедем рано, будет не трудно купить билеты на концерт.
5. Если бы у меня было 5 тысяч евро, я бы отправился на Гаити (Haiti).
6. Если бы мне не нужно было идти, я бы с удовольствием поболтал с тобой.
7. Тебе следует заняться чем-то новым, если тебе скучно.
8. Этот пирог был бы вкуснее, если бы ты добавил больше сахара.
9. Если бы у меня было больше друзей, я был бы счастливее.
10. Если мы пойдем куда –нибудь поесть (go out for a meal), давай пойдем в ресторан.

11. Растение засыхает, если ты не поливаешь его.

12. Если я сплю мало ночью, я засыпаю на уроках. (feel sleepy)

Упражнение 2. Употребите глаголы, данные в скобках, так, чтобы предложения выражали реальное условие.

1. If I (*see*) John, I'll tell him your news. 2. He (*be*) very pleased if it (*be*) really true. 3. If you (*go*) to town on Monday, you (*meet*) my brother Tom. 4. If you (*need*) help, my father (*help*) you. 5. We (*have*) a picnic lunch if the day (*be*) fine. 6. If you (*ask*) a policeman, he (*tell*) you the way. 7. I (*finish*) the job tomorrow if I (*can*). 8. I (*not/take*) an umbrella if (*not/rain*). 9. If they (*catch*) the bus now, they (*arrive*) at half past nine. 10. He (*find*) the answers if he (*look*) in the keys. 11. If he (*write*) to her, she (*answer*) at once. 12. He (*lose*) weight if he (*stop*) eating too much. 13. If she (*be*) patient, I (*try*) to explain. 14. If we (*leave*) at once, we (*catch*) the early train. 15. If she (*drink*) this medicine, she (*feel*) much better.

Упражнение 3. Раскройте скобки таким образом, чтобы предложения выражали: а) реальное условие; б) нереальное условие.

1. If I (*know*), I (*tell*) you. 2. If she (*want*) to talk, she (*ring up*). 3. If he (*have*) enough money, he (*buy*) a large house. 4. She (*feel*) lonely if Peter (*go*) away. 5. We (*be*) pleased to see you if you (*arrive*). 6. If we (*can*) come on Sunday, we (*come*). 7. I (*understand*) Mr Smith if he (*speak*) slowly. 8. We (*not/go*) by ship unless there (*be*) no other way.

Упражнение 4. Составьте предложения, найдя соответствие между левой и правой колонками.

1. If I go on a diet	a. we'll make a snowman.
2. If it's sunny tomorrow	b. I'll buy you some sweets.
3. If John doesn't hurry	c she'll have to take a taxi.
4. If it snows	d. I'll lose weight.
5. If there are no buses	e. he'll be late.
6. If you are a good girl	f. we'll go for a picnic.

Упражнение 5. Закончите предложения.

1. If I had enough money 2. If it doesn't rain soon 3. I'll stay at home if 4. I wouldn't have come to the theatre on time if ... 5. If I left home for work earlier 6. If I won a prize 7. If I were a king 8. If I told my parents the truth 9. If I were you 10. If I were rich

Тесты для самопроверки усвоения грамматического материала

Тест 1

Неличные формы глаголов

Перепишите предложения, используя причастие, герундий или инфинитив.

1. He offered (lend) me money. I didn't like (take) it but I had no other way out.

2. What was in the letter? I don't know. I did not want (open) it as it wasn't addressed to me.

3. Try (avoid) (be) late. He hates (be) kept (wait).

4. He heard the clock striking seven and knew it was time for him (get) up.

5. I can hear the bell (ring) but nobody seems (be coming) (open) the door.

6. Did you advise him (go) to the police?- No, I didn't like (give) any advice on such a difficult matter.

7. It's pleasant (sit) by the fire at night and (hear) the wind (blow) outside.

8. It's no use (write) to him, he never answers letters. The only thing (do) is (go) and (see) him.

9. Ask him (come) in. Don't keep him (stand) at the door.

Тест 2

Модальные глаголы

Выберите правильный вариант из предложенных справа

1. He ... the door, because smth was wrong with the lock.
1. cannot open 2. couldn't open 3. couldn't be opening
2. You ... my documents, officer!
1. may to see 2. may see
3. They ... this problem for two hours.
1. may have been discussing 2. may been discussing
4. You ... your teacher when he is speaking.
1. might have interrupted 2. can't interrupt
5. I'm sure that he ... this actress.
1. can't know 2. can't knowing
6. Where is father? – He ...
1. may be working 2. might have worked
3. may be worked ... at his office now.
7. She has disappointed me greatly. She ... you when you were in trouble.
1. may be helping 2. might have helped 3. might to have helped
8. What are the Jones celebrating? – I can't say for sure, but they ... the fifteenth anniversary of their marriage.
1. may have celebrated 2. may have been celebrated
3. may be celebrating
9. You ... help your friends.
1. ought 2. should 3. have
10. When they saw the body, they ... the police at once.
1. should have phoned 2. have to phone
11. Where is he? – He ... be at school now.
1. must 2. ought
12. Where ... ice-cream be kept?
1. has to 2. should 3. is to
13. When he ... to meet you?
1. have 2. is 3. should
14. You ... have declared your love.
1. ought 2. ought to 3. are
15. We have a lot of butter at home. You ... so much.
1. shouldn't have bought 2. needn't have bought
16. The policeman said that our father ... drive more carefully.
1. should have 2. should

Тест 3

Сослагательное наклонение

Выберите наиболее подходящие типы условных предложений и раскройте скобки.

1. If it (*rain*), I won't go out.
2. You would learn more if you (*study*) sometimes.
3. If he (*ask*) me, I would have told him answer.
4. You would have done well if you (*take*) my advice.
5. I wouldn't phone you here unless it (*be*) urgent.
6. She'll catch cold, if her feet (*get*) wet in this weather.
7. Unless you apologize at once, I never (*speak*) to you again.
8. If we (*have*) nothing to do, life would be boring.

TEXTS FOR READING AND STOREYTELLING

Прочитайте тексты. Выполните задания к текстам. Используйте слова, словосочетания и грамматические структуры из текстов.

HIGHER EDUCATION IN RUSSIA.

Higher education plays an important part in the life of any country as it provides the country with highly qualified specialists for future development and progress. It trains young people to become teachers, engineers, doctors and other specialist workers.

Young people in our country have every opportunity to study and to get a higher education. They have a wide choice of state-controlled and private education. The state education in Russia is free of charge.

Students are able to study in the evening and day-time departments or by correspondence. A student who does not work and attends a day-time department is called a full-time student. A student who combines work and studies and attends an evening department is called a part-time student.

The training of specialists at our institutes combines theoretical studies with practical work and industrial or educational training. At the end of each term students are to submit their course (term) papers or designs.

Students working for their first degree at university are called undergraduates. When they take their degree we say that they graduate and then they are called graduates. If they continue studying at university after they have graduated, they are called post-graduates. In general, the first degree of Bachelor is given to students who pass examinations at the end of three or four years of study.

The academic year usually lasts 9 months and is divided into two terms (semesters). The first- and second-year students obtain thorough instructions in the fundamental sciences of mathematics, physics, chemistry and biology as well as computer engineering and a number of others. The curricula are enriched and broadened by instructions in such subjects as foreign languages, history, economics and physical education.

At the third year students get more advanced knowledge and begin to concentrate on their special interests, so to say, their «major» subject and take many courses in this subject. Specialized study and courses will help students to become specialists and prepare them for their future work.

After four years students get a bachelor's degree. Then students may go on with their studies and in a year or two of further study and research get a master's degree. After graduating from the university they may go on with their study and research and may get a still higher degree.

At present a new system of education is introduced in the country — a distance education system. Computer system of learning helps working professionals to continue their education while remaining at their jobs. This system enables people to get knowledge and a good foundation in the sciences basic to his or her field of study. Distance learning has developed over years from satellite video courses to modern videoconferencing through personal computers.

Education is a process through which culture is preserved, knowledge and skills are developed, values are formed and information is exchanged. Education is the way to success.

Russia has been a leading centre of culture, science and education in Europe since the 18 century. The higher education system in Russia has a distinguished reputation in the world. The standards of the higher education in Russia are considered to be one of the best in the world.

*Задание 1. Ответьте на вопросы по тексту **Higher education in Russia**.*

- 1) Why does higher education play an important part in the life of any country?
- 2) What education is free of charge?
- 3) What is the difference between full-time and part-time education?
- 4) What activities does the training of specialists combine?
- 5) What students are called undergraduates, graduates and post-graduates?
- 6) Who is given the first grade of Bachelor?
- 7) What do first- and second-year students obtain?
- 8) What year students concentrate on their special interests or major?
- 9) When do they get a Master degree?
- 10) What kind of education is introduced in our country at present?

Задание 2. Найдите в словарях и выпишите перевод на английский язык словосочетания «заочная форма обучения».

Задание 3. Расскажите по-английски, почему Вы выбрали эту форму получения высшего образования.

TEACHER TRAINING IN GREAT BRITAIN

Nowadays teacher training in Great Britain is realized at universities, polytechnics and colleges of higher education.

From 1st August 1975 the system of teacher training in England is being reorganized. All higher and further education outside the universities including teacher training is being assimilated into a common system. A number of the existing colleges of education are to be merged either with each other or with other institutions of further education (polytechnics and others). Further study or research is required at the modern universities for

the first post-graduate degree of Master, and at all British universities for that of Doctor.

In Britain full-time university students (students who spend all their time studying and have no other employment) have three terms of about ten weeks in each year. University teaching combines lectures given by professors, readers or lecturers, 4 practical classes (scientific subjects) and small group teaching in seminars or tutorials.

The course of study for intending teachers is based upon compulsory and optional subjects. The Programme usually consists of three core components: School-based experience, Subject studies and Education studies. Theory of Education is one of the main subjects.

At the end of the first or second year students are to make their choice as to the age-range of children they wish to prepare to teach. Junior students go into schools for one day each week, watching experienced teachers at work. They take part in the life of the school, help with games, societies or play productions. Senior students spend fifteen weeks on teaching practice. They learn the use of different educational aids, audio-visual facilities, observe lessons and take an active part in discussing them with a supervisor (tutor) on school practice.

