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"СТАВРОПОЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ"



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# АНГЛИЙСКИЙ ЯЗЫК

## ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ

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Цель данного пособия сформировать базовые знания английского языка, достаточные для дальнейшего совершенствования в профессионально-ориентированной сфере, а также помочь студентам овладеть навыками перевода, устной и письменной английской речи, чего невозможно добиться без приобретения студентами определенного запаса слов и знаний о грамматическом строе английского языка. Для достижения данной цели авторами пособия разработан большой комплекс упражнений с привлечением наработок как российских, так и зарубежных лингвистов. Пособие состоит из двух частей. 1 часть – 4 вводно-коррекционных урока и 2 часть – основная (21 урок, в состав которых входит: теоретический материал – грамматика, тексты с послетекстовыми упражнениями и упражнениями на отработку лексического, грамматического, синтаксического и морфологического навыков). Практическая часть состоит из 12 текстов на основе произведений английских и американских писателей. Тексты сопровождаются заданиями, направляющими работу студентов.

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## Часть 1. Вводно-коррекционные уроки

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### УРОК 1

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1. Общая справка.
2. Алфавит **The ABC**.
3. Сокращения.
4. Упражнения.
5. Это интересно.

#### **1. Какой вариант английского мы учим?**

С какого же варианта начинать изучение английского языка – британского или американского? По мнению некоторых специалистов, начинать изучать английский надо с британского варианта. Это наиболее полный и богатый язык, с глубинными литературными традициями. Американская грамматика по сравнению с британской слегка упрощена.

Однако, в отличие от британского варианта, американский английский более гибкий и открытый к изменениям.

Так что же, предпочесть британский вариант? Он скорее подойдет для учащихся продвинутого уровня. На начальных этапах изучения языка существует только один вариант английского – универсальный английский, вобравший в себя особенности разных вариантов. Этот – а не американский и не британский вариант – и есть "язык международного общения". Этот вариант мы и будем изучать. Он, естественно, легче для понимания и нейтрален по окраске.

Английский, который изучают в языковых школах всего мира иностранцы, сами носители языка называют "языком учебников". Это базовый стандартный английский, общий для всех вариантов этого языка. В нем мало колорита, цвета – того, что отличает носителей языка от неносителей. Идиомы, метафоры, жаргон в каждом варианте английского – свои. Постичь их, так же как освоить местную фонетику и мелодику, значит приблизиться к совершенству, перейти на другой уровень – "английский как родной". Задача для большинства иностранцев недостижимая. Но, с другой стороны, мало кто ее перед собой ставит.

Английский в современном мире всего лишь средство общения. Причем не всегда с британцами и американцами, а с людьми разных национальностей.

Итак, мы с вами изучаем универсальный английский – язык, являющийся средством коммуникации людей всего мира.

## 2. Начнем с алфавита и английских звуков.

В английском алфавите **26 букв**. Они называются не так, как в классическом латинском или немецком алфавитах. Названия букв в алфавите надо знать, причем не только по порядку, но и вразброс. Несколько причин, по которым вы должны знать названия букв:

а) Не зная названий букв, вы не сможете читать сокращения, которые в английском языке встречаются, пожалуй, чаще, чем в русском;

б) Представьте себе такую жизненную ситуацию. Вы находитесь в каком-либо официальном учреждении. Служащий, сидящий напротив, просит вас уточнить написание вашей фамилии и назвать ее по буквам;

с) Если вы не знаете написание какого-либо слова и обращаетесь за уточнением к знакомому иностранцу, он продиктует вам это слово именно по буквам.

Так что хорошее знание названий букв в алфавите – суровая необходимость. Не относитесь к этой задаче как к чему-то несерьезному – здесь существуют свои "подводные камни".

На первом уроке мы узнаем названия 12 букв английского алфавита.

Произношение букв сначала будет даваться в двух вариантах – русскими буквами и транскрипцией. Транскрипция – это международный звуковой алфавит, который используется в словарях, и знаки которого вам нужно будет очень хорошо уметь читать. Чтение транскрипции дело не сложное, и вы запомните ее без труда.

Сейчас вы для себя можете выбрать любой из способов чтения – русские буквы или транскрипцию. Только чуть позже, когда вы уже уверенно будете читать транскрипционные знаки, в течение нескольких уроков, постепенно, мы перейдем к передаче звучания слов только транскрипцией.

B b	[би]	[bi:]	Примечания. 1. Звуки и произношение слов будут даваться в [квадратных скобках] - транскрипция.
C c	[си]	[si:]	
D d	[ди]	[di:]	

F f	[эф]	[eɪ]	<p>2. Двоеточием отмечается долгий гласный. [i:] = [ии] Если гласный в транскрипции не отмечен двоеточием, то он звучит коротко [i] = [и]</p> <p>3. [ə] - нейтральный гласный типа русского [э] или [о] в слове "голова". Послушайте его в слове [коул] = [kəʊl]</p>
L l	[эл]	[eɪ]	
M m	[эм]	[em]	
N n	[эн]	[en]	
P p	[пи]	[pi:]	
S s	[эс]	[es]	
T t	[ти]	[ti:]	
V v	[ви]	[vi:]	
O o	[óу]	[əʊ]	

**3. Сокращения читаются следующим образом.** Произнесите их вслух. (Это очень важно. От этой мелочи – произнесения вслух – зависит очень многое.)

PC	[пи си]	[pi: si:]	персональный компьютер
BBC	[би би си]	[bi: bi: si:]	телекомпания Би-Би-Си
TV	[ти ви]	[ti: vi:]	телевидение
Co	[си оу]	[si: əʊ]	компания
CNN	[си эн эн]	[si: en en]	телекомпания Си-Эн-Эн
NB	[эн би]	[en bi:]	важное примечание
FM	[эф эм]	[ef em]	частотная модуляция

**4. Давайте выполним задание, которое поможет нам лучше запомнить названия букв.** Попробуйте прочитать сокращения в первом столбике. Во втором столбике транскрипция подскажет, правильно ли вы произнесли буквы. В третьем столбике напишите русскими буквами. В четвертом столбике – проверьте.

FTP	[ef ti: pi:]		[эф ти пи]
CS	[si: es]		[си эс]
NBC	[en bi: si:]		[эн би си]
PO	[pi: əʊ]		[пи оу]

NCM	[en si: em]		[эн си эм]
MSM	[em es em]		[эм эс эм]
TFT	[ti: ef ti:]		[ти эф ти]
TS	[ti: es]		[ти эс]
BNC	[bi: en si:]		[би эн си]
FD	[ef di:]		[эф ди]
MV	[em vi:]		[эм ви]
CD	[si: di:]		[си ди]

### 5. Теперь давайте отработаем чтение малых букв.

b p o n	[bi pi: əu en]	[би пи оу эн]
m v n o	[em vi: en əu]	[эм ви эн оу]
c o m b	[si: əu em bi:]	[си оу эм би]
c f s p	[si: ef es pi:]	[си эф эс пи]
t f s c	[ti: ef es si:]	[ти эф эс си]
t l v l	[ti: el vi: el]	[ти эл ви эл]

### Основная сложность – не путать, буквы *C [си]* и *S [эс]*.

А теперь давайте перейдем к упражнениям на закрепление материала, в которых уже не будет подсказок.

### УПРАЖНЕНИЯ

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Если Вы решили заняться изучением английского языка всерьез, заведите себе отдельную тетрадь, где Вы могли бы выполнять письменно упражнения на закрепление материала. Делайте все упражнения – даже те, которые Вам кажутся очень легкими. Ответы к упражнениям приведены ниже.

#### 1. Прочитайте по буквам следующие сокращения.

- a) FTP;                      b) PO;                      c) TFT;                      d) BNC;  
e) BBC;                      f) TV;                      g) PC;                      h) FM.

2. Запишите большими буквами сокращения, которые произносятся следующим образом:

- a) [ef ti: pi:];                      b) [em pi:];                      c) [əu en];  
d) [si: di: el];                      e) [ef ef em];                      f) [bi: əu el].

3. *Запишите малыми буквами сокращения:*

- a) [bi: ef el];                      b) [pi: em es];                      c) [en ti: vi:];  
d) [di: əu si:];                      e) [pi: ef el];                      f) [vi: si: es].

4. *Сколько букв в английском алфавите?*

\_\_\_\_\_

5. *Это интересно.*

Многие думают, что английский – самый популярный язык в мире. Так вот: развеем этот миф в пух и прах! Самый распространенный язык – всё же китайский. А второй по распространенности... испанский. Английскому же достается почетная бронза и около 400 миллионов носителей. Зато изучают или используют его в качестве второго языка более 700 миллионов человек. И, кстати, в это число вы уже тоже включены.

Хотя английский язык занимает только третье место в списке самых популярных, общее число людей, говорящих по-английски, составляет более миллиарда. Это примерно каждый седьмой землянин. Однако не стоит думать, что большинство англоговорящих живёт в США и Англии. Например, в Нигерии проживает больше носителей английского, чем в Англии. А в Швеции 89% жителей знают этот язык.



Z z	[зэд]	[zed]	[zed] - в конце именно [d]. Оглушать, произнося [t], нельзя.
I i	[ай]	[ai]	

**3. Рассмотрим несколько примеров сокращений.** Не забывайте все английские слова произносить вслух.

abt	[эй би ти]	[ei bi: ti:]	about –около, примерно
kw	[кей дабл-ю]	[kei 'dʌblju]	киловатт
atm	[эй ти эм]	[ei ti em]	атмосфера
IBM	[ай би эм]	[ai bi: em]	компания Ай-Би-Эм
abc	[эй би си]	[ei bi: si:]	алфавит
ЕЕС	[и и си]	[i: i: si:]	ЕЭС
b&b	[би энд би]	[bi: and bi:]	ночлег и завтрак
www	[дабл-ю дабл-ю дабл-ю]	['dʌblju 'dʌblju 'dʌblju]	мировая паутина

*Примечание*

В английской транскрипции ударение отмечается знаком [ ' ], который ставится перед ударным слогом, а не над ударной гласной как в русском языке. Например: ['hu:liɡən]

**4. Давайте потренируемся в произношении букв.**

		⚡	
BP	[ bi: pi:]		компания "Бритиш Петролеум"
MMX	[em em eks]		мультимедийное расширение
VOA	[vi: əu əi]		радиостанция "Голос Америки"
WTO	['dʌblju ti: əu]		Всемирная Торговая Организация
V.I.P.	[vi: ai pi:]		очень важная персона
xpr	[eks pi: α:]		без привилегий
Ok	[əu kei]		хорошо
id.	[ai di:]		тот же

**5. Довольно часто приходится называть по буквам какие-либо сложные для написания слова.** Это могут быть труднопроизносимые имена, фамилии, географические названия, логины, пароли и т.д. Попробуем потренироваться в этом.

Abramson	[ei bi: α: ei em es əu en]
Tomson	[ti: əu em es əu en]
Lebedev	[el i: bi: i: di: vi:]
Bradberri	[bi: α: ei di: bi: i: α: α: ai]
Kalinina	[kei ei el ai en ai en ei]
MacDonald	[em ei si di: əu en ei el di:]
Anderson	[ei en di: i: α: es əu en]

**Важно не путать буквы I [ai] и I [ei]. В некоторых шрифтах они почти одинаковы: I – I (шрифт Arial).**

#### УПРАЖНЕНИЯ

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1. Приведены названия нескольких букв (в транскрипции). Напишите эти буквы – и большие, и малые.

- a) Например: [bi:] – В в  
 b) [vi:]                      c) [α]                      d) [ai]                      e) [əu]  
 f) ['dʌblju]                  g) [i:]                      h) [es]                      i) [si:].

2. Перепишите большими буквами сокращения.

- a) [si: vi:] – CV;              b) [si: i: əu];              c) [i: ei əu en];  
 d) [pi: el si:];              e) [α: em es];              f) [ei 'dʌblju əu el];  
 g) [ef əu α:];              h) [ai bi: α: di:];              i) [zed eks].

3. Названия нескольких городов были произнесены по буквам. Напишите их. Первая буква должна быть большой, остальные – малыми.

- a) [vi: ai: i: en en ei] – Vienna;              b) ['dʌblju ei α: es ei 'dʌblju];  
 c) [es əu ef ai ei];              d) [əu eks ef əu α: di:];  
 e) [ei zed əu vi:];              f) [di: i: ti: α: əu ai ti:];  
 g) [əu ti: ti: ei 'd blju ei];              h) [em əu es si: əu 'd blju];  
 i) [en ei α: vi: ai kei].

4. Одна из фамилии была произнесена неправильно. Найдите ее.

- a) Eliseev [i: el ai es i: i: vi:];  
 b) Dibrov [di: ai bi: α: əu vi:];  
 c) Kalinin [kei ei el ai en ai en];  
 d) Zinoviev [zed ai en əu vi: ai i: vi:];  
 e) Kirienko [kei ai α: ai i: en kei əu];  
 f) Borodin [bi: əu α: əu di: i: en];  
 g) Zavodov [zed ei vi: əu di: əu vi:];  
 h) Makarov [em ei kei ei əu vi:];  
 i) Fetisov [ef i: ti: ai es əu vi:].

*5. Это интересно:*

Буквы.

Чаще всего в английском языке используется буква E, а реже всего – Q.

Все знают, что буквы в английском языке могут произноситься совершенно по-разному. Вот наглядный пример: He believed Caesar could see people seizing the seas (Он верил, что Цезарь видел людей, захватывающих моря). В этом предложении звук [i:] передаётся семью разными буквосочетаниями.

Английский алфавит когда-то насчитывал на одну букву больше. Этой буквой был символ &.

Если убрать последние четыре буквы в слове queue (очередь), то его произношение не изменится.

## УРОК 3

1. Повтор ранее изученного.
2. The Abs.
3. Это интересно.
4. Упражнения.

**1. Из 26 букв английского алфавита Вы знаете 20.** Осталось шесть, но самых сложных.

G g	[dʒi:]	[джи]
H h	[eit]	[эйч]
J j	[dʒei]	[джей]
Q q	[kju:]	[кью]
U u	[ju:]	[ю]
Y y	[wai]	[уай]

**2. Сокращения, в которых есть эти буквы, встречались вам неоднократно.**

LG	[эл джи]	[el dʒ i:]	торговая марка
KGB	[кей джи би]	[kei dʒi: bi:]	КГБ
JVC	[джей ви си]	[dʒei vi: si:]	торговая марка
http	[эйч ти ти пи]	[eit ti: ti: pi:]	сетевой протокол
ICQ	[ай си кью]	[ai si: kju]	"аська", система общения в инете
URL	[ю а эл]	[ju: a: el]	"урл", указатель ресурса в инете
USA	[ю эс эй]	[ju: es ei]	США
NHL	[эн эйч эл]	[en eit el]	НХЛ (хоккейная лига)
IQ	[ай кью]	[ai kju:]	коэффициент умственного развития
DJ	[ди джей]	[di: dʒei]	диджей, диск-жокей

**3. Не осталось такого английского слова, которое Вы не смогли бы назвать по буквам.** Попробуйте прочитать сокращения самостоятельно.

e.g.	[i: dʒi:]
UNO	[ju: en əu]
txt	[ti: eks ti:]
HTML	[eit ti: em el]
FAQ	[ef ei kju:]
GI	[dʒi: ai]

UFO	[ju: ef əu]
ILNY	[ai el en wai]
ICJ	[ai si: dʒei]
kHz	[kei eit zed]
HDD	[eit di: di:]
Ky	[kei wai]

**4. Итак, мы прошли весь английский алфавит.** Посмотрите на последовательность букв. Прочитайте несколько раз алфавит вслух. Заучите наизусть. Это поможет быстрее ориентироваться в словарях.

	↯ английский вариант	↯ русский вариант
A a	[ ]	[ ]
B b	[ ]	[ ]
C c	[ ]	[ ]
D d	[ ]	[ ]
E e	[ ]	[ ]
F f	[ ]	[ ]
G g	[ ]	[ ]
H h	[ ]	[ ]
I i	[ ]	[ ]
J j	[ ]	[ ]
K k	[ ]	[ ]
L l	[ ]	[ ]
M m	[ ]	[ ]
N n	[ ]	[ ]
O o	[ ]	[ ]
P p	[ ]	[ ]
Q q	[ ]	[ ]
R r	[ ]	[ ]
S s	[ ]	[ ]
T t	[ ]	[ ]
U u	[ ]	[ ]
V v	[ ]	[ ]
W w	[ ]	[ ]
X x	[ ]	[ ]
Y y	[ ]	[ ]
Z z	[ ]	[ ]

Английский алфавит  
The English Alphabet

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

### 5. Это интересно.

Адрес электронной почты произносится по одной букве. Дополнительные значения звучат так:

@ – произносится at [эт]=[æt],  
 точка в данном случае dot – [дот]=[dɔt],  
 тире – dash [дэш]=[dæʃ],  
 знак подчеркивания ( \_ ) – underline [лндэлайн]=[ˈlndəleɪn].

### УПРАЖНЕНИЯ ДЛЯ ЗАКРЕПЛЕНИЯ ИЗУЧЕННОГО МАТЕРИАЛА

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1. Прочитайте по буквам сокращения.

- |          |            |          |
|----------|------------|----------|
| a) HTML; | b) SVGA;   | c) JPEG; |
| d) ICQ;  | e) QWERTY; | f) UK.   |

2. Напишите в своей тетради для упражнений большими буквами:

- |         |         |         |
|---------|---------|---------|
| a) ntv; | b) abc; | c) ing; |
| d) exe; | e) doc; | f) wav. |

3. Напишите малыми буквами:

- |                       |                     |                     |
|-----------------------|---------------------|---------------------|
| a) [en ei em i:];     | b) [di: ei ti: i:]; | c) [bi: ei en kei]; |
| d) [ef el ei ti:];    | e) [ei əu wai];     | f) [el ai ef ti:];  |
| g) [es eit ʃ əu pi:]; | h) [ɑ: əu es i:];   | i) [dʒi: ai ɑ: el]. |

4. Для одной из букв дано неправильное название. Найдите и исправьте ее.

- |              |             |              |
|--------------|-------------|--------------|
| a) J [dʒei]; | b) I [ai];  | c) H [eitʃ]; |
| d) G [dʒi:]; | e) R [ɑ:];  | f) Q [kju:]; |
| g) Z [zed];  | h) Y [wai]; | i) X [iks].  |

5. В пяти строках размещены по порядку все буквы английского алфавита. Но в одной строке порядок нарушен. Вам следует найти эту строку и исправить.

- |           |            |           |
|-----------|------------|-----------|
| a) abcde; | b) fghij;  | c) klmno; |
| d) prqst; | e) uvwxyz. |           |

6. Задание повышенной трудности. Напишите по-английски слова, которые читаются:

- |           |            |            |
|-----------|------------|------------|
| a) [gəu]; | b) [hi:];  | c) [mi:];  |
| d) [nəu]; | e) [sait]; | f) [weiv]. |

7. Попробуйте произнести по буквам Ваш адрес электронной почты.

Придумайте или вспомните электронные адреса Ваших друзей, родных, знакомых и потренируйтесь в произношении. При создании своего личного электронного адреса используйте максимально короткие значения, чтобы легче было его произносить Вам и записывать слушающему.

## УРОК 4

1. Правила чтения английских слов.
2. Это интересно.
3. Упражнения.

**1. Как правило, буквы передают следующие звуки:**

Буква	Название буквы	Чтение	Слова	Примечание
B b	[bi:]	[b]	book, box, but, bus, blue, black, butter, brother	
C c	[si:]	[k] [s]	cat, can, space, face, cap, cliff, cell, cent, cite, clap, clean, pencil, nice, mice, cape, candle, camp, cattle	[s] перед e, i, y во всех [k] в остальных случаях Исключения встречаются редко America ['æmerikə] - Америка; American ['æmerikən] - американский; (сущ.) американец.
D d	[di:]	[d]	good, red, dog, desk, friend, doctor, driver, date	
F f	[ef]	[f]	wife, from, lift, safe, friend, flag	
G g	[dʒi:]	[g] [dʒ]	gale, gain, page, big, age, stage, god, dig, got, go, glide, glad, gym, gas, dog, gentle,	[dʒ] перед e, i, y во всех [g] в остальных случаях
H h	[eit]	[h]	him, his, hate, hold, home	
J j	[dʒei]	[dʒ]	Jane, Jack, Jim, jam, judge, jump	
K k	[kei]	[k]	kite, cake, snake	
L l	[el]	[l]	lamp, lime, vale, lot, lift, lie,	
M m	[em]	[m]	may, mind, made, make, may	
N n	[en]	[n]	name, nail, plan, neck	
P p	[pi:]	[p]	please, pain, pay	
Q q	[kju:]	[kw]	quite, quickly, queen, squeeze	
R r	[ɑ:]	[r]	brick, run, root, rat, brook, drop, red, read, race, ran, free, tree, street	

S s	[es]	[s]	tins, bees sad, feeds, bells, sends, cats, stones, lets, meets, sets, likes, sat, sleeps, cakes, styles, notes, sells, stops, tables, pens, beds, ties, plans, dolls	[s] после глухих согласных и в начале слова—cats, set [z] после гласных и звонких согласных В конце слова после гласной или звонкого согласного тоже можно встретить такой вариант произношения [s]: his, always, as.
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**2. В английском языке 26 букв, но 44 звука.** Поэтому, для передачи некоторых звуков приходится использовать сочетания букв.

Буквосочетание	Чтение	Слова
sh	[ʃ]	she, shake, shop, fish, dish, ship
ch	[tʃ]	chess, check, cheap, teach, catch, match
tch	[tʃ]	check, cheap, teach, speech, catch, match, stitch, ditch
ck	[k]	back, lack, stick, black, sick, neck, pack
ll	[l]	bell, kill, spell, till, sell
dd	[d]	add
ss	[s]	less, miss, mess, kiss
ew	[ju:]	sew new, pew, dew, few, hew
th	[θ]	thanks, thick, cloth, thin, tenth, three, theme, teeth
	[ð]	these, they, then, with, them, those, thus, this
qu	[kw]	quick, quite, quote, squeeze, queen
ee	[i:]	sheep
oo	[u:]	book, spoon, tool, pool, too, zoo, food
		look, took, good,

Это еще не все сочетания букв, которые дают нам один звук по мере изучения языка, мы с вами будем дополнять эту таблицу.

С гласными немного сложнее. Дело в том, что каждая из этих букв (A a, E e, I i, Y y, O o, U u) может читаться по-разному.

ОТКРЫТЫЙ СЛОГ		НАЗВАНИЕ БУКВЫ	ЗАКРЫТЫЙ СЛОГ	
Буква стоит под ударением, и после нее идет согласная и гласная читается как в алфавите			Буква стоит под ударением, и после нее идет согласная, но нет гласной	
	[eɪ]	A a		[æ]
case	[keɪs]		apple	[æpl]
date	[deɪt]		plan	[plæn]

<b>game</b>	[geɪm]		<b>gas</b>	[gæs]
<b>brave</b>	[breɪv]		<b>flag</b>	[flæɡ]
<b>safe</b>	[seɪf]		<b>man</b>	[mæn]
			<b>bank</b>	[bæŋk]
	[i:]	<b>E e</b>		[e]
<b>he</b>	[hi:]		<b>help</b>	[help]
<b>be</b>	[bi:]		<b>red</b>	[red]
<b>me</b>	[mi:]		<b>friend</b>	[frend]
			<b>desk</b>	[desk]
	[əʊ]	<b>O o</b>		[ɔ]
<b>nose</b>	[nəʊz] [rəʊz]		<b>stop</b>	[stɒp]
<b>rose</b>	[gəʊ] [həʊm]		<b>shop</b>	[ʃɒp]
<b>go</b>	[ət həʊm]		<b>from</b>	[frɒm]
<b>home</b>			<b>box</b>	[bɒks]
<b>at home</b>			<b>dog</b>	[dɒɡ]
то же правило действует, если она стоит в конце слова				
<b>go home</b>	[gəʊ həʊm]			
Буква <b>O o</b> иногда может передавать звук [ʌ]:			<b>mother</b>	[ˈmʌðə]
			<b>brother</b>	[ˈbrʌðə]
			<b>son</b>	[sʌn]
			<b>love</b>	[lʌv]
	[aɪ]	<b>I i</b>		[ɪ]
<b>my</b>	[maɪ]	<b>Y y</b>	<b>lift</b>	[lɪft]
<b>time</b>	[taɪm]		<b>list</b>	[lɪst]
<b>cry</b>	[kraɪ]		<b>milk</b>	[mɪlk]
			<b>sit</b>	[sɪt]
	[ju]	<b>U u</b>		[ʌ]
<b>tube</b>	[tju:b]		<b>bus</b>	[bʌs]
<b>cube</b>	[kju:b]		<b>butter</b>	[bʌtə]
<b>music</b>	[mju:zɪk] [blu:]		<b>uncle</b>	[ʌŋkl]
<b>blue</b>	[dʒu:n]		<b>but</b>	[bʌt]
<b>June</b>			<b>must</b>	[mʌst]

### 3. Это интересно.

Слова.

В любом языке существуют необычные слова, выделяющиеся из общего ряда интересным написанием или звучанием. Вот несколько примеров из английского.

Самое длинное английское слово без гласных – rhythms (ритмы).

В английском языке есть слово с гласной, которая повторяется шесть раз, – indivisibility (единство).

Самое многозначное слово в английском языке – set. Оно имеет 44 основных значения для глагола, 17 значений для существительного, 7 значений для прилагательного и ещё несколько сотен различных вариантов. Так что при переводе этого коварного слова нужно быть особенно внимательным.

Pneumonoultramicroscopicsilicovolcanoconiosis – самое длинное слово, которое обозначает название болезни и переводится на русский язык примерно так: "болезнь лёгких, вызванная вдыханием частиц вулканического происхождения или другого рода мелкой пыли". Самое интересное, что такой болезни на самом деле не существует.

С 1932 по 1940 год из-за типографской ошибки в словаре английского языка присутствовало слово, у которого не было значения. Это слово dord, известное также под названием "слово-призрак".

#### УПРАЖНЕНИЯ

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##### 1. Напишите по-английски слова, звучащие как:

	↙		↘		↙
[neim]		[flæg]		[θæŋks]	
[bæŋk]		[hi:]		[pæk]	
[nəuz]		[bi:]		[mæn]	
[rəuz]		[mi:]		[list]	
[gəu]		[ʃi:p]		[ðæt]	
[bɒp]		[help]		[mai]	
[frɒm]		[red]		[breiv]	
[dɔg]		[frend]		[blæk]	
[bɒks]		[desk]		[ɔk]	
[stɒp]		[bɒs]		[milk]	
[həum]		[ˈbɒtə]		[gæs]	
[ət hæum]		[ˈΔŋkl]		[sit]	
[sɒn]		[bɒt]		[ðis]	
[buk]		[tju:b]		[lift]	
[keis]		[dʒu:n]		[blu:]	
[deit]		[mju:zik]		[kju:b]	
[geim]		[æpl]		[seif]	

*2. Прочитайте следующие слова и переведите:*

Name, brave, date, safe, man, bank, plan, lamp, gas, flag, game, plan, lift, list, milk, sit, safe, nose, rose, go, home, at, case, me, red, shop, stop, box, dog, mother, brother, son, music, June, bus, love, blue, that, this, pack, shock, black, sister, September, driver, doctor, thanks, help, friend, from, desk, be, cube, tube, he, book, butter, uncle, but, must, good, book.

## Часть 2. Основной курс

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### УРОК 1

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1. Типы предложений в английском языке. Порядок слов в английских предложениях.
2. Типы вопросительных предложений.
3. Личные местоимение.
4. Глагол – связка в английском языке. Глагол-связка is.

#### ТЕКСТ

A book. It is a book. Is it a book? – Yes, it is. No, it is not.  
A pen. It is a pen. Is it a pen? – Yes, it is. No, it is not.  
A pencil. It is a pencil. Is it a pencil? – Yes, it is. No, it is not.  
A table. It is a table. Is it a table? Yes, it is. No, it is not.  
A desk. It is a desk. Is it a desk? – Yes, it is. No, it is not.  
A box. It is a box. Is It a box? Yes, it is. No, it is not.

#### 1. Прочитайте вслух и напишите в транскрипции следующие слова.

[i]	[e]	[ɔ]	[εə]	[p]	[b]
it	pen	what	chair	pen	book
is	desk pencil	box		pencil	box
it is	yes	not			

#### 2. Запомните следующие новые слова.

<b>apple</b>	[ˈæpl]	яблоко	<b>girl</b>	[gɜ:l]	девочка
<b>bag</b>	[bæɡ]	сумка	<b>here</b>	[hiə]	здесь
<b>book</b>	[bʊk]	книга	<b>map</b>	[mæp]	карта
<b>box</b>	[bɒks]	коробка	<b>not</b>	[nɒt]	не
<b>cat</b>	[kæt]	кошка	<b>pen</b>	[pen]	ручка
<b>chair</b>	[tʃεə]	стул	<b>pencil</b>	[ˈpensl]	карандаш

<b>coat</b>	[kəʊt]	пальто	<b>student</b>	[ˈstju:d(ə)nt]	студент
<b>desk</b>	[desk]	письменный стол, парта	<b>table</b>	[ˈteɪbl]	стол
<b>dog</b>	[dɒg]	собака	<b>what</b>	[wɒt]	что?
<b>door</b>	[dɔː]	дверь	<b>yes</b>	[jes]	да

**3. Прочитайте вслух и напишите в транскрипции следующие слова.**

/i/ - it, is, it is; /e/ - pen, desk, pencil, yes; /wɒt/ - what, box, not; /εə/ - chair; /ð/ - this, that, is\_this, is\_that; /p/ - pen, pencil; /b/ - book, box.

**4. Запомните следующие новые слова.**

what /wɒt/ что?; chair /tʃ εə/ стул; desk /desk/ письменный стол, парта; pencil/ˈpensl/ карандаш; box /bɒks/ коробка.