Examinations are held at the end of each term. Final examinations (or finals) are taken at the end of the course.

<https://allrefrs.ru/4-12974.html>

Задание 4. Расскажите по-английски, как проходит Ваше обучение.

CHOOSING A CAREER

One of the most important decisions in life is the choice of a profession. This problem is compounded by the fact that it is necessary to solve it very early, still not at a completely conscious age. The graduates of schools, in addition to their loads of the study of subjects and passing exams, should determine accurately their future profession.

The right choice in the modern world is becoming increasingly difficult. A great number of new and prestigious professions appear, more

knowledge is required to implement one's plans for his or her future life. In addition, it is necessary to take into account the psychological characteristics of the individual. For many professions the character and natural gifts are not less important.

Choosing a career is like any other activity: it is best to work to a plan. Too many people start looking for a specific job before thinking out their occupational aims. It is a good idea to begin by attempting to define in clear terms what your requirements are from a career. This involves taking a realistic view of your strengths and weaknesses. You may think for example, that you would like a job which involves organizing people, but liking such a job is not a sufficient justification if experience you already may have suggests that this is not your strong point. On the other hand, you should remember that training will equip you to do new things. A further point to consider is how far you will be willing to do for a time things which you do not like knowing that they are necessary to achieve your longer term objectives.

Having thought carefully about the sort of person you are, try to work out a realistic set of occupational requirements. In particular, you can answer to important questions. First: what sort of life do you want to lead? For example, do you want to live in the country or in the town? Is leisure time of great importance to you? Is the size of your salary important? Do you want to put down roots or travel widely? Second: what sort of work do you want to do? For example, do you like working alone or with others? Does teaching people appeal to you? Do you want to be an organizer of other people's activities? Do you want to develop new ideas and initiate changes?

http://today.ru/?l=eng&r=20&t=the_teacher%E2%80%99s_profession-professiya

Задание 5. Закончите предложения.

- 1) One of the most important decisions in life is ...
- 2) The graduates should ...
- 3) The right choice in the modern world is ...
- 4) It is necessary to take into account ...
- 5) For many professions ...

- 6) Choosing a career is like any other activity: it is best
- 7) Too many people start looking for a specific job before
- 8) It is a good idea to begin by attempting to define in clear terms
....
- 9) This involves taking a realistic view of your
- 10) Having thought carefully about the sort of person you are, try to work out

Задание 6. Ответьте по-английски на вопросы, поставленные в тексте.

- 1) What sort of life do you want to lead?
 - Do you want to live in the country or in the town?
 - Is leisure time of great importance to you?
 - Is the size of your salary important?
 - Do you want to put down roots or travel widely?
- 2) What sort of work do you want to do?
 - Do you like working alone or with others?
 - Does teaching people appeal to you?
 - Do you want to be an organizer of other people's activities?
 - Do you want to develop new ideas and initiate changes.

WHY DID I MAKE UP MY MIND TO BE A TEACHER

Since childhood I have dreamed of becoming a teacher. Initially, it was an unconscious desire, because my grandmother was an elementary school teacher, and I always envied her. I consider her a real celebrity, lots of students from her previous classes of graduates came to visit her, their parents always addressed respectfully and lovingly to her, she often returned home with bouquets of flowers. It was so interesting for me to attend her school activities and interact with her students.

I saw that she was working hard, granny was always busy with notebooks, plans and tables. My grandmother knew how to do many things with her own hands and always taught me. My mother, unfortunately, did not opt for the teaching profession because she considered that my grand-

mother had devoted most of the time to school and not to the family. My mother's character is not suitable for this work, although she is kind, smart and perseverant. She loves her more relaxed and creative work and does not welcome much my choice.

http://tooday.ru/?l=eng&r=20&t=the_teacher%E2%80%99s_profession-professiya

Задание 7. Расскажите по-английски, что повлияло на Ваше решение стать учителем.

IDEAL TEACHER: WHAT IS S/HE LIKE?

Few of those engaged in teacher training would conceive of a teacher who would be ideal for all and any teaching circumstances. The art and craft of teaching is so diverse that no such paragon would be likely to exist.

What is possible, however, is to conceive of an ideal which is redefined in terms of the particular kinds of teaching situations the teacher actually proposes to engage in. Such an "ideal" teacher would possess personal qualities, technical abilities and professional understanding of the following kinds:

1) Personal qualities. These include both inherent qualities and other qualities acquired through experience, education, or training. Equally, it is obvious that the teacher must be intelligent, have a non-discouraging personality, and display emotional maturity. Among the acquired qualities are to be included a wide experience of life, an adequate level of personal education and sufficient command of the subject he is teaching.

2) Technical abilities. These are of three kinds: first ability to discern and assess the progress and difficulties of his pupils, an unhesitating control of the teaching in his class so as to maximize the role of learning; secondly a fluent and responsive grasp of classroom skills and techniques; and thirdly a "creative familiarity" with the syllabus and materials being used in his classes.

3) Professional understanding. This refers to a sense of perspective that sees the teacher's own particular task in relation to all types of teaching situations, to an awareness of trends and developments in methods of

teaching, and to an acceptance that it is in his professional duty to go on improving his professional effectiveness throughout his career.

Задание 8. Скажите, согласны ли Вы с точкой зрения автора. Какими еще качествами, на Ваш взгляд, должен обладать идеальный учитель.

*Задание 9. Прочитайте текст **Education**.*

EDUCATION

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits.

Educational methods include storytelling, discussion, teaching, training, and directed research.

Education frequently takes place under the guidance of educators, but learners may also educate themselves.

Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels or acts may be considered educational.

The methodology of teaching is called pedagogy.

Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

A right to education has been recognized by some governments and the United Nations. In most countries today, full-time education, whether at school or otherwise, is compulsory for all children up to a certain age. Due to this the proliferation of compulsory education, combined with population growth, UNESCO has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.

Задание 10. Образуйте имена существительные от следующих глаголов:

to educate, to acquire, to know, to discuss, to guide

Задание 11. Составьте словосочетания

- | | |
|---------------|--------------|
| 1. full-time | |
| 2. secondary | |
| 3. primary | a. education |
| 4. informal | b. school |
| 5. preschool | c. Nations |
| 6. United . | d. setting |
| 7. compulsory | |
| 8. part-time | |
| 9. formal | |

Задание 12. Образуйте отглагольные существительные, причастие I или герундий от следующих глаголов:

to facilitate+ing=facilitating

to learn, to teach, to tell, to train, to set

Задание 13. Ответьте на вопросы по-английски, используя ключевые слова в скобках.

1) What is education? (process, facilitating, acquisition, knowledge, skills, learning, values, beliefs, habits)

2) What do educational methods include? (storytelling, discussion, teaching, training, directed research)

3) How does education frequently take place? (under the guidance of educators, learners, educate themselves)

4) How can education take place? (formal setting, informal setting)

5) What experience may be considered educational? (formative effect, way, think, feel, act)

6) What is pedagogy? (methodology, teaching)

7) What is formal education divided into? (stage, preschool, kindergarten, primary, secondary, school, college, university, apprenticeship)

8) What has been recognized by some governments and the United Nations? (right, education)

9) What education is compulsory in most countries today? (full-time, education, otherwise, children, certain age)

PEDAGOGY

Pedagogy is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also sometimes referred to as the correct use of teaching strategies. For example, Paulo Freire referred to his method of teaching adults as "critical pedagogy". In correlation with those teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.

1. What is pedagogy?

The first major milestone in the history of education occurred in prehistoric times when man invented language. Language enabled man to communicate more precisely than he could by signs and gestures. But early man had only a spoken language. He had no system of writing or numbering and no schools.

2. When did the first major milestone in the history of education occur? Why?

Young people in prehistoric societies were educated through apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society. Through the performance of rituals, they learned about the meaning of life and the ties that bound them to their group. The rituals consisted of dancing or other activities. They were performed at times of emotional stress, such as death, warfare, or drought. The rituals usually involved myths, which dealt with such things as the group's history and its gods and heroes.

3. How were young people educated in prehistoric societies?

Today, in all societies, young people still learn through apprenticeship, imitation and ritual. But as a society grows increasingly complicated, teachers and schools take on more and more responsibility for educating the young.

4. *Who takes on more and more responsibility for educating the young today?*

The role of a teacher is generally a very varied one. It does not only require a good knowledge of the subjects you teach. Teachers must also have the ability to communicate, inspire trust and confidence, and motivate students. An understanding of the students' emotional and educational needs in respect to their individual background and cultural heritage is also very important. A teacher will also benefit from being organized, dependable, patient and creative.

5. *What must a teacher require except a good knowledge of subjects s/he teaches?*

Teaching brings many rewards and satisfactions, but it is a demanding, exhausting, and sometimes frustrating job. It is hard to do well unless you enjoy doing it. Teachers who do enjoy their work will show this in their classroom behavior. They will come to class prepared for the day's lessons and will present lessons in a way that suggests interest and excitement in promoting learning. When students achieve success, the teacher shares their joy.

6. *What kind of job is teaching?*

Задание 14. Ответьте на вопросы после каждого абзаца.

TEACHERS' DUTIES AND WAGES NOT SEEING AS BEING IN BALANCE

DEAR ANN LANDERS:

I have no idea who wrote this piece. It was sent to us by a friend because both my wife and I are teachers. Perhaps some of your readers might consider passing it on to anyone they hear complaining about teachers being overpaid. Maybe they would like to try teaching for a week — or even a day. I'll bet this would change their minds. — JOHN IN WINNETKA, CALIF.

DEAR JOHN:

I agree – totally Thanks for sending it my way. No one can tell the story better than someone who has been there.

Teaching

Let me see if I have this right. You want me to go into that room with all those kids and Fill their every waking moment with a love for learning. Not only that, but I am also to instill a sense of pride in their ethnicity modify disruptive behavior and observe them for signs of abuse.

I am to fight the war on drugs and sexually transmitted diseases, check their backpacks for guns and knives and raise their self-esteem. I am to teach them patriotism, good citizenship, sportsmanship and fair play; how to balance a checkbook, and how to apply for a job.

I am to check their heads for lice, maintain a safe environment, recognize signs of potential antisocial behavior, offer advice, write letters of recommendation for student employment and scholarships, encourage respect for the cultural diversity of others and, oh yes, teach, always making sure I give the girls in my class 50 percent of my attention.

I am required by my contract to work on my own time (summers and evenings) and at my own expense toward additional certification and a master's degree, to sponsor the cheerleaders, or the sophomore class (my choice); and after school, I am to attend committee and faculty meetings and participate in staff development training to maintain my current certification and employment status.

I am to be a paragon of virtue, such that my very presence will awe my students into being obedient and respectful of authority. I am to do all of this with just a piece of chalk, a bulletin board and a few books (some of which I may have to purchase myself). And for doing this, I am to be paid a starting salary that, in some states, qualifies my family for food stamps. Is that all?

Задание 15. Ответьте на вопросы.

1. According to this article, what responsibilities do American teachers have in addition to teaching their subject matter?

2. What additional responsibilities do Russian teachers have?
3. What do you consider to be (he greatest challenges that Russian teachers face?
4. According to this article, what are some of the challenges that American teachers face?
5. How do you think Russian teachers' duties have changed in the past 10 - 20 years?

MY JOB

A good teacher must possess many qualities: to be creative, hard - working, self-restrained, able to solve problems and make the right decisions.

While studying at school I have realized that teachers are different. Some of them have taken this job by mistake, without estimating their strengths and character. As a result, they fail to achieve good results in the work, and they ruin the life not only of themselves but also of other people, especially children. This is a very sad mistake which is sometimes difficult to correct.

I believe that a teacher should have a talent, as well as an actor, writer or a doctor. Before you decide on a profession and make it enjoyable, not a punishment for you, you need to listen to the advice of authoritative people, psychologists, good teachers. You need to observe the work from the "inside" and assess your abilities.

I understand that the noble and time-consuming work of a teacher is not highly valued in the country, salaries are small, the environment at work is far from being favourable and the profession requires constant dedication. But I believe that doing things you love, and not just making a career, can bring excellent results. There are a lot of examples of the teachers who have become known for their work. I have read many books and watched a lot of movies about this fascinating, generous and interesting job. I think that the life of a society and a country as a whole, depend on the teachers, the quality of their work, their skills and commitment.

I know that some prestigious and highly paid professions can become a heavy burden for many young people. Moreover, opting for the most common and not fashionable jobs, you can achieve very good results and get real satisfaction, and sometimes the purpose of your life. I hope that I will succeed and I will never be disappointed about my choice.

http://today.ru/?l=eng&r=20&t=the_teacher%E2%80%99s_profession-professiya_-_uchitel-72

Задание 16. Выберите тему и напишите реферат (объем – 5-7 печатных страниц, шрифт Times New Roman, 14 кегль, 1,5 интервал).

1. The teacher's profession
2. Training of teachers
3. From the history of education
4. The role of a teacher in modern society
5. Outstanding teachers in the history of education
6. An ideal teacher
7. My favorite teacher

ПРИЛОЖЕНИЯ

Приложение 1

Ключи к грамматическим упражнениям

Раздел 1

Упражнение 1. Восстановите диалог, расставив реплики в нужном порядке.

- 1) Mary: a) Hi, Bob!
- 2) Bob: b) Hello, Mary! How are things?
- 3) Mary: c) Fine, thanks. And what about you?
- 4) Bob: d) Not too bad, thank you.
- 5) Mary: e) Bob, have you met my cousin, Max?
- 6) Bob: f) Hello, Max. Nice to meet you.
- 7) Max: g) Nice to meet you too.
- 8) Mary: h) Oh, Max, we are going to miss our train! Come on! Bye, Bob!
- 9) Max: i) See you later, Bob.
- 10) Bob: j) All the best!

Упражнение 2. Переведите на английский язык диалоги:

- 1) - Mr. Brown, let me introduce you to Mr. Alexeyev.
- How do you do Mr. Alexeyev
- How do you do Mr. Brown
- 2) - Tom, let me introduce you my wife Helen. Helen, this is my friend Tom.
- Tom. Nice to meet you, Tom.
- Nice to meet you too, Helen.
- 3) - Could you introduce me to Mr. Smith?
- Of course/sure, with pleasure. Mr. Smith. this is my friend, Mr. Rose.
- Hello, Mr. Rose. Nice too meet you.
- Hello, Mr. Smith. Nice too meet you too.

Раздел 2

Упражнение 1. Разберите предложения по членам. Переведите предложения на русский язык.

1. I live in Vladimir. – Я живу во Владимире 2. My friend studies at the University. – Мой друг учится в университете. 3. She has a big family. – У нее большая семья. 4. Their son likes sport. – Их сын любит спорт. 5. I need you. – Ты мне нужен.

Упражнение 2. Составьте предложения из данных слов:

1) abroad, in, they, go, summer, always. *They always go abroad in summer.*

2) he, listen, music, does, classical, to, like, to? *He likes to listen to classical music.*

3) in, she, many, original, the, English, read, books. *She read many English books in the original.*

4) we, last, write, to, Monday, didn't, a, Mary, letter. *We didn't write a letter to Mary last Monday.*

5) at, will, come, you, us, five, to, o'clock? *You will come to us at five o'clock.*

Упражнение 3. Образуйте множественное число существительных:

Offices, banks, nationalities, men, certificates, passports, hotels, restaurants, factories, concert-halls, professions, auditoria, sportsmen, coffees, ladies, texts.

Упражнение 4. Переведите на английский язык:

Два президента– *two presidents*, три премьер-министра– *three prime ministers*, пять студентов– *five students*, шесть мужчин– *six men*, семь женщин– *seven women*, восемь менеджеров– *eight managers*, девять банкиров– *nine bankers*, десять посетителей– *ten visitors*, двадцать бизнесменов– *twenty businessmen*, пятнадцать директоров– *fifteen directors*, тринадцать секретарей– *thirteen secretaries*.

Упражнение 5. Переведите на русский язык.

1) Ann's table – стол Ани ; 2) this man's book – книга этого мужчины ; 3) the boy's bag – сумка мальчика; 4) the women's pens – ручки женщин; 5) my brother's books – книги моего брата; 6) their dog's name – кличка их собаки; 7) Nick's car – машина Ника

Упражнение 6. Измените словосочетания упр.5, используя предлог of

Ann's table – a table of Ann; this man's book – a book of this man, the boy's bag – a bag of the boy, the women's pens – pens of the women, my brother's books – books of my brother, their dog's name – a name of their dog, Nick's car – a car of Nick

Упражнение 7. Перефразируйте следующие предложения, употребляя притяжательный падеж.

1. The ball of the dog – the dog's ball. 2. The songs of the children – the children's songs . 3. The room of my friend – my friend's room. 4. The questions of my son – my son's question. 5. The wife of my brother – my brother's wife. 6. The table of our teacher – our teacher's table. 7. The poems of Pushkin – Pushkin's poems. 8. The voice of this girl – this girl's voice. 9. The new club of the workers – the workers' new club. 10. The letter of Pete - Pete's letter. 11. The car of my parents - my parents' car . 12. The flat of my sister is large – my sister's flat is large. 13. The children of my brother are at home – my brother's children are at home. 14. The room of the boys is large – the boys' room is large. 15. The name of this girl is Jane – the girl's name is Jane. 16. The work of these students is interesting – this students' work is interesting. 17. The computer of my son is modern – my son's computer is modern.

Упражнение 8. Поставьте следующие существительные во множественное число (обратите внимание на артикли: неопределенный артикль во множественном числе опускается, определенный артикль сохраняется).

A star – stars, a mountain – mountains, a tree – trees, a shilling – shillings, a king – kings, the waiter – the waiters, the queen – the queens, a man – men, the man – the men, a woman – woman, the woman – the women, an eye – eyes, a box – boxes, the city – cities, a boy – boys, a goose – geese, the watch – watches, a mouse – mice, a dress – dresses, a toy – toys, the sheep – the sheep, a tooth – teeth.

Упражнение 9. Вставьте артикль

1. “Is this your **X** friend?” — “No, it isn’t my **X** friend, it is my sister”. 2. I have a sister. My ... sister is a teacher. My sister’s **X** husband is a pilot. 3. I have no **X** car. 4. She has got a terrible **X** headache. 5. They have **X** dog and two cats. 6. My **X** cousin says he is going to be a manager one a day. 7. Would you like an apple? 8. This is a tree. The tree is green. 9. I can see three **X** children. The children are playing in the yard. 10. I have a car. The car is white. My **X** friend has no **X** car.

Упражнение 10. Вставьте вместо точек подходящий предлог.

1. Translate these words **from** English **into** Russian.
2. My brother gave the money **to** me.
3. I go to school **on** foot, but yesterday I went to school **by** bus.
4. “Winnie-the-Pooh” is written **by** Alan Milne.
5. My aunt lives **on** the ground floor **in** a fourteen-storey block **of** flats.
6. What is that ring made **of**.
7. Why has he fallen **in** love **with** such a strange girl?
8. The banks close **at** 7 o’clock **in** the evening.
9. He usually leaves home early **in** the morning and comes back late **at** night.
10. He became famous only **after** his death.
11. The play begins **at** half past seven.
12. He arrived **in** London **on** 13th **of** April and left **to** Oxford only **in** June.

13. Shakespeare died **in** 1616.
14. Bye, see you **on** Tuesday.
15. Alice goes to the swimming pool **X** every Saturday.
16. Bob is going to play tennis **X** next Sunday.
17. **X** last summer we spent our holidays **in** France
18. She lived in that house **from** 1985 **till** 1988.
19. Mrs. Jackson has been living **in** England **for** 3 years.
20. Chris will return **in** an hour.
21. She got married **at** the age **of** 19.
22. He lives **in** Chicago.
23. Where is my English exercise-book? - I don't know. Try to find it **among** your books **on** your shelf.
24. Let's go **to** cinema.
25. My sister isn't **at** home, she is **at** school.
26. Don't you know that Carlson lived **in** a small house **on** the roof.
27. Pour some water **into** the kettle, please.
28. I'm not interested **in** football at all, but I'm keen **on** tennis.
29. Aline is fond **of** ballet
30. British pubs are famous **for** their traditional kind of beer called "real life".
31. Young people all over the world like to listen **to** music everywhere they go.
32. Look **at** this photo. Isn't it nice?
33. Don't laugh **at** my sister!
34. Who has paid **for** meal?
35. What size are these boots? May I try them **on**?