**5. Ответьте на следующие вопросы.**

1. Is this a chair? – Yes, ... 2. Is that a desk? – No, 3. Is it a pen? – No, ... It is a pencil. 4. Is it a box? – Yes, ... 5. Is that a book? – Yes, .... 6. Is this a pencil? – No, ... It is a pen.

**6. Поставьте следующие предложения в вопросительную форму.**

1. This is a bag. 2. That is a hat. 3. It is a farm. 4. This is a bed. 5. That is a pencil. 6. It is a desk.

**7. Заполните пропуски.**

1. This is ... pencil. 2. That is ..... 3. It ... a book. 4. Is ... a box? 5. ..., it is. 6. No, it ..... 7. This is ..... 8. ... is it?

**8. Поставьте слова в нужном порядке, чтобы получилось утвердительное предложение.**

1. Is /warm /It / today. 2. It/ a very/ interesting/ book/ is. 3. is /the house/ expensive/ very. 4. the room/ this/the lamp/in/is. 5. a /is/ cat/ that/. 6. is/ a/ suit /this. 7. a/ dress/is/ this. 8. the blackboard /it/ is. 9. spring/ It/ is.

**9. Постройте общий вопрос к предложениям.**

1. It's a radio, not a telephone. This is a cup of tea. 2. This is a new computer. 3. That is a king. 4. It is a cat. 5. This is a mouse. 6. This is a teapot. 7. It is a sheep. 8. It is true. 9. This is my hand. 10. That is a flower. 11. That is a goose.

**10. Ответьте на следующие вопросы по образцу.**

*Model: 1. What is this?(bus)– This is a bus.*

*2. What is that?(car) – That is a car.*

1. What is that? (room). 2. What is this? (pencil). 3. What is this? (door).
4. What is that? (lamp). 5. What is this?(radio). 6. What is that?( picture).
7. What is this?( star). 8. What is that? (baby). 9. What is this? (notebook).
10. What is that? (garden).

**11. Постройте общий вопрос к предложениям.**

1. This is a table. 2. It is a calendar. 3. That is a sofa. 4. This is the house.
5. This is an office. 6. That is a window. 7. This is a tape-recorder. 8. That is a chalk. 9. This is a rose. 10. It is a bag.

**12. Постройте специальный вопрос к предложениям.**

1. That is a boy. 2. That is a plate. 3. That is a bookshelf. 4. That is a queen. 5. That is a bus. 6. This is a mountain. 7. That is a goose. 8. It is a girl.
9. It is a tree. 10. It is an egg.

**13. Переведите с английского языка на русский язык.**

1. Is that a flower? 2. Is this a bookcase? 3. Is this a man? 4. Is that a ball?
5. Is that a train? 6. Is that a plane? 7. Is the window open? 8. Is the boy near the window? 9. Is this a rose? 10. Is this a sofa?

**14. Вставьте a/an там, где это необходимо.**

1. ... umbrella. 2. ... idea. 3. ... spider. 4. ... extra cookie. 5. ... toothbrush.
6. ... earphone. 7. ... amazing film. 8. ... octopus. 9. ... minute. 10. ... question

**15. Вставьте a/an там, где это необходимо. Переведите предложения на русский язык.**

1. This is... computer. 2. This is... girl. 3. That is ...apple. 4. That is...toy.
5. This is...computer 6. That is...plane. It is...winter.

**16. Выберите правильный вариант: this или these.**

- ...man, ...children, ...hen, ...ducks, ...engineers, ... teacher, ...sheep, ...apple, ...bag, ...sportsmen, ...table, ...teeth, ...shelves, ...swine, ...mice, ...news, ...police, ...clothes.

**17. Выберите правильный вариант: that или those.**

...schoolboys, ...animals, ...geese, ...garden, ...oxen, ...girl, ...money, ...pajamas, ...hands, ...formula, ...foot, ...child, ...houses, ...exercise, ...piano, ...streets, ...information, ...family.

**18. Ответьте на вопрос "What is this?"**

*Model: a pen – This is a pen.*

*A car, a lamp, my brother, our teacher, a little deer, a new green copybook, fair hair, good knowledge of English.*

**19. Переведите следующие предложения.**

1. Это стол. 2. Что это? 3. Это карандаш, то ручка. 4. Это сумка? 5. Это шляпа? – Нет. – Что это? 6. Это парта? – Нет, это стол. 7. Это коробка? – Да. 8. Это карандаш? – Да, это карандаш. 9. Что это? – Это стул.

## ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**1. В английском языке имеется четыре типа предложений:** повествовательные, вопросительные, повелительные и восклицательные.

В утвердительном повествовательном предложении следующий порядок слов: подлежащее, сказуемое, дополнение и обстоятельства.

I go to school.

Для того чтобы образовать *вопросительное* предложение, необходимо вспомогательный глагол поставить перед подлежащим.

Is she a nice girl?

*Повелительные* предложения выражают побуждение к действию, приказание, просьбу, совет. Повелительные предложения для второго лица образуются из инфинитива глагола без частицы to:

**Take** this book. **Look** at the blackboard, please.

*Восклицательные* предложения передают различные эмоциональные чувства – радость, удивление, огорчение и т.д. Любое предложение: повествовательное, вопросительное или повелительное может стать восклицательным, если высказываемая мысль сопровождается сильным чувством и интонацией. На письме оно обычно обозначается восклицательным знаком.

**What** a nice book she has got!

**В русском языке порядок слов не играет большой роли. В английском языке он очень важен.**

**2. В английском языке различаются следующие виды вопросительных предложений:** общие, специальные, альтернативные, разделительные и вопрос к подлежащему.

ТИПЫ ВОПРОСИТЕЛЬНЫХ ПРЕДЛОЖЕНИЙ	
<b>It is a table</b>	
<b>Общий</b> задается ко всему предложению и требует краткого ответа «Да» или «Нет»	<b>Is it a table?</b> Yes, it is. No, it is not.
<b>Специальный</b> задается с помощью специальных вопросительных слов* для выяснения чего-то конкретного	<b>What is it?</b>
<b>Альтернативный</b> предполагает выбор между двумя и более вариантами	<b>Is it a desk or a table?</b> It is a table.
<b>Разделительный</b> выражает предположение «не так ли?» «не правда ли?»	<b>It is a table, isn't it?</b>
<b>Вопрос к подлежащему</b> уточняет кто или что выполняет действие	<b>What is it?</b>

\* – см. таблицу "Вопросительные слова"

### 3. Личные местоимения в именительном падеже.

who	кто
whose	чей
where	где, когда, куда, откуда
what	что, какой
which	который
what kind of	какой (какого рода)
when	когда
why	почему
how	как
how long	как долго
how many, how much	сколько
how often	как часто



отрицательные формы в предложении. К ним относятся to do, to have, to be, shall, will, should, would.

**Модальные** глаголы означают не действие, а возможность, необходимость, допустимость, способность. С помощью модальных глаголов можно передать необходимость, возможность, желательность действия.

**Глагол-связка** в английском языке (Copular Verb) – это слово, которое помогает вам установить связь между подлежащим и составным именным сказуемым, а именно, согласовать их в числе, лице и времени.

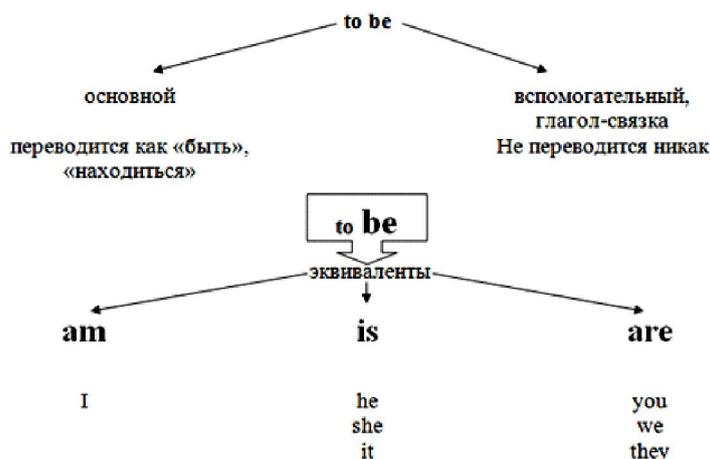
В английском предложении со сказуемым всегда должен употребляться глагол: смысловой, вспомогательный, модальный, глагол-связка. Однако глагол-связка не выражает никакого действия, а лишь помогает правильно истолковать высказывание.

В английском языке нельзя опускать глагол-связку, потому что существует строгий порядок слов:

Подлежащее + Сказуемое + Дополнение + обстоятельство

Так, если в русском мы скажем "Он американец", то в английском мы должны будем передать это с помощью глагола связки "to be" в соответствующей форме и числе. "He is an American." "Is" – глагол-связка.

**Основной глагол-связка это глагол to be.**



### 5. Это интересно.

Местоимения (Pronouns) в английском языке заменяет имя существительное, поэтому так и называются "вМесто имени" – *He, you, it*. Эти слова также могут употребляться вместо прилагательного – *Such, that, these*. Как и в русском, так и в английском, таких лексических единиц очень много, но знать их и правильно употреблять необходимо.

Личное местоимение **you** – достаточно интересный случай в английском языке, ведь оно обозначает сразу два эквивалента в русском языке: ты и вы. При этом перевести точно предложение с этим местоимением можно только, опираясь на контекст. Грамматически you всегда оформляется как множественное число, поэтому в английском языке сложно перейти на "ты".

Предложения английского языка: Самая сложная скороговорка в английском языке: *The sixth sick sheik's sixth sheep's sick*.

Предложение *The quick brown fox jumps over the lazy dog* (Быстрая коричневая лиса прыгает через ленивую собаку) уникально тем, что содержит все буквы английского алфавита. Именно поэтому оно используется для демонстрации различных шрифтов.

Самые короткие английские предложения, содержащие подлежащее и сказуемое, – это *I am* и *I do*.

Самое длинное предложение в художественной прозе на английском насчитывает 13 955 слов ("Клуб ракалий", Джонатан Коу).

## УРОК 2

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1. Артикль.
2. Указательные местоимения ед.ч. this, that.
3. Союз and в сложносочиненном предложении.
4. Образование отрицательного предложения. Отрицание not.
5. Это интересно.

### ТЕКСТ

This is the classroom. This is the floor. That is the ceiling. This is the door and that is the window. The door is open and the window is closed. This is the wall and that is the wall, too. It is a blackboard. It is a duster. Is this a desk or a table? – It is a table. Is that a book? – Yes, it is. Is this a pen? – No, it isn't. It is not a pen. It's a pencil. This classroom is beautiful.

### УПРАЖНЕНИЯ

**1. Прочитайте вслух и напишите в транскрипции следующие слова.**

[ɔ:]	[i:]	[e]	[w]	[ɪs]	[bl]
floor door wall	ceiling	desk pen pencil	wall window	this is that is	table blackboard

**2. Запомните следующие новые слова.**

<b>beautiful</b>	[ˈbju:təfɪ]	красивый	<b>flat</b>	[flæt]	квартира
<b>blackboard</b>	[ˈblækbo:d]	классная доска	<b>floor</b>	[flo:]	пол
<b>carpet</b>	[ˈkɑ:pɪt]	ковер	<b>nice</b>	[naɪs]	милый, красивый
<b>ceiling</b>	[ˈsi:lɪŋ]	потолок	<b>open</b>	[ˈəʊpən]	открыть
<b>chair</b>	[tʃeə]	стул	<b>room</b>	[ru:m]	комната
<b>chalk</b>	[tʃɔ:k]	мел	<b>too</b>	[tu:]	также, тоже.
<b>close</b>	[kləʊs]	закрыть	<b>wall</b>	[wɔ:l]	стена
<b>door</b>	[dɔ:]	дверь	<b>window</b>	[ˈwɪndəʊ]	окно
<b>duster</b>	[ˈdʌstə]	тряпка			

**3. Поставьте следующие предложения в отрицательную форму.**

1. This is a camera. 2. It's a TV set. 3. And this is a camera. 4. This is a phone. 5. It is a laptop. 6. This is a computer. 7. And this is a dictionary.

**4. Задайте общий вопрос и ответьте отрицательно.**

*E.g. Is this a disco? – No, it isn't. It isn't a disco.*

1. a disco. 2. car. 3. hotel. 4. a market. 5. a tennis court. 6. a swimming pool.

**5. Задайте вопрос и ответьте на него.**

*E.g. Is this a table? No, it isn't. It is a chair.*

1. milk / water. 2. a melon / a watermelon. 3. butter / cheese. 4. tea / coffee. 5. an orange / an apple. 6. coke / juice. 7. a glass / a cup.

**6. Составьте альтернативные вопросы со следующими парами слов.**

1. Is this... (a bag, a suitcase)? 2. Is that... (a bicycle, a car)? 3. Is this ... (a dictionary, a book)? 4. Is that... (a camera, a phone)? 5. Is this ... (a radio, a TV set)? 6. Is that... (a briefcase, a wallet)?

**7. Переведите на английский язык.**

1. Что это? Это – часы или телефон? 2. Это радио или телевизор? 3. А вон там, телевизор или компьютер? 4. А это платье или юбка? 5. Это коробка и сумка? 6. Там мужчина или женщина?

**8. Задайте специальный вопрос и ответьте на него.**

*E.g. What is it? This is the table and that is the desk.*

1. the chalk/ the paper. 2. the box/the bag. 3. the drugstore / the hospital. 4. the bus station/ the bank 5. the library/ the school. 6. the supermarket/ the theatre

**9. Поставьте следующие предложения в вопросительную форму.**

1. This cup is dirty. 2. That pie was tasty. 3. This is a hotel. 4. That is a new supermarket in our town. 5. This is a lemon ice-cream for tea. 6. This is a nice dress for my niece. 7. This man is a banker. 8. That woman is my sister. 9. This child is my son. 10. That goose is big and white. 11. This mouse is grey. 12. This man is my uncle. 13. That woman is my cousin.

**10. Поставьте артикль а (an) перед существительным, где нужно.**

This is ... boy and that is ... girl. 2. This is ... cat. It is my... cat. 3. Is this your... dog? No, it is not...dog. 4. Is that his ... car? No, it isn't his ... car. It is his father's ...car. 5. It is ... kind girl. She is ... .6. That is...big box.

**11. Заполните пропуски, употребляя артикли: a\an, the**

1. This is ... cup on the plate. ... cup is yellow. And that is...red cup. 2. It is ....hotel. ....hotel is very expensive . 3. This is ....exercise-book. .... exercise-book is on...table. 4. This is.... our room. ....room is large and clean. 5.That is...text. ....text is long. 6. This is ...black tie and that is ...white tie.

**12. Переведите предложения**

1. This is a bird. 2. Is that also a bird? – No, it isn't. That is a cat. 3. Is that a good horse? – Yes, it is. 4. Is that cow big or small? – It is big. 5. This is an apple and that is a flower. 6. What is that man? – He is a clerk. Is he in the office? – Yes, he is. 7. Is that woman a nurse? – No, she isn't.

**13. Поставьте следующие предложения в вопросительную и отрицательную форму.**

*Model: That is a desk. – Is that a desk?*

*That is not a desk.*

1. That is the window. 2. This is the ceiling. 3. That is a box. 4. That is the floor. 5. It is a door. 6. This is the blackboard. 7. This is a flat. 8. It is a duster. 9. This is a carpet. 10. That is a chalk. 11. It is a table. 12. This is a chair.

**14. Поставьте предложения в отрицательную форму.**

1. I am a pupil. 2. My father is a teacher. 3. Your aunt is a doctor. 4. They are at home. They are at work. 5. My brother is a worker. He is at work. 6. You are an engineer. 7. Your brother is at school 8. My sister is at home. 9. She is an actress. 10. This is my bag. 11. He is at work. 12. They are on the walls. 13. He is a student. 14. His family is in St. Petersburg.

**15. Вставьте артикль, где необходимо.**

**A.** 1. ... elephant. 2. ... English dictionary. 3. ... butterfly. 4. ... German car. 5. ... Italian bag. 6. ... American college. 7. ... Russian city. 8. ... French designer. 9. ... Indian river. 10. ... egg. 11. ... notebook. 12. ... elegant lady. 13. ... ice-cream. 14. ... Japanese phone.

**B.** 1. This is ... pen. 2. That is ... pencil. 3. This is ... chalk. ... chalk is white. 4. Is this ... wall or ... window? 5. This is ... wall. ... wall is nice. 6. This is ...

window. ... window are beautiful. 7. This floor at ... home. 8. This is ... ceiling. This is ... good ceiling. 9. There is ... big table in ... room. 10. Where is ... desk? 11. This is ... book. ... is interesting.

**16. Вставьте артикль, где необходимо.**

**A.** 1. This is ... book. It is my ... book. 2. Is this your ... pencil? – No, it isn't my ... pencil. 3. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. 4. I have no ... handbag. 5. Is this ... watch? – No, it isn't ... watch, it's ... pen. 6. This ... pen is good, and that ... pen is bad.

**B.** 1. This is ... tree. ... tree is old. 2. I can see three ... boys. ... boys are playing. 3. Our ... room is large. 5. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big.

**17. Прочитайте следующие предложения.**

**A.** Is this the duster? – Yes, it is. Is that the ceiling? – Yes, it is. Is that the door? – Yes, it is. Is that the window? – Yes, it is.

**B.** That is not the ceiling. Is that the ceiling? – No, it isn't. That is not the window. Is that the window? – No, it isn't.

**C.** What is that? – It's the door. What is that? – It's the wall. What is this? – It's a book. What is it? – It's a pencil. What is this, the blackboard or the door? – It's the door. What is that, a pen or a pencil? – It's a pen.

**D.** Is this a chair or is it a desk? – It's a chair. Is that the wall or is it the floor? – It's the floor. Is this a table or a desk? – It's a desk. Is that the floor or the ceiling? – It's the ceiling.

**18. Выберите правильный вариант.**

**A.** 1. This / these dogs. 2. This / these hat. 3. This / these cars. 4. This / these cat. 5. This / these desks. 6. This / these ceiling. 7. This / these floor. 8. This / these windows. 9. This / these duster. 10. This / these balls. 11. This / these pupil.

**B.** 1. This / these hat is old. 2. This / these ball is very nice. 3. This / these rooms are large. 4. This / these desk and a table are bright. 5. This / these dogs are very kind. 6. This / these cats are very small. 7. This / these rooms are comfortable.

**C.** 1. Take ... bag. 2. Take ... hat. 3. Take ... balls. 4. Take ... desks. 5. Take ... nice pencils.

### 19. Переведите на английский язык следующие предложения.

1. Это стена.
2. Это не дверь.
3. Что это?
4. Это окно? – Нет, это не окно.
5. Это книга или коробка? – Это книга.
6. Это ручка? – Нет, это не ручка. Это карандаш.
7. Где классная доска? Она на стене.
8. Это стена или окно? Это окно.
9. В комнате нет столов.
10. Это красивая тряпка.

#### ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

1. В английском языке существует два артикля – **неопределенный** и **определенный**. Артикли являются определителями имен существительных.

У неопределенного артикля две формы: **a** и **an**. Форма **a** употребляется перед существительными, начинающимися с согласного звука; **an** – перед существительными, начинающимися с гласного: *a table, an egg*. Неопределенный артикль произошел от числительного **one** один и может употребляться только с именами существительными в единственном числе. Существительное с неопределенным артиклем дает понятие о предмете, указывает, к какому классу принадлежит данный предмет:

*It is a pencil.* – Это карандаш (а не ручка, не книга и т. п.).

Существительные, которые употребляются в единственном числе с неопределенным артиклем, **не имеют** артикля во множественном числе.

**Определенный артикль** имеет форму **the** и произносится /ðə/ перед словами, начинающимися с согласного звука, и /ði/ перед гласными звуками: *the /ðə/ table; the /ði/ egg*. Определенный артикль употребляется с именами существительными как в единственном, так и во множественном числе в тех случаях, когда и говорящему, и слушающему ясно, **о каком конкретном предмете идет речь**. Определенный артикль произошел от указательного местоимения *that* "тот", поэтому значение определенного артикля очень близко к значению таких слов, как "этот", "тот", "тот самый".



Артикль не употребляется в следующих словосочетаниях: at home, at school, at work.

Если перед существительным употребляется прилагательное, то оно стоит между артиклем и существительным.

## 2. Указательные местоимения.

Указательные местоимения служат для указания на предметы, находящиеся рядом (this) или на некотором расстоянии (that) от говорящего.

<b>Ед.ч.</b>
<b>This</b> Это
<b>That</b> То

В предложениях *This is a table. That is a pen* – выполняют функцию подлежащего.

3. Два или более простых предложений могут быть объединены в одно сложное, выражающее общую мысль. Сложные предложения делятся на сложносочиненные и сложноподчиненные. Сложносочиненные предложения состоят из равноправных по значению простых предложений, которые не зависят одно от другого. **Союз and** "и", "а" в предложениях типа *This is a desk and that is a table* соединяет предложения в сложносочиненное.

4. Чтобы образовать **отрицательную форму** предложения с глаголом-связкой *is*, следует после *is* (вспомогательного глагола) поставить отрицательную частицу **not**: *It is a pencil. – It is not a pencil.*

В разговорной речи *is not* превращается в *isn't*.

## 5. Это интересно.

Очень полезно заучивать и произносить скороговорки на английском языке. Это тренирует голосовые связки и язык к произношению на английском, и корректирует дикцию. Ну и главное преимущество учить английский с помощью скороговорок – это **УВЛЕКАТЕЛЬНО!**

Давайте попробуем выучить одну из них.

*Why do you cry, Willy?*

Why do you cry?  
Why, Willy?  
Why, Willy?  
Why, Willy?  
Why?

## УРОК 3

1. Образование множественного числа имен существительных.
2. Прилагательное в качестве определения и в роли именной части составного сказуемого.
3. Указательные местоимения мн. ч. these, those.
4. Глагол-связка are.
5. Это интересно.

## ТЕКСТ

When my mother and farther are busy, I have to play with my sister Lena. She is six years old. Her favorite toy is a dall. She has got many toys: dolls, cats, dogs, foxes, tigers, buses. She has toys of different colors and sizes. She has a pink big pony. Also she likes to play with her teddy bear. It's very nice. How she likes all of them.

But soon she goes to school. And we bought all things for school for her. It's a blackboard. The blackboard is black. The chalk is on the blackboard. Is this piece of chalk white? Yes, it is. Also she has a desk. This desk is brown. The pens and the pencils are on the desk. These pencils are green and those pencils are blue. These are green pencils. Those are blue pencils.

The pen is on the box. Is that pen red or green? It is red. Is that a blue box? No, it isn't. It is a red box.

She has a school bag. What colour is it? It's red and yellow. Is the bag brown? No, it isn't.

## УПРАЖНЕНИЯ

1. Прочитайте вслух и напишите в транскрипции следующие слова.

[æ]	[e]	[i:]	[ɔ:]	[ei]	[ai]
black blackboard bag that	red desk yellow pen pencil	piece ceiling green these please	chalk blackboard	take paper	white
[au]	[ð]	[pl]	[bl]	[br]	[gr]
brown	these those this that at the	please	blackboard black blue	brown	green

## 2. Выучите новые слова и словосочетания.

<b>a piece of chalk</b>	[pi:s] [əv tʃɔ:k]	кусочек мела
<b>baby</b>	[ˈbeɪbi]	ребенок
<b>ball</b>	[bɔ:l]	мяч
<b>black</b>	[blæk]	чёрный
<b>blue</b>	[blu:]	синий
<b>bookcase</b>	[ˈbʊkkeɪs]	этажерка, книжный шкаф
<b>bookshelf</b>	[ˈbʊkʃelf]	книжная полка
<b>brown</b>	[braʊn]	коричневый; бурый
<b>bus</b>	[bʌs]	автобус
<b>chalk</b>	[tʃɔ:k]	мел
<b>colour</b>	[ˈkʌlə]	цвет
<b>doll</b>	[dɒl]	кукла
<b>flower</b>	[ˈflaʊə]	цветок
<b>green</b>	[ɡri:n]	зелёный
<b>look at</b>	[ˈlʊk ət]	смотреть на
<b>map</b>	[mæp]	карта (геогр.)
<b>orange</b>	[ˈɒrɪndʒ]	оранжевый
<b>paper</b>	[ˈpeɪpə]	бумага
<b>pink</b>	[pɪŋk]	розовый
<b>plane</b>	[pleɪn]	самолет
<b>plate</b>	[pleɪt]	тарелка
<b>please</b>	[pli:z]	пожалуйста
<b>pupil</b>	[ˈpju:p(ə)l]	ученик
<b>red</b>	[red]	красный
<b>sky-blue</b>	[skaɪ blu:]	голубой
<b>sofa</b>	[ˈsəʊfə]	диван
<b>star</b>	[stɑ:]	звезда
<b>take</b>	[teɪk]	брать, взять
<b>these</b>	[ði:z]	эти
<b>those</b>	[ðəʊz]	те
<b>vase</b>	[vɑ:z]	ваза
<b>violet</b>	[ˈvaɪələt]	фиолетовый
<b>what</b>	[ˈwɒt]	какой?
<b>What colour is ...?</b>	[ˈwɒt ˈkʌlə ɪz]	Какого цвета ...?
<b>white</b>	[waɪt]	белый
<b>yellow</b>	[ˈjeləʊ]	жёлтый

## 3. Образуйте форму множественного числа у следующих существительных.

A plate, a spoon, a bench, a life, a potato, a season, a child, a story, a bus, a cat, a goose, a knife, a mouse, a swine, a berry, a town, a deer, a roof, a TVset, a boy, a sportsman, an ox, a name.

**4. Образуйте форму единственного числа у следующих существительных.**

Students, deer, watches, phenomena, dogs, desks, laboratories, swine, housewives, pianos, feet, toys, ladies, tables, pencils, teachers, colleges, men, geese, wolves, streets, pens.

**5. Преобразуйте следующие предложения в форму множественного числа.**

**E.g.** *This is a book. That is a book. These are books. Those are books.*

1. This is a berry. 2. This is a child. 3. That is a pen. 4. This is an article.  
5. That is a plate. 6. This is a composition. 7. That is a man. 8. This is a journal. 9. That is a teacher. 10. This is a potato.

**6. Переведите предложения**

1.This is a table. 2. These are tables. 3.That is a desk. 4.Those are desks.5.That is a chair.6.Those are chairs. 7.This is an aeroplane. 8. These are aeroplanes. 9.This is my brother. 10.These are my brothers. 11.That is my book. 12.Those are my books.

**7. Выберите правильную форму множественного числа.**

- 1.This is a hat.
  - a. Those were hats.
  - b. That are hats.
  - c. This was a hat.
  - d. These are hats.
2. That was an article.
  - a. That was articles.
  - b. Those was articles.
  - c. Those were articles.
  - d. These were articles.
3. This is a pencil.
  - a. Those were pencils.
  - b. Those are pencils.
  - c. These are pencils.
  - d. This are pencil.
4. That is a teacher.
  - a. These are teachers.
  - b. Those are teachers.
  - c. This are teachers.

- d. Those were teachers.
- 5. This is a student.
- a. This was a student.
- b. That are a student.
- c. Those are students.
- d. These are students.

**8. Выберите правильную форму местоимения.**

- 1. ... computers are on the table (these,this, that,those).
- 2. ...are chairs (these,this, that,those).
- 3. ...is my bag, and... is his (these,this, that,those).
- 4. ... are pencils (these,this, that,those).
- 5. .... is a black box, and.... is a white box( these,this, that,those).
- 6. Look at... pictures (these,this, that,those).
- 7. ... pens are dirty. Give me... pens (these,this, that,those).

**9. Вставьте правильную форму глагола (to be)**

- 1. It ... a text (is,am,are).
- 2. These pupils ...in the room (is,am,are).
- 3. This book ...in this bookcase.
- 4. That bag ... at the table(is,am,are).
- 5. There is a big building in the centre of the town. This ... our university (is,am,are).
- 6. We have two classes today. These ... maths and history(is,am,are).

**10. Переведите предложения.**

- 1. Эти ручки синие, а те черные.
- 2. Это красная коробка, а та зеленая.
- 3. Дайте мне пожалуйста тот серый карандаш.
- 4. Посмотрите на те розы в саду.
- 5. Садитесь пожалуйста за этот стол.
- 6. Эта квартира новая и светлая.

**11. Ответьте на следующие вопросы.**

- 1. What colour is the door?
- 2. What colour is the ceiling?
- 3. What colour is the floor?
- 4. What colour is the blackboard?
- 5. What colour is the chalk?
- 6. What colour is the wall?
- 6. What colour is the paper?
- 7. What colour is the chair?
- 8. What colour is the desk?
- 9. What colour is the map?

**12. Образуйте множественное число имен существительных.**

*Model: That desk is brown. – Those desks are brown.*

- 1. This wall is blue.
- 2. That door is brown.
- 3. This is a red ceiling.
- 4. That is a green pen.
- 5. Is that pencil black?
- 6. Is this a brown bag?
- 7. What is this? – This is a piece of chalk.

**13. Поставьте следующие предложения в вопросительную и отрицательную формы.**

1. This is a blue table. 2. That box is green. 3. This is a piece of chalk. 4. Those are books. 5. These are red pencils. 6. Those desks are brown. 7. This apple is pink. 8. That piece of chalk is white. 9. These pencils are green and those pencils are blue. 10. This piece of paper is yellow.

**14. Измените следующие предложения образу множественное число имен существительных.**

1. This is a star. 2. This is a boy. 3. This is a baby. 4. That is a plate. 5. That is a flower. 6. That is a bookshelf. 7. Is this a sofa? 8. Is this a bookcase? 9. Is this a man? 10. Is that a ball? 11. Is that a doll? 12. Is that a plane? 13. Is the window open? 14. Is the door closed? 15. That is not a bus. 16. She is a cat. 17. It is not a girl. 18. It isn't a bag. 19. Is that a flower?

**15. Поставьте следующие предложения во множественное число.**

1. This man is an engineer. 2. That woman is my sister. 3. This child is my son. 4. This man is a doctor. 5. That woman is my mother. She is a teacher. 6. That girl is a pupil. 7. My teacher has a large classroom. 8. There is a table in the room. 9. I have a good pen. My pen is in my bag. 10. There is a flower in the vase. 11. This room is very large. 12. There is a pencil in the box.