Упражнение 11. Напишите следующие словосочетания в множественном числе.

This tea-cup– these tea-cups, this egg– these eggs, that wall– those walls, that picture- these pictures, this foot- these feet, that mountain- those mountains, this lady- these ladies, that window- those windows, this man- these men.

Упражнение 12. Напишите следующие предложения в множественном числе.

1. This man is an engineer. – These men are engineers. 2. That woman is my sister. – Those women are my sisters. 3. This child is my son. – These children are my sons. 4. That goose is big. – Those geese are big. 5. This mouse is white. – These mice are white. 6. This man is my brother. – These men are my brothers. He is a doctor. – They are doctors. 7. That woman is my cousin. – Those women are my cousins. She is a teacher. – They are teachers. 8. This boy has a good coat. – These boys have good coats. 9. That girl has a blue sweater. – Those girls have blue sweaters. 10. My uncle has a large flat. – My uncles have large flats. 11. There is a table in the room. – There are tables in the room. 12. There is a flower in the vase. – There are flowers in the vase.

Упражнение 13. Используйте нужную форму личных местоимений.

1. I often see **them** in the bus. 2. She lives near **us**. 3. **We** always walk to school together. 4. He teaches **us** English. 5. She sits near **me** during the lesson. 6. I always speak to **him** in English. 7. He explains the lesson to **us** each morning. 9. There are some letters here for you and **me** 10. I know **her**.

Упражнение 14. Вместо подчеркнутых словосочетаний используйте нужные формы личных местоимений.

They_ are at home. 2. I wrote **them**_ in my notebook. 3. She put **it** on the chair. 4. Father loses **them** too often. 5. Bobby cleaned **them**. 6. **We** saw the film on TV. 7. Julia teaches **them**_. 8. Jane found **it**. 9. **They** learn Japanese. 10. Bob heard **it** last week. 11. I like **them** very much. 12. I saw **you** on the bus this morning.

Упражнение 15. Заполните пропуски притяжательными местоимениями

1. **His** composition is very interesting. 2. **Our** son goes to school. 3. **Your** sister is young. 4. **Their** knowledge of the subject is very poor. 5. **His** name is John. 6. **My** family lives in Kovrov. 7. **Her** friend often visits her.

Упражнение 16. Заполните пропуски подходящей формой притяжательного местоимения в функции определения.

1. Janet put **her** bag on the chair. 2. James writes a letter to **his** mother every week. 3. Julia likes **her** English classes very much. 4. They write new words in **their** notebooks. 5. Mr. Jones put on **his** glasses. 6. Tim often loses **his** things. 7. Cliff gave me **his** book. 8. I'll put on **my** best dress. 9. Rose went to the concert with **her** brother. 10. Grandfather took **his** pipe out of **his** mouth. 11. Janet put **her** left hand in **her** pocket. 12. The men took **their** hats off.

Упражнение 17. Выберите правильную форму возвратного местоимения.

1. I do my homework all by **myself**. 2. They plan their vacation **themselves**. 3. We are going to the sea **ourselves**. 4. My dad built this house **himself**. 5. This dog found **itself** a place under the bench. 6. Yesterday she had a birthday. She bought **herself** earrings. 7. You should plan your life **yourself**.

Упражнение 18. Дайте степени сравнения прилагательных.

1. big – bigger - the biggest 2. clever – cleverer - the cleverest 3. good – better – the best 4. Pleasant – more pleasant – the most pleasant 5. poor – poorer – the poorest 6. bad – worse – the worst 7. funny – funnier – the funniest 8. important – more important – the most important 9. sunny – sunnier – the sunniest 10. far – further - the furthest 11. comfortable - more comfortable - the most comfortable

Упражнение 19. Вставьте глагол to be в нужной форме в настоящем времени.

My name **is** George Hill. I **am** a doctor. I **am** thirty-five. My wife **is** thirty. Her name **is** Jessie. Our home **is** in Oxford. We **are** very happy here. Bill Douglas **is** my friend. He **is** a doctor too. His brother Jack **is** a student. Bill and Jack **are** in London now.

Упражнение 20. Вставьте глагол to be в Past Simple.

My aunt **was** very depressed last Sunday. The weather **was** terrible. It **was** cold and rainy. Her husband **was** not at home. He **was** at hospital because he **was** sick. Her children **were** not at school. They **were** not in the yard, they **were** in the living room. The TV **was** broken. The children **were** not only upset, they **were** very angry. The neighbors **were** not happy because her children **were** too noisy. The house **was** not clean. The sink **was** broken. There **were** dirty dishes on the kitchen table and in the sink. There **was** nothing in the fridge. There **were** no vegetables for dinner, there **was** no juice for her children. There **was** not even bread in the house! She **was** tired and hungry. She **was** just exhausted.

Упражнение 21. Вставьте глагол to be в нужной форме.

Ronald Frank **is** a managing director of the First Bank of Kingsville on Main Street. He **is** always on a business trip. Yesterday he **was** in Geneva. Tomorrow he **will be** in London. Last week he **was** in Chicago. Next week he **will be** in New Orleans. At the moment he **is** in Amsterdam. In two hours he **will be** in the Hague. Three days ago he **was** in Paris. At the end of his trip he **is** usually very tired but happy. He **is** with his family now. His sons **are** so much excited. They have got new toys from their father. Everybody in the family **is** very glad to see him at home again.

Упражнение 22. Заполните пропуски правильной формой конструкции there is/there are

1. There are 12 months in the year. 2. There is no sugar in this cup. 3. There are some children in the garden. 4. There are no mice in my house. 5. There is much rain in England. 6. There are many historical places in Vladimir. 7. There is no people in the hall. 8. There are some good sportsmen in my group. 9. There are no gentlemen among them. 10. There is no news. 11. There are a lot of men and women at the bus stop. 12. There is not much money left. 13. There are several hotels in the town.

Упражнение 23. Переведите предложения на английский язык.

1. Во Владимире много архитектурных памятников. There are many architectural monuments in Vladimir. 2. На вечеринке было много студентов There were many students at the party. 3. В моём холодильнике нет молока There is no milk in my refrigerator. 4. На улице Пушкина есть музей. There is a museum in Pushkin Street. 5. Музей находится на улице Пушкина. The museum is in Pushkin Street. 6. В твоём саду есть розы? Are there any roses in your garden 7. Будет ли лекция в среду? Will there be a lecture on Wednesday? 8. Что там в углу? What is there in the corner? 9. Кто там у окна? Who is there at the window? 10. Озеро расположено в этом старинном парке. A lake is in the old park. 11. В этом старинном парке есть озеро. There is a lake in the old park. 12. Сколько писем на твоём столе? How many letters are there on your table 13. Сколько денег в твоём кошельке? How much money is there in your wallet? 14. В твоей контрольной работе не было ошибок. There were many mistakes in your test.

Упражнение 24. Раскройте скобки.

(usually) 1. My sister *gets* up at 8 o'clock. 2. She *goes* to school in the afternoon. 3. Jane is fond of sports. She *does* her morning exercises every day. 4. For breakfast she *has* two eggs, a sandwich and a cup of tea. 5. After breakfast she *goes* to school. 6. It *takes* him two hours to do his homework. 7. She *speaks* French well. 8. My working day *begins* at seven o'clock. I *get* up, *switch* on the radio and *do* my morning exercises. It *takes* me fifteen minutes. At half past seven we *have* breakfast. My father and I *leave* home at eight o'clock. He *takes* a bus to his factory. My mother is a doctor, she *leaves* home at nine o'clock. In the evening we *gather* in the living room. We *watch* TV and *talk*.

Упражнение 25. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple.

1. I *go* to bed at ten o'clock every day. 2. I *went* to bed at ten o'clock yesterday. 3. I *shall go* to bed at ten o'clock tomorrow. 4. I *don't go* to the cinema every day. 5. I *didn't go* to the cinema yesterday. 6. I will not go to the cinema tomorrow. 7. *Do you watch* TV every day? 8. *Did you watch* TV yesterday? 9. *Will you watch* TV tomorrow? 10. When *do you leave*

home for school every day? 11. When *did you leave* home for school yesterday? 12. When *will you leave* home for school tomorrow? 13. My brother *goes* to work every day. He *leaves* home at a quarter past eight. As the office he *works* at *is* near our house, he *walks* there. He *doesn't take* a bus. Yesterday he *did not go* to work. Yesterday he *got up* at nine o'clock. 16. Yesterday my father *did not read* newspapers because he *was* very busy. He *will read* newspapers tomorrow.

Упражнение 26. Раскройте скобки, употребляя глаголы в Present Simple или Future Simple. (Все предложения относятся к будущему времени)

1. If I stay some more days in your town, I will call on you and we will have a good talk. 2. He *will go* to the Public Library very often when he *is* a student. 3. As soon as I *return* from school, I *will ring* you up. 4. You *will pass* many towns and villages on your way before you *arrive* in Moscow. 5. I *will stay* at home till she *comes*. Then we *will go* the theatre if she *brings* tickets. 6. After I *finish* school, I *will enter* the University. 7. When he *returns* to St. Petersburg, he *will call* on us. 8. If I *see* him, I *will tell* him about their letter. 9. We *will gather* at our place when my brother *comes* back from Africa. 10. I *will sing* this song with you if you *tell* me the words. 11. I hope you *will join* us when we *gather* in our country house the next time. 12. What *will you do* when you *come* home? 13. When they *cross* the road, they *will see* the hotel. 14. Before she *gets* to the theatre, she *will go* past the shopping centre. 15. What *will we do* if it *rains* tonight? 16. What *will she do* if she *sees* her best friend again? 17. If the bus *is* very crowded, you *will be* exhausted by the time you *will get* to work. 18. If it *is* very cold tonight, our car *will not start* in the morning.

Упражнение 27. Раскройте скобки, употребляя глаголы в Present Simple Passive.

(USUALLY) 1. The postbox is emptied every day. 2. The stamps are postmarked at the post office. 3. The letters are sorted into the different towns. 4. The mail is loaded into the train. 5. The mailbags are unloaded after their journey. 6. The bags are taken to the post office. 7. The letters are sorted into the different streets. 8. The letters are delivered.

Упражнение 28. Раскройте скобки, употребляя глаголы в Past Simple Passive.

(YESTERDAY) 1. The postbox was emptied every day. 2. The stamps were postmarked at the post office. 3. The letters were sorted into the different towns. 4. The mail was loaded into the train. 5. The mailbags were unloaded after their journey. 6. The bags were taken to the post office. 7. The letters were sorted into the different streets. 8. The letters were delivered.

Упражнение 29. Раскройте скобки, употребляя глаголы в Future Simple Passive.

(TOMORROW) The postbox will be emptied every day. 2. The stamps will be postmarked at the post office. 3. The letters will be sorted into the different towns. 4. The mail will be loaded into the train. 5. The mailbags will be unloaded after their journey. 6. The bags will be taken to the post office. 7. The letters will be sorted into the different streets. 8. The letters will be delivered.

Упражнение 30. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

1: My question was answered yesterday. 2. Hockey is played in winter. 3. Mushrooms are gathered in autumn. 4. Many houses were burnt during the Great Fire of London. 5. His new book will be finished next year. 6. Flowers are sold in shops and in the streets. 7. St. Petersburg was founded in 1703. 8. Bread is eaten every day. 9. The letter was received yesterday. 10. Nick will be sent to Moscow next week. 11. I was asked at the lesson yesterday. 12. I was given a very interesting book at the library last Friday. 13. Many houses are built in our town every year. 14. This work will be done tomorrow. 15. This text was translated at the last lesson. 16. These trees were planted last autumn. 17. Many interesting games are always played at our PT lessons. 18. This bone will be given to my dog tomorrow. 19. We were invited to the concert last Saturday. 20. Lost time is never found again. 21. Rome was not built in a day.

Тест для самопроверки усвоения грамматического материала

1. Образуйте множественное число от следующих имен существительных:

- a name - **names**
- a boy – **boys**
- a bus – **busses**
- a leaf – **leaves**
- a mouse – **mice**

2. Выразите значение принадлежности, используя притяжательный падеж имен существительных

- name of his dog – **his dog's name**
- house of my friend – **my friend's house**
- exams of the students – **students' exams**
- family of our friend – **our friend's family**
- job of this manager – **this manager's job**

3. Выберите подходящую форму местоимения (личные и притяжательные)

- **I** like to travel. (I, me, my) -
- Give me the book. **It** is on the table. (It, it, its)
- **His** job is to manage people. (He, him, his)
- They visited **us** at weekends. (We, us, our)
- Tell **them** to come tomorrow. (They, them, their)

4. Вставьте глагол TO BE в нужной форме

- **Are** you busy now?
- He **was** a student last year.
- I **will be** at home at this time tomorrow.
- They **were** not in Russia in 2000.
- It **is** late. Let's go home.

5. Вставьте глагол TO HAVE в нужной форме

- We **have** no problems now.
- She **had** a great party last Sunday.
- They **will have** exams next week.
- He **has** no family.
- **Have** you got any questions to me?

6. Вставьте вспомогательный глагол TO DO или WILL в нужной форме

- **Did** you visit our town last year?
- I **do** not speak German.
- We **will** call you tomorrow.
- He **does** not study now.
- **Do** they live in the USA now?

7. Вставьте подходящие по смыслу предлоги

- Go **to** the shop and buy some bread.
- My younger brother studies **at** school.
- I was born **in** 1990.
- Our classes start **at** 9.00.
- She is a student **of** the Academy.

Раздел 3

Упражнение 1. Поставьте предложения в отрицательную и вопросительную формы:

1. They **don't** go in for sports. **Do** they go in for sports? 2. He **doesn't come** to us every Sunday. **Does** he **come** to us every Sunday? 3. She **didn't like** apples. **Did** she **like** apples? 4. They **didn't go** to the sea last summer. **Did** they **go** to the sea last summer? 5. Her chief **won't meet** her on Tuesday. Will her chief meet her on Tuesday?

Упражнение 2. Поставьте вопросы ко всем членам предложения.

1. **Does** Nick **study** at Oxford University? **Who** studies at Oxford University? **Where does** Nick study? **What does** Nick **do** at Oxford University? 2. **Do** the Browns **live** in Regent Street? **Who lives** in Regent Street? **Where do** the Browns live? **What do** the Browns **do** in Regent Street? 3. **Did John** take many interesting books at the library yesterday? **Who** took many interesting books at the library yesterday? **What did** John **take** from the library yesterday? **Where did** John **take** many interesting books? **What** books did he take? **How many** books did he take? **When**

did he take many interesting books? 4. **Will** Mary **stay** in bed the whole week? **Who** will stay in bed the whole week? **What will** Mary **do** the whole week? **Where will** Mary **stay** the whole week?

Упражнение 3. Поставьте глагол, заключенный в скобки, в нужном времени Continuous

1. They **are explaining** this rule to the boys now. 2. He **was speaking** to his wife when we entered the room. 3. He **was working** on his theses from 1996-1998. 4. **I'm driving** the car. Don't talk to me! 5. They will be travelling in the Caucasus next July. 6. I **will be waiting** for Nick at the station at 9 o'clock next Tuesday. 7. When you come, we **will be doing** our homework.

Упражнение 4. Поставьте вопросы к данным предложениям, используя слова, данные в скобках.

1. **Where has** she **been**? 2. What **had** he **done** before his exam? 3. Who **will have finished** his book by next year? 4. Where **will** they have **come before you go to your office**? When **will** they have **come to your house**? 5. What **have** they **started** this Monday? Who **has started** their work this Monday? When **have they started** their work?

Упражнение 5. Поставьте стоящие в скобках глаголы в соответствующие времена Perfect Continuous

1. I **had been looking** at her for half an hour before she noticed me. 2. They **have been translating** the poem for six hours already, but they can't do it properly. 3. He **will have been studying** for three years when he gets his Diploma at this college. 4. Ann **has been having rest** since early morning. 5. **I have been learning** irregular verbs all the night on the eve of my last exam. 6. It **has been snowing** for three days, now everything is white.

Упражнение 6. Переведите на английский язык, употребляя глаголы в Present, Past или Future Simple Passive.

1. She **is** often **sent** to the post office. 2. Last year she **was sent to** Cambridge. 3. He **will be sent to** Harvard. 4. She **is** always **sent** for. 5. She **was sent** for yesterday. 6. I **will be sent for** tomorrow. 7. They **are** always **invited** to Ann`s birthday. 8. Kolya (Nick) **will be taken** to the country house in summer. 9. This film **was much spoken about**. 10. We **were shown** a lot of wonderful paintings at the museum. 11. This book **is** often **asked** for.

Упражнение 7. Поставьте глаголы в скобках в Simple Past, Simple Present, Present Continuous или Past Continuous, Present Perfect, Past Perfect.

1. I **was listening** to the radio while Mary **was cooking** dinner. 2. **Did** you **buy** this book yesterday? 3. Last Friday Jill **went** home early because she **wanted** to see a film. 4. When **does** your brother usually **get** home in the evening? 5. Jane always **brings** us a nice present. 6. What **are** those people **doing** in the middle of the road? 7. **Have** you **read** this book? 8. While Fred **was sleeping**, Judy **was watching** TV. 9. When I **was** young, I **thought** Mary **was** nice — but now I **think** she`s fantastic. 10. Jill **was walking** home when she **saw** her husband`s car outside the cinema. 11. Look there! Sue and Tim **are running** to school. 12. Jack`s father **does not work** in London — he **does not speak** English. 13. Joe **bought** a car yesterday. 14. Their father often **goes** to rock concerts. 15. While you **were sleeping**, mother **arrived**. 16. He said that Grandmother's letter **had been received** the day before. 17. Two new engineers **have been** just **introduced** to the head of the department. 18. Don't worry, everything will be all right: the children **will be taken** to the theatre by the teacher and they **will be brought** back to school in the evening. 19. I am **sure I will be asked** at the lesson tomorrow. 20. This new dictionary **is being sold** everywhere now.

Тест для самопроверки усвоения грамматического материала

1) Заполните пропуски правильной формой глагола **be** или **have**:

1. Their son **is** a businessman.
1. He **has** a cassette.
2. These boys **are** students.
3. Much time **is** often spent by my relatives together.
4. My friends will **be** introduced to my parents by me tomorrow.
5. The museum **was** visited by them last Sunday.
6. The examinations **are** seldom passed by him well.
7. The library **was** rarely visited by the students last year.
8. The cake was **being** cooked by my mother all evening yesterday.
9. The man **is** waiting for her at the moment.
10. She **had** finished her work when we came in.
11. I **have** never been to the USA.
12. He **has** already read this book.
13. The letters **have** already been written by her.
14. By 9 o'clock yesterday I **had** already sent all the letters.
15. She **has** just met her husband
16. They **have** not translated this text yet.
17. The sentences **have** already **been** written by them.
18. We **are** students of the college.
19. There **are** no magazines on the table.

2) Заполните пропуски правильной формой глагола **to eat**:

1. I often **eat** soup for dinner.
2. Yesterday they **ate** vegetables for breakfast.
3. What **are** you **eating** now?
4. What **did** you **eat** for dinner yesterday?
5. What **will** you **eat** for breakfast tomorrow?
6. He **is** not **eating** now, he **will eat** in some minutes.
7. **Have** you already **eaten** that watermelon?
8. She always **eats** sandwiches for breakfast.
9. I **have** just **eaten** an apple.