**16. Ответьте на следующие вопросы.**

**A.** 1. Are these red or black pencils? (red) 2. Are those blue or brown blackboards? (brown) 3. Is this piece of paper green or yellow? (yellow) 4. Is that piece of chalk white or blue? (blue)

**B.** 1. Is the piece of chalk black? 2. What colour is the blackboard? Is it white? 3. Is the ceiling red? What colour is it? 4. Is the floor brown? 5. Are these walls blue or white?

**17. Прочитайте следующие предложения.**

Is this piece of chalk white or is it blue? – It's blue. Is that piece of paper green or is it yellow? – It's yellow. The ceiling is white. What colour is it? – It's white. Look at the blackboard. Look at the table. Look at the wall. Look at the desk. What colour is it? Look at the book. What colour is it? – It's red. Is it blue? – No, it isn't. Look at that book. What colour is it? – It's green. Is it yellow? – No, it isn't.

**18. Заполните пропуски, используя слова и словосочетания, данные ниже.**

1. What ... is the pencil? 2. ... .. is white. 3. Take ... .. , please. 4. ... desks are brown and ... desks are yellow. 5. ... at the ceiling. 6. Is that a blue paper? – No, it ... . It is a red paper. 7. Is the floor brown? – ..., it is. 8. That piece ... paper is white. 9. What colour ... the blackboard? 10. Is the pen green ... brown? 11. Look ... the table.

That piece of paper; isn't; yes; is; at; colour; of; or; the chalk; these – those; look.

**19. Поставьте в предложения подходящие по смыслу прилагательные. Переведите предложения.**

1. Novgorod is a ... city. 2. Please be ... with a knife. 3. Sherlock Holmes was an ... detective. 4. Good bye! Have a ... time in Mexico. 5. I like going shopping in my ... time. 6. Don't leave ... things in your bags. 7. I'm going to bed. I'm so ... 8. These peaches are very ... 9. Will you close the window? I feel ... 10. I'm looking for a white ... dress and a pair of red ... shoes.

Valuable; delicious; English; leather; Russian; tired; careful; free; cotton; good; cold.

**20. Переведите на английский язык.**

1. Какого цвета классная доска? – Она черная. 2. Какого цвета этот кусок мела? Он белый? – Нет, он голубой. 3. Посмотрите на эти карандаши. Эти карандаши коричневые, а те карандаши черные. 4. Это желтая сумка? – Да. 5. Этот кусок бумаги красный? – Нет. 6. Возьмите эту карту. 7. Эти ручки синие или зеленые?

ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

1. Образование **множественного числа** имен существительных. Существительные в английском языке, как и в русском, имеют два числа: **единственное** и **множественное**. Для образования множественного числа:

а) к существительному в единственном числе прибавляется окончание **-s**. Буква *s* после глухих согласных звуков передает глухой звук [s], а после звонких согласных и гласных звуков – [z]: book – books [ks]; bag – bags [gz]; tie – ties [z]; day – days [z].

б) существительные, оканчивающиеся в единственном числе на [s],[z],[ʃ],[tʃ],[dʒ], имеют во множественном числе окончание **-(e)s** [iz]: place – places; size – sizes; dish – dishes; match – matches; page – pages.

в) существительные, оканчивающиеся в единственном числе на звук [f], при образовании множественного числа меняют конечный глухой согласный на соответствующий ему звонкий и, таким образом, приобретают окончание -ves [vz]: life – lives.

г) существительные, оканчивающиеся в единственном числе на у с предшествующей согласной, образуют множественное число прибавлением окончания -es, причем у заменяется буквой i: city – cities. Но если существительное оканчивается на -у с предшествующей гласной, то -у не меняется: day-days

д) существительные, оканчивающиеся в единственном числе на -о, обычно образуют множественное число прибавлением окончания -es: hero – heroes. Но: photo – photos.

е) некоторые существительные образуют множественное число особым путем: man – men; tooth – teeth; goose – geese; foot – feet; mouse – mice; child – children; ox – oxen; deer – deer.

1.	<b>сущ. ед.ч. + -s</b> s - <b>гл. согл. [s]</b> book — books - <b>зв. согл. [z]</b> bag — bags
2.	<b>сущ. ед.ч. -[s],[z],[ɪ],[i],[ɪ], [dʒ] =-(e)s [iz]:</b> place -places; size-sizes; dish-dishes; match-matches; page-pages.
3.	<b>сущ. ед.ч. -[f] → -[v] + -es:</b> life — lives
4.	<b>сущ. ед.ч. -у с предш. согл. = -y → -i + -es:</b> city — cities
5.	<b>сущ. ед.ч. -о = + -es:</b> hero-heroes. Но: photo-photos.
6.	<b>Исключения:</b> man-men; tooth-teeth; goose -geese; foot-feet; mouse-mice; child-children; ox-oxen; deer-deer. sheep-sheep swine- swine fish-fish

## 2. Прилагательные в качестве определения и в роли именной части составного сказуемого.

Именем прилагательным называется часть речи, которая обозначает признак предмета и отвечает на вопрос **what? какой?** Например: red-красный, good-хороший, interesting-интересный, Russian-русский.

Прилагательные в английском языке не изменяются ни по родам, ни по числам, ни по падежам. а young man молодой человек, а young

woman молодая женщина, young people молодые люди, with a young man с молодым человеком.

Они могут изменяться только по степеням сравнения: long, longer, longest длинный, длиннее, самый длинный.

Имена прилагательные бывают простые и производные. Простые имена прилагательные не имеют в своем составе ни префиксов, ни суффиксов: big большой, short короткий, black черный, red красный. Производные прилагательные включают в свой состав суффиксы или префиксы, или одновременно и те и другие: natural естественный, incorrect неправильный, unnatural неестественный.

Некоторые имена прилагательные являются составными и образуются из двух слов, обозначающих одно понятие: dark-blue темно-синий, snow-white белоснежный.

В предложении прилагательное выступает: в роли **определения** – a **green** pencil, the **large** box is on the table-большая коробка на столе; **именной части составного сказуемого** – this pencil is green-этот карандаш зеленый, the box is large-коробка большая.

Прилагательное в функции именной части составного сказуемого (предикатива) ставится после глагола-связки. Составное именное сказуемое состоит из глагола-связки и именной части (предикатива). В качестве глагола-связки наиболее часто употр. глагол to be (am, is, are, was...).

**Paris is beautiful.**

Париж красив. [красивый]

**The table was big and round.**

Стол был большой и круглый.

**I think she is right.**

Я думаю, что она права.

**3. Множественное** число указательных местоимений this и that соответственно – **these** эти и **those** те.

Ед.ч.	Мн.ч.
<b>This</b> Это	<b>These</b> Эти
<b>That</b> То	<b>Those</b> Те

**4. В предложениях** *These pencils are green. Those are blue pencils* слово **are** (3-е лицо множественного числа настоящего времени глагола be "быть") является глаголом-связкой, который в русском языке, как правило, не употребляется. Сравните: Эти карандаши зеленые. То – голубые карандаши. Отрицательная форма – are not. В разговорной

речи, как правило, употребляется сокращенная отрицательная форма aren't.

### 5. Это интересно.

В школе и вузе мы часто учим одни и те же цвета, однако есть названия цветов, интересно звучащих и часто не отличающихся от родного русского языка.

Amber	[ˈæmbə]	янтарный
aqua	[ˈækwə]	Цвет морской волны
aquamarine	[ˌækwəməˈriːn]	Аквамарин
beige	[beɪʒ]	Бежевый
bronze	[brɒnz]	Бронзовый
Chocolate	[ˈtʃɒklɪt]	Шоколадный
Indigo	[ˈɪndɪɡəʊ]	Цвет Индиго
Khaki	[ˈkɑːki]	Цвет хаки
Lemon	[ˈlemən]	Лимонный
Light green	[laɪt] [ɡriːn]	Салатовый
Sand	[sænd]	песочный

А еще у американцев есть устойчивые выражения с использованием обозначения цвета:

<b>see red</b>	прийти в ярость, обезуметь
<b>be green about the girls</b>	казаться здоровым
<b>white night</b>	бессонная ночь
<b>white coffee</b>	кофе с молоком
<b>to be blue</b>	хандрить
<b>pink of the perfection</b>	верх совершенства

## УРОК 4

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1. Оборот there is/there are.
2. Предлоги места.
3. Личные местоимения в объектном падеже.
4. Неисчисляемые существительные.
5. Это интересно.

### ТЕКСТ

The picture is under the desk. The picture is over the desk. The picture is in the desk. That picture is on the wall. The book is on the desk. The pencils are in the box. The chair is near the wall. The picture is on the desk. The pen is on the table. Where is the pen? It is under the book.

There is a blackboard in the room. What is there in the room? – There is a blackboard in the room. Is there a blackboard in the room? – Yes, there is.

Is there a map on the wall? – Yes, there is.

Are there any chairs in the room? – Yes, there are some.

Are there many exercise-books on the desks? – Yes, there are (many). How many exercise-books are there on the desks? – There are ten (exercise-books on the desks).

Are there any flowers in the room? – No, there are not. There are no flowers there.

Is there any chalk on the table? – Yes, there is some. Is there much chalk on the table? – No, there isn't.

### УПРАЖНЕНИЯ

#### 1. Прочитайте вслух и напишите в транскрипции следующие слова.

[u]	[e]	[ɔ:]	[ɒ]	[ʌ]	[ou]
book put look	them pen desk red pencil yes	floor chalk wall	on box	duster under shut	open
[ei]	[ɛ ə]	[iə]	[r]	[k]	[ð]
table they take	chair where	near	are chair where	book take desk chalk	that this they them on the

## 2. Выучите новые слова и словосочетания.

<b>above</b>	[ə'blʌv]	над, выше	<b>newspaper</b>	['nju:spɛɪpə]	газета
<b>across</b>	[ə'krɒs]	Через, поперек, на той стороне	<b>on</b>	[ɒn]	на
<b>against</b>	[ə'geɪnst]	напротив, около	<b>open</b>	['əʊpən]	открывать открытый
<b>among</b>	[ə'mʌŋ]	между, среди	<b>outside</b>	[aʊt'saɪd]	вне, за пределами
<b>at</b>	[æt]	у, возле, около; в, на	<b>over</b>	['əʊvə]	над, свыше, на той стороне
<b>before</b>	[bɪ'fɔ:]	перед	<b>page</b>	[peɪdʒ]	страница
<b>behind</b>	[bɪ'hɑɪnd]	за, позади	<b>picture</b>	['pɪktʃə]	картина, рисунок
<b>below</b>	[bɪ'ləʊ]	под, ниже	<b>put</b>	[pʊt]	положить, класть
<b>beside</b>	[bɪ'saɪd]	рядом с, около, возле	<b>round</b>	[raʊnd]	вокруг, кругом
<b>between</b>	[bɪ'twi:n]	между, среди	<b>school yard</b>	[sku:l] [jɑ:d]	школьный двор
<b>beyond</b>	[bɪ'jɒnd]	за, по ту сторону	<b>shut</b>	...	закрывать, закрытый
<b>by</b>	[baɪ]	у, около, рядом с	<b>them</b>	[ðem]	их, им
<b>calculator</b>	['kælkjuleɪtə]	калькулятор	<b>under</b>	['ʌndə]	под, ниж
<b>each other</b>	[i:tʃ] ['lðə]	друг друга	<b>very well</b>	['veri] [wel]	очень хорошо
<b>exercise- book</b>	['eksəsaɪz]-[bʊk]	тетрадь			
<b>in</b>	[ɪn]	в, на			
<b>in front of</b>	[ɪn frʌnt ɒv]	впереди, напротив			
<b>inside</b>	[ɪn'saɪd]	внутри, в			
<b>large</b>	[lɑ:dʒ]	большой			
<b>lesson</b>	['les(ə)n]	урок			
<b>match</b>	[mætʃ]	спичка			
<b>near</b>	[nɪə]	около, у, возле, рядом			

## 3. Заполните пропуски предлогами: in, on.

1. The armchair is... the corner. 2. The vase is... the windowsill. 3. The dictionary is... the bookcase. 4. The plates are ... the cupboard... 5. Some

paragraphs are...the text. 6. The teacher is...the room. 7. The shelves are...the wall. 8. The flowers are ...the vase. 9. The forks are.... the plate. 10. The jug is... the table. 11. It is dark ... this room. 12. The university is ... this street.

**4. Заполните пропуски подходящими предлогами: at, of.**

1. The book is... home. 2. The flat... my sister is large. 3. The children ...my brother are at home. 4. The room ... the boys is large. 5. Please, sit down ... the table. 6. Look... this table.

**5. Заполните пропуски предлогами: under, near.**

1. The pencil...the desk. 2. The bench...the blackboard. 3. The chair is ...the table.4.The disks are...the player.5.They are... the desk. 6. It is ... the box. 7. The flowers are ...the tree. 8. This cafe is...my house.9. This green ball is...the bed.

**6. Переведите предложения.**

1. The newspapers are on the table. 2. The flowers are in the vase. 3. The cheese is in the fridge. 4. The story is in the book. 5. The cat is under the bed. 6. The pen is under the table. 7. The cup is in the cupboard. 8. The bench is near the blackboard. 9. The forks are on the plate. 10. The rugs are on the floor.

**7. Переведите на английский язык.**

Рядом с его домом, у окна, у двери, под кроватью, под землей, в институте, в доме, на столе, на стене.

**8. Переведите на русский язык.**

At home, at work, at University, in the country, in the sky, in the sun, in the rain, in the tree, at the seaside, in the street, on the first (second, third) floor, on the left, on the right, at my place

**9. Выберите соответствующие местоимения.**

1. Take these books and read ... (It, them). 2. The children are in the garden. Go to the garden and play with... (It, them). 3. This red dress is in the wardrobe. Bring... (It, them) please. 4. Look at these flowers and put them on the windowsill (It, them). 5. This sofa is in my room. I like to sit on... (It, them). 6. It is a pen on the floor. Pick it up and put ...on the table (It, them).

**10. Замените выделенные слова личными местоимениями в объектном падеже.**

1. Those are my nuts. Don't eat *nuts*. 2. Give *this book* to me, please. 3. Read *the newspapers*. 5. Give *the parents* this computer, please. 6. Send *the letter* to the company.

**11. Постройте специальные вопросы к предложениям.**

1. The door is on the right. 2. The chairs are near the table. 3. The TV set is near the window. 4. The pictures are on the wall. 5. The flowers are in the vase. 6. The radio is in the kitchen. 8. The lamp is in the bedroom. 9. The table is in living room. 10. The bed is in the bedroom. 11. The chair is in the dining room.

**12. Заполните пропуски предлогами и переведите предложения.**

1. Where are those trousers? They are ... the bag. 2. What are...the wardrobe? The shoes are... 3. Where is the tea? It is ... the cup. 4. Put the plates ... the table. 5. Put the book ... the bag. 6. The picture ... the wall.

**13. Заполните пропуски, используя вопросительные местоимения.**

1. ...is that woman near the shop? 2. ...are these cars? They are in the parking places 3. ... is your new ball? – It's red. 4. ... is an apple tree? It is near the playground. 5. ...are you? – In the park. 6. ...is your birthday? – In May. 7. ... are you? – Fine, thanks.

**14. Поставьте следующие предложения в вопросительную и отрицательную форму.**

1. There is a blackboard in our classroom. 2. There are tables along the wall. 3. There is a map on the wall. 4. There are chairs in the classroom. 5. There are exercise-books on the table. 6. There are flowers in the room. 7. There is chalk on the table. 8. There is a new rule in Lesson Five.

**15. Дайте краткие утвердительные ответы на следующие вопросы.**

1. Is there a door in the wall? 2. Is there a book on the table? 3. Is there a blackboard on the wall? 4. Is there a chair at the table? 5. Are there windows in the room? 6. Are there chairs in the classroom? 7. Are there tables in the classroom? 8. Are there students in the room?

**16. Дайте краткие отрицательные ответы на следующие вопросы.**

1. Is there a picture in the classroom? 2. Is there a map on the wall? 3. Is there a bag on the table? 4. Are there pictures on the walls? 5. Are there books on the chairs? 6. Are there desks in the classroom?

**17. Переделайте следующие предложения, используя оборот there is/are.**

*Model: The newspaper is on the table. – There is a newspaper on the table.*

1. The book is on the desk. 2. The pencils are in the box. 3. The duster is on the floor.

4. The picture is on the wall. 5. The matches are in the box. 6. The chair is near the wall. 7. The pen is under the book. 8. A piece of chalk is on the table.

**18. Прочитайте предложения и ответьте на вопросы.**

**A.** The matches are in the box.

1. What is in the box? 2. Where are the matches? 3. Are they near the box? 4. Are they in the box or on the box?

**B.** The chair is near the wall.

1. Where is the chair? 2. What is near the wall? 3. Is the table near the wall?

**C.** The red book is on the chair.

1. Is it a black book? 2. What colour is it? 3. Is it under the chair? 4. Is it on the table? 5. Where is it?

**D.** The pencils are on the open book.

1. Is the book open or shut? 2. Where are the pencils? 3. Are they under the book? 4. Are they on the book or in the box?

**19. Поставьте глагол to be в нужной форме (is или are).**

1. ... the pencils in the box? Yes, they ... . 2. Put the chair near the wall. Where ... it? 3. ... the chair near the table or near the desk? It ... near the desk. 4. The chair and the table ... in the room. 5. Put the pieces of paper under the book. Where ... they? 6. Where ... the matches? They ... in the box. 7. ... the books on the floor? No, they ... not. 8. ... the window open or shut? It ... open. 9. Where ... the picture?

**20. Прочитайте следующие предложения.**

Where are the pens? They are on the table. Are the pencils in the box? Yes, they are. Are they on the floor? No, they aren't. Where is the piece of chalk? Where is the duster? Where is the chair? It is near the table. Where is the yellow pencil? It is on the desk. Look at the green books. Where are they? They are near the brown book. Look at the newspaper. Where is it? It is under the table.

Where are the matches? They are in the box. Are they on the box? No, they aren't. Put them on the box. Where are the desks? They are in the room. Where is the table? It is in the room. Put the newspapers on the desk. Where are they? Put the chair near the wall. Where is it? Put the pieces of paper under the book.

Where are they? Are they under the book or on the book? Is the chair near the table or near the desk? Are the newspapers on the desk or under the table? Are the matches on the floor or in the box? The chair and the table are in the room. Where are they? The piece of chalk and the duster are on the table. Where are they?

What is in the box? A pencil is. What is in that box? Matches are. Take the pencils. Put them in the box. Take the books. Put them on the desk. The box is open. It is not shut. (It isn't shut.) The door is open. It is not shut. (It isn't shut.) Is the window open or shut? It's open. Are the books open or shut? They are open. Look at the windows. Are they open or shut? They are shut. Open the door. Shut it. Shut the box. Open it. Open the box and put the matches in it. Shut the book and put the pencils on it. Where are the matches? Where are the pencils? Where is the picture?

**21. Раскройте скобки, выбрав нужную форму глагола и подчеркните подлежащее и сказуемое.**

1. There (is, are) a large table in my room. 2. There (is, are) three windows in my classroom. 3. There (is, are) a table and four chairs in the room. 4. There (is, are) a blackboard, four tables and five chairs in our classroom. 5. There (is, are) a text-book and two exercise-books on my table. 6. There (is, are) a school here. 7. There (is, are) a lot of children at the school yard.

**22. Ответьте на вопросы, обращая внимание на употребление оборота there is (there are).**

1. What is there on the table?
2. How many books are there on the desk?
3. What kind of books are there on the table?

4. Is there a blackboard in your classroom?
5. Are there many tables in your classroom?
6. How many tables are there in your classroom?
7. Are there many chairs in this room?
8. How many chairs are there in this room?
9. What is there in your classroom?
10. How many pages are there in this book?

**23. Выберите подходящий предлог и переведите предложения.**

1. My room is ... the third floor. (on/in/above)
2. The clock is ... the wall, ... the table. (above/under/on)
3. The ball is ... the bed. (on/under/above)
4. Bob and Jane are sitting in the caf? ... each other. (between/behind/in front of)
5. The school address is ... the top of the page. (in/at/above)
6. I like reading ... bed. (in/at)
7. He is not ... home. (in/at)
8. The plane is flying ... the blue sky. (in/at)
9. Is he ... the office? (in/at)
10. There is a nice picture ... the wall. (in/at/on)
11. The children are playing ... the garden. (in/at/on)

**24. Заполните пропуски предложениями in, on, at, under, near.**

I am ... the classroom. I am not ... the blackboard. I am ... the desk. There is a book ... my desk. My pens and pencils are ... my pencil-box. The pencil-box is ... my bag. The bag is ... the desk. We've got flowers ... our school park. Two pupils are sitting ... the tree ... this park now.

**25. Переведите на английский.**

Рядом с его домом, среди нас, между двумя большими домами, вокруг стола, у окна, у двери, далеко от школы, перед нашим офисом, под кроватью, по ту сторону реки, напротив ее дома, позади меня, над ее головой, над столом, под землей, в школе, в доме, вне дома. на столе, на стене

**26. Замените выделенные слова личными местоимениями в объектном падеже.**

1. I like **Nick**.
2. We like **Mary**.

3. He likes an **ice-cream**.
4. Are you interested in **football**?
5. I want to buy **two bottles** of milk for **Mary**.
6. I see **my friends** every day.
7. Tell **Nick** about **your plan**.

**27. Вставьте подходящие по смыслу личные местоимения в объектном падеже.**

1. I know \_\_\_ very well. (его)
2. I love \_\_\_. (тебя)
3. He wants to go with \_\_\_. (с вами)
4. She sent a letter to \_\_\_. (им)
5. He wants to go with \_\_\_. (с вами)
6. Read this newspaper. \_\_\_ is very interesting. (она)
7. Bring \_\_\_! (это)
8. This bag is for \_\_\_. (для вас)

**28. Замените выделенные слова личными местоимениями в именительном или объектном падеже.**

1. The vase is on the table.
2. Mother often sends Ben to buy milk.
3. Are Mary and Helen ready to do the work?
4. The man is in the park.
5. Helen and I are good friends.
6. Is Ben at the lesson now?
7. Where is the calculator?
8. The newspapers are on the table.
9. The child is in the garden with his mother.
10. I see the picture very well.
11. The students have lectures every day.
12. The boy plays football every Sunday.
13. The teacher asks the students.
14. The students write tests every week.
15. Look at the picture!
16. I have the book at home.

**29. Переведите на английский язык.**

1. Карандаши в коробке. 2. Газеты на столе. 3. Положите книги на стол. 4. Посмотрите на газету. Где она? – На парте. 5. Возьмите спички и положите их в коробку. 6. Окно открыто. Закройте его. 7. Что под

газетой? – Карандаш. 8. Столы и стулья в комнате. 9. Картина на стене. 10. Спички в коробке? – Нет, они на столе. 11. Возьмите стулья и поставьте их у стены.

#### ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**1. Оборот there is/are.** Предложения с оборотом there is/are употребляются, чтобы указать наличие или отсутствие какого-либо лица или предмета в определенном месте:

There is a pen on the table. – На столе ручка, (есть, имеется)

Предложения с этим оборотом всегда переводится с конца.

*Необходимо уяснить смысловую разницу между предложениями:*

There is a pen on the table. – На столе ручка.

The pen is on the table. – Ручка на столе.

В первом предложении сообщается, что в данном месте (на столе) находится предмет, который называется ручкой (как бы в ответ на вопрос: **Что** есть в данном месте?).

Во втором предложении сообщаются дополнительные сведения о конкретном предмете, а именно его местонахождение (как бы в ответ на вопрос: **Где** находится конкретный предмет?).

В первом предложении существительное **pen** в единственном числе употребляется с неопределенным артиклем, а во множественном числе без артикля: There are pens on the table. В предложении The pen is on the table подлежащее употребляется с определенным артиклем.

Если в предложении с оборотом **there is/are** имеется несколько подлежащих, то глагол **to be** всегда согласуется с подлежащим, которое следует непосредственно за ним:

**There is** a teacher and five students in the room.

**There are** five students and a teacher in the room.

В обороте there is/are слово there не имеет самостоятельного значения, поэтому при переводе на английский язык русских предложений, в которых обстоятельство места выражено наречием "там", необходимо в конце предложения употребить наречие there:

There are many books **there**.

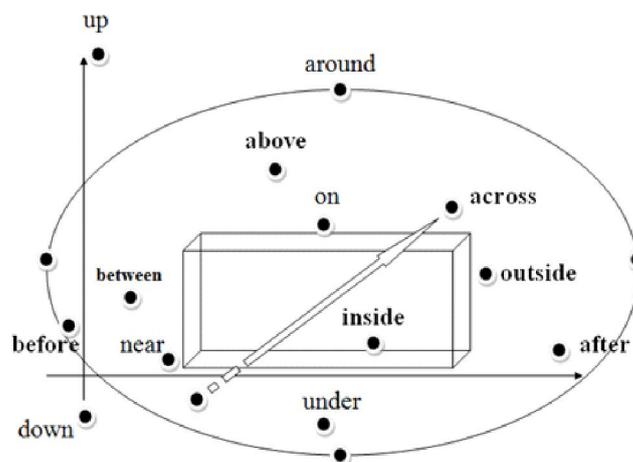
#### 2. Предлоги места:

Предлог 1	Употребление предлога 2	Пример 3
In (внутри)	Для обозначения комнат, зданий, улиц, городов, стран	In Paris (в Париже), in the living-room (в гостиной)

1	2	3
	Для обозначения книги, газеты	In the paper (в газете), in the book (в книге)
	Со словами «такси», «автомобиль»	In the car (в автомобиле), in the taxi (в такси)
	Со словом «картина»	In the picture (на картинке/на картине)
<b>At (в каком-то месте)</b>	В значении «рядом», «около»	At the door (у двери), at the railway station (на железнодорожной станции)
	Со словом «стол»	At the table (за столом)
	Для обозначения мероприятий	At the neighbor's party (на вечеринке у соседа), at the concert (на концерте)
	Для обозначения мест, в которых вы совершаете типичные действия	At the cinema (в кино – чтобы посмотреть фильм), at work (на работе – чтобы работать)
<b>On (быть на поверхности, прикрепленным)</b>	Для прикрепленных предметов	The picture is on the wall (картина на стене)
	Для местности с рекой	Paris lies on the Seine (Париж стоит на Сене)
	Для предметов на поверхности	On the desk (на столе)
	Для обозначения конкретной стороны	On the left (слева)
	Для обозначения этажа в доме	On the first floor (на первом этаже)
	Для общественного транспорта	On the plane (на самолете), on the bus (на автобусе)
	Для телекоммуникаций	On the radio (по радио), on TV (по телевизору)
<b>Next to/by/beside (рядом, около)</b>	С какой-то из сторон от чего-либо/кого-либо	Mary is standing next to/by/beside the car (Мери стоит рядом с машиной)
<b>Under (под)</b>	На земле, ниже чего-то или накрытое чем-то	The pen is under the desk (ручка под партой)
<b>Below (под)</b>	Ниже чем что-то другое, но над землей	The octopus is below the surface (осьминог под поверхностью)
<b>Over (над)</b>	Накрытое чем-то другим, сверху чего-то	Put a sweater over your T-shirt (надень свитер на футболку)
	Для обозначения перемещения на другую сторону	Walk over the bridge (перейти через мост)
	Для преодоления различных препятствий	Climb over the wall (перелезть через стену)
<b>Above (над)</b>	Выше чем какой-либо предмет или объект, но не непосредственно над ним	A road above the river (дорога над рекой)
<b>Across (через)</b>	Для обозначения перемещения на другую сторону	Swim across the river (переплыть через речку)
<b>Through (через)</b>	Проходить через что-то, имеющее границы сверху, снизу и по бокам	Go through the tunnel (проходить через туннель)
<b>To (к)</b>	Для обозначения движения по направлению к одушевленному или неодушевленному объекту	Go to the theatre (идти в театр)
	Для обозначения перемещения в другой город или страну	Go to Paris (ехать в Париж), go to Ireland (ехать в Ирландию)

1	2	3
	Со словом «кровать»	Go to bed (идти спать (в кровать))
<b>Into (в)</b>	Для обозначения входа в здание или комнату	Go into the bedroom (войти в спальню), go into the flat (войти в квартиру)
<b>Towards (по направлению к)</b>	Для обозначения движения по направлению к кому-либо/чему-либо, но не прямо к этому объекту/субъекту	Go ten steps towards the building (сделать десять шагов по направлению к зданию)
<b>Onto (на)</b>	Для обозначения перемещения на вершину чего-то	Jump onto the chair (запрыгнуть на стул)
<b>From (из)</b>	В значении «из-чего, откуда»	A flower from our garden (цветок из нашего сада)
<b>Between (между)</b>	Для обозначения положения предмета или субъекта между двумя разными объектами или субъектами	The town between Florence and Rome (город между Флоренцией и Римом)
<b>Behind (за)</b>	Позади чего-то или кого-то	The man behind his back (человек за его спиной)
<b>In front of (перед)</b>	Для обозначения предметов перед чем-то или кем-то	The man in front of her (мужчина, стоящий перед ней)

Или схематично:



3. Личные местоимения имеют два падежа: именительный и объектный.

Именительный падеж		Объектный падеж		
Who?	кто?	Whom?	кому?	кого?
I	я	me	мне	меня
You	ты, Вы	you	тебе (вам)	тебя (вас)
He	он	him	ему	его

She	она	her	ей	ее
It	оно	it	ему (ей)	его (ее)
We	мы	us	нам	нас
You	вы	you	вам	вас
They	они	them	им	их

#### 4. Исчисляемые и неисчисляемые существительные.

Исчисляемые существительные в английском языке обозначают предметы и понятия, которые можно сосчитать. Они могут иметь форму единственного и множественного числа. (С правилами образования множественного числа исчисляемых существительных Вы также можете ознакомиться в уроке 3).