10. What **did** she **eat** in the evening yesterday?
11. As a rule, we **eat** some fruit in the evening.
12. At that moment, she **was eating** some ice-cream.
13. She **eats** vegetables every day.
14. We seldom **eat** cakes.
15. My sister usually **eats** porridge in the morning.
16. He **has** never **eaten** a pineapple.
17. **Have** you ever **eaten** a pineapple?
18. She **had** already **eaten** the soup when we came.
19. We **will eat** the soup in an hour.
20. When **do** you **eat** porridge with milk?

Раздел 4

Неличные формы глагола

Упражнение 1. Вставьте частицу *to* перед инфинитивом, где необходимо.

1. I'd like **to** dance. 2. She made me **X** repeat my words several times. 3. I saw him **X** enter the room. 4. She did not let her mother **__** go away. 5. Do you like **to** listen to good music? 6. Would you like **to** listen to good music? 7. May I **X** use your telephone? 8. They heard the girl **X** cry out with joy. 9. I would rather **X** stay at home today. 10. It is time **to** get up. 11. Let me **X** help you with your homework. 12. I was planning **to** do a lot yesterday. 13. I'd like **to** speak to you. 14. I think I shall be able **to** solve this problem. 15. What makes you **X** think you are right?

Упражнение 2. Переведите на английский язык:

улыбающаяся девушка— a smiling girl, играющие дети— playing children, падающее дерево— a falling tree, смеющийся ребёнок— a laughing child, спящий человек— a sleeping man, прогуливающаяся парочка— a walking couple, бегущий спортсмен— a running sportsman, развивающаяся страна— a developing country, плачущий ребёнок— a crying child, горящий дом— a burning house;

разбитая чашка— a broken cup, переведенный текст— a translated text, письмо, на которое не ответили— an unanswered letter; открытое

окно— an opened window, закрытая дверь— a closed door, занятая комната— an occupied letter, написанное письмо— a written letter, упавшее дерево— a fallen tree, обсужденная проблема— a discussed problem, произведенные товары—produced goods, приготовленный обед— a cooked dinner, удивленный человек— a surprised man, развитая страна— a developed country.

Упражнение 3. Переведите на русский язык, обращая внимание на Participle I и Participle II.

1. Письмо, посланное из Санкт-Петербурга сегодня, будет в Москве завтра. Он увидел на почте нескольких людей, посылающих телеграммы. Посылая телеграмму, она забыла написать свое имя.

2. Некоторые вопросы, заданные лектору вчера, были очень важными. Девушка, кладущая книгу на полку, новый библиотекарь. Укладывая яйца в корзинку, она разбила одно из них.

3. Рыба, вытщенная из воды, не может жить. Человек, принимающий солнечные ванны, должен быть очень осторожен. Взяв словарь, он начал переводить текст.

4. Слово, сказанное вовремя, может иметь очень важное значение. Студенты, хорошо говорящие по-английски, должны помогать своим одноклассникам. Разговаривая с Колей несколько дней назад, я забыл его спросить о его сестре.

Упражнение 4. Перепишите предложения, выбирая подходящую форму причастия.

1. Name some places visited by you last year.
2. She was reading the book bought the day before.
3. Yesterday we were at a conference organized by the pupils of the 10th form.
4. Taking the girl by the hand, she led her across the street.
5. Here is the letter received by me yesterday.
6. Do you know the girl playing the garden?
7. The book written by this scientist is very interesting.
8. Translate the words written on the blackboard.

9. Going along the street, I met Mary and Ann.
10. Look at the beautiful flowers gathered by the children.

Упражнение 5. Перепишите предложения, используя герундий.

1. Он закончил говорить и сел—He finished speaking and sat down .
 2. Прекратите спорить и начинайте работать— Stop arguing and start working. 3. Дети предпочитают смотреть телевизор чтению книг— The children prefer watching TV to reading. 4. Ходить пешком полезно— Walking is very useful.

5. У меня не было даже надежды встретить её здесь—I had no hope of meeting her here. 6/ Edbltd cdjb[hjlbntktq? ltdjxrf pfcvtzkfcm— On seeing her parents the girl laughed / 7. Он подумывает оставить работу и отправиться в Америку—He is thinking of leaving his job and going to America. 8. Ты слышал о том, что Тома отправили за границу?— Did you hear of John`s having been sent to America. 9. Он с нетерпением ждет, когда сможет придти сюда ещё раз— He is looking forward to coming here again. 10. Мне совсем не хочется идти к врачу— I don`t feel like going to the doctor.

Модальные глаголы

Упражнение 1. Вставьте can / can't/ could/ couldn't.

1. You don't need to shout. I **can** hear you perfectly well.
2. We **couldn't** go to safari because the trip was too expensive.
3. He eats in restaurants because he **can't** cook.
4. I had an aisle seat on the plane, so I **couldn't** see the landscape below.
5. When we used to live in China, I **could** speak some Chinese, but now I can't say a word.
6. **Could** you play the piano at the age of six?
7. He **can** speak English so fast that I **can't** understand him (now).
8. I'm afraid, Nickolas **can't** talk to you now. He has to arrive at school in time.
9. I **couldn't** get a good mark in Literature because I didn't know the theme.
10. I **could** retell my friend the whole story because I had read it.

Упражнение 2. Переведите слова в скобках. Используйте can или be able в нужной форме.

1. Children **can't** discuss such things.
2. Certainly, Nick **could** translate that article.
3. **Could** Nick show me that? (polite)
4. Molly **couldn't** wait for us.
5. You **can** get there in 10 minutes.
6. The swimmer **was able to** reach the sea shore.
7. Steven **could** work fifteen hours a day before his illness

Упражнение 3. Выберите правильный вариант.

1. Seventeen people looked at each other and no one (could find) words to say.

a) could have found **b) could find**

2. The wind was still blowing but Philip **could hear** no sound of rain.

a) could have heard **b) could hear**

3. The police were quite sure that nobody could hear house before they got there.

a) could leave **b) could have left**

4. We couldn't have got anything definite out of their neighbors.

a) couldn't get **b) couldn't have got**

Упражнение 4. Выразите сомнения при помощи can/could.

1. Sally **can't/ couldn't** have been at home.
2. He **can** visit his ex-wife when he comes to Sochi.
3. **Can/Could** Nicholas have said this?
4. **Can** Katerina have refused to go with you?
5. Basil **can/could** come tomorrow.
6. Sally **could not** have read the novel so fast.
7. Greg **can't** have had a car accident.

Упражнение 5. Используйте may / might / may not/might not.

1. Sally isn't feeling very well. Sally **might not go** to school tomorrow.
2. It's my aunt's birthday, so we **may** buy her a new CD.
3. Paul doesn't study very much. He **might not** pass his exams.
4. Sarah and Tom may not come to the beach with us this weekend.
5. My sister is going to London for a week. I may lend her my new camera.
6. I'm really tired, so I **mightn't** not go to the party tonight.
7. My cousin is starting at your school next term. You **t might** be in the same class!
8. Jack's going away tomorrow, and we **mightn't** see him before he goes.

Упражнение 6. Перефразируйте предложения используя глаголы, данные в скобках.

1. It **might** snow tomorrow.
2. A friend **may** visit me next weekend.
3. Sam **may** buy a new computer.
4. I **might** change my job next year.
5. I **mightn't** go to work tomorrow.
6. The children **may** not have a holiday next summer.

Упражнение 7. Переведите предложения. Используйте may/might.

1. You **might** meet Sally at the station.
2. Alexey **might** have left a note for you yesterday.
3. Kate **may** have forgotten to take her umbrella and she's got wet.
4. Mary **might** understand everything when she grows up.
5. The door **may** be open.

Упражнение 8. Напишите что можно и что нельзя делать must or mustn't do when you travel.

1. You **mustn't** drink dirty water.
2. You **must** be careful when you travel.
3. You **must** always wash fruit and vegetables.
4. You **mustn't** play on the road.
5. You **mustn't** throw litter.

Упражнение 9. Напишите предложения в прошедшем времени.

1. Greg **had to** put on his red cap.
2. Greg **had to** make his bed.
3. Greg **had to** stay in bed.
4. Sally **had to** cook lunch.
5. Jenny **had to** learn the words
6. Liz **had to go** there.
7. Liz and Greg **had to** stop.
8. Liz and Greg **had to** work hard.

Упражнение 10. Вставьте Must + подходящая форма инфинитива.

1. Sally's Norwegian is very good, she must have studied very hard when she was in Norway.
2. Samuel **must have been taking** a bath at that moment.
3. **Irene must be at home now.**
4. Sally knows her relatives are coming. They **must have written** to her of their arrival in due time.
5. Lukas **must be playing** the violin now.
6. The stranger **must have understood** me, as he nodded his head.
7. We **must have met** somewhere before.
8. Alex saw an old man sleeping soundly on the bench. A shower was falling, he **must have got** wet to the skin.
9. Meredith **must have been** ill or she would have come.
10. Lila turned pale. She **must have got** frightened.

Упражнение 11. Переведите, используя must в каждом предложении.

1. Greg mustn't have even heard about it.
2. This house must have been built long ago .
3. The students must be having a test now.
4. No offense, Lewis must have said it by accident.
5. Molly must have given me the wrong address.
6. The girls must have forgotten to water flowers and the mother was not happy.
7. Aunt Polly must be waiting for us at the station.

Упражнение 12. Вставьте одну из форм have to.

- A) have to B) has to C) do ... have to
D) does ... have to E) don't have to F) did ... have to
G) doesn't have to

1. Why did he have to stay after classes? Mrs. Green, our teacher, gave him lines.
2. Eton is a highly strict school. Students there have to wear their uniform.
3. Do you have to learn the poem by heart? — No, I have already learned it,
4. You don't have to buy bread. Mum has already bought it.
5. Jimmy doesn't have to get up early. It's holiday-time.
6. Tom has to take his PE kit to school on Monday and Tuesday. He has PE lessons on these days.
7. Do we have to walk to school? — No, let's take a bus.
8. Sally has no pen. She has to ask somebody for a pen.
9. Nelly is studying literature. She has to read a lot of books.

Упражнение 13. Напишите, что приходится (пришлось/придется) делать. Используйте have to в нужной форме.