Неисчисляемые существительные – это существительные, обозначающие вещества и понятия, которые нельзя сосчитать. К ним относятся как вещественные (жидкие, газообразные, твердые материалы), так и абстрактные существительные (природные явления, действия, чувства и т.п.).

Итак, неисчисляемые существительные употребляются только в единственном числе и соответственно, согласуются с глаголами в единственном числе. Запомните, что в английском языке они не употребляются с неопределенным артиклем **a** или **an**. Если необходимо выделить неисчисляемое существительное из общей категории веществ или понятий, используется определенный артикль **the**.

В роли подлежащего они согласуются со сказуемым в единственном числе. Могут замещаться местоимениями в единственном числе. В большинстве случаев это местоимение **it**.

##### *Классификация неисчисляемых существительных*

В английском языке достаточно много неисчисляемых существительных, и для того, чтобы лучше их запомнить, можно классифицировать их по группам. Мы составили список часто используемых неисчисляемых существительных в разговорной речи.

1. **Природные явления:** darkness – темнота, snow – снег, fog – туман, gravity – гравитация, heat – жара, humidity – сырость, light – дневной свет, hail – град, lighting – молния, rain – дождь, thunder – гром, sunshine – солнечный свет, weather – погода, wind – ветер и т.д.

2. **Жидкости:** petrol – бензин, oil – растительное масло/нефть, coffee – кофе, water – вода, tea – чай, lemonade – лимонад, milk – молоко, wine – вино, blood – кровь и т.д.

3. **Газообразные вещества:** nitrogen – азот, oxygen – кислород, air – воздух, steam – пар, smoke – дым, smog – густой туман и т.д.

4. **Продукты питания:** bread – хлеб, cheese – сыр, butter – масло, meat – мясо, spaghetti – спагетти, yoghurt – йогурт, и т.д.

5. **Языки:** Russian – русский, Greek – греческий, German – немецкий, English – английский, Arabic – арабский, Chinese – китайский, Spanish – испанский, и т.д.

6. **Вещества, состоящие из множества небольших частиц:** semolina – манка, rice – рис, flour – мука, corn – кукуруза, dust – пыль, salt – соль, sugar – сахар, pepper – перец, sand – песок, и т.д.

7. **Болезни:** Cancer – рак, Flu – грипп, Measles – корь, Mumps – свинка, Smallpox – ветрянка, Pneumonia – пневмония и т.д.

8. **Абстрактные понятия:** space – пространство, energy – энергия, advice – совет, beauty – красота, time – время, education – образование, wealth – богатство, happiness – счастье, honesty – честность, health – здоровье, help – помощь, laughter – смех, intelligence – интеллект, knowledge – знание, justice – правосудие, truth – правда, information – информация, news – новости, homework – д/з, work – работа, grammar – грамматика, vocabulary – словарный запас и т.д.

9. **Названия дисциплин:** chemistry – химия, mathematics – математика, history – история, psychology – психология, literature – литература и т.д.

10. **Природные ресурсы, строительные материалы, металлы:** gold – золото, silver – серебро, wood – дерево, glass – стекло, oil – нефть, clay – глина, concrete – бетон, paper – бумага и т.д.

11. **Игры:** baseball – бейсбол, poker – покер, billiards – бильярд, chess – шахматы, golf – гольф, rugby – регби, football – футбол, soccer – футбол, tennis – теннис и т.д.

### 5. Это интересно.

В английском языке, в случае если вещественное существительное используется для обозначения предмета из данного материала, неисчисляемое существительное становится исчисляемым и употребляется с артиклями **a** и **an**. (Если целое и его элементы обозначаются одинаково.)

- hair волосы – a hair волосок
- wood дерево, древесина – a wood лес
- paper бумага – a paper газета, документ
- coal уголь – a coal уголек

– iron железо – an iron утюг

2. В английском языке, в случае если вещественное существительное используется для обозначения сортов, видов или порции чего-либо, неисчисляемое существительное становится исчисляемым и употребляется с артиклями **a** и **an**.

– He bought some tea. Он купил чай. – He bought an Indian tea. Он купил один из индийских сортов чая.

– I like coffee. Я люблю кофе. – He bought a coffee. Он купил (чашку) кофе.

3. В английском языке, в случае если абстрактное существительное используется для обозначения конкретного предмета или лица, т.е. для конкретизации, неисчисляемое существительное становится исчисляемым и употребляется с артиклями **a** и **an**.

– beauty красота – a beauty красавица

– light свет – a light огонек, лампа

– life жизнь – a life жизненный путь

– time время – a time раз

– play игра – a play пьеса

4. В английском языке, в случае если к неисчисляемому существительному прибавляется окончание **-s**, **-es**, оно становится исчисляемым и употребляется с артиклями **a** и **an**.

– beauty красота – beauties красавицы

– iron железо – irons оковы, цепи

– colour цвет – colours знамена

– tin олово, жесть – tins банки, консервы

– sugar сахар – (two) sugars (два) кусочка сахара

## УРОК 5

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1. Неопределенные местоимения **some** и **any**. Отрицательное местоимение **no**.
2. Предлог **of** для выражения принадлежности.
3. Падежи имен существительных. Притяжательный падеж.
4. Притяжательные местоимения.
5. Это интересно.

### ТЕКСТ

My friend's name is Michael. He and I are pupils now. We are at school now.

This is a classroom. There are students' tables along the walls. The teacher's table is near the blackboard. There are a lot of things on it: textbooks, exercise-books, books, two pens, pencils and a piece of chalk. This is a teacher's things. The blackboard's colour is green.

We have a lot of books on our tables. My friend's book is lying on his table. The boy's pens and pencil are in the bag. Their bag's are under the desks.

I have a girlfriend. Her name is Katya. There are many girls in our class. Girls' exercise-books and textbooks are in the desks. Katya's desk is near the window.

Whose are these work-books? These are our girls' work books.

Whose is this mark? This is Michael's mark.

Whose is this class? This is our class.

### УПРАЖНЕНИЯ

1. Прочитайте вслух и напишите в транскрипции следующие слова.

[a:]	[i:]	[e]	[ɔ:]	[ʌ]	[kw]
are classroom	piece teacher	pens any textbook	wall chalk	some much	quite question quick
[aʊə]	[ŋ]	[ð]	[θ]	[w]	[r]
flower	thing along	there is there is this on the in the	thing of things	what wall	there is there are there isn't there aren't

## 2. Выучите новые слова и словосочетания.

<b>a lot of</b>	[ə,(eɪ) [lɒt] [ɒv]	много, большое количество	<b>of</b>	[ɒv]	предлог родительного падежа
<b>along</b>	[ə'lɒŋ]	вдоль, по	<b>our</b>	[ˈaʊə]	наш
<b>any</b>	[ˈeni]	какие-либо, какие-нибудь, сколько-нибудь	<b>paper</b>	[ˈpeɪpə]	бумага
<b>box</b>	[bɒks]	коробка	<b>plant</b>	[plɑ:nt]	завод
<b>bring</b>	[brɪŋ]	приносить	<b>project</b>	[ˈprɒdʒekt]	проект
<b>classroom</b>	[ˈkla:srʊm]	классная комната, класс	<b>question</b>	[ˈkwɛstʃ(ə)n]	вопрос
<b>daughter</b>	[ˈdɔ:tə]	дочь	<b>room</b>	[ru(:)m]	комната
<b>engineer</b>	[ˌendʒiˈniə]	инженер	<b>salt</b>	[sɔ:lt]	соль
<b>eraser</b>	[ɪˈreɪzə]	ластик, стерка	<b>show</b>	[ʃəʊ]	показывать
<b>exercise-book</b>	[ˈeksəsaɪz]	тетрадь	<b>small</b>	[smɔ:l]	маленький
<b>factory</b>	[ˈfækt(ə)rɪ]	фабрика, завод	<b>some</b>	[sʌm]	несколько, какой-то
<b>family</b>	[ˈfæm(ə)li]	семья	<b>son</b>	[sʌn]	сын
<b>flower</b>	[ˈflaʊə]	цветок	<b>take</b>	[teɪk]	брать, взять
<b>get</b>	[get]	давать	<b>teacher</b>	[ˈti:tʃə]	преподаватель
<b>handbag</b>	[ˈhændbæg]	сумочка	<b>textbook</b>	[ˈtekstbʊk]	учебник
<b>her</b>	[hɜ:]	её	<b>their</b>	[ðeə]	их
<b>his</b>	[hɪz]	его	<b>thick</b>	[θɪk]	толстый
<b>in the middle of</b>	[ɪn] [dɪ] [ɪn] [dɪ]	в середине не (чего-либо);	<b>thin</b>	[θɪn]	худой
<b>ink</b>	[ɪŋk]	чернила	<b>thing</b>	[θɪŋ]	вещь, предмет
<b>its</b>	[ɪts]	его (её)	<b>worker</b>	[ˈwɜ:kə]	рабочий
<b>large</b>	[lɑ:dʒ]	большой	<b>young</b>	[jʌŋ]	молодой
<b>mark</b>	[mɑ:k]	оценка	<b>your</b>	[jɔ:]	твой
<b>milk</b>	[mɪlk]	молоко			
<b>my</b>		мой			
<b>notebook</b>	[ˈnəʊtbʊk]	тетрадь, блокнот			
<b>number</b>	[ˈnʌmbə]	число			

## 3. Поставьте предложения в вопросительную и отрицательную формы.

1. There is a dog in the room.
2. There are some books on the table.
3. There is some textbook on the desk.
4. There is a student in the classroom.
5. There is salt on the table.
6. There are papers on the desk.
7. There is a

blackboard on the wall. 8. There are workers at the factory. 9. We have got some dictionaries on the table. 10. There are friends in the flat.

**4. Поставьте вопросы к выделенным словам.**

1. There is **a book** on the table. 2. There is **a map** on the wall. 3. There is **a blackboard** in the classroom. 4. There are **some textbooks and exercise-books** on the teacher's table. 5. There are **some chairs** near the wall. 6. There is **some chalk** in the box. 7. There are **students' tables** along the wall.

**5. Составьте и запишите предложения.**

1. pears / there / ten / in the / are / bag /.
2. aren't / pupils / there / classroom / in the /.
3. an egg / on the / there / plate / is /?
4. on the / there / a / cat / chair / is / white /.
5. a turtle / on / there / isn't / farm / this /.
6. at the / two / bikes / door / are / there /?

**6. Напишите каждое предложение в отрицательной и вопросительной форме.**

1. There are books on the shelves all round the walls. 2. There is an apple in the basket. 3. There is some meat on the plate. 4. There are four parks in the town. 5. There is a little table in the corner. 6. There are buses in the street. 7. There are fruit-trees in the garden.

**7. Вставьте is или are.**

1. There \_\_\_\_\_ two cups of tea on the table. 2. There \_\_\_\_\_ some milk in the cup. 3. There \_\_\_\_\_ an orange in the salad. 4. There \_\_\_\_\_ six balls in the box. 5. There \_\_\_\_\_ some cheese on the plate. 6. There \_\_\_\_\_ a blue chair at the door. 7. There \_\_\_\_\_ five chicks and a hen on the farm. 8. There \_\_\_\_\_ a table and nine desks in the classroom. 9. There \_\_\_\_\_ a big window to the left of the door. 10. There \_\_\_\_\_ three rooms in our country house. 11. \_\_\_\_\_ there three cups on the coffee-table? 12. \_\_\_\_\_ there a carpet on the floor? 13. There \_\_\_\_\_ no cats in the sitting room. 14. There \_\_\_\_\_ a cat on the table. 15. There \_\_\_\_\_ 3 dogs in the box. 16. There \_\_\_\_\_ 4 hens in the house. 17. There \_\_\_\_\_ a pot on the table. 18. \_\_\_\_\_ there a bathroom near the kitchen? 19. \_\_\_\_\_ there four rooms in the house? 20. \_\_\_\_\_ there a kitchen under your bedroom?

**8. Выберите правильный вариант предложения.**

1. a. There are armchair in the room. b. There are two armchairs in the room.
2. a. There's a sofa in the bedroom? b. Is there a sofa in the bedroom?
3. a. There's a TV in the flat. b. This is a TV in the flat.
4. a. Are there chairs in the hall? b. Are there any chairs in the hall?

**9. Переведите предложения на английский язык.**

1. В этом городе есть парк? 2. Что там на столе? Там чашка и стаканы. 3. Около окна стоит письменный стол. 4. Есть в вашей комнате шкаф? – Да, книги и журналы в нем стоят на полках. 5. В стакане есть немного воды. 6. В этой комнате есть люди? – Да, есть. 7. На столе около окна стоят часы. 8. В этой комнате большое окно. 9. В аудитории несколько студентов. 10. Что висит (находится) на стене? На стене карта и несколько картин. 11. Сколько текстов в этом учебнике? Там несколько текстов. 12. На этой странице нет никаких грамматических правил. 13. Кинотеатр находится недалеко от нашего института. 14. Что там, в углу комнаты? Диван.

**10. Заполните пропуски неопределенными местоимениями some и any и отрицательным местоимением no.**

**A.** 1. Is there ... chalk on the table? – Yes, there is. There is ..... chalk on the table. 2. Is there ..... ink on the table? – No, there isn't. There is ... ink on the table. 3. Is there ... paper on the desk? – Yes, there is ... 4. Is there ... salt on the table? – No, there isn't. There is ... salt on the table.

**B.** 1. Are there ... tomatoes? – No, there aren't. There are ... tomatoes. 2. Are there ... flowers in the vase? – Yes, there are. 3. Is there ... grass in the yard? – No, there isn't. There is... grass in the yard. 4. Is there... a sofa in the room? No, there isn't. There is ... sofa in this room. 5. Are there...students at the moment? – Yes, there are. 6. Is there...cheese and butter on the plat? – No, there isn't. 7. Are there... apples in it? – No, there aren't. There are... apples in it. 8. There is...cheese on the plate. 9. Are there ... cups on the coffee-table? – Yes, there are.

9. There is... milk in the cup. 10. There is...soup in the fridge. 11. Are there... rooms in the house? – Yes, there are. 12. There are...cups one the table. 14. There are...carrots in the box. 14. There is... bread on the table.

**11. Замените существительные с предлогом of притяжательным падежом, где возможно:**

*The mother of these children is young – The children's mother is young*

1. The textbooks of these students are on the desk. 2. The families of these workers are large. 3. The flat of my friend is small. 4. The project of this engineer is good. 5. The floor of the room is brown. 6. What is the name of his daughter?

**12. Составьте словосочетания из двух существительных при помощи предлога of по образцу:**

*Room, ceiling – the ceiling of the room*

1. blackboard, classroom; 2. text, lesson; 3. bottle, ink; 4. factory, workers; 5. box, pencil; 6. paper, colour; 7. floor, room; 8. name, book; 9. door, flat; 10. texts, textbooks; 11. number, plant; 12. bottle, milk; 13. flats, block

**13. Прочтите и переведите на русский язык следующие словосочетания и предложения. Перефразируйте, употребляя притяжательный падеж.**

1) the floor of the room, the walls of our classroom, a bottle of ink, the engineer of this factory, the name of the book, the teachers of our Institute, the number of the room, a cup of milk, a block of flats

2) 1. The windows of our classroom are clean. 2. What colour is the door of your flat? 3. Are the rooms of your flat large? 4. What is the name of your Institute? 5. What is the number of your flat? 6. What is the number of their classroom? 7. The walls of this new block of flats are thick. 8. The room of my friend. 9. The table of our teacher. 10. The letter of Pete. 11. The car of my parents. 12. The life of this woman. 13. The handbags of these women. 14. The flat of my sister is large. 15. The children of my brother are at home. 16. The room of the boys is large. 17. The name of this girl is Jane.

**14. Переведите на английский язык.**

1. Комнаты нашей квартиры большие. 2. Стены его комнаты серые. 3. Возьмите эту коробку карандашей. 4. Как называется эта книга? 5. Окна нашей аудитории чистые. 6. Возьми две бутылки молока. 7. Квартиры этого дома большие. 8. Он показал мне письмо своей сестры. 9. Дайте мне тетради ваших учеников. 10. Принесите вещи детей. 11. Это семья моего друга. Отец моего друга инженер. Мать моего друга преподаватель. 12. Чья это сумка? -Это сумка Тома. 13. Чьи это словари? – Это словари студентов. 14. Вы видели книгу нашего учителя?

**15. Переведите следующие словосочетания и предложения на английский язык.**

1. Дом вашего преподавателя. 2. Новые планы этих рабочих. 3. Фамилии этих студентов. 4. Сын моего брата. 5. Дочь моей сестры. 6. Сестра моего друга замужем. 7. Отец этих детей – доктор. 8. Мать этой девочки учитель.

**16. Дайте полные ответы на следующие вопросы по образцам:**

*a) What is your son's name? – My son's name is Nick.*

1. Is your children's room large? 2. Where is your brother's children? 3. What is your daughter's name? 4. Is your friend's father old?

*б) Whose book is this? – This is my son's book.*

1. Whose bag is this? 2. Whose textbook is that? 3. Whose flat is in a new block of flats? 4. Whose parents are workers? 5. Whose pictures are these?

**17. Заполните пропуски притяжательными местоимениями *my, his, her, our, your, their*.**

1. This is not John's pencil.... pencil is red. 2.... friend's desk is near the window. 3. Put ... exercise-books on the teacher's table. 4. Tom's textbook is not there. ... exercise-book is here. 5. Mary is Ann's friend. She is ... friend too. 6. The students are in the classroom. ... coats and bags are here. 7. ... tables are brown. 8. Who is ... friend? 9. Where is ... coat? 10. What is this girl's name? ... name is Mary.

**18. Опишите классную комнату, используя слова и словосочетания из Уроков 2-5. Составьте монолог.**

ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

1. Неопределенные местоимения *some* и *any*. Отрицательное местоимение *no*.

1) **Some** употребляется, как правило, в **утвердительных предложениях**. В качестве определения к исчисляемому существительному во **множественном числе** *some* имеет значение "несколько":

There are some pencils on the desk.

В качестве определения к **исчисляемому существительному в единственном числе** *some* имеет значение "какой-то":

There is some book on the desk.

В качестве определения к неисчисляемому существительному *some* имеет значение "немного", "некоторое количество":

There is some milk in the cup.

2) **Any** употребляется, как правило, в **вопросительных** и **отрицательных предложениях**. В качестве определения к **исчисляемому существительному во множественном числе** *any* имеет значение "какие-либо", "какие-нибудь", а в сочетании с отрицательным словом **not** оно означает "никакие":

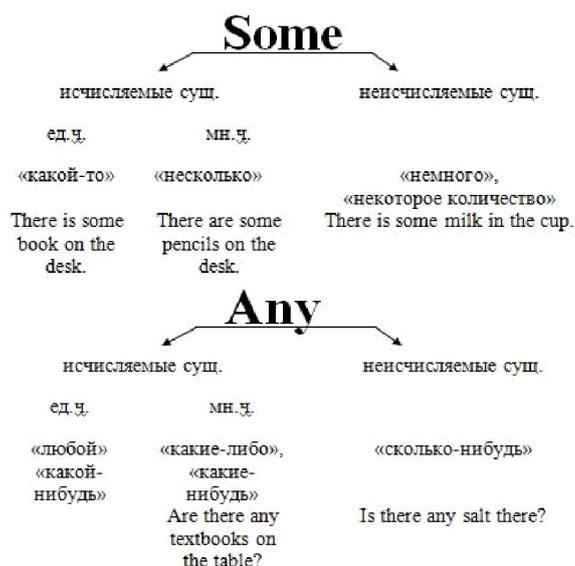
Are there any textbooks on the table?  
There aren't any textbooks on the table.

В качестве определения к **неисчисляемому существительному** *any* имеет значение "сколько-нибудь":

Is there any salt there?

Если в общем вопросе с оборотом *there is/are* имеется слово *any*, то в кратком утвердительном ответе употребляется слово *some*, а в кратком отрицательном *any*:

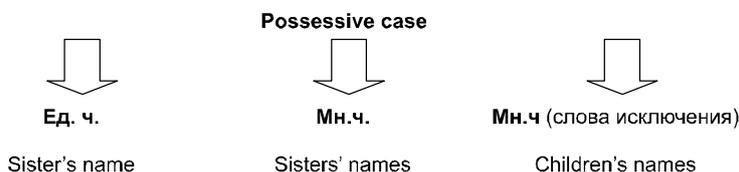
Are there any pictures on the wall? – Yes, there are some.  
No, there aren't any.



3) Для выражения **полного отрицания** наличия предмета в данном месте употребляется отрицательное местоимение **no**, которое стоит перед существительным:

There is no pen on the table.  
There are no chairs in the room.

2. **Падежи имен существительных. Притяжательный падеж.** В английском языке имена существительные имеют два падежа: **общий и притяжательный**. Существительные в общем падеже не имеют падежных окончаний. Существительное в притяжательном падеже обозначает принадлежность предмета или его отношение к другому предмету, отвечает на вопрос *whose?* чей? и стоит перед определяемым существительным. Ед. число: *the student's book; this child's name*. Мн. число: *the students' books; these children's names*.



### 3. Притяжательные местоимения.

Притяжательные местоимения отвечают на вопрос *whose?* чей? и обозначают принадлежность. Каждому личному местоимению соответствует притяжательное местоимение:

Ед. число			Мн. число		
Личные местоимения	Притяжательные местоимения		Личные местоимения	Притяжательные местоимения	
I	<b>my</b>	мой	we	<b>our</b>	наш
you	<b>your</b>	твой, Ваш	you	<b>your</b>	ваш
he	<b>his</b>	его	they	<b>their</b>	их
she	<b>her</b>	ее			
it	<b>its</b>	его, ее			

Русское местоимение "**свой**" в английском языке может передаваться, в зависимости от подлежащего, одним из притяжательных местоимений.

### 4. Предлог **of** для выражения принадлежности.

В английском языке роль предлогов важнее, чем в русском, так как в английском на эти маленькие слова возложена огромная задача не

только управления и координации между словами в предложении, но и исполнения роли падежей, с которой, как это ни странно, они прекрасно справляются.

Предлог **of** – один из самых важных предлогов. Этот предлог является показателем родительного падежа. Если он стоит перед существительным, то при переводе мы ставим существительное в родительный падеж (отвечает на вопрос кого? чего?).

Предлог **of** может употребляться с любым существительным, обозначающим одушевленный или неодушевленный предмет:

**The car of my father** – машина моего папы,  
**the toy of my sister** – игрушка моей сестры,  
**a bottle of milk** – бутылка молока,  
**a cup of coffee** – чашка кофе

#### 5. Это интересно.

*Посмотрите как американцы выражают свои эмоции (разговорные фразы):*

Any time	В любое время
Hold it!	Стойте! Стоп!
You bet!	Ух ты. Ничего себе! Да ладно!
Let's make things clear!	Давайте проясним ситуацию!
You're welcome!	Не стоит благодарности! Да ничего!
That will do.....! That'll do!	Этого хватит! Довольно!
That's (quite) right!	Да, верно! Абсолютно верно!
Far out!	Отлично!
What's up?	Как дела? В чем дело?
Your time is up	Ваше время истекло
Are you kidding?	Вы шутите?
Lay off!	Оставь меня в покое!
Right away!	Немедленно! Прямо сейчас!
Never mind!	Неважно! Не беспокойтесь!
Here you go!	Вот пожалуйста!
If you say so	Если вы так считаете (говорите)

## УРОК 6

1. Категория рода имен существительных.
2. Местоимения-прилагательные many/much
3. Количественные числительные до 100
4. Вопросительные местоимения what? who? whose?
5. Спряжение глагола to be в настоящем времени.
6. Это интересно.

## ТЕКСТ

**1.**

I am a student. Peter is a student too. We are students. There are six students in our group.

Where is Ann? – She is near the blackboard.

Where is Nick? – He is absent today. He is ill.

Who are you? – I am Peter.

What are you? – I am a student.

You are not a student. You are a teacher. You are a teacher of English.

We are all in a classroom.

**2.**

– Hi, could you answer my questions?

– Yes, of course.

– Do you have much water?

– Yes, I have a lot of water every day.

– And what about coffee? How much coffee do you have?

– I don't have coffee at all. But I have much tea.

– How many cups of tea do you have a day?

– I have about 8 cups a day. Sometimes more.

– You really taste a lot of tea. Do you eat many vegetables?

– Is grass a vegetable?

– I don't know. I think it is.

– OK, then, yes. I eat a lot of vegetables every day. And I also eat many cookies. I like sweets very much.

– Do you have many brothers and sisters?

– Yes, I do. I have 8 sisters.

– How many brothers do you have?

– I have only 2 brothers.

- OK, thank you for your answers. Bye.
- Bye.

## УПРАЖНЕНИЯ

**1. Прочитайте вслух и напишите в транскрипции следующие слова.**

[u:]	[ju:]	[u]	[ei]	[æ]
group	student	book	they	Ann
too	you	put	name	bag
who			today	blackboard
whose			table	

**2. Запомните новые слова и словосочетания**

<b>absent</b>	[ˈæbsənt]	отсутствующий	<b>language</b>	[ˈlæŋɡwɪdʒ]	язык
<b>air</b>	[eə]	воздух	<b>mistake</b>	[mɪˈsteɪk]	ошибка
<b>answer</b>	[ˈɑːnsə]	ответ	<b>money</b>	[ˈmʌni]	деньги
<b>beach</b>	[bi:tʃ]	пляж	<b>name</b>	[neɪm]	имя
<b>clothes</b>	[kləʊ(ð)z]	одежда	<b>newspaper</b>	[ˈnjuːsp,eɪpə]	газета
<b>bowl</b>	[bəʊl]	чаша	<b>of course</b>	[ɒv] [kɔːs]	конечно
<b>bread</b>	[bred]	хлеб	<b>popular</b>	[ˈpɒpjələ]	популярный
<b>coat</b>	[kəʊt]	пальто, верхнее платье	<b>really</b>	[ˈri(ə)li]	действительно
<b>coffee</b>	[ˈkɒfi]	кофе	<b>sometimes</b>	[ˈsʌmtaɪmz]	иногда
<b>cookie</b>	[ˈkʊki]	печенья	<b>sweets</b>	[ˈswiːts]	сладости
<b>day</b>	[deɪ]	день	<b>taste</b>	[teɪst]	пить, пробовать
<b>drink</b>	[drɪŋk]	пить (выпивать спиртные напитки)	<b>tea</b>	[tiː]	чай
<b>eat</b>	[i:t]	есть	<b>there</b>	[ðeə]	там
<b>every</b>	[ˈevri]	каждый	<b>think</b>	[θɪŋk]	думать
<b>friend</b>	[frend]	друг	<b>today</b>	[təˈdeɪ]	сегодня
<b>fruit</b>	[fru:t]	фрукт	<b>too</b>	[tuː]	слишком
<b>garden</b>	[ɡɑːdn]	сад	<b>town</b>	[taʊn]	город
<b>grass</b>	[ɡrɑːs]	трава	<b>vegetables</b>	[ˈvedʒ(ɪ)təb(ə)l]	овощи
<b>group</b>	[ɡru:p]	группа	<b>water</b>	[ˈwɔːtə]	вода
<b>hamburger</b>	[ˈhæmbɜːɡə]	гамбургер	<b>What is your name?</b>	[wɒt] [ɪz] [jɔː] [neɪm]?	Как ваше имя?
<b>homework</b>	[ˈhəʊmwɜːk]	домашнее задание			
<b>ill</b>	[ɪl]	больной, нездоровый			

**3. Поставьте следующие предложения в вопросительную и отрицательную форму.**

*The books are brown. – Are the books brown? The books are not brown.*

1. The pencils are yellow. 2. She is near the desk. 3. He is there. 4. My friend is in the room. 5. She is here. 6. They are near the door. 7. You are

near the teacher's table. 8. The box is open. 9. It is on my desk. 10. They are in the room.

**4. Заполните пропуски, используя местоимения-прилагательные *manu* и *much*.**

1. There isn't ...furniture in the room. 2. There aren't... things in the wardrobe. 3. There are... new houses in the street. 4. There are not... shops in our street. 5. There isn't...coffee in the cup. 6. There are...eggs in the fridge.

**5. Заполните пропуски, используя местоимения *manu* и *much* и дайте краткие утвердительные ответы на следующие вопросы.**

1. Is there ...milk in the bottle? 2. Are there ...bananas in the bag? 3. Is there ... bread on the table? 4. Is there ...salad on the plate? 5. Are there... cups on the shelf? 6. Are there...sandwiches in the bag?

**6. Заполните пропуски, используя местоимения *manu* и *much* и дайте краткие отрицательные ответы на следующие вопросы.**

1. Is there ... tea in the cup? 2. Are there ...lemons in the box? 3. Are there ... apples on the table? 4. Are there... sandwiches in the fridge? 5. Is there ...coffee in the cup? 6. Is there...an apple on the plate?

**7. Переведите предложения на русский язык.**

1. There are two cups of tea on the table. 2. There is an orange in the salad. 3. There are six boxes. 4. There is a blue chair at the door. 5. There are five chicks and a hen on the farm. 6. There are a table and nine desks in the classroom. 7. There is a big window to the left of the door. 8. There are three rooms in our country house. 9. There are three cups on the coffee table.

**8. Заполните пропуски, используя местоимения-прилагательные *manu* и *much*.**

1. How ... students are there in the classroom? 2. Are there ... pieces of chalk on the table? 3. There is ... bread on the table. 4. Is there ... chalk on the table? 5. Are there ... pencils in the box? – No, there are not... . 6. There is ... tea in the cup. 7. There are ... of people on the beach. 8. I haven't got ... clothes. 9. There are ... children in the park. 10. There aren't ... restaurants in my town. 11. I haven't got ... homework today. 12. How ... brothers have you got? 13. How ... money is there in your bag? 14. How ... CDs have you

got? 15. Sue taste ... tea. 16. Jim puts ... salt on his food. 17. We haven't got ... time. 18. I don't know ... people in this town. 19. He is very popular. He's got ... friends. 20. We have got ... money. 21. Do you know ... people?

**9. Выберите правильный вариант.**

1. My sister eats a lot of / many sweets. 2. There aren't much / many vegetarians in my school. 3. There aren't a lot of / much vegetables. 4. I don't taste much / many juice. 5. There is many / much rain in August. 6. Does the teacher give many / much homework? 7. There's many / a lot of fruit in the bowl. 8. A lot of / a people like hamburgers. 9. There are too many/much books on your desk. 10. You have too many/much mistakes in the test. 11. You must taste many/much coffee. 12. You put too many/much vegetables in the soup. 13. You put too many/much fruit in the salad. 14. Must we learn many /much words for today? 15. We have got many/much sandwiches.

**10. Используйте "much" или "many" для выражения "Сколько...?".**

**A.** 1. How ... days? 2. How ... sugar? 3. How ... cigarettes? 4. How ... work? 5. How ... children? 6. How ... theatres? 7. How ... juice?

**B.** 1. ... money has he got? 2. ... pupils are there in your class? 3. ... tea do you have every day? 4. ... honey have we got? We haven't got ... honey. 5. ... tea did you have yesterday? 6. ... days are there in a week?

**C.** 1. How ... free time have you got? 2. How ... languages do you speak? 3. How ... food do you eat for lunch? 4. How ... CDs have you got? 5. How ... sweets do you eat every day? 6. How ... television do you watch every day? 7. How ... friends have you got? 8. How ... sisters have you got? 9. How ... homework have you got? 10. How ... juice is there in the bottle. 11. How ... rooms has your house got? 12. How ... vegetables are there in that salad? 13. How ... sugar do you have in your coffee?

**11. Переведите на английский язык следующие пары слов.**

Много тетрадей, много молока, много воды, много дней, много газет, много мела, много снега, много лет, много картин, много музыки, много мальчиков, много девочек, много чая, много лимонов, много мяса, много комнат, много учителей, много работы, много воздуха, много птиц, много машин.

**12. Ответьте на следующие вопросы.**

1. How many students are there in the classroom? 2. How many teachers are there in the classroom? 3. How many windows are there in the classroom?

4. How many lamps are there on the ceiling? 5. How many tables are there in the classroom? 6. How many desks are there in the classroom? 7. How many chairs are there in the classroom? 8. How many doors are there in the classroom? 9. How many books are there on the teacher's table? 10. How many textbooks are there on the teacher's table? 11. How many exercise-books are there on the teacher's table? 12. How many pens are there on the teacher's table?

**13. Вставьте глагол to be в настоящем времени.**

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? – Yes, she ... . 4. ... they at home? – – No, they ... not at home, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? – Yes, I... 7. ... your sister a typist? No, she ... not a typist, she ... a student. 8. ... your brother at school? – Yes, he ... . 9. ... your sister at school? – No, she ... not at school. 10. My ... sister ... at home. 11. ... this your watch? Yes, it ... . 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at work. 16. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. 17. It ... on the shelf. The shelf ... brown. It ... on the wall. 18. Helen has a brother. He ... a student. He has a family

**14. Поставьте глагол be в нужной форме.**

1. The window ... open. 2. I ... in the classroom. 3. We ... students. 4. You ... a teacher. 5. The baby ... in bed. 6. The books ... on the table. 7. I ... a student. 8. The door ... shut. 9. The children ... in the garden. 10. ... we students? 11. The chair ... near the table. 12. ... I a teacher? 13. ... the door shut? 14. ... the windows open? 15. ... the baby in bed? 16. ... the children in the garden? 17. ... the chair near the table? 18. ... I in the classroom? 19. ... the books on the table? 20. ... you teachers?

**15. Ответьте на следующие вопросы по образцу:**

*Model: Where is your book? – It is on the table.*

1. Where is the blackboard? 2. Where is your bag? 3. Where is the teacher's table? 4. Where are your textbooks? 5. Where are the chairs? 6. Where are the lamps?

**16. Ответьте на следующие вопросы.**

1. What is your name? 2. What is your father's name? 3. What is your mother's name? 4. What is your brother's (sister's) name? 5. What is your friend's name? 6. What are the names of the students of your group?

**17. Ответьте на следующие вопросы, используя слова в скобках.**

*Model: Who is this boy? – He is Tom.*

*What is he? – He is a pupil.*

1. Who is that girl? – (Mary). What is she? – (a pupil, too).
2. What am I? – (a teacher).
3. What are you? – (students).
4. Who is this young man? – (Jack). What is he? – (an engineer).
5. What is that woman? – (a doctor).

**18. Переведите на английский язык.**

1. На столе много учебников? – Да, много.
2. В классе есть доска? – Нет.
3. В классной комнате 4 стола и 7 стульев.
4. В коробке есть мел? – Да, есть.
5. На парте есть бумага? – Нет, там никакой бумаги нет.
6. На столе много хлеба? – Да, много.
7. Сколько тетрадей в сумке? – Восемь.
8. Что на столе у преподавателя? – Учебники, тетради, книги, ручка и кусок мела.

**19. Поставьте вопросы к выделенным словам.**

1. This is our room.
2. This girl is my sister.
3. It is John's hat.
4. This is his bag.
5. It is the teacher's newspaper.
6. It is her book.

**20. Заполните пропуски притяжательными местоимениями.**

1. I am a student. ... name is ... .
2. Peter and Nick are engineers. ... friends are engineers too.
3. What are ... names, girls? ... name is Helen, ... name is Kate.
4. We are doctors. ... friends are doctors too.
5. Jane, put ... exercise-book on my table.
6. My friend is a teacher. ... name is Jack.

**21. Ответьте на следующие вопросы по образцу.**

*Model: Are there any books on the table? – Yes, there are some.*

*How many books are there on the table? – There are three.*

*Where are they? – They are on the table.*

1. Are there any chairs in the classroom? How many chairs are there in the classroom? Where are they?
2. Are there any windows in the room? How many windows are there in the room? Where are they?
3. Are there any lamps on the ceiling? How many lamps are there on the ceiling? Where are they?
4. Are there any doors in the classroom? How many doors are there in the classroom? Where are they?
5. Are there any tables in the classroom? How many tables are there in the classroom? Where are they?

## 22. Переведите на английский язык.

1. Кто вы (по профессии)? 2. Как вас зовут? – Меня зовут Виктор.
3. Мы студенты. В нашей группе шесть студентов. 4. Где ваша ручка? – Она на столе. 5. Это ваша или ее тетрадь? – Это ее тетрадь. 6. Кто эта девушка? – Это Мария. 7. Чья это книга? – Это моя книга. 8. Я не студент. Я преподаватель. 9. Где Петр? – Он отсутствует сегодня. Он болен.
10. Положите учебники на стол.

### ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

#### 1. Категория рода имен существительных.

В современном английском языке нет грамматической категории рода у существительных. Существительные относятся к тому или иному роду по смыслу.

К мужскому роду относятся существительные, обозначающие лиц мужского пола, которые можно заменить местоимением *he*.

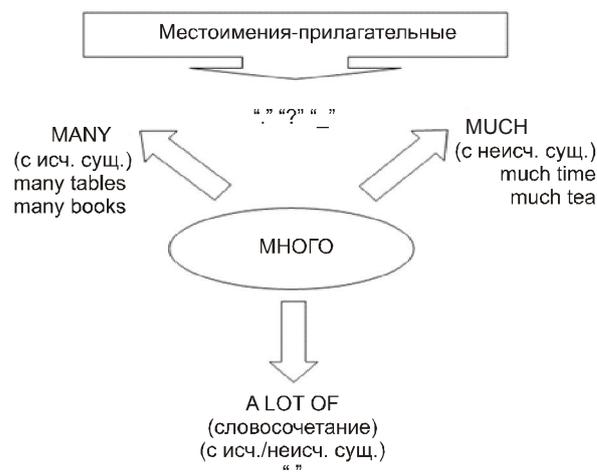
К женскому роду относятся существительные, обозначающие лиц женского пола, которые можно заменить местоимением *she*.

Многие существительные могут обозначать лица как мужского, так и женского пола: *student, teacher, friend* и т. п.

К среднему роду относятся названия неодушевленных предметов. Существительному среднего рода соответствует местоимение *it*. К среднему роду относятся также названия животных и птиц без указания на их пол.

#### 2. Местоимения-прилагательные *many* и *much* соответствуют русскому слову "много".

**MANY** употребляется с **исчисляемыми** существительными, **MUCH** употребляется с **неисчисляемыми** существительными.



### 3. Вопросительные местоимения **what? who? whose?**

**What?** означает также кто? если именной частью сказуемого является существительное, обозначающее профессию:

*What are you? – I am an engineer.*

**Who? кто?** употребляется, если именной частью сказуемого является существительное, обозначающее имя (фамилию) или степень родства:

*Who is that boy? – He is my brother.*

**Whose? чей?** употребляется в вопросе к определению, обозначающему принадлежность какого-либо предмета:

*Whose bag is this? – It is my bag.*

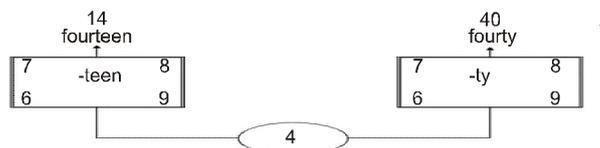
### 4. Спряжение глагола **be** в настоящем времени.

В английском языке широко используется глагол-связка **to be**, который переводится на русский язык как "быть, являться, есть" если он основной и не имеет перевода, если он вспомогательный.

Глагол **to be** – это неправильный древнеанглийский глагол. Как и у всех неправильных английских глаголов, у него нестандартная система спряжения. Глагол **to be** спрягается в настоящем, прошедшем и будущем времени. В настоящем времени глагол **to be** имеет 3 формы – **am, is, are**. Каждая из этих тех форм согласуется с определенными местоимениями.

“ . ”		“ ? ”		“ - ”	
ед.ч.	мн.ч.	ед.ч.	мн.ч.	ед.ч.	мн.ч.
I am you are he is she is it is	we are you are they are	Am I? Are you? Is he? Is she? Is it?	Are we? Are you? Are they?	I am not you are not he is not she is not it is not	we are not you are not they are not

### Количественные числительные до 100



1 – one; 11 – eleven; 100 – one hundred  
 2 – two; 12 – twelve; 20 – twenty  
 3 – three; 13 – thirteen; 30 – thirty  
 5 – five; 15 – fifteen; 50 – fifty

### 5. Количественные числительные.

1– 10 (см. Упр. 9)

11	[i'levn]	eleven	30	['θe:ti]	thirty
12	[twelve]	twelve	40	['fɔ:ti]	forty
13	['θe:'ti:n]	thirteen	50	['fifti]	fifty
14	[,fɔ:'ti:n]	fourteen	60	['siks'ti]	sixty
15	['fif'ti:n]	fifteen	70	['sevnti]	seventy
16	['siks'ti:n]	sixteen	80	['eiti]	eighty
17	['sevn'ti:n]	seventeen	90	['nainti]	ninety
18	['ei'ti:n]	eighteen	100	['hʌndrəd]	a (one) hundred
19	['nain'ti:n]	nineteen	25	twenty-five;	
			146	one hundred and forty-	six;
20	['twenti];	twenty			

### 6. Это интересно.

Мы постоянно что-нибудь считаем. Цифры нас окружают везде. А между тем имя числительное – самая немногочисленная часть речи, она насчитывает всего несколько десятков слов. По частоте употребления в речи числительные занимают 8-е место.

В английском языке число 0 может называться несколькими вариантами: 0 (ноль) zero, oh, nought, nil, love, nothing.

Разделение между сотнями и десятками, как правило, обозначается союзом 'and' (в американском английском использование союза не является обязательным).

Числительные, как правило, употребляются в единственном числе:

**three hundred dollars**

**several thousand happy smiles**

Множественное число возможно для дюжин (dozen), сотен (hundred), миллионов (million), миллиардов (billion), если они не используются с другой цифрой или словом, выражающим количество (например, 'several' или 'few').

**hundreds** of dollars

**thousands** of happy smiles

## УРОК 7

1. Имена существительные собственные.
2. Порядковые числительные.
3. Хронологические даты.
4. Вопросительное местоимение which?
5. Безличные предложения.

## ТЕКСТ

**A.** Look at the clock. What time is it?

It is 1 (one) o'clock.

**past**

5 (minutes) past 1 (1.5)

10 (minutes) past 1 (1.10)

a quarter past 1 (1.15)

20 (minutes) past 1 (1.20)

25 (minutes) past 1 (1.25)

**to**

5 (minutes) to 2 (1.55)

10 (minutes) to 2 (1.50)

a quarter to 2 (1.45)

20 (minutes) to 2 (1.40)

25 (minutes) to 2 (1.35)

**half past one (1.30)**

– What time is it by your watch, Jane?

– By my watch it is twelve minutes to four.

– And what time is it by your watch, John?

– By my watch it is eighteen minutes to four.

– The right time is a quarter to four. So Jane's watch is three minutes fast and John's watch is three minutes slow.

**There are 24 hours in a day.**

**There are 60 minutes in an hour.**

**There are 60 seconds in a minute.**

**B.** There are seven days in a week. They are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. The day before today is yesterday; the day after today is tomorrow.

**C.** There are twelve months in a year. The names of the months are: January, February, March, April, May, June, July, August, September, October, November, December.

**D.** Spring, summer, autumn and winter are the four seasons. In England, the first day of spring is the 21st of March. The first day of summer is the 21st of June. Autumn is the third season. The first day of winter is December 21st.

E. – What date is it today?

– Today is the third of November, nineteen eighty-nine. It is November the third, nineteen eighty-nine.

– What day is it today?

– It is Thursday.

### Active Words and Word Combinations

**clock** – часы (стенные, настольные)

**What time is it?** – Который час?

**a quarter past 1** – четверть второго

**a quarter to 2** – без четверти два

**half past one** – половина второго

**watch** – часы (наручные, карманные)

**by my watch** – по моим часам

**my watch is three minutes fast** – мои часы спешат на 3 минуты

**my watch is three minutes slow** – мои часы отстают на 3 минуты

**hour** – час

**at 5 o'clock** – в пять часов

**on Monday, Tuesday...** – в понедельник, вторник...

**yesterday** – вчера

**tomorrow** – завтра

**in January, February...** – в январе, феврале...

**in summer, spring...** – летом, весной...

**What date is it today?** – Какое сегодня число?

**What day is it today?** – Какой сегодня день (недели)?

### УПРАЖНЕНИЯ

#### 1. A. Pronounce the following words.

Monday /'mʌndi/, Tuesday /'tju:zdi/, Wednesday /'wenzdi/, Thursday /'θɜ:zdi/, Friday /'fraidi/, Saturday /'sætədi/, Sunday /'sʌndi/.

January /'dʒænjʊəri/, February /'februəri/, March /'ma:tʃ/, April /'eɪprəl/, May /meɪ/, June /dʒu:n/, July /dʒu:lai/, August /'ɔ:gəst/, September /sep'tembə/, October /ɒk'təʊbə/, November /'nouvembə/, December /di'sembə/.

Spring /sprɪŋ/, summer /'sʌmə/, autumn /'ɔ:təm/, winter /'wɪntə/.

#### B. Read the following. Mind the intonation.

I. Monday.|| Tuesday.|| Wednesday.|| Thursday.|| Friday.|| Saturday.|| Sunday.||

Monday,| Tuesday,| Wednesday,| Thursday,| Friday,| Saturday,| Sunday.||

On Monday.|| On Tuesday.|| On Wednesday.|| On Thursday.|| On Friday.|| On Saturday.|| On Sunday.||

II. January.|| February.|| March|| April.|| May.|| June.|| July.|| August.|| September. || October.|| November. || December. ||

January,| February,| March,| April,| May,| June,| July,| August,| September,| October,| November,| December.||

In January.|| In February.|| In March.|| In April.|| In May.|| In June.|| In July.|| In August. ||In September.|| In October. || In November.|| In December.||

III. What time is it now? What date is it today? What day is it today?

## 2. Answer the following questions.

1. Which is the first day of the week? 2. How many days are there in a week? 3. Which day is not on the timetable? 4. Which day is between Tuesday and Thursday? 5. Is Sunday the first day of the week or the last? 6. What is your second lesson on Friday morning? 7. How many months are there in a year? 8. What month is it now? 9. Which month is between March and May? 10. Which months are between September and December? 11. What date is it today? 12. What season is it now? 13. Which season is between autumn and spring? 14. Is August in autumn or summer? 15. Is November in winter or autumn? 16. What is the first month of the year? 17. Is summer a hot season? 18. Is February a hot month or a cold month? 19. What are the four seasons? 20. How many hours are there in a day? 21. How many minutes are there in an hour? 22. How many seconds are there in a minute?

## 3. Read in English.

A. 1.45 p. m.; 5.28 p. m.; 4.15 p. m.; 8.30 p. m.

(p. m.– Lat. post meridiem – "after noon" после полудня)

12.10 a. m.; 3.30 a. m.; 6.15 a. m.; 9.50 a. m.

(a. m.– Lat. ante meridiem – "before noon" до полудня)

B. 1.12.1958; 5.10.1831; 25.2.1758; 13.4.1685; 20.9.1586; 2.8.1405.

## 4. Answer the following questions.

A. 1. Which is the first month of the year? 2. Which is the third day of the week? 3. Which is the second letter of the English alphabet? 4. Which is the fifth letter of the English alphabet? 5. Which is the twelfth month of the year?

B. 1. How many letters are there in the English alphabet? 2. How many letters are there in the Russian alphabet? 3. How many sounds are there in

the English language? 4. How many vowels are there in the English language? 5. How many consonants are there in the English language? 6. How many diphthongs are there in the English language?

**5. Give the names of these months.**

1. The third month of the year. 2. The month between October and December. 3. The month beginning with the letter "s". 4. The month with only 28 days. 5. The month after April. 6. A month with a lot of rain. 7. A month without the letter "r" in it. 8. The first month of the year. 9. The last month of the year. 10. A month with 31 days.

**6. Put into the question form.**

1. In summer the days are long and hot. 2. In winter the days are short and cold. 3. There are sixty minutes in an hour. 4. Today is the third day of the week. 5. My watch is five minutes slow. 6. This clock is three minutes fast. 7. This is the second lesson. 8. It is half past four now.

**7. Correct the following sentences.**

1. Tuesday is the last day of the week. 2. There are six days in a week. 3. March is the fourth month of the year. 4. It is very cold in July. 5. December is the first month of the year. 6. It is 2.15 a. m. now.

**8. What time, in words, is:**

*6.40; 7.35; 8.45; 9.50; 10.55; 2.15; 2.45; 4.5; 4.55; 3.10; 3.50.*

What time, in figures, is?

1. half past nine; 2. twenty-five to six; 3. a quarter to eleven; 4. a quarter past eight; 5. twenty past two; 6. five to three.

**9. Answer the following questions.**

1. It is 25 minutes past four by my watch. My watch is 5 minutes slow. What is the time now?

2. It's 6 o'clock by Peter's watch. But it is 5 minutes fast. What is the time now?

3. It is a quarter to 7 by Nick's watch. His watch is 10 minutes fast. What is the time now?

4. It is half past 9 by Mary's watch. Her watch is 8 minutes slow. What is the time now?

5. It is a quarter past 11 by the school clock. It is 1 minute fast. What is the time now?

**10. Choose the ordinal numerals and translate them.**

1. one hundred; 2. fourteen; 3. thirteenth; 4. two; 5. ninth; 6. twenty-three; 7. thirty; 8. hundredth; 9. thirty-fifth; 10. seventeenth; 11. forty; 12. twentieth; 13. one million; 14. thousand and hundredth; 15. sixth; 16. ninety; 17. forty-five; 18. third; 19. three; 20. eleven.

**11. Correct the mistakes:**

therty, thirteen, siks, nain, tu, for, fife, eight, twenty, sevente, three hundreds, thosand, milion, ziro. nineth, sith, twoth, treeth, ileventh, fiftyth, seventh, four hundreth eightyth oneth.

**12. Answer the questions.**

1. When were you born? 2. How much do you weigh? 3. What is the number of the flat or house where you live? 4. Is that an odd or an even number? 5. What is the approximate population of your town? 6. What is the approximate population of your country? 7. What is the normal temperature of a healthy person? 8. How many kilometres are there in a mile?

**13. Read in English.**

a) *numbers*: 6; 73; 38; 17; 13; 12; 0; 101; 152; 1,045; 6,671; 9,854; 87,432; 80,400; 329,645; 110,536; 13,614,200;

b) *dates*: June 1, 1905; May 9, 1945; July 2, 1800; February 4, 1995; October 3, 1101; September 30, 1445; March 30, 2000; 300 AD; 45 BC; May 9, 2009;

c) *time*: 3:10; 4:15; 5:45; 12:00; 1:30; 7:40; 2:05; 8:15; 4:00;

d) *titles*: Henry VII, Elizabeth II, James I, Charles V, Louis XII, Edward VII, Peter I, Catherine II;

e) *telephone numbers*: 213-66-01, 421-57-83, 221-00-74, 971-24-50, 426-11-44, 157-18-20, 322-35-04;

f) *phrases*: exercise 5, page 312, bus 102, room 203, text 6, tram 17, lecture room 9, chapter 12, line 13, box 481.

**14. Choose the correct ordinal number.**

1) Third 2nd / 3rd / 4th

2) Sixth 5th / 6th / 7th

3) Thirteenth 30th / 33rd / 13th

4) Twentieth 30th / 12th / 20th

5) Twenty-sixth 26th / 63rd / 62nd

6) Ninety-second 29th / 92nd / 2nd

- 7) Fifty-third 54th / 53rd / 52nd
- 8) Seventy-fourth 47th / 74th / 78th
- 9) Ninety-fifth 95th / 59th / 99th
- 10) Thirty-seventh 37th / 33rd / 73rd
- 11) Seven hundred and fifty-ninth 757th / 579th / 759th
- 12) Two hundred and twentieth 220th / 222nd / 212nd
- 13) Three hundred and sixty-fourth 634th / 360th / 364th
- 14) Four thousand and eleventh 4011th / 4411th / 4111th
- 15) Two hundred and sixty-eighth 266th / 268th / 628th

**15. Translate into English.**

2 сентября 1985 года, 7 ноября 1991 года, 9 октября 2006 года, 11 марта 1959 года, 5 июля 1947 года, 8 мая 1864 года, 21 января 1822 года, 23 апреля 1907 года, 27 июля 1962 года, 10 февраля 1971 года, 22 декабря 1948 года, 25 мая 2019 года.

**16. Give the right forms of the numerals in brackets.**

1. There are (12) students in his group. 2. It's (8) o'clock already. 3. It is (4) of December today. 4. Read text (2). 5. Find (3) sentence. 6. She is (21) today. 7. Find file (6) and take it to (17) room. 8. My birthday is on (24) of July.

**17. Translate into English.**

1. Моя квартира – третья справа. 2. Упражнение десять – на двадцать второй странице. 3. Предложение восемь неверно, а седьмое правильно. 4. День моего рождения – 5 сентября. А ваш? 5. Комната тридцать находится на втором этаже. 6. Его офис находится на втором этаже.

**18. Translate into English.**

1. Посмотрите на часы. Который час? 2. Который час по вашим часам? – Половина шестого. 3. В сутках 24 часа. 4. Который час по институтским часам? 5. В феврале – 28 дней, а в мае – 31. 6. Последняя буква в английском слове "стол" – e. 7. Мои часы спешат на 5 минут, а твои отстают на 7. 8. В неделе семь дней: понедельник, вторник, среда, четверг, пятница, суббота, воскресенье. 9. В году двенадцать месяцев: январь, февраль, март, апрель, май, июнь, июль, август, сентябрь, октябрь, ноябрь, декабрь.

## ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**1. Имена существительные собственные.** Собственные имена существительные обозначают предметы и явления, единственные в своем роде, а также личные имена.

**Артикль не употребляется перед:**

- 1) именами собственными: William Shakespeare.
- 2) названиями городов: Moscow, London. Но: the Hague.
- 3) названиями стран и материков: France, Europe.

**Определенный артикль употребляется:**

1. Перед названиями только некоторых стран: the Soviet Union, the United States of America, the United Kingdom.
2. Перед названиями рек, морей, океанов: the Thames, the Baltic Sea, the Atlantic Ocean.
3. перед названиями горных цепей: the Alps.
4. перед понятиями, единственными в своем роде: the Sun, the Moon, the Earth.

**2. Порядковые числительные:**

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth;  
thirtieth, fortieth, fiftieth, etc.;  
twenty-first, thirty-second, etc.;  
hundredth, thousandth.

**3. Хронологические даты.** При чтении обозначений года называют две первые и две последние цифры обозначения: 1564-fifteen sixty-four; 1800-eighteen hundred; 1705-seventeen o /ou/ five.

Даты обозначаются и читаются следующим образом:

21st January, 1989 – The twenty-first of January, nineteen eighty-nine. January 21, 1989 – January the twenty-first, nineteen eighty-nine.

**4. Вопросительное местоимение which? который?** употребляется при выборе из определенного числа предметов или лиц:

Which is the first month of the year?

**5. Безличные предложения.**

Особенностью структуры английского предложения является то, что в нем всегда есть подлежащее и сказуемое. В безличных предложени-

ях, когда нет подлежащего с конкретным предметным значением, используется в качестве формального грамматического подлежащего **местоимение it**:

**It is cold now.** Сейчас **холодно**.

подлежащее      сказуемое      подлежащего нет      сказуемое

Безличные предложения такого типа состоят из местоимения *it*, которое на русский язык не переводится, глагола-связки и именной части сказуемого, выраженной чаще всего прилагательным, а также существительным или числительным. Такие безличные предложения называются **именными**:

It is winter now. It is 12 o'clock now.

Кроме именных безличных предложений, в английском языке существуют **глагольные** (см. Урок 9) безличные предложения, которые отличаются от именных тем, что сказуемое в них – простое глагольное – выражено безличным глаголом, например: rain – *идти* (о дожде), snow – *идти* (о снеге) и др.: It often rains in autumn.– Осенью часто идет дождь.

#### **6. Это интересно.**

*Написание и чтение дат в британском английском.*

Главное отличие британского и американского вариантов – это порядок слов при написании или прочтении дат. В британском английском формула написания дат следующая: (День недели) + число + месяц + год.

Например:

Monday, 16 May.

Monday, 16 May 2016.

Monday, 16th May 2016.

Monday, the 16th of May, 2016.

Часто в неформальной переписке можно встретить сокращение названий месяцев: 16 December 2016 – 16 Dec 2016.

Написание даты может варьироваться в зависимости от формата письма или стиля. The и of не обязательно употреблять, но, если вы уже решили использовать этот вариант, обязательно надо писать полную форму.

Такие варианты, как the 16th May, 2016 или 16th of May, 2016 будут считаться ошибками. Что касается запятых, их использование не обя-

зательно, но в практике общения с англичанами отмечено, что они обычно ставят запятые.

Когда мы читаем дату, обязательно нужно произносить полную форму с использованием *the* и *of*.

Например, *Monday, 16 May 2016* читается так: *Monday, the sixteenth of May, two thousand sixteen.*

*Написание и чтение дат в американском английском.*

В американском английском число стоит после месяца. Запятая ставится после числа, чтобы отделить его от года. Формула американского варианта написания дат следующая: (День недели) + месяц + число + год

*Monday, May 16.*

*Monday, May 16, 2016.*

Как вы заметили, *the* и *of* не употребляются при написании в американском варианте, поэтому *16th of May* или *May the 16th* будут считаться ошибками.

Если вы хотите прочитать американский вариант, это будет звучать следующим образом: *Monday, May 16, 2016 – Monday, May the sixteenth, two thousand sixteen.*

Британский вариант: 16/05/2016 или 16/05/16. 16.05.2016 или 16.05.16. 16-05-2016 или 16-05-16.	Американский вариант: 05/16/2016 или 05/16/16. 05.16.2016 или 05.16.16. 05-16-2016 или 05-16-16.
---------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

Как вы видите, способы написания дат в английском языке разнообразны. Выбор подходящего варианта зависит от стиля и формата документа, а также от того, сколько у вас есть свободного места для даты.

## УРОК 8

1. Объектный падеж личных местоимений.
2. Предлоги направления и движения. Предлоги и наречия.
3. Прямое дополнение и косвенное дополнение (беспредложное и предложное).
4. Местоимение *one*.

## ТЕКСТ

Come in, please. Close the door. Come here. Sit down, please. Take that book and give it to Peter. Now take the pencils from him and put them into the bag. Take your exercise-book out of the bag and put it on the table in front of me. Thank you.

Stand up, please. Go to the blackboard. Take a piece of chalk and write the word "English" on the blackboard.

Now read this word, please.

Go to the door. Open the door, please. Go out of the room.

– Take this hat and show it to Ann, please. Now take it from her and give it to me.

– Here it is.

– Thank you very much. Now give us that blue tie, please.

– Here is the tie. Take it, please.

– Thanks. And give us that red one, too.

– Here you are.

**Active Words and Word Combinations**

**Come in** – Войдите.

**Come here** – Идите сюда.

**Sit down, please** – Садитесь, пожалуйста.

**Thank you** – Благодарю.

**Thank you very much** – Очень вам благодарен.

**Thanks** – Спасибо.

**Stand up** – Встаньте.

**Go out** – Выйдите.

**Here is the tie** – Вот галстук.

**Here it is** – Вот он (галстук).

**Here you are** – Вот, пожалуйста.

## УПРАЖНЕНИЯ

**1. A. Practice the following diphthongs.**

/ou/ – close, go, open, show; /au/ – down, now, out; /ei/ – take; /ai/ – write, tie; /i?/ – here, here is.

**B. Practice the following consonant combinations:**

/zð/, /kð/, /tð/, /vð/, /dð/, /nð/, /td/.

Close the door. Take the book. Put them into the bag. Write the word. Out of the bag. Read the word. Open the door. Sit down.