1. She has to buy some food.
2. She had to buy some food.

3. She will have to buy some food.
4. Peter and Tom will have to work hard.
5. Peter and Tom had to work hard.
6. Peter and Tom have to work hard.

Упражнение 14. Используйте правильную форму глагола have to.

1. You do not have to run. You won't miss the bus.
2. Pete's eyes are very bad, and he has to wear glasses.
3. School starts at eight o'clock, so we have to get up early.
4. My friend gave me some tickets for the concert, so I did not have to pay!
5. We have to study maths at school, because it's compulsory.
6. She's got lots of time. She doesn't have to hurry.
7. We do not have to take any exams at the end of this term.
8. My mum sometimes has to work at weekends.

Упражнение 15. Вставьте should или shouldn't по смыслу.

1. The sun is really strong. He should put on some sun cream.
2. If Meredith has got a really bad cold, she shouldn't go to school.
3. We shouldn't eat in the classroom.
4. If she's got a headache, she should take an aspirin.
5. The weather's very hot. You shouldn't wear a coat.
6. They've found some money. They should take it to the police.

Упражнение 16. Дайте советы в следующих ситуациях.

1. Molly should improve her English.
2. Greg should visit a doctor.
3. Sally should wear glasses.
4. You shouldn't overfeed your baby!
5. You should sleep more.
6. You should go to church.

Упражнение 17. Вставьте should или shouldn't.

1. Sally should work more as she's missed some lessons.
2. Mothers shouldn't shout at their children.
3. The toddler should be in bed, as it is very late.
4. Everyone should be careful while driving.
5. Governments should respond to all the notifications.
6. Governments should lead an effective social policy to protect the most vulnerable people.
7. Families should be together at Christmas.
8. The woman in her condition shouldn't drink, as it's dangerous for her health.
9. United Nations efforts should compromise the independence of the individual countries.
10. Greg shouldn't have said it to Megan. He should have praised her to give her positive emotions.

Упражнение 18. Вставьте ought to или oughtn't to.

1. Winners must be selected fairly; we oughtn't to have any political tendency while voting.
2. Megan ought to have considered all possibilities to make the right choice.
3. Your boss ought to pay you twice for your brilliant work.
4. A man ought to be magnanimous (великодушным).
5. Despite Megan loves him, she oughtn't sacrifice everything for him.
6. He oughtn't trouble you at all, he can do it by himself.

Упражнение 19. Переведите на русский язык.

1. Мне не нужно сегодня идти на работу.
2. Тебе нужно перевести этот трудный текст.
3. Тебе нужно сделать все самостоятельно.
4. Ей не нужно покупать хлеб.
5. Они должны его подождать.
6. Нужно ли мне приготовить ужин? Должен ли я приготовить ужин?

Упражнение 20. Перефразируйте следующие предложения, употребляя модальный глагол *need*.

1. You need not take a taxi.
2. You need not buy the child everything he wants.
3. You need not get up early on weekends.
4. You need not be present at the meeting.
5. He need not remind me about her birthday.
6. Mother need not cook a pie. We can buy a cake.

Упражнение 21. Вставьте модальный глагол, исходя из контекста.

1. Mum, may I buy an ice-cream? (можно)
2. You can hear this music everywhere, it's very popular. (можешь)
3. What can I do to help you? (могу)
4. You should not read in bed. (нельзя)
5. You need not worry. All is going to be fine. (не нужно)
6. I think you can buy this book. (можешь)
7. He must give up smoking after a heart attack. (должен)

Упражнение 22. Используйте подходящие по смыслу модальные глаголы. (*can, may, must, should, etc.*) Возможны варианты.

1. I don't know but he may be working in the garden. 2. I saw them in the village. They must have come to visit their grandparents. 3. May I use the telephone? 4. You should have read books during the term, not on the eve of the exams! 5. May I switch on the radio? – Yes, you may 6. May I smoke here? – No. you mustn't 7. You may take my pencil for a moment. 8. I can't finish my work today. I am tired. 9. Pupils mustn't talk during the lesson. 10. You can join our party. 11. “May I come in?” asked the pupil. 12. Yesterday I was very tired, that's why I could not finish the work. 13. Let's ask mother. She must know his address. 14. You should drink cold water if you don't want to fell ill. 15. - Can you help me? - I'm afraid not. 16. You mustn't interrupt me when I'm speaking. 17. My father must be at his office now as it is 8 o'clock already. 18. When I was a child, I could not play chess.

Сослагательное наклонение

Упражнение 1. Переведите на английский язык. Обозначьте (RC – реальное условие, UC – нереальное условие)

1. I'll buy bread if the shop is still open.–RC
2. If I were you I would follow your parents advice. –UC
3. If you use the telephone after 8 pm it will be cheaper.–RC
4. If we come early it won't be difficult to buy concert tickets.–RC
5. If I had five thousand Euros, I would go to Haiti.–UC
6. If I did not have to go, I'd chat with you with pleasure.–UC
7. You should do something new if you're bored.–RC
8. This cake would have been more delicious if you had added more sugar in it.–UC
9. If I had more friends, I would be happier. –UC
10. If we go out for a meal somewhere, let's go to a restaurant.–RC
11. The plant dries up, if you do not water it.–RC
12. If I sleep little at night, I feel sleepy during my lessons. RC

Упражнение 2. Употребите глаголы, данные в скобках, так, чтобы предложения выражали реальное условие.

1. If I *see* John, I'll tell him your news. 2. He *will be* very pleased if it *is* really true. 3. If you *go* to town on Monday, you *will meet* my brother Tom. 4. If you *need* help, my father *will help* you. 5. We *shall have* a picnic lunch if the day *is* fine. 6. If you ask a policeman, he *will tell* you the way. 7. I *shall finish* the job tomorrow if I *can*. 8. I (*shall not take* an umbrella if it doesn't rain. 9. If they *catch* the bus now, they *will arrive* at half past nine. 10. He *will find* the answers if he *looks* in the keys. 11. If he *writes* to her, she *will answer* at once. 12. He *will lose* weight if he *stops* eating too much. 13. If she *is* patient, I'll *try* to explain. 14. If we *leave* at once, we'll *catch* the early train. 15. If she *drinks* this medicine, she *will feel* much better.

Упражнение 3. Раскройте скобки таким образом, чтобы предложения выражали: а) реальное условие; б) нереальное условие.

1. а) If I *know*, I'll tell you. б) If I *had known*, I would tell you
 2. а) If she *wants* to talk, she *will ring up*. б) If she *had wanted*, She *would ring up*.
 3. а) If he *has* enough money, he *will buy* a large house. б) If he *had enough money*, he *would buy* a large house.
 4. а) She *will feel* lonely if Peter *goes* away. б) She *would feel* lonely if Peter *had gone* away.
 5. а) We'll be pleased to see you if you *arrive*. б) We *would be* pleased to see you if you *had arrived*.
 6. а) If we *can* come on Sunday, we 'll come. б) If we *could* come on Sunday, we *would come*
 7. а) I 'll understand Mr Smith if he *speaks* slowly. б) I *would understand* Mr Smith if he *had spoken* slowly
 8. а) We *will go* by ship unless there *is* no other way. б) We *would go* by ship unless there *were* no other way.

Упражнение 4. Составьте предложения, найдя соответствие между левой и правой колонками.

1. If I go on a diet	d. I'll lose weight
2. If it's sunny tomorrow	f. we'll go for a picnic
3. If John doesn't hurry	e. he'll be late.
4. If it snows	a. we'll make a snowman.
5. If there are no buses	c she'll have to take a taxi.
6. If you are a good girl	b. I'll buy you some sweets.

Тесты для самопроверки усвоения грамматического материала

Тест 1

Неличные формы глагола

Перепишите предложения, используя причастие, герундий или инфинитив.

1. He offered to lend me money. I didn't like taking it but I had no other way out. 2. What was in the letter? I don't know. I did not want to open it as it wasn't addressed to me.

3. Try to avoid being late. He hates being kept wait.

4. He heard the clock striking seven and knew it was time for him to get up.

5. I can hear the bell ringing but nobody seems to be coming to open the door.

6. Did you advise him to go to the police?- No, I didn't like giving any advice on such a difficult mater.

7. It's pleasant to sit by the fire at night and hear the wing blowing outside.

8. It's no use writing to him, he never answers letters. The only thing to do is to go and see him.

9. Ask him to come in. Don't keep him standing at the door.

Тест 2

Модальные глаголы

Выберите правильный вариант из предложенных справа

1. He ... the door, because smth was wrong with the lock.

1. cannot open 2. **couldn't open** 3. couldn't be opening

2. You ... my documents, officer!
1. may to see 2. **may see**
3. They ... this problem for two hours.
1. **may have been discussing** 2. may been discussing
4. You ... your teacher when he is speaking.
1. might have interrupted 2. **can't interrupt**
5. I'm sure that he ... this actress.
1. **can't know** 2. can't knowing
6. Where is father? – He ... at his office now.
1. **may be working** 2. might have worked 3. may be worked
7. She has disappointed me greatly. She ... you when you were in trouble.
1. may be helping 2. might have helped 3. **might to have helped**
8. What are the Jones celebrating? – I can't say for sure, but they ... the fifteenth anniversary of their marriage.
9. .may have celebrated 2. may have been celebrated
3. **may be celebrating**
10. You ... help your friends.
1. ought 2. **should** 3. have
11. When they saw the body, they ... the police at once.
1. **should have phoned** 2. have to phone
12. Where is he? – He ... be at school now.
1. **must** 2. ought
13. Where ... ice-cream be kept?
1. has to 2. **should** 3. is to
14. When he ... to meet you?
1. have 2. **is** 3. should
15. You ... have declared your love.
1. ought 2. **ought to** 3. are
16. We have a lot of butter at home. You ... so much.
1. shouldn't have bought 2. **needn't have bought**
17. The policeman said that our father ... drive more carefully. 1. should have 2. **should**

Тест 3

Сослагательное наклонение

Выберите наиболее подходящие типы условных предложений и раскройте скобки.

1. If it **rains**, I won't go out.
2. You would learn more if you **studied** sometimes.
3. If he **had asked** me, I would have told him answer.
4. You would have done well if you **had taken** my advice.
5. I wouldn't phone you here unless it **were** urgent.
6. She'll catch cold, if her feet **get** wet in this weather.
7. Unless you apologize at once, I'll never **speak** to you again.
8. If we **had** nothing to do, life would be boring.

Приложение 2

Исключения при образовании множественного числа имен существительных

Имена существительные, оканчивающиеся на -у с согласной перед ней, во множественном числе меняют -у на -i, к чему присоединяется окончание -es:

family — families, city — cities, baby - babies

Но в тех существительных, где перед -у стоит другая гласная, -у не меняется:

day — days, toy — toys, boy — boys

Существительные, оканчивающиеся в единственном числе на гласную -о, во множественном числе принимают окончание -es:

heroes, potatoes, tomatoes.

Некоторые существительные принимают окончание -s:

photos, pianos, radios, videos.

Есть несколько существительных, которые могут иметь два варианта окончания во множественном числе:

cargos/cargoes; volcanos/volcanoes.

Существительные, оканчивающиеся на **-f** и **-fe**, во множественном числе имеют окончание **-ves**:

shelf - shelves , leaf— leaves , wife— wives , life— lives

Но есть ряд существительных, где подобного чередования не происходит:

handkerchief — handkerchiefs

roof — roofs, belief - beliefs

Некоторые существительные во множественном числе имеют обе формы:

hoofs/hooves; scarfs/scarves;

wharfs/ wharves.

Особые случаи образования множественного числа

Некоторые имена существительные образуют множественное число путем изменения корневой гласной:

man — men, woman — women,

foot – feet, goose — geese,

tooth – teeth, mouse — mice

Есть существительные, образующие множественное число путем прибавления особых окончаний, например:

child — children

ox — oxen

datum — data

analysis -analyses

basis— bases

criterion — criteria

phenomenon — phenomena

У некоторых существительных формы единственного и множественного числа совпадают, например:

sheep(овца)-**sheep**

deer (олень) — **deer**

means (средство) — **means**

series(серия,ряд)- **series**

Существительное **penny** имеет во множественном числе форму **pence**, если имеется в виду денежная сумма, и форму **pennies**, если речь идет об отдельных монетах.

Существительные, имеющие сложную структуру, характеризуются рядом особенностей при образовании множественного числа:

mother-in-law — **mothers-in-law**

commander-in-chief — **commanders-in-chief**

passer-by — **passers-by**

forget-me-not — **forget-me-nots**

man-servant — **men-servants**

woman-writer-women-writers

Ряд существительных в английском языке употребляется только в единственном числе, например:

advice, information, knowledge, money, furniture, progress, news.

Ряд существительных употребляется только во множественном числе, например:

trousers, scissors, glasses (очки), **spectacles, pyjamas, clothes, goods**(товары), **savings, pants, scales**(весы).

Существительное **people** употребляется с глаголами во множественном числе в значении "люди", а в значении «народ" может употребляться с глаголами в единственном числе, иметь форму множественного числа **peoples** (народы), употребляться соответственно с глаголами во множественном числе.

Существительные, которые, как правило, считаются исчисляемыми и согласуются с глаголами в единственном числе, могут в особых случаях иметь форму множественного числа:

coffees, teas — несколько сортов или порций кофе, чая

fishes — различные виды рыб

hairs — волоски (но не: волосы)

Приложение 3

Таблица неправильных глаголов английского языка

Infinitive	Past Simple	Past Participle	Перевод
be	was, were	been	быть, являться
become	became	become	становиться
begin	began	begun	начинать
bet	bet	bet	держат пари
break	broke	broken	ломать, разбивать, разрушать
bring	brought	brought	приносить, привозить, доставлять
build	built	built	строить, сооружать
buy	bought	bought	покупать, приобретать
catch	caught	caught	ловить, поймать, схватить
choose	chose	chosen	выбирать, избирать
come	came	come	приходить, подходить
cost	cost	cost	стоять, обходиться
cut	cut	cut	резать, разрезать
deal	dealt	dealt	иметь дело, распределять
do	did	done	делать, выполнять
draw	drew	drawn	рисовать, чертить
drink	drank	drunk	пить

Infinitive	Past Simple	Past Participle	Перевод
drive	drove	driven	ездить, подвозить
eat	ate	eaten	есть, поглощать, поедать
fall	fell	fallen	падать
feel	felt	felt	чувствовать, ощущать
fight	fought	fought	драться, сражаться, воевать
find	found	found	находить, обнаруживать
fly	flew	flown	летать
forget	forgot	forgotten	забывать о (чём-либо)
forgive	forgave	forgiven	прощать
get	got	got	получать, добираться
give	gave	given	дать, подать, дарить
go	went	gone	идти, двигаться
grow	grew	grown	расти, вырастать
hang	hung	hung	вешать, развешивать, висеть
have	had	had	иметь, обладать
hear	heard	heard	слышать, услышать
hold	held	held	держаться, удерживать, задерживать
hurt	hurt	hurt	ранить, причинять боль, ушибить
keep	kept	kept	хранить, сохранять, поддерживать

Infinitive	Past Simple	Past Participle	Перевод
know	knew	known	знать, иметь представление
lay	laid	laid	класть, положить, покрывать
lead	led	led	вести за собой, сопровождать, руководить
leave	left	left	покидать, уходить, уезжать, оставлять
lend	lent	lent	одалживать, давать взаймы (в долг)
let	let	let	позволять, разрешать
lie	lay	lain	лежать
light	lit	lit	зажигать, светиться, освещать
lose	lost	lost	терять, лишаться, утрачивать
make	made	made	делать, создавать, изготавливать
mean	meant	meant	значить, иметь в виду, подразумевать
meet	met	met	встречать, знакомиться
pay	paid	paid	платить, оплачивать, рассчитывать
put	put	put	ставить, помещать, класть
read	read	read	читать, прочесть
ring	rang	rung	звенеть, звонить
rise	rose	risen	восходить, вставать, подниматься

Infinitive	Past Simple	Past Participle	Перевод
run	ran	run	бежать, бегать
say	said	said	говорить, сказать, произносить
see	saw	seen	видеть
sell	sold	sold	продавать, торговать
send	sent	sent	посылать, отправлять, отсылать
set	set	set	устанавливать, задавать, назначать
shake	shook	shaken	трясти, встряхивать
shine	shone	shone	светить, сиять, озарять
shoot	shot	shot	стрелять
show	showed	shown, showed	показывать
shut	shut	shut	закрывать, запираеть, затворять
sing	sang	sung	петь, напевать
sink	sank	sunk	тонуть, погружаться
sit	sat	sat	сидеть, садиться
sleep	slept	slept	спать
speak	spoke	spoken	говорить, разговаривать, высказываться
spend	spent	spent	тратить, расходовать, проводить (время)
stand	stood	stood	стоять

Infinitive	Past Simple	Past Participle	Перевод
steal	stole	stolen	воровать, красть
swear	swore	sworn	клясться, присягать
sweep	swept	swept	мести, подметать, смахивать
swim	swam	swum	плавать, плыть
take	took	taken	брать, хватать, взять
teach	taught	taught	учить, обучать
tear	tore	torn	рвать, отрывать
tell	told	told	рассказывать
think	thought	thought	думать, мыслить, размышлять
throw	threw	thrown	бросать, кидать, метать
understand	understood	understood	понимать, постигать
wake	woke	woken	просыпаться, будить
wear	wore	worn	носить (одежду)
win	won	won	победить, выиграть
write	wrote	written	писать, записывать

Инфинитив или герундий?

Глаголы, после которых используется инфинитив

Agree	Attempt	Claim	Decide	Demand
Desire	Expect	Fail	Forget	Hesitate
Hope	Intend	Learn	Need	Offer
Plan	Prepare	Pretend	Refuse	Seem
Strive	Tend	Want	Wish	

Глаголы, после которых используется герундий

Admit	Appreciate	Avoid	Can't help	Consider
Delay	Deny	Enjoy	Finish	Mind
Miss	Postpone	Practice	Quit	Recall
Report	Resent	Resist	Resume	Risk
Suggest				

Глаголы, после которых используется инфинитив или герундий без нарушения смысла

Begin	Can't stand	Continue	Dread	Hate
Like	Love	Prefer	Regret	Start
Try				

Глаголы+предлоги, после которых используется герундий

Approve of	Be better off	Count on	Depend on	Give up
Insist on	Keep on	Put off	Rely on	Succeed in
Think about	Think of	Worry about		

В глаголах Object to, Look forward to, Confess to "to" относится к глаголу

Прилагательные+предлоги, после которых используется герундий

Accustomed to	Afraid of	Capable of	Fond of
Intent on	Interested in	Successful in	Tired of

Существительные+предлоги, после которых используется герундий

Choice of	Excuse for	Intention of	Method of/for
Possibility of		Reason for	

Имена прилагательные, после которых используется инфинитив

Anxious	Boring	Dangerous	Hard
Eager	Easy	Good	Strange
Pleased	Prepared	Ready	Able
usual	Common	Difficult	

ЗАКЛЮЧЕНИЕ

Данное учебное пособие имеет целевой характер и раскрывает сущность методической эффективности всего учебного материала. Функциональность и содержательность учебного материала последовательно ведет обучаемого от полностью понятного простого к столь же понятному сложному. Грамматический материал, представленный в этом пособии, подразумевает овладение студентами основами грамматики английского языка и закрепляет такие темы как: порядок слов в английском предложении, артикли, местоимения, систему времен и неличные формы английского глагола, модальные глаголы, сослагательное наклонение. У студентов появляется возможность повторить и закрепить материал в конце каждой темы при обучении английскому языку, проверить усвоенное посредством тестовых заданий. Предлагаемое разнообразие учебного материала, содержащегося в пособии, максимально приближает учебный процесс к реальной действительности, повышает интерес студентов к учебе, активизирует стремление к глубокому овладению теоретическими знаниями. Содержание пособия направлено на повышение эффективности изучения иностранного языка студентами заочного отделения, а также на дальнейшее совершенствование приобретенных знаний в высшем учебном заведении, перенос, полученных навыков на реальные жизненные ситуации.

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