**C. Learn the following by heart. Mind the stresses.**

J. Good afternoon, Alice.

A. Good afternoon, John.

J. How are you today?

A. I'm very well, thank you. And you?

J. I'm fine, thanks. How is your brother?

A. He's fine, thanks. And how is your sister?

J. She's very well, too. Goodbye, Alice. Nice to see you.

A. Nice to see you, too, John. Goodbye

**2. Put in 'me', 'him', 'her', 'us', 'them'.**

1. Give Jane this watch. Give ... that one, too. 2. Give the children these ice-creams. Give ... those ones, too. 3. Give Tom this book. Give ... that one, too. 4. That is my notebook. Give ... my notebook, please. 5. That is my coat. Give ... my coat, please. 6. Those are our umbrellas. Give ... our umbrellas, please.

**3. Put in 'my', 'his', 'her', 'our', 'their'.**

1. Is this Miss Brown's coat? – No, it's not. ... coat is grey. 2. Are these your pens? – No, they're not. ... pens are blue. 3. Is this Mr. Jackson's hat? – No, it's not. ... hat is black. 4. Are these the children's books? – No, they're not. ... books are red. 5. Is this Mrs. Davis's dog? – No, it's not. ... dog is brown and white. 6. Is this your father's tie? – No, it's not. ... tie is orange.

**4. Change the following according to the model.**

Model: Give me that vase.– Give that vase to me.

1. Show me that picture. 2. Send George that letter. 3. Give her those flowers. 4. Give Mrs. Jones these books. 5. Give the children these ice-creams.

**5. Replace each of the underlined words with the personal pronouns.**

1. Give Jane this watch. 2. Give the children these ice-creams. 4. Give Tom this book. 4. Give me my passport, please. 5. That is my coat. Give Mark

my coat, please. 6. Give Mary and Kate our umbrellas, please. 7. Give Jane the dictionary, please.

**6. Fill in the gaps with prepositions: to, in, from, into**

**E.g:** *Take the book ... the table and put it ... your bag = Take the book from the table and put it into your bag.*

1. Show me this picture. Show it... me. 2. Go to the room... the corridor.  
3. Take that pen and put it... front of you. 4. Give these books...to Anna.  
5. Take the magazine... her and show it ...us. 6. Take the vase ...Mary and put it on the table. 7. Close your book and put it... your bag. 8. Go...the door and close it. 9. Send the telegram...him.

**7. Fill in the gaps with prepositions: to, out of, into, off, from.**

1. Go...that city. 2. Take the box...the river. 3. They go...the station.  
4. Turn...the right. 5. Put your hand...the bag and take an apple. 6. Take the lamp... the table. 7. Take the book...the shelf. 8. Take...the fridge. 9. Don't hang...of the window, it's dangerous.

**8. Complete the following sentences using the appropriate possessive pronoun.**

1. He is (their, theirs) cousin. 2. This is our computer. It is (our, ours).  
3. These are Ann's books. They are (her, hers).4. Red is (my, mine) favourite colour. 5. (Her, Hers) dress is white.6. Is this (your, yours) car? – No, it is not (my, mine). 7. Are these your friends' pens? – Yes, they are (their, theirs).8. That is (our, ours) house. It is (our, ours).

**9. Change the following sentences according to the model.**

*Model: Give him this bag. – Give this bag to him.*

1. Give me that chair. 2. Send Alex this card. 3. Give Mr. Jones these books. 4. Give the students these pens. 5. Please, bring Ann that cup. 6. Take her those newspapers. 7. Pass them the salt.

**10. Fill in the gaps with: my, his, her, our, their.**

1. Is this your pencil? – Yes, it is...pencil. 2. Is that his computer? – No, it's not. .... computer is on the table.3. Are these Tom's rings? – No, they're not. ...rings are on the shelf. 4. Are these Kate's letters. – No, they're not. ... letters are in the bag. 5. Is this your parents car? – No, it's not. ....car is in the garage. 6. Is that Jack's hat ? – No, it's not. ... hat is black.

**11. Fill in the gaps with: me, him, her, us, them.**

1. Who is it? It's... (I). 2. Please, listen to... I want to show you this picture. 3. Mark is hungry. Bring ... a sandwich. 4. Jane is ill. Take... these flowers. 5. Alex and Ann are in the country. 6. Write... a letter. 7. Tony is in class. Give...this book. 8. The children are hungry. Bring ... these red apples. 9. Mike is at home. Ask... to come to the yard. 10. We are at table. Give... tea and cakes.

**12. Fill in the gaps with: one, ones.**

1. This is a big shop and that is a small.... 2. A fireman's job is a very difficult... 3. Not that hot dog please, that... 4. This pencil is bad, give me another... 5. There are large boats with eight or ten people, and small...with two or three people. 6. Our car is the...with the black roof. 7. German is a difficult language. – There aren't easy...

**13. Translate the following sentences into English.**

1. Это ваш карандаш? – Нет, этот (карандаш) не мой. 2. Которая коробка Ваша? – Та, которая большая и зеленая. 3. Можете дать мне другое платье? Эти слишком дорогое для меня. 4. Эта вилка грязная. Дайте мне чистую. 5. Зеленые яблоки дешевле, чем красные. 6. В комнате два шкафа: эта мой, а тот моего мужа. 7. Посмотрите на эти стулья. Какой из них ваш? 8. Эта юбка слишком короткая. Дайте мне другую. 9. Здесь две рубашки. Какая из них твоя? 10. На столе много тетрадей. Какие из них ваши?

**14. Translate the following sentences.**

1. Is this your dog? No, this one is not mine. 2. Which is your house? – The one with big windows. 3. Give me other glasses. These ones are too dark for me. 4. The green apples are cheaper than red ones. 5. There are two cars in the garage: this one is mine and that one is my husband's. 6. This spoon is dirty. Give me a clean one. 7. This jacket it too loose. Give me the other one. 8. Here are two books. Which one is yours? 9. Look at these children. Which one is hers? 10. There are many pairs of jeans. Which ones are your favourite?

**15. Fill in the blanks with prepositions or adverbs.**

1. Take the books ... the table and put them ... your bag. 2. Show me this map. Show it ... me. 3. Go ... that room, please. 4. Stand ... . 5. Sit... . 6. Take that pencil ... the box and put it ... front ... me. 7. Come ... , please. Come here. 8. Go the room. 9. Give these flowers ... Ann, please. 10. Go ... the

blackboard. Take the chalk and write the date, please. II. Look ... the blackboard. Read that sentence, please. 12. Take this newspaper ... her and show it ... us.

**16. Read and retell the following text.**

My living-room is large. There is a television set in the room. The television set is near the window. There are some magazines on the television set. There is a table in the room. There are some newspapers on the table. There are some armchairs in the room. The armchairs are near the table. There is a radio set in the room. The radio set is near the door. There are some books on the radio set. There are some pictures in the room. The pictures are on the walls.

**17. Read these in words.**

On: January 21st; February 10th; March 8th; April 2nd; May 3rd; June 4th; July 5th; August 19th; September 1st; October 7th; November 8th; December 31st.

In: 1935, 1951, 1900, 1856, 1703, 1616, 1147, 1284, 1315, 1479.

At: 9.45 a. m.; 17.25 p. m.; 12.20 p. m.; 3.45 a. m.

**18. Translate the following into English.**

1. Войдите, пожалуйста. Войдите в комнату. 2. Закройте дверь, пожалуйста. 3. Возьмите газету и положите ее перед собой. 4. Выньте учебники из портфеля и положите их на стол. 5. Выйдите, пожалуйста. Выйдите из комнаты. 6. Идите к доске, возьмите мел и напишите дату. 7. Возьмите у нее часы и дайте их мне. 8. Покажите мне эту картину. 9. Дайте нам эти карандаши.– Вот они, пожалуйста. 10. Посмотрите на то окно. Оно закрыто или открыто? 11. Покажите мне эту сумку. А теперь покажите ее Элис. 12. Выньте из стола бумагу и возьмите ручку.

ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**1. Объектный падеж личных местоимений.**

Именительный падеж	Объектный падеж	
	Whom?	Кого?
I	me	меня, мне
you	you	тебя (вас), тебе (вам)
he	him	его, ему
she	her	ее, ей
it	it	его (ее), ему (ей)
we	us	нас, нам
they	them	их, им

## 2. Предлоги направления и движения.

**to** – обозначает направление, движение предмета по направлению к другому предмету и обычно переводится на русский язык предлогами к, в, на: Go to the blackboard.

**into** – составной предлог in + to, обозначает движение предмета по направлению к другому предмету с проникновением внутрь его и обычно переводится на русский язык предлогом в: Go into the room.

**from** – обозначает движение предмета от другого предмета, иногда с поверхности другого предмета, и обычно переводится на русский язык предлогами от, с, из, у: Take your exercise-book from Ann.

**off** – обозначает движение предмета с поверхности другого предмета и обычно переводится на русский язык предлогом с (со): Take your pencils off the table.

**out of** – обозначает движение предмета изнутри другого предмета наружу и обычно переводится на русский язык предлогом из: Go out of the room.

Очень важно не смешивать предлоги с наречиями. Предлоги указывают на отношения между предметами. Наречия характеризуют действия. Значение глагола часто меняется в зависимости от того, с каким наречием он употребляется: come in – *входить*, come out – *выходить*.

**3. Прямое дополнение и косвенное дополнение** (беспредложное и предложное). В английском предложении дополнение следует непосредственно за глаголом. Глаголы, требующие дополнения, называются переходными; глаголы, не требующие дополнения, называются непереходными.

Прямое дополнение отвечает на вопросы, соответствующие вопросам русского винительного падежа – кого?, что?: Take this flower, please.

**Косвенное дополнение** может быть беспредложным и предложным. **Косвенное беспредложное дополнение** соответствует русскому косвенному дополнению в дательном падеже без предлога и отвечает на вопрос кому?: Give me that pencil, please.

Косвенное предложное дополнение следует за прямым дополнением, особенно если прямое дополнение выражено личным местоимением: Give it to me.

**4. Местоимение one.** Местоимение one употребляется вместо уже упомянутого существительного, чтобы избежать его повторения:

Give me this book. Give me that one, too.  
Give me these books. Give me those ones, too.

**5. Это интересно.**

Одно из самых распространенных заблуждений об английской грамматике – "Предложение на английском не может заканчиваться предлогом". Так думают даже многие англоговорящие, поэтому сказать о нем лучше по-английски: *"It is one of many misconceptions about the English language that even native speakers can't get rid of"*.

## УРОК 9

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1. Понятие об инфинитиве (the Infinitive).
2. The Present Indefinite Tense Form.
3. Глагол have в настоящем времени группы Indefinite.
4. Наречие неопределенного времени.
5. Место наречий образа действия.
6. Little, few – a little, a few.

### ТЕКСТ

**A.** I get up at 7 o'clock in the morning. I do my morning exercises, wash and dress. Then I sit down to breakfast. At 8 o'clock I leave home and go to the institute. As a rule I come to the institute at a quarter to 9. The lessons begin at 9 sharp. Today we have two lectures, a seminar and an English lesson. At our English lessons we read the texts, ask and answer questions and do all sorts of exercises. We do not write many exercises. We write few exercises at the lesson. We usually write exercises at home. We speak English at the lessons. We speak English a little now, but we want to speak English well.

At about 1 o'clock I generally have dinner at the students canteen. I come home at about 6 o'clock. I have supper and do my homework. I always do my homework in the evening, but I never work late in the evening. 11 o'clock I go to bed.

**B.** The Smiths live at 87 King Street. In the morning, Mr. Smith goes to work and the children go to school. Their father takes them to school every day. Mrs. Smith stays at home every day. She does the house work. She always eats her lunch at noon. In the afternoon she usually sees her friends. They often drink tea together.

In the evening the children come home from school. They arrive home early. Mr. Smith comes home from work. He arrives home late. At night the children always do their homework. Then they go to bed. Mr. Smith usually reads his newspaper, but sometimes he and his wife watch television.

*(from "first things first" by I. G. Alexander)*

### УПРАЖНЕНИЯ

- 1. Read the following dialogue. Mind the intonation.**
- J. Do you like coffee, Betty?

- B. Yes, I do.  
 J. Do you want a cup?  
 B. Yes, please, Jane.  
 J. Do you want any sugar?  
 B. Yes, please.  
 J. Do you want any milk?  
 B. No, thank you. I don't like milk in my coffee.  
 I like black coffee.  
 J. Do you like biscuits?  
 B. Yes, I do.  
 J. Do you want one?  
 B. Yes, please.

**2. Answer the following questions.**

**A.** 1. Do you get up early in the morning? 2. What time do you get up?  
 3. What do you do in the morning? 4. Do you come to the Institute early or late?  
 5. What time do the lessons begin? 6. What do you do at your English lesson?  
 7. Do you have dinner at home or at the students' canteen? 8. What time do you have dinner?  
 9. When do you come home? 10. What do you do in the evening? 11. Do you go to bed at 9 o'clock?

**B.** 1. Where do the Smiths live? 2. Does Mr. Smith go to work in the morning?  
 3. Do the children go to school in the morning? 4. Does Mrs. Smith go to work?  
 5. What does she do at home? 6. When do the children come home from school?  
 7. Do the children watch television at night? 8. Who watches television at night?  
 9. Do Mr. and Mrs. Smith watch television every night?

**3. Put the verb in brackets in the correct form.**

1. The children (go) to school in the morning. 2. Their father (take) them to school.  
 3. Mrs. Smith (stay) at home. 4. She (do) the housework. 5. She always (eat) her lunch at noon.  
 6. Mr. Smith (arrive) home late. 7. At night the children always (do) their homework.  
 8. Sometimes Mr. and Mrs. Smith (watch) television.

**4. Put into the question form.**

1. He washes his hands. 2. Their mother works in the house. 3. We come to the Institute at the same time.  
 4. He drinks a lot of tea at breakfast. 5. The teacher comes in and shuts the door.  
 6. I read newspapers every day. 7. We often drink coffee together.

**5. Make these sentences negative.**

1. We study English. 2. They have an English lesson every day. 3. I work late in the evening. 4. He goes to bed at 10 o'clock. 5. She sees her friends in the morning. 6. He arrives home early. 7. We write many exercises.

**6. Give short answers using the words in brackets.**

*Model: Do you ever go to the library? -... (often). Yes, I often do*

1. Do you ever go to the cinema? – ... (often) 2. Do you ever go to the theatre? – (sometimes) 3. Do you come to the Institute in time? -... (always) 4. Do you ever study late at night? -... (never) 5. Do you speak English at your English lessons? -... (always) 6. Do you speak Russian at your English lessons? ... .. (seldom)

**7. Put the questions to the following sentences:**

1. You remember her address. 2. It gets dark very early in winter. 3. She comes home at 8 o'clock. 4. It doesn't take you long to get to the shop. 5. They have a lot of friends in London. 6. They get the letters. 7. We have breakfast at 7 o'clock. 8. She lives near the University. 9. The woman plays the piano very well.

**8. Make these sentences negative.**

1. In summer a lot of people leave town and go to the country. 2. There are twelve students in our group. 3. On Sundays people usually get up late. 4. His parents live in the Far East. 5. Lucy speaks two foreign languages. 6. This young man is from Poland. 7. They prefer to speak English at the Institute.

**9. Translate the following sentences into English.**

1. Он никогда не опаздывает к обеду. 2. По утрам, до завтрака мы ходим купаться. 3. Очень полезно прогуляться после ужина. 4. В конце завтрака я обычно пью кофе. 5. После ужина они иногда гуляют. 6. Во время завтрака я обычно слушаю новости. 7. Он редко ходит в театр. 8. В воскресенье наша семья обычно обедает дома. 9. Она часто читает вслух. 10. Его друг иногда остается в школе после уроков. 11. Она никогда не спит на свежем воздухе. 12. Мой друг обычно работает здесь. 13. Эта девочка редко играет в саду.

**10. Use the required tense instead of the infinitives in brackets:**

1. The teacher (to point) at the blackboard when he (to want) to explain something. 2. My friend (to go) to the university every day. 3. I always (to

cook) in the morning. 4. There (to be) a boy downstairs who (to want) to see you. 5. This man (to go) there nearly every day. 6. She always (to work) hard. 7. It often (to rain) in spring. 8. He (to wake up) at seven and (to have breakfast) at half past seven. 9. My working day (to begin) at seven o'clock. 10. I (to get) up, (to switch) on the radio and (to do) my morning exercises. 11. It (to take) me fifteen minutes. 12. At half past seven we (to have) breakfast. 13. My father and I (to leave) home at eight o'clock. 14. He (to take) a bus to his factory. 15. My mother (to be) a doctor, she (to leave) home at nine o'clock. 16. In the evening we (to gather) in the living room. 17. We (to watch) TV and (to talk).

**11. Put in have, has, have got, has got.**

1. Mary doesn't ... brown hair. 2. We ... a lot of friends. 3. Nick ... a house. 4. Patrick ... a lot of money. 5. They ... a lot to do. 6. My dad ... a lot of ideas. 7. The movie...an interesting plot. 8. I ...four books in my bag. 9. The boy and the girl... a very funny puppy. 10. Tom...English lessons on Mondays and Fridays. 11. We ...many mistakes in our dictation. 12. She ... two mistakes in the test.

**12. Make these sentences negative.**

1. They have an international passport. 2. You have credit cards. 3. I have two little rooms. 4. He has a nice film. 5. She has little bread. 6. We have young teachers at the university. 7. They have a lot of good English books at home. 8. I often have a lot of work to do. 9. They have tea or coffee for breakfast.

**13. Translate the following sentences into English.**

1. У них новая квартира. 2. У меня нет книг. 3. У него большая семья. 4. У ее брата есть две машины. 5. У меня есть хорошие часы. 6. У неё большая библиотека. 7. У тебя много друзей в Англии. 8. У меня сейчас при себе нет много денег. 9. У него нет нового пиджака. 10. У нас есть новый компьютер. 11. У него есть очень интересные книги. 12. У моего друга нет собаки. 13. У его родителей большой дом. 14. У тебя есть белое платье? Да. 15. У Анны нет французских книг дома. 16. У мальчика есть красный и желтый карандаши, но нет черного. 17. У вашего друга есть семья? Нет. 18. У Тома много новых друзей. 19. У них есть машина? Да. 11. У вас есть сестра? Да. 20. У Кати всегда много работы. 21. У тебя есть время написать письмо? 22. Каждую среду у этих студентов два урока английского языка.

**14. Translate the following sentences into English.**

1. В чайнике недостаточно воды. Добавь немного, пожалуйста. 2. В вашем саду мало цветов. 3. Во дворе мало снега. 4. В этой аудитории мало студентов. 5. На столе мало хлеба. 6. На полке мало книг. 7. В этой комнате слишком мало света.

**15. Fill in the gaps with pronoun little, a little, few, a few.**

1. There's... juice in the fridge. 2. There's... milk in my tea. 3. There are very...students in the room. 4. There isn't...harm in that. 5. Give me ...biscuits. 6. There is ... food left, let's cook something for dinner! 7. There are... bears in the zoo. 8. There is too... light in the room. 9. There is...lemonade in the bottle. 10. There are...peaches in the basket. 11. There is...ink in my pen. 12. There are very... people there. 13. Gve me... pocket money. 14. There are ... birthdays to celebrate this month. 15. There is...rain.

**16. Translate the following sentences.**

1. There are a few people coming to visit us tonight. 2. We only have a little time to finish this work 3. I have little money, so we cannot go to the cinema. 4. This girl works very little, that's why she knows nothing. 5. Give us a few apples. 6. This lemon drink is sour; put a little sugar in it. 7. The hall is almost empty: there are few people in it. 8. I have too little money.

**17. Put in little, a little, few, a few.**

1. We do not write many exercises at the lesson. We write ... exercises. 2. I go to the cinema when I have free time. 3. He speaks English ..., but he wants' to know it very well. 4. They know ... English words only ten. 5. Is there much chalk in the box? No there is ... chalk there. 6. I know ... French words and now I read easy texts. 7. He reads ..., that's why he knows ... English words. 8. Is there any salt on the table? Yes, but very... . 9. Give me ... bread for my bird.

**18. Translate the following into English.**

**A.** 1. На письменном столе книги. 2. На письменном столе много книг. 3. На письменном столе несколько книг. 4. На письменном столе мало книг. 5. На письменном столе есть книги? 6. На письменном столе нет книг.

**B.** 1. В чашке чай. 2. В чашке много чая. 3. В чашке немного чая. 4. В чашке мало чая. 5. В чашке есть чай? 6. В чашке нет чая.

**19. Answer the following questions. Mind the verb have.**

1. How many days has a year? 2. How many months has a year? 3. How many weeks has a month? 4. How many days has a week? 5. How many hours has a day? 6. How many minutes has an hour? 7. How many seconds has a minute? 8. How many minutes has half an hour? 9. How many minutes has a quarter of an hour?

**20. Supply questions beginning with 'when' for these answers.**

1. It is dark at night. 2. We get up in the morning. 3. We have breakfast at 8 o'clock. 4. I have lunch at 1 o'clock. 5. They play football in the afternoon. 6. The English lesson begins at 9 sharp. 7. It is light during the day.

**21. Open the brackets and put in the missing possessive pronoun.**

1. I (come) from France. ... language is French
2. She (come) from England. ... language is English
3. You (come) from Spain. ... language is Spanish
4. They (come) from Greece. ... language is Greek
5. He (come) from Italy. ... language is Italian.
6. We (come) from Japan. ... language is Japanese.

**22. Translate into English.**

1. Когда вы обычно встаете по утрам? – В 7 часов. 2. На уроке английского языка мы читаем, пишем, отвечаем на вопросы, пересказываем тексты. 3. По воскресеньям я обычно хожу в кино. 4. Вы завтракаете дома или в институте? 5. Вы часто бываете в театре? – Нет, редко. 6. Я возвращаюсь домой около 5 часов. 7. Он всегда обедает в институтской столовой. 8. Вечером я иногда смотрю телевизор. 9. Занятия в институте начинаются ровно в 9. 10. Мы садимся ужинать, как правило, в 7 часов.

**23. Describe your favorite season with the help of the following questions.**

1. What is your favorite season? 2. What are the ... (name of season) months? 3. What is the weather like in ... (name of season or month)? 4. Is it hot (warm) or cold? 5. Is it windy? 6. Does it often rain/snow? 7. Does the sun shine much? 8. Are days/nights long or short? 9. When does the sun rise/set? 10. Why do you like ... (name of season)?

## ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**1. Понятие об инфинитиве (неопределенной форме) глаголов.**

Глагол в английском языке имеет **4 основные формы**: первая форма – **инфинитив**, вторая форма – форма **прошедшего времени** группы Indefinite, третья форма – **причастие II**, четвертая форма – **причастие I**.

Форма глаголов в инфинитиве совпадает с основой глагола. Отличительным признаком инфинитива является частица *to*, которая обычно предшествует ему; *to live, to work, to have, to be*.

**2. Форма настоящего времени группы Indefinite (The Present Indefinite Tense Form).** Времена группы Indefinite обозначают **факт совершения действия** в настоящем, прошедшем или будущем. В этой группе 3 времени– Present, Past и Future Indefinite.

**The Present Indefinite Tense** (настоящее неопределенное время) обозначает постоянное, обычное, регулярно повторяющееся действие: *I go to the Institute every day.* – Я хожу в институт каждый день.

<i>Утвердительная форма</i>	<i>Вопросительная форма</i>	<i>Отрицательная форма</i>
<i>I go (live, teach, study, play)?</i>	<i>Do I go (live, teach, study, play)?</i>	<i>I do not (don't) go (live, teach, study, play)</i>
<i>You go (live, teach, study, play)</i>	<i>Do you go (live, teach, study, play)?</i>	<i>You do not (don't) go (live, teach, study, play)</i>
<i>He (she, it) goes (live, teach, study, play)</i>	<i>Does he (she, i t) go (live, teach, study, play)?</i>	<i>He (she, it) does not (doesn't) go (live, teach, study, play)</i>
<i>We go (live, teach, study, play)</i>	<i>Do we go (live, teach, study, play)?</i>	<i>We do not (don't) go (live, teach, study, play)</i>
<i>You go (live, teach, study, play)</i>	<i>Do you go (live, teach, study, play)?</i>	<i>You do not (don't) go (live, teach, study, play)</i>
<i>They go (live, teach, study, play)</i>	<i>Do they go (live, teach, study, play)?</i>	<i>They do not (don't) go (live, teach, study, play)</i>

С настоящим временем группы Indefinite часто являются наречия неопределенного времени, а также словосочетания *every day, every morning, every evening*, поскольку они по своему лексическому значению также выражают повторяемость действия.

**3. Глагол have в настоящем времени группы Indefinite.** Глагол *have* имеет значение "иметь", "владеть" вводится на русский язык обо-

ротом "у меня (у него и т. д.) есть". Глагол have в настоящем времени имеет две формы – **has** для 3-го лица единственного числа и **have** для всех остальных лиц: He (she) has many friends. I (you, we, they) have many friends.

Вопросительная форма глагола have образуется путем постановки глагола have перед подлежащим: Have you many friends? – Yes, I have. No, I have not. Вопросительная форма может также образовываться при помощи вспомогательного глагола do: Do you have many friends? – Yes, I do. No, I do not.

**4. Наречия неопределенного времени.** В предложении наречия неопределенного времени usually, often, sometimes, seldom, always, как правило, стоят перед смысловым глаголом: We often go to the cinema. Do we often go to the cinema? We do not often go to the cinema.

Однако в предложениях с глаголом be эти наречия ставятся после глагола be: In winter the nights are always long.

**5. Место наречий образа действия.** Наречия образа действия well "хорошо" и др. ставятся после глагола, который они определяют, а если есть прямое дополнение, то после прямого дополнения: He swims well. He knows English well.

#### 6. Little, few – a little, a few.

Местоимения-прилагательные **little** и **few** переводятся на русский язык словом "мало". Little употребляется перед именами существительными, не поддающимися счету как отдельные единицы, few употребляется перед существительными, поддающимися счету: little time, few books.

Сочетание a little означает "немного" и употребляется перед неисчисляемыми существительными, а также обстоятельства меры и степени после глаголов: I go to the cinema when I have a

little free time. He speaks French a little.



Сочетание *a few* означает "немного", "несколько" и употребляется перед исчисляемыми существительными: *I know a few English words.*

### 7. Это интересно.

О времени мы можем говорить много используя разные словосочетания:

#### 1. SPEND TIME – проводить время

*I spend a lot of time studying English.* – Я провожу много времени за изучением английского

#### 2. SAVE TIME – экономить время

*Shopping online saves me time because I don't have to wait in line at the store.* – Покупки онлайн экономят мне время, потому что мне не приходится стоять в очереди в магазине

#### 3. WASTE TIME – тратить время впустую

*Stop wasting time playing computer games and get to work!* – Прекрати тратить время играя в компьютер и иди работай!

#### 4. HAVE TIME – иметь время

*I'd like to take violin lessons, but I don't have enough time.* – Я бы хотел пойти на уроки по скрипке, но у меня недостаточно времени

#### 5. FREE / SPARE TIME – свободное время

*In my free time, I enjoy reading, painting, and cooking.* – В свободное время я люблю читать, рисовать и готовить

#### 6. ON TIME – вовремя, не опаздывая

*It's important to arrive on time for a job interview.* – Важно приходить вовремя на собеседование на работу

#### 7. JUST IN TIME – как раз вовремя

*Hi, Henry! Have a seat – you got here just in time for dinner.* – Привет, Генри! Присаживайся, ты пришел на обед как раз вовремя

#### 8. KILL TIME / PASS THE TIME – убивать время

*I killed time reading a novel.* – Я убил время читая роман

#### 9. TAKE YOUR TIME – не торопиться, не спешить

*I don't press you for an answer now, darling. Take your time.* – Дорогая, я не требую от тебя немедленного ответа. Подумай, прежде чем ответить.

#### 10. HAVE A HARD / ROUGH TIME – время, когда бывает трудно

*I'm having a hard time solving this math problem. Could you help me?* – У меня не получается решить задачу по математике. Не мог бы ты мне помочь?

## УРОК 10

1. Понятие о причастии I (Participle I)
2. The Present Continuous tense Form
3. Степени сравнения прилагательных
4. Местоимение another and the other

## ТЕКСТ

It is eight o'clock. The children go to school on foot<sup>1</sup> every day, but today they are going to school by car.<sup>2</sup>

It is ten o'clock. Mrs. Smith usually stays at home in the morning, but this morning she is going to the shops.

It is four o'clock. In the afternoon Mrs. Smith usually drinks tea in the living-room. But this afternoon she is drinking tea in the garden.

It is six o'clock. In the evening the children usually do their homework, but this evening they are not doing their homework. At the moment they are playing in the garden.

It is nine o'clock. Mr. Smith usually reads his newspaper at night. But he is not reading his newspaper tonight. At the moment he's reading an interesting book.

*(from "First Things First" by L. G. Alexander)*

## Notes

**go on foot** – идти пешком

**go by car (train, plane)** ехать на машине (поездом, лететь самолетом)

## УПРАЖНЕНИЯ

## 1. Put the verbs in brackets in the correct form.

It (be) a fine day today. There (be) some clouds in the sky, but the sun (shine). Mr. Jones (be) with his family. They (walk) over the bridge. There (be) some boats on the river. Mr. Jones and his wife (look) at them. Sally (look) at a big ship. The ship (go) under the bridge. Tim (look) at an aeroplane. The aeroplane (fly) over the river.

## 2. Make these sentences negative and interrogative.

1. We are drinking tea now. 2. I am not reading now. 3. You are working now. 4. He is playing now. 5. She is not drinking coffee now. 6. Many people

are waiting to go on holiday. 7. Some people are sitting on chairs and reading books or magazines. 8. She is typing a letter. 9. The sun is shining. 10. She is giving me some magazines. 11. They are coming. 12. She is sitting on the grass. 13. We are swimming across the river. 14. The cat is running along the wall. 15. Jack is opening the window. 16. Sally is cleaning her teeth. 17. My mother is cooking a meal. 18. My father is reading a magazine. 19. The cat is drinking its milk. 20. The dog is eating a bone. 21. He is sweeping the floor.

**3. Answer the following questions.**

1. Are the children going to school by car today? 2. Is Mrs. Smith going to the shops this morning? 3. Where is she drinking tea this afternoon? 4. Are the children doing their homework this evening? 5. What are they doing at the moment? 6. Is Mr. Smith reading his newspaper tonight? 7. What is he reading at the moment?

**4. Change the following according to the model.**

*Model: He usually shaves at 7, but today he ... at 8. He usually shaves at 7, but today he is shaving at 8.*

1. She usually drinks tea in the morning, but this morning she ... coffee. 2. They usually play in the garden in the afternoon, but this afternoon they ... in the park. 3. She usually washes the dishes at night, but tonight she ... clothes. 4. He usually reads his newspaper at night, but tonight he ... a book. 5. She usually drinks tea alone, but today she ... tea together with her friends.

**5. Translate into English.**

1. Что вы сейчас делаете? – Читаю. 2. Кто стоит у доски? – Преподаватель. 3. Студенты сидят за столами и пишут контрольную работу. 4. По вечерам я обычно читаю, но сегодня я смотрю телевизор. 5. Кто сейчас отвечает на вопрос? – Я. 6. Вы идете в институт? – Нет. Куда вы идете? – Я иду в библиотеку.

**6. A. Question your friend about his/her family.**

What his/her full name is; where he/she comes from; where he/she lives there; how many of them there are in his/her family; what his/her parents' names are; how old his/her parents are; what his/her father/mother is; if he/she has any brothers/sisters; if his/her brothers/ sisters are older or younger than he/she is; what they are; if his/her family lives in a house or a flat; how many rooms there are there; what they are.

**B. Speak on the following topics.**

1. My family. 2. At home.

**7. Put the questions to the following sentences:**

1. Your English is getting better. 2. The weather is improving. 3. This play is currently running at the theatre. 4. I am reading an interesting book. 5. He is talking to his friend. 6. She is eating chocolate ice-cream. 7. Sara is learning to swim.

**8. Use the Present Continuous instead of the Infinitive in brackets.**

1. They (not to work), they (to watch) the TV program. 2. He (to finish) his porridge. 3. Look, the sun (to rise). 4. She (to polish) her boots and her sister (to press) her dress. 5. It (to rain)? Yes, it (to rain) very hard. 6. The delegation (to leave) Moscow tomorrow. 7. Somebody (to talk) in the next room. 8. Who (to make) such a noise? 9. What you (to read) now? 10. The weather is fine. The sun (to shine) and the birds (to sing). 11. Somebody (to knock) at the door. 12. You (to go) anywhere tonight? 13. Why you (to speak) so fast? You (to make) a lot of mistake. 14. Who you (to wait for)?

**9. Use the verbs given in brackets in the Present Indefinite or the Present Continuous tenses:**

1. Who (to make) that terrible noise? – It's this man. 2. Why you (to walk) so fast today? You usually (to walk) quite slowly. – I (to hurry). I am afraid to miss the train. 3. Switch on the light. It (to get) dark. 4. What you (to look for)? – We (to look for) our grandmother's spectacles. 5. The sun (to set) late in summer. 6. Look, snow still (to fall). 7. It often (to rain) in October. 8. Cuckoos (not to build) nests. They (to use) the nests of other birds. 9. I always (to buy) lottery tickets but I seldom (to win). 10. Some people (to do) everything with their left hand. 11. What time she (to come) here as a rule?

**10. Translate into English using the Present Indefinite or the Present Continuous:**

1. Студенты сдают экзамены. Не шумите в коридоре. 2. Послушайте! В соседней комнате кто-то плачет. 3. Посмотри, как ярко светит солнце. 4. Вы слышите шум в коридоре? 5. Подождите немного, они сейчас ужинают. Кого вы ждете? – Я жду свою подругу. 6. Что ты ешь? – Я ем яблоко. 7. Осенью птицы улетают в теплые страны, а весной возвращаются обратно. 8. Сейчас мы проходим 12-й урок. 9. Студенты этой группы часто занимаются в лаборатории. 10. Завтра мы идем в

театр. 11. Маленькие дети едят 4-5 раз в день. 12. 9-го Мая тысячи людей приходят на Красную Площадь. 13. Вы любите смотреть телевизор? 14. Я не понимаю, о чем они говорят, так как они говорят очень тихо. 15. Говорят, что он возвращается завтра.

### Degrees of Comparison of Adjectives

**11. Write the comparative and the superlative degrees of the following adjectives.**

Great, difficult, busy, far, polite, careful, deep, bad, dirty, clever, quick, little, different, young, comfortable, narrow, pretty, sad, big, happy, old, late, heavy, nice, dry, fat, ugly, joyful, yellow, sweet, near.

**12. Open the brackets using the comparative degree .Change the following sentences as in the given model:**

*Model: This cat is ..., but that cat is... (fat). – This cat is fat, but that cat is fatter.*

1. This monkey is ..., but that monkey is ... (funny). 2. This shirt is ..., but that shirt is ... (nice). 3. This house is ..., but that house is ... (big). 4. This milk is ..., but that milk is ... (hot). 5. This boy is ..., but that boy is ... (lazy). 6. This puppy is ..., but that puppy is ... (small). 7. This book is ..., but that book is ... (better). 8) This pig is ..., but that pig is ... (dirty). 9. This ball is ..., but that ball is ... (bad). 10. This girl is ..., but that girl is ... (tall).

**13. Open the brackets using the comparative or the superlative degree wherever necessary.**

*Model: This cat is ...than that cat (big). -This cat is bigger than that cat.*

1. This monkey is ... than that monkey (funny). 2. This cat is ... than that cat (lazy). 3. This woman is ... than that woman (busy). 4. This book is ... than that book (bad). 5. This pig is ... than that pig (fat). 6. This tomato is ... than that tomato (small).

**14. Open the brackets using the superlative degree.**

*Model: Jane is ... girl in our class (tall). – Jane is the tallest girl in our class.*

1. This house is ... house in our town (big). 2. This classroom is ... classroom in my school (large). 3. This book is ... book in this library (bad). 4. Peter is ... boy in her class (short). 5. Ann is ... girl in their class (lazy). 6. This film is ... (good).

**15. Use the correct form of the adjective in brackets.**

1. I have no one... than you (near). 2. Take this road. It is no ...and much more pleasant (far). 3. The ... brother is twenty years... than the youngest

(old). 4. Who are the ... members of the club (old)? 5. I've got the...book (old). 6. Is there a... train (late)? 7. What is the ... news (late)? 8. We are in a hurry to catch a...bus(late).

**16. A. Read the following dialogue. Pay special attention to the words in bold type.**

Assistant: Do you like this dress, madam?

Lady: I like the colour very much. It's a lovely dress, but it's too small for me.

Assistant: What about this one? Try it, please

Lady: All right. ... I'm afraid this dress is too small for me as well. It's smaller than the blue one. I think the blue dress is prettier. Show me another blue dress but a larger one.

Assistant: This is the largest dress in the shop.

**too small (large)** – слишком маленький (большой)

**What about...?** – Как насчет...?

**I'm afraid...–** Боюсь...

**as well** – также

**than** – чем

**B.** Fill in the blanks with the correct form of the adjective according to the model.

*Model: Alice is tall, Paul is ... than Alice, but Jack is ... student in our class.*

*Alice is tall, Paul is taller than Alice, but Jack is the tallest student in our class.*

1. The brown suitcase is heavy, the blue suitcase is ... than the brown one, but the green suitcase is ... of them all. 2. My test is easy, his test is ... , but her test is ... . 3. This bookcase is large, that one is ... , but Ann's bookcase is ... . 4. Betty is pretty, Jane is ... than Betty, but Alice is ... girl in our group. 5. This dress is long, that one is ... , but Mary's dress is ... . 6. This book is cheap, that one is ... , but Peter's book is ....

**C.** Fill in the missing adjectives in the correct form from the list below.

1. I am twenty years old. You are eighteen. I am ... than you are. 2. I want a ... room. This one is too large. 3. I want a ... piece of string. This piece is too short. 4. Why do you want a ... cup? Because that one is too small. 5. It is warm in May. But July is ... than May. 6. It is cold in November. But January is ... than November. 7. You are 5 ft. 3 ins.\* I am only 4 ft. You are ... than I am.

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**tall** – высокий; **long** – длинный; **old** – старый; **small** – маленький; **warm** – теплый; **cold** – холодный; **big** – большой.

**D. Translate into English.**

1. Мой брат старше меня. 2. Эта коробка тяжелее, чем та. 3. В ноябре холоднее, чем в сентябре. 4. Элис выше ростом, чем Энн? 5. Первый вопрос легче, чем второй? 6. Это самое большое платье в магазине. 7. Его портфель самый тяжелый. 8. Февраль – самый короткий месяц в году.

\* 1 foot (ft.) – фут= 12 inches= 30.48 centimetres 1 inch (in.) -дюйм = 2.54 centimetres

#### ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**1. Понятие о причастии I (Participle I).** Причастие I – неизменяемая неличная форма глагола, не имеющая форм абсолютного времени, падежа, числа и рода. Причастие I образуется от основы инфинитива при помощи суффикса -ing: read – reading; play – playing; make – making; see – seeing; stop – stopping; open – opening; travel – travelling; lie – lying.

**2. Времена группы Continuous (продолженные, длительные).** Термин Continuous образован от глагола continue – продолжать. В этой группе 3 времени: Present Continuous, Past Continuous, Future Continuous.

**The Present Continuous Tense** выражает действие, происходящее в момент речи: I am writing a letter now.

be + Participle I

Вопросительная форма: Am I writing a letter now? – Yes, I am. (No, I am not.)

Отрицательная форма: I am not writing a letter now.

Глаголы, выражающие чувства, восприятия и умственную деятельность, а также некоторые другие глаголы во временах группы Continuous не употребляются: want – хотеть, like – нравиться, wish – желать, see – видеть, hear – слышать, feel – чувствовать, notice – замечать, know – знать, understand – понимать, remember – помнить, recognize – узнавать, forget – забывать, seem – казаться, be – быть.

**3. Степени сравнения прилагательных.** Прилагательные могут иметь форму положительной степени, сравнительной степени и превосходной степени.

Односложные прилагательные образуют сравнительную степень прибавлением к основной форме прилагательного, т.е. к положительной, суффикса -er, а превосходную степень при помощи суффикса -est: long *длинный* → longer → (the) longest

large *большой* →> larger →> (the) largest

hot *горячий, жаркий* →> hotter →> (the) hottest

Двусложные прилагательные, оканчивающиеся на **-1e, -y, -er, -ow**, образуют степени сравнения так же, как односложные прилагательные:

simple *простой* →> simpler →> (the) simplest

early *ранний* →> earlier →> (the) earliest

gay *веселый* →> gayer →> (the) gayest

clever *умный* →> cleverer →> (the) cleverest

narrow *узкий* →> narrower →> (the) narrowest

Многосложные и большинство двусложных прилагательных образуют сравнительную степень добавлением слова more более или less менее и превосходную степень добавлением слова most наиболее, самый или least наименее к прилагательному в положительной степени:

interesting – more interesting less interesting– (the) most interesting  
(the) least interesting

Некоторые прилагательные образуют степени сравнения иначе:

good – better →>(the) best

bad – worse →> (the) worst

many/much – more – (the) most little – less →> (the) least

Две формы степеней сравнения прилагательных.

В английском языке есть ряд прилагательных, которые имеют две формы степеней сравнения, различающиеся по значению и употреблению:

*far* далекий *farther* более далеко *farthest* самый далекий

*further* более далекий *furthest* самый далекий; дальнейший

old старый *older* старше →> *oldest* самый старый

*elder* старший →> *eldest* самый старший

Слова *elder* старший и *eldest* самый старший употребляются только в функции определения существительных, обозначающих сыновей, дочерей, братьев и сестер в семье, а также, когда речь идет о людях, старших по званию или положению.

*near* близкий *nearer* ближе *nearest* ближайший

*next* следующий (по порядку); будущий (по времени)

*late* поздний *later* позже *latest* последний (по времени появления)

*latter* последний *last* последний (по порядку); прошлый (по времени)

Слово *latter* часто употребляется в сочетании со словом *former*, которое значит "первый из двух упомянутых":

He has two friends: Nick and Peter. The former is an engineer, the latter is a teacher

**4. Местоимения another и the other.** Местоимение other имеет значение "другой", "другая", "другое", "другие" и обычно употребляется в предложении подобно прилагательному в функции определения.

Перед местоимением other стоит **определенный** артикль, если речь идет об одном из двух предметов или лиц: There are two pencils on the table: one is red, **the other** is green.

Если же речь идет об одном из трех или более предметов или лиц, то употребляется **неопределенный** артикль, который пишется слитно с местоимением other, образуя местоимение another:

Show me another dress, I don't like this one.

#### **5. Это интересно.**

– В исследовании 1940 года о самом красивом английском слове первое место заняло слово **mother** ("мама"), второе – **memory** ("память"), а третье – **cellophane** ("целлофан").

– Существуют переводы "Гарри Поттера" с британского английского на американский английский. Да, автор американского издания потеряны Артур Левин утверждает, что не адаптировал, а именно "переводил" книгу. Например, в первой части ("Философском камне") trainers заменили на **sneakers**, biscuits на **cookies**, а jumper на **sweater**.

– Когда пишете о женщине по-английски, то используйте "Miss", если она не замужем, "**Mrs.**", если она замужем, и "**Ms.**", если неизвестно, замужем она или нет. И помните, что варианты "**Mrs.**" и "**Ms.**" – это американский английский, а в британском точка не ставится.

– Самые многозначные английские слова – set и run. У каждого по несколько сотен значений.

## УРОК 11

1. The Past Indefinite Tense
2. Правильные/неправильные глаголы
3. Понятие о причастии II
4. Глагол to be в прошедшем времени группы Indefinite
5. Глагол to have в прошедшем времени группы Indefinite

**My Last Weekend**

Hi! This is Road Radio. And my name's Julia Morton. Today I want to tell you about my last weekend. Well, it was great! I did so many things!

Last Saturday was very special! I had a photo shooting with my friends! I woke up rather early because I had many things to do and I wanted to make sure I arrived at the park on time. So I got up at 8 o'clock, took a shower, had breakfast and brushed my teeth. Then I combed my hair, put on makeup, got dressed and went to the park. I met my friends there at 10 o'clock.

We hired a photographer who was very friendly and fun. She took many pictures of us. We finished the photo shooting around 2 p.m. Most of my friends went home. Two friends of mine and I decided to go to a restaurant to grab something to eat and drink. We talked for a few hours more and then I went home. I was exhausted! I ate some fruit and then went to bed.

On Sunday I had a quiet day. I got up at about 10 o'clock and did some housework. In the evening I went to the cinema with a friend of mine. The film was very good. Then I went back home, because I get up very early on Monday.

All in all my weekend was good. I saw my friends, had a photo shooting, watched a good film, did my housework... And what about you?

*(Adapted from <https://www.teacherprix.com/podcast-last-weekend/>)*

**Active Words and Word Combinations**

- all in all** [ɔ:lɪnɔ:l] – в общем, в целом  
**arrive (at/in)** [ə'reɪv] – прибывать, приезжать  
**brush one's teeth** [brʌʃ'ti:θ] – чистить зубы  
**comb one's hair** [kəʊm heə] – расчесаться  
**decide** [dɪ'saɪd] – решать, решить, решиться  
**do one's housework** [du:'haʊswɜ:k] – делать работу по дому  
**exhausted** [ɪg'zɔ:stɪd] – истощенный, измученный  
**get dressed** [get 'drest] – одеться  
**get up** [get ʌp] – встать, вставать

**go to bed** [gəʊ tu: 'bed] – лечь в постель, ложиться, лечь  
**grab** [græb] – захватывать, хватать  
**have breakfast** [hæv 'brekfəst] – завтракать, позавтракать  
**make sure** [meɪk ʃʊə] – убедиться, удостовериться  
**photo shooting** ['fəʊtəʊ 'ʃu:tiŋ] – фотосъемка, фотосессия  
**put on makeup** [pʊt ɒn 'meɪkʌp] – нанести макияж  
**special** ['speʃəl] – особый, особенный  
**take a shower** [teɪk ə 'ʃaʊə] – принять душ  
**wake up** [weɪk ʌp] – просыпаться, пробуждаться, проснуться

**Task 1. Match the vocabulary with the correct definition and write a-j next to the numbers 1-10.**

1. People do this after a long day and just before they fall asleep.
  2. People do this when the alarm clock goes off in the morning.
  3. People do this in the morning because it is the most important meal of the day.
  4. People do this at the dinner table with their families.
  5. People do this to make their body and hair clean.
  6. People do this after they wake up.
  7. People do this so they can meet their friends and learn new things.
  8. Students do this at home because their teacher will get angry if they don't.
  9. Your dentist will be pleased if you do this twice a day.
  10. Students do this in the afternoon when their classes at the institute have finished.
- a. have dinner
  - b. go to the institute
  - c. have a shower
  - d. go to bed
  - e. go home
  - f. wake up
  - g. have breakfast
  - h. brush your teeth
  - i. get up
  - j. do homework

**Task 2. Write the best word to complete the sentences.**

1. Yesterday I \_\_\_\_\_ at 6.30 a.m.
2. Mike \_\_\_\_\_ in the institute canteen at 9 a.m.
3. In Sue's family they usually \_\_\_\_\_ at about 5 p.m.

4. Yesterday my classes finished at 2 p.m. and then I \_\_\_\_\_ on foot.
5. On the weekends, I \_\_\_\_\_ later than on weekdays.
6. My alarm clock went off at 9 a.m. on Sunday but I didn't \_\_\_\_\_ until 9.30 a.m.
7. I always \_\_\_\_\_ my teeth before I go to bed.
8. When I was a student I \_\_\_\_\_ to the institute at 8.00 a.m. on weekdays.

**Task 3. Read the text again and choose the right answer.**

1. Julia Morton had a photo shooting with her  
a) friends                      b) relatives                      c) groupmates
2. Julia Morton had a photo shooting  
a) in the countryside   b) on the bank of the river   c) in the park
3. The photographer made  
a) a few pictures        b) few pictures                      c) a lot of pictures
4. After the photo shooting Julia  
1. went home                      b) went to a restaurant        c) stayed in the park
5. On Sunday Julia had a quiet day and did  
a) her homework        b) some housework                      c) her hair

**Task 4. Describe a time of the day that you like. Use the following questions as a plan:**

1. What time of the day is it?
2. What do you do at that time?
3. Who are you usually with?
4. Why do you like it?

**Task 5. Speak about your last weekend.**

Use the verbs given in brackets in the Past Indefinite tense:

1. He (was/were) born in Moscow.
2. They (wasn't/weren't) happy at the university.
3. His father (was/were) an actor.
4. The children (was/were) always noisy.
5. My brother (was/were) a quiet child.
6. My favorite food was/were ice-cream.
7. I (was/were) good at physics.
8. My brothers was/were good at sports but I (wasn't/weren't).
9. There (was/were) many people.
10. My best friend at school was/were Mary.
11. What (did/was/were) you do last night?
12. Those people (did/was/were) from Japan.
13. When (did/was/were) he born?
14. I didn't/wasn't weren't) study French at school.
15. Where (did/was/were) you this morning?
16. Why (did/was/

were) he get up so early? 17. (Did/Was/Were) you a happy child? 18. My parents (didn't/wasn't weren't) stay in a hotel.

#### УПРАЖНЕНИЯ

##### **1. Fill in the blanks with the verbs from the list in the past simple. Use negations.**

Cut, be, watch, enjoy, leave, decide, take, have, fall

1. Last night we...anything special to do, so we....to watch TV. 2. The first programme...terrible-we...it at all. 3. The next programme we...was much better, though. 4. It was about a girl who...from a plane into the jungle. 5. Some people found her and... her to their village. 6. They ...some branches and made her a hut. 7. After several weeks some English people found her. 8. When she...the villagers were very sorry to see her go.

##### **2. Make these sentences negative.**

1. She knew the answer. 2. They left his card at home. 3. We were at home. 4. It rained all weekend. 5. He got up at eight. 6. My parents gave me a wonderful present. 7. He was in London last week. 8. I had a lot of time. 9. You went to a disco last night. 10. She came back from Greece two days ago.

##### **3. Correct the following sentences.**

1. How much salt you bought? 2. I didn't liked the film. 3. Did you went to Turkey? 4. She not lived in Canada. 5. Did you found your money? 6. They didn't had breakfast this morning. 7. Did he slept well?

##### **4. Fill in the blanks with: did, was or were:**

1. What ... your favorite subject at the university? 2. When ...did you learn to write? 3. Where... you born? 4. When... you start school? 5. ...you like school? 6. Where ...you live when you ...a child? 7. Who ...your first teacher?

##### **5. Put the words in the correct order to make up a sentence.**

1. last night/What/on TV/was? 2. was/your grandmother's name/ your/ What? 3. for class/were/late/Why/ you? 4. were/Where/from/they? 5. at college/ Was/yesterday/Alex ? 6. job/was/What/his ? 7. Christina/swimming/ Did/go? 8. they/did/Where/stay ? 9. the hotel/like/you/Did? 10. from/they/ did/Spain/come back/When ? 11. a good time/ you/Did/have? 12. buy/What/ you/did? 13. to the beach/Alex/did/go/When?

**6. Make these sentences negative.**

1. He got home late last night. 2. I lived in Moscow. 3. He worked for a computer company. 4. I stayed in a hotel. 5. She was born in Stavropol. 6. They had a good time at the party. 7. We left a week ago. 8. Mary was very angry.

**7. Translate into English using the Past Indefinite**

1. Они купили новую квартиру в прошлом месяце. 2. Почему она ушла так рано? 3. У них не было этого письма. 4. Мы видели их на станции. 5. Он не говорил по-русски. 6. Когда он приехал? 7. Она спросила его об этом. 8. У меня не было времени. 9. Он тебе позвонил вчера? 10. Мне не понравился фильм. 11. Его не было в институте во вторник. 12. Вы ходили по магазинам на выходных? Что вы купили? 13. Я не смотрел телевизор вчера вечером. 14. Зачем ты открыл окно? 15. Я потерял свои ключи два дня назад. 16. Почему ты была такая грустная утром?

**8. Use the Past Simple instead of the Infinitive in brackets.**

1. We (meet) three years ago. 2. I (not see) Jack yesterday. 3. Kate (come back) from Italy last month. 4. When they (get) married? 5. He (have) breakfast at seven this morning. 6. Where you (stay)? 7. It (not rain) much during our vacation. 8. She (want) to become a dentist.

**9. Use the Past Simple instead of the Infinitive in brackets.**

1. The building of the office (begin) a month ago. 2. It (be) bitterly cold yesterday. 3. I (put) on my warm coat but I (catch) a cold still. 4. The postman (bring) the morning mail only at 10 o'clock. 5. We (have) a picnic yesterday, but the rain (spoil) the whole pleasure. 6. You (go) to the South when you (be) a child? 7. As soon as I came up, they (get) into a taxi and (go) away. 8. What sights you (see) when you (be) in Egypt? 9. Every winter Nick (go) to the Swiss Alps to ski. 10. He (come) in, (take) off his hat, (move) a chair to the table and (join) the conversation. 11. When he (arrive)? – The plane was delayed and he (come) two hours later.

**10. Put the verbs into Past Indefinite.**

1. They talk too much. 2. She sleeps well. 3. The weather is nice. 4. My grandfather smokes a lot. 5. He meets his friends on Thursdays. 6. My parents understand me. 7. I eat too little. 8. You know the answer. 9. They take their dog for a walk twice a day. 10. I want to see you. 11. It costs so much money! 12. Our child often falls ill. 13. My parents always get up early. 14. We always have a shower in the morning. 15. I do the shopping on Saturday.

**11. Make the following sentences negative and interrogative.**

1. We went abroad last summer. 2. I heard a strange noise. 3. He thought it over. 4. The police caught the criminal. 5. It was a terrible accident. 6. She hid the keys. 7. I found a ring. 8. She broke her leg. 9. Your purse was on the table. 10. I flew to Washington. 11. It happened last night. 12. My mother laid the table. 13. His husband forgave her. 14. I was at the cinema a week ago. 15. They decided to sell his car.

**12. Ask questions to the words in bold type.**

*Model: She worked in London.*

1. **Yes**, I liked yesterday's film. 2. I wanted **three** pears. 3. **No**, he didn't speak English. 4. He lived **in Moscow**. 5. I ate a **steak**. 6. He went on holiday with **her**. 7. It took her **a week** to read the book. 8. There were **three** rooms in their old flat. 9. The weather was **wonderful**. 10. She wanted to live in **London**. 11. This dress cost **2000 rubles**. 12. Mr. Brown went to the office **last Friday**. 13. I met **one of my friends** the other day. 14. **Tom** solved the problem. 15. She was afraid of **dogs**.

**13. Imagine that you are asking your friend questions about his trip. Make up questions from the given words.**

*Model: go, to the seaside – Where did you go?*

1. go, on business 2. where, stay 3. go alone, with a group 4. how, travel 5. have time, go sightseeing 6. the weather, fine 7. have, important, talks 8. very busy 9. how, spend, spare time 10. get acquainted, with anybody 11. go out, in the evenings 12. the food, expensive 13. what, language, speak 14. how long, the trip, last 15. the flight back, pleasant.

**14. Translate into English.**

1. Где ты был вчера вечером? Я звонила тебе несколько раз. 2. Эти студенты начали изучать китайский язык год назад. 3. Погода была хорошая, и они решили погулять в парке. 4. Я не знал, что делать, когда она рассказала мне об этом. 5. Это случилось два месяца назад. 6. Когда вы встречались в последний раз? 7. Я не смотрел вчера телевизор: у меня не было времени. 8. Днем было очень тепло, не так ли? 9. Он много курил раньше. 10. Виктория родилась в 1996 году. 11. Позавчера у нас не было занятий, так как наш преподаватель был болен. 12. Вчера мама вернулась с работы позже обычного. 13. Какой язык ты изучал в школе? 14. Почему ты так рано ушел? 15. Вчера был четверг. 16. Ты была в Петербурге летом? – Нет, я ездила на море.

17. Ты получила хорошую оценку на экзамене? – Да. 18. Мне не хотелось идти в театр, поэтому я осталась дома и почитала. 19. В комнате было очень много народу, поэтому было душно. 20. Раньше она была очень нервной. 21. Когда они прибыли? 22. Кто открывал окно? 23. Почему Вы это сделали?

#### ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

##### **1. Форма прошедшего времени группы Indefinite (The Past Indefinite Tense Form).**

The Past Indefinite Tense употребляется для обозначения действия, которое совершилось или совершалось в прошлом и не имеет связи с настоящим, без указания на его длительность или законченность. Обычно это время употребляется со следующими обозначениями времени (выраженными или подразумеваемыми): *yesterday* – вчера; *last week (month, year)* – на прошлой неделе (в прошлом месяце, прошлом году), *a year ago* – год тому назад; *in 1952* – в 1952 г. и т. п.

Past Indefinite также употребляется в повествовании для отражения последовательности событий. На русский язык переводится глаголом совершенного или несовершенного вида в прошедшем времени в зависимости от контекста.

Вопросительная форма: *Did you go there yesterday?* – Yes, I did. No, I did not (didn't).

Отрицательная форма: *I did not go there.*

##### **2. Правильные / неправильные глаголы.**

По способу образования формы прошедшего времени группы Indefinite и причасти II глаголы делятся на 2 группы: правильные и неправильные.

**Правильные глаголы** образуют Past Indefinite и Participle II путем прибавления окончания *-ed* к форме инфитива: *want-wanted, decide-decided, cry-cried*.

**Неправильные глаголы** образуют Past Indefinite и Participle II различными способами (см. таблицу неправильных глаголов).

##### **3. Понятие о причастии II (Participle II).**

Причастие II правильных глаголов образуется так же, как и форма прошедшего времени группы Indefinite, т. е. путем прибавления окончания *-ed* с соответствующими орфографическими изменениями.

Причастие II неправильных глаголов образуется различными способами (см. Participle II неправильных глаголов в п. 2 выше).

Причастие II переходных глаголов, как правило, имеет страдательное значение; переводится на русский язык причастием, имеющим окончание на -нный, -тый, -вилийся, -мый, -щийся.

#### 4. Глагол **to be** в прошедшем времени группы **Indefinite**.

<b>WAS</b>	<b>WERE</b>
I	you
he	we
she	they
it	

Вопросительная форма: Was he? Were you?

Отрицательная форма: I was not (wasn't); they were not (weren't).

#### 5. Глагол **to have** в прошедшем времени группы **Indefinite**.

Глагол have в Past Indefinite имеет одну форму had для всех лиц единственного и множественного числа: We had two lectures yesterday.

Вопросительная форма: Did you have two lectures yesterday?

Отрицательная форма: We did not have two lectures yesterday.

#### 6. Это интересно.

– Если вы действительно хотите выучить все неправильные глаголы, вам придется очень постараться: их в английском больше 600, пусть большая часть уже и считается устаревшей

– В древнеанглийском были слова "позавчера" и "послезавтра" – ereyesterday и overmorrow

– Множество современных английских слов существуют давно, но раньше они выглядели по-другому и изменились только из-за распространенных речевых ошибок. Например, слово wasp раньше писали как "waps", bird – "brid", empty – "emty", apron – "napron", а nickname – "eke name".

## УРОК 12

1. The Present Perfect Tense
2. Местоимения another/ the other
3. Форма "to be going to"

**Oliver and Alfie decide to enter a bike race**

Daisy: Oliver'll be back soon. Did he know you were coming?

Alfie: Yes, we spoke earlier. We're going to do a bike race so we want to plan our training schedule.

Daisy: That sounds serious. When is it?

Alfie: In about a month. It'll be hard, but we're going to do loads of training – long-distance rides at weekends and shorter rides during the week.

Daisy: Wow! But you won't be training every day, will you?

Alfie: That's what we're going to talk about now.

Daisy: In here. Want some tea? Do you want some, Alfie?

Alfie: Yeah, please. No sugar for me – I'm in training!

Oliver: Right. I'm just going to get a pen so we can write our plan down.

Daisy: Amy's coming round. We're going to watch a film – want to join us?

Oliver: Yeah, maybe...

(Later ...)

Oliver: What are you going to watch?

Daisy: We haven't decided. Maybe the new Matt Damon one ... or a romcom.

Alfie: If you choose the Matt Damon, I'll stay, but I won't if it's the romantic one.

Oliver: What's the Matt Damon one about?

Daisy: The Second World War.

Oliver: A war film! Oh no.

Amy: Come on, it'll be good. It's had great reviews.

Oliver: Ah, all right then.

Daisy: Mum'll be phoning soon. Should we wait until after her call?

Amy: Good idea. Where is she?

Oliver: Egypt. In Alexandria, but she's going south tomorrow. To Luxor, I think.

Amy: Isn't she stopping in Cairo?

Daisy: I think so, yeah. How's the planning?

Oliver: Ah, well. We're not going to do the race! We won't be ready. And Alfie wants to put sugar in his tea again!

Daisy: That'll be Mum.

Oliver: I'll get it.

Alfie: And we'll get the popcorn ready, right Amy?

Amy: Let's do it.

(From <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/future-forms>)

### New Words and Word Combinations

**be back** [bi: 'bæk] – вернуться

**choose (chose, chosen)** [tʃu:z] – выбирать, выбрать

**come round** [kʌm 'raʊnd] – приходить, зайти

**do a bike race** ['baɪk 'reɪs] – участвовать в велогонке

**go south** [gəʊ 'saʊθ] – отправиться на юг

**join** [dʒɔɪn] – присоединяться, присоединиться

**loads (of)** [ləʊdz] – много, множество, масса, куча

**long-distance** [lɒŋ 'dɪstəns] – длинная дистанция, большое расстояние

**maybe** ['meɪbɪ] – возможно, наверное, наверно

**plan** [plæn] – план; планировать

**review** [riː'vju:] – отзыв; обзор, рецензия

**romcom** ['rɒm kɒm] – романтическая комедия

**schedule** ['ʃedju:l] – расписание, график

**Second World War** [ˌsekəndwɜ:ld'wɔ:] – вторая мировая война

**sound** [saʊnd] – звучать

**serious** ['siəriəs] – серьезный

**sugar** ['ʊgə] – сахар

**war film** ['wɔ: 'fɪlm] – военный фильм, фильм о войне

**watch a film** ['wɒtʃ ə 'fɪlm] – (по-)смотреть фильм

**write smth. down** ['raɪt 'daʊn] – записать, записывать что-л.

**yeah** [jeə] – разг. да

**All right** [ɔ:l 'raɪt] – Хорошо. Ладно.

**Come on.** ['kʌm 'ɒn] – Ну-ка, ... Ну давай...

**Good idea.** [gʊd aɪ 'dɪə] – Хорошая идея.

**In here.** [ɪn 'hɪə] – Сюда.

**It'll be hard.** [ɪt 'hɑ:d] – Будет трудно.

**Task 1. Match the vocabulary with the correct definition and write a- k next to the numbers 1-11.**

1. return
2. take part in a competition
3. a list of planned activities

4. much/many
5. prepare someone or be prepared for a job, activity, or sport by learning skills or by mental or physical exercise
6. visit someone in their home
7. armed fighting between two or more countries or groups
8. a film about love that makes you laugh
9. a report in a newspaper, magazine, or programme that gives an opinion about a new film, book, etc.
10. be going to do something immediately
11. to record information on paper
- a) be ready
- b) schedule
- c) loads of
- d) review
- e) come round
- f) do a race
- g) be back
- h) war
- i) write down
- j) romcom
- k) train

**Task 2. Write the best word to complete the sentences.**

1. She won the 100-meter \_\_\_\_\_ in 11.06 seconds.
2. These men \_\_\_\_\_ to die for their country.
3. Several nations were at \_\_\_\_\_.
4. If I don't \_\_\_\_\_ it \_\_\_\_\_, I'll forget it.
5. We are already two months behind \_\_\_\_\_.
6. Let's go to the cinema and watch a \_\_\_\_\_.
7. Do you want to \_\_\_\_\_ and play chess later?
8. She left earlier but she will \_\_\_\_\_ soon.
9. She \_\_\_\_\_ hard for the race, sometimes running as much as 60 miles a week.
10. There were \_\_\_\_\_ people standing around a TV set in the store.

**Task 3. Read the dialogue again and answer the following questions:**

1. Who is going to do a bike race?
2. When is the bike race?
3. How are Alfie and Oliver going to train?

4. Who is coming round?
5. What are Daisy and Amy going to do?
6. What are they going to watch?
7. Is it a romcom?
8. Where is Daisy and Oliver's mum?
9. Is she stopping in Cairo?
10. Alfie wants to put sugar in his tea again, doesn't he?

**Task 4. Describe your future plan. Answer the following questions:**

1. What is your plan?
2. When did you think of the plan?
3. Who are you going to realize the plan with?
4. How do you think you will achieve the plan?

УПРАЖНЕНИЯ

**1. Choose the correct pronoun.**

1. Would you like another/other cup of coffee? 2. Can I have another/other pencil? 3. I'd like to buy a few another/other books. 4. I want to get another/other glass of milk. 5. I see one of your relatives. Where is the other/another one? 6. She is another/other candidate for this job. 7. Freda reads the Times daily. She doesn't read any other/another newspapers.

**2. Complete the sentences with *other* or *another*.**

1. Put on ... dress before going to the party. 2. I lost my watch, my pen and some... things. 3. I don't like these trousers. Have you got any other ones in ...size? 4. I can see only one glove on the table. Where is...? 5. Where are...pictures which you wanted to show to me? 6. Give me ...cup of tea. 7. Kate lives on ... side of the street. 8. This curtain material is cheap; on the ...hand the quality is poor.

**3. Complete the dialogues with: *other* or *another*.**

"Waiter, this chicken has one leg shorter than ...." – "So what? You are not going to dance with it, are you?"

"I was only in love once and that love had an unhappy ending." – "Did she marry ...man?" – "No, she married me."

"Why is your car painted blue on one side and red on ...?" – "It's a great scheme. You should hear the witnesses contradicting each other."

"Kelly, why are you crying?" – "I lost my pen." – "I promise to buy you ...one."

**4. Put the words in the correct order to make up a sentence.**

1. summer / are / this / you / going | Where I ? 2. there / going / How / you | are I? 3. take / going / to / What / you are ? 4. with / are / you / Who / going / ? 5. do / going / to / you / there / What I are I ? 6. you / stay / going / to / are / Where I ?

**5. Put the questions to the following sentences:**

1. We are going to live forever. 2. He is going to look after your son. 3. She is going to read more this year. 4. They are coming back. 5. I am going to pray before I do it. 6. They are going to research. 7. Look! He is swimming! 8. She is going to be an artist.

**6. Make these sentences negative.**

1. We are going to check it out. 2. She is going to stay with him for a little while. 3. We are going to try and draw you into a conversation about filmmaking. 4. They are going to sing. 5. He is going to pay anything for me. 6. I am the one who is going to that cave. 7. He is going to publish photos of me.

**7. Translate into Russian.**

1. How many children are going to play tennis? – Three children are going to play tennis. 2. Are the young women going to cross the road? – Yes, they are. The young women are going to cross the road. 3. Is the old man going to make a phone call? – Yes, he is. The old man is going to make a phone call. 4. Which film are the young couple going to see? – They are going to see 'La Story'. 5. How many letters is the old woman going to post? – The old woman is going to post three letters.

**8. Translate into English.**

1. Вы собираетесь купить то платье? 2. Я собираюсь пойти на день рождения друга. 3. Она не собирается ужинать. 4. Ты собираешься помогать мне? 5. Мы собирались поехать на природу, но не смогли. 6. Они собирались жить вместе. 7. Он не собирается жениться. 8. Она собиралась встретиться с нами, но ей надо было работать.

**9. Put the verbs into Present Perfect Tense.**

1. ... (the student, to come) yet? 2. I ... (to do) my homework. Could you check it? 3. She ... (not, to receive) any newspapers this week. 4. My parents and I ... (to see) several good films recently. 5. ... (Alex, to pass) his

exam? – Yes, he .... 6. Would you like some coffee? I ... (just, to make) some.  
 7. What's the matter with Bob? – He ... (to break) his arm. 8. ... (you, to have) a holiday this year? -No, not yet. 9. She ... (not, to finish) her work yet.  
 10. I ... (to buy) a new car. Come and look at it. 11. ... (you, to hear) from her lately?  
 12. Is Jack here? – No, he ... (to go) to work. 13. I know the details of the accident. They...(already, to inform) me. 14. You... (not, to notice) it before.  
 15. I ... (often, to see) this man but I ... (never, to speak) to him. 16. ... (you, to hear) the latest news? It's most extraordinary!  
 17. This writer ... (not, to write) a single book so far this year. 18. ... (you, ever, to ride) a horse? – No, never.  
 19. Do you know that Ann and Tom ... (to get) married? 20. The weather is warm. It ... (not, to rain) at all this summer.

#### 10. Make up sentences according to the model.

*Model 1: to play, cricket? – never, several times: Have you ever played cricket? – No, I've never played cricket. – Yes, I've played cricket several times.*

1. to lose one's way, in a wood? – never. 2. to speak, at a meeting? – several times. 3. to join, a party? – never. 4. to have, an operation? – once. 5. to work, on a farm? – never. 6. to be, Scotland? – once. 7. to sing, in a choir? – several times. 8. to catch, a big fish? – never.

#### 11. Make up sentences according to the model.

*Model 2: the most exciting film – to see: This is the most exciting film I've ever seen.*

1. the most handsome man – to know. 2. the biggest mushroom – to find. 3. the most interesting trip – to make. 4. the most beautiful park – to walk in. 5. the cleverest boy – to teach.

#### 12. Make up sentences according to the model.

*Model: the first time – to drive a car (he): It's the first time he has driven a car.*

1. the second time – to meet this young woman at a party (I). 2. the first time – to get married (they)? 3. the first time – to break one's leg (he). 4. the fifth time – to make this cake (she). 5. the third time – to quarrel (you)?

#### 13. Make up questions with HOW LONG.

*Model: He is in hospital: How long has he been in hospital?*

1. I know the Ivanovs. 2. Ben is a doctor. 3. Alice and Fred are married. 4. Nick has a flat of his own. 5. We are great friends. 6. Mr. Brown works as

a manager. 7. Jane and Ronald are in Spain. 8. My friend has a baby. 9. Arnold lives in Glasgow. 10. My father has a beard.

**14. Answer the questions in Present Perfect using the words in brackets.**

*Model: When did you ski last? (since my last holiday): I haven't skied since my last holiday.*

1. When did you see Mark last? (for ages). 2. When did you last travel with your relatives? (since I graduated from the University). 3. When did you last go to the cinema? (for half a year) 4. When were you in the mountains last? (since last winter) 5. When did you last speak to her on the phone? (for a week) 6. When did she last get a letter from the friend? (for six days) 7. When did you last go to the theatre? (since last month) 8. When did he last play football? (for many years). 9. When were you ill last? (since I was fifteen).

**15. Paraphrase the following sentences using Present Perfect with FOR or SINCE.**

*Model: I last read a newspaper on September 15. It's two months since I saw Ann: I haven't read a newspaper since September 15. I haven't seen Ann for two months.*

1. I bought a flat in February. 2. He arrived in Italy two days ago. 3. It's years since she took any photographs. 4. You last earned a lot of money in June. 5. She became quite different when she got married. 6. Mike last paid his debt in 2016. 7. It's three months since I visited the doctor. 8. The last time I rode a horse was about five years ago. 9. The last time they were abroad was in summer 2017. 10. They wrote to us in winter last. 11. It's a week since my mother cleaned the flat. 12. I was at the cinema at the beginning of the year. 13. She had a proper rest a month ago last. 14. They divorced last year. 15. It's a long time since Jane and Fred got to know each other.

**16. Insert SINCE or FOR.**

1. I have been away ... a long time. 2. He has lived in this city ... 1998.  
3. They have had this flat ... six years. 4. Jane hasn't eaten anything ... breakfast.  
5. Certain rock groups have existed ... the sixties. 6. I have known my husband ... at least twenty-five years. 7. Motor cars have been used ... the 19th century. 8. Richard hasn't been to his home town ... three months. 9. He hasn't slept properly ... two nights. 10. He has never travelled aboard a ship ... that journey. 11. The light has been on ... morning. 12. They have

been very ill ... the last month. 13. Mr. Thomson has been in hospital ... that accident. 14. The campaign has lasted ... three months. 15. We've had unbearable heat ... the last three months. 16. Everything has changed ... we were little children. 17. It has been very cloudy ... early morning. 18. Nobody has seen her ... last week. 19. I've been awake ... a long time. 20. I've been awake ... five o'clock.

### 17. Translate into English.

1. Я только что видела его на улице. 2. Мы давно не виделись. 3. Посмотри! Дождь пошел! 4. Вы когда-нибудь были в Крыму? – Да, три раза. 5. Не ждите его, он ушел. 6. Они уже обсудили этот вопрос? 7. Что с ним случилось? – Он простудился. 8. Разве вы раньше не видели этот балет? – Я видела его дважды. 9. Он очень изменился за последнее время. 10. Мы не встречались с тех пор, как он уехал в командировку. 11. Я знаю ее с детства. Это моя лучшая подруга. 12. Я впервые слушаю эту передачу по радио. 13. Она очень устала. У нее был тяжелый день. 14. Вы когда-нибудь ссорились с женой? – Нет. Мы уже пять лет вместе, и еще ни разу не поссорились. 15. Сколько вы здесь живете? – всю жизнь. 16. У них свое дело уже три года. 17. Это уже четвертая таблетка, которую ты сегодня выпил. В чем дело? 18. Ты уже пообедала? Нет еще. Я завтракала в 9 и с тех пор ничего не ела.

## ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

### 1. The Present Perfect Tense

Форма настоящего времени группы Perfect (The Present Perfect Tense Form).

Времена группы Perfect употребляются для обозначения **совершенного** действия, **закончившегося** к определенному моменту в настоящем, прошедшем или будущем времени. В этой группе 3 времени: Present Perfect, Past Perfect, Future Perfect.

Времена группы Perfect образуются из вспомогательного глагола **have** в соответствующем времени группы Indefinite и причастия II смыслового глагола:

<b>have</b>	<b>Participle II</b>
(изменяемая часть, показатель времени, числа, лица)	(неизменяемая часть)

The Present Perfect Tense (настоящее совершенное время) употребляется:

Для выражения действия, законченного к моменту речи, но связанного с настоящим. Эта связь с настоящим может быть выражена:

а) имеющимся налицо результатом: We have done our homework.

б) указанием на неистекший период времени с помощью таких слов, как: today, this week, this month, this year и т. п.: I've seen him today.

С наречиями неопределенного времени: ever – когда-либо; never – никогда; just – только что; yet – в отрицательном предложении еще, в вопросительном предложении уже; already – уже; lately – недавно (за последние дни или недели), за последнее время; recently – недавно (за последние месяцы или годы), за последнее время.

Для выражения действия, которое началось в прошлом и не закончено к настоящему моменту. При этом используются обстоятельства времени с предлогами for – в течение (for a long time – давно, долго\ for years – в течение многих лет; for ages – целую вечность) и since – с (since morning – с утра; since 1980 – с 1980 г.), а также придаточные предложения времени с союзом since – с тех пор как:

We've known him for ages. I haven't met her since 1985.

Have you seen them since they went to Leningrad?

Краткие ответы: Have you read this book? – Yes, I have. No, I have not (haven't)

**2. Местоимения another и the other.** Местоимение other имеет значение "другой", "другая", "другое", "другие" и обычно употребляется в предложении подобно прилагательному в функции определения.

Перед местоимением other стоит **определенный** артикль, если речь идет об одном из двух предметов или лиц: There are two pencils on the table: one is red, the other is green.

Если же речь идет об одном из трех или более предметов или лиц, то употребляется неопределенный артикль, который пишется слитно с местоимением other, образуя местоимение another:

Show me **another** dress, I don't like this one.

### **3. Форма "to be going to"**

Эта конструкция используется в следующих случаях:

1. Когда заранее планируем что-либо сделать. (она собирается испечь торт; он собирается помыть машину)

2. Когда говорим о том, что что-то произойдет с большой вероятностью и для этого есть все признаки. (собираться дождь, посмотри на эти облака)

#### **Схема образования утвердительного предложения**

Оборот *to be going to* состоит из двух частей: изменяемой и неизменяемой. Первая часть – глагол *to be*, меняется в зависимости от того, кто совершает действия.

В настоящем времени глагол *to be* имеет 3 формы: *am, is, are*

Вторая часть – *going to*, всегда остается неизменной.

Например:

*They are going to swim in the pool. Они собираются поплавать в бассейне.*

*She is going to find a job. Она собирается найти работу.*

*We are going to buy a car. Мы собираемся купить машину.*

#### **4. Это интересно.**

Самыми древними словами на английском являются *I* (я), *we* (мы), *two* (два) и *three* (три). Лингвисты считают, что они появились несколько тысяч лет назад.

Слово *goodbye* (прощание) когда-то полностью звучало как *God be with ye* (староанглийское "Да пребудет с тобой Господь").

До XV века в английском языке не было знаков препинания.

## УРОК 13

1. Модальные глаголы can, may, must, have to, need (needn't)
2. Степени сравнения наречий

**University Life**

All university students in England want great teaching and facilities. What else is important to them? The Times newspaper asked students in England what makes for a happy university life. They responded that relationships with teachers, a good library, and not too many classes were important. They also think that a good social life is just as essential. The study showed that having things to do outside of classes is a big part of a happy university life.

Students voted Loughborough University, located in the East Midlands of England, as the best university for a good social life. There are many possible reasons. One reason might be that the university has 56 different sports clubs for students. There are 61 different activity circles. Students can try skydiving, hot air ballooning and ballroom dancing. The university also has 45 volunteer projects. Students can raise funds for charities by participating in different events. Finally, Loughborough University has a media center where students can make TV and radio shows. This shows that a good university life is more than getting good grades.

*(Abridged from <http://dreamreader.net/lesson/university-life/>)*

**New Words and Word Combinations**

**activity** [æk'tɪvɪti] – деятельность  
**ballroom dancing** ['bɔ:lru:m 'dɑ:nsɪŋ] – бальные танцы  
**charity** ['tʃærɪti] – благотворительность  
**circle** ['sɜ:k(ə)] – круг (людей), группа, кружок  
**classes** ['klɑ:sɪz] – учебные занятия  
**essential** [ɪ'senʃ(ə)l] – неременный, обязательный, необходимый  
**event** [ɪ'vent] – событие; мероприятие  
**facilities** [fə'sɪlɪtɪz] – удобства; оборудование  
**finally** [ˈfaɪnəli] – наконец  
**grade** [greɪd] – оценка, отметка  
**hot air ballooning** [hɒt eə bæ'lʊ:nɪŋ] – полеты на воздушном шаре  
**important** [ɪm'pɔ:t(ə)nt] – важный, значительный  
**library** ['laɪbr(ə)rɪ] – библиотека  
**life** [laɪf] – жизнь

**media center** [ˌmedɪə ˈsentə] – медицентр  
**outside** [ˈaʊtsaɪd] – вне, за (пределами)  
**participate** [pɑːˈtɪsɪpeɪt] – участвовать  
**possible** [ˈpɒsəb(ə)] – возможный, вероятный  
**project** [ˈprɒdʒekt] – проект, план; программа  
**raise funds** [ˈreɪz ˌfʌndz] – привлечь средства  
**reason** [ˈriːz(ə)n] – причина, основание  
**relationship** [rɪˈleɪʃ(ə)nʃɪp] – взаимоотношение, отношение  
**respond** [rɪˈspɒnd] – отвечать  
**show** [ʃəʊ] – шоу, передача; показывать  
**skydiving** [ˈskaɪˌdaɪvɪŋ] – затажные прыжки с парашютом  
**social** [ˈseʊʃ(ə)] – общественный, социальный  
**sports club** [ˈspɔːts ˌklʌb] – спортивный клуб  
**study** [ˈstʌdi] – исследование; изучение  
**university** [ˌjuːnɪˈvɜːsɪti] – университет  
**volunteer** [ˌvɒl(ə)nˈtɪə] – волонтерский, добровольческий; доброволец, волонтер  
**vote** [vəʊt] – голосовать

**Task 1. Match the vocabulary with the correct definition and write a-n next to the numbers 1-14.**

1. a place of higher education
2. the buildings, equipment, and services provided for a particular purpose
3. the way in which two or more people feel and behave towards each other
4. a building, room, or organization that has a collection, especially of books, for people to read or borrow, usually without payment
5. extremely important or necessary
6. a report that examines a subject in detail in order to discover new information
7. to express your choice or opinion, especially by officially writing a mark on a paper or by raising your hand or speaking in a meeting
8. a sport in which a person jumps from an aircraft and falls for as long as possible before opening a parachute
9. a group of people with family, work, or social connections
10. an aircraft consisting of a very large bag filled with heated air, with a container hanging under it in which people can ride
11. a type of dancing where two people use special steps and movements to do dances such as the waltz or tango together
12. a person who does a job or some work without being paid or forced to do it
13. the giving of money, food, or help to those who need it

14. a measure of the quality of a student's performance

- a) facilities
- b) relationship
- c) volunteer
- d) library
- e) essential
- f) grade
- g) study
- h) vote
- i) circle
- j) hot-air balloon
- k) university
- l) charity
- m) ballroom dancing
- n) skydiving

**Task 2. Write the best word to complete the sentences.**

1. Parachuting and \_\_\_\_\_ are practiced by people of all ages.
2. The hotel offers exceptional sporting \_\_\_\_\_, including a 50 metre swimming pool.
3. He has a very good \_\_\_\_\_ with his uncle.
4. I graduated from Liverpool \_\_\_\_\_ in 2012.
5. Jill spent the past few months doing research in the \_\_\_\_\_.
6. The \_\_\_\_\_ was the first flying machine capable of carrying humans.
7. A knowledge of Spanish is \_\_\_\_\_ for this job.
8. \_\_\_\_\_ show that exercise is important to health.
9. Put a cross next to the name of the candidate you want to \_\_\_\_\_ for.
10. She always gets good \_\_\_\_\_.
11. She's not one of my close \_\_\_\_\_ of friends.
12. Davies hobbies include travel, sailing, yoga, and \_\_\_\_\_.
13. Will \_\_\_\_\_ find their work more or less satisfying?
14. She does a lot of work for \_\_\_\_\_.

**Task 3. Read the text again. Are the sentences true or false?**

1. All university students in England want great teaching and working.  
True/False

2. Relationships with teachers, a good library, and not too many classes are important.  
True/False
3. Students voted Lancaster University as the best university for a good social life.  
True/False
4. The university has 56 different sport grounds for students.  
True/False
5. Students can try skydiving, hot air ballooning and ballroom dancing.  
True/False
6. The university has no volunteer projects.  
True/False
7. Students can participate in different events to raise funds for charities.  
True/False
8. Students can't raise funds for charities by participating in different events.  
True/False
9. Students can make TV and radio shows at the universities media center.  
True/False
10. A good university life is more than getting good grades.  
True/False

**Task 4. Speak about your institute/university. Use the following questions as a plan:**

1. What university/institute do you study at?
2. Why did you choose this university/institute?
3. What year student are you?
4. What faculty do you study at?
5. What subjects do you study? What is your favourite subject?
6. Is it difficult for you to study?
7. How many double periods do you have every day?
8. Is your group large?
9. How many students are there in your group?
10. Do you have any friends in your group?

УПРАЖНЕНИЯ

**1. Put the words in the correct order to make up a sentence.**

1. see / because / you / can't / I'm / I / tomorrow / busy / . 2. that / speak / . / mother / your / to / you / shouldn't / like . 3. party / the / we /

working / might / Jeff / isn't / come / if / to / . 4. please / the / pass / you / salt / could / me / ? / or. 5. you / is / do / you / for / day / a / it / work / have / tomorrow / to / off / ? / or. 6. said / smoke / many / after / doctor / ? / cigarettes / your / should / so / what / you. 7. the / . / would / don't / but / house / have / like / buy / they / to / money / enough. 8. Mrs. / go / from / road / sugar / across / you / Jones / and / can / ? / the / borrow / some.

**2. There is a mistake in each sentence. Correct the mistakes.**

1. Actors may learn a lot of dialogues by heart. 2. Your glass is empty. Must I refill it? 3. Would I introduce Mr. Brown to you? 4. My sister can to play a few musical instruments. 5. Some years ago I didn't can speak English.

**3. Fill in the blanks with the modal verbs: can, may или must.**

1. What ... we see on this map? 2. ... you speak Spanish? – No, unfortunately. I ... . 3. At what time... you come to school? 4. ... I have it? 5. You ... not smoke here. 6. ... I take your book? – I am afraid not: I need it. 7. He... not speak English yet. 8. I have very little time: I ... go. 9. They ... not go to the park today because they are busy. 10. You ... read this text: it is easy enough.

**4. Fill in the blanks with the modal verbs: may, must или need.**

1. ... I take this book for a little while? – I am sorry, but I ... return it to the library at once. 2. Alex ... spend more time studying, but the other boy ... not: he has successfully passed the exam. 3. They ... come any time they like between ten and twelve in the morning, but they ... not come if they don't want to. 4. ... I go there right now? – Yes, you ... . 5. ... we hand in our essays tomorrow? – No, you ... not, you ... hand them in after Sunday. 6. ... John really do this today – No, he ... not, he ... do it tomorrow if he likes. 7. You ... not let this cup fall: it ... break. 8. ... I help you? 9. You ... park your car only in your own space in the back of the building. 10. You ... have cancelled your trip to Canada. But you have always wanted to visit the largest French city Montreal and see your friend Nina

**5. Fill in the blanks with the modal verbs: can, may, must или need.**

1. Peter ... return the book to the library. We all want to read it. 2. Why ... not you understand it? It is so easy. 3. ... we do the exercise at once? – Yes, you ... do it right now. 4. ... you pronounce the word? 5. You ... not have bought this meat: we have everything for dinner. 6. I ... not go out today: it is too cold. 7. ... I take your pen? – Yes, please. 8. We ... not carry the

bookcase upstairs: it is too heavy. 9. We ... not carry the bookcase upstairs ourselves: the workers will come and do it. 10. When ... you come to see us? – I ... come only on Sunday.

**6. Choose the proper word from brackets.**

1. (Could,Would) I use your mobile phone, please? – Yes, of course. 2. You (can, may) stay a little longer if you like. 3. Did you get some money from the bank? – No, I didn't need to/needn't. I had enough in my wallet. 4. I (cannot, may not) hear you. Speak louder, please. 5. You (can, may) take the book home. 6. (Can, may) I leave my bag with you? 7. I (cannot, may not) believe that. 8. I wonder if they have got lost. – They (can't, mustn't) have got lost because I gave them a map. 9. Sorry, I'm late. – You (might, should) wear a watch. 10. We (mustn't, needn't) go shopping this week, we've got plenty of food.

**7. Fill in the blanks with the correct form of: MUST / HAD TO / WILL / HAVE TO.**

1. Hurry up! We ...be late. 2. As we were short of time I ... decide what to do at once. 3. Tomorrow is my day off, so I ... get up early. 4. You ... take better care of the children. 5. If you don't know how to use a new machine you ... touch it. 6. One can't keep this book long. I know I ... to return it in a week. 7. I knew nobody could cope with the task better than me, so I ... go there myself. And I was right. 8. Mark says he will see Margaret off, so you ... to do it. 9. It was Sunday yesterday, so I ... go to work. 10. "You ... stop at the red light," the mother said to the child.

**8. Fill in the blanks with the correct form of: MUST / TO BE TO / TO HAVE TO.**

1. As his eyes are bad he .... wear glasses. 2. They asked me questions and I ... answer them. 3. Where ... I to take these papers? – Mr. Douglas is expecting you at his office. 4. I ... see her. It's important. 5. We ... meet at five but I was late. 6. As he couldn't join me I ... go alone. 7. You ... admit that you are wrong. 8. It's an official party. Everyone ... wear a tie. 9. The manager was busy, so we ... wait for some time. 10. Who .... do this part of the work? – Mark and Steve have agreed to do it. 11. How ... I understand you? What do you expect from me? 12. I'm so worried. You definitely ... let me know as soon as you learn anything new. 13. It takes me long to get to work. I ... spend an hour and a half every day. 14. "You ... give up smoking," the doctor said to the patient. 15. ... I discuss it with him? Do you expect me to?

**9. Translate into English using modal verbs.**

1. Он никогда не может прийти вовремя. 2. Вы должны запомнить адрес и пойти туда тотчас же. 3. Какой-то человек хочет вас видеть. – Можете попросить его сюда. 4. Должен ли я уплатить вам сейчас же? – Нет, не нужно; я могу подождать. 5. Вы должны подписать письмо и поставить дату. 6. Директор, должно быть, неправильно произнес это трудное имя. 7. Вам пришлось остаться дома, потому что была плохая погода? 8. Вы обязательно должны прийти и посмотреть нашу новую квартиру. – С удовольствием. 9. Я рад, что мне не пришлось заканчивать эту работу вчера. 10. Я не люблю поздно ложиться спать, но иногда мне приходится. 11. Можно мне пойти погулять сейчас? – Нет, нельзя. Ты должен скоро ложиться спать. 12. Вам следует навестить вашего друга. Он вчера не пришёл на урок. 13. Почему ты не пришла? – Я не могла, я должна была помочь маме по дому. 14. Вам не нужно идти в библиотеку, у нас много книг дома, и вы можете взять любую, какую хотите.

**10. Choose the proper word from brackets:**

1. (Can, may) she play the piano? 2. (Can, may) Betty watch TV before going to bed? 3. I think I (can, may) do the work myself. 4 (Can, may) your friend speak French? 5. (Can, may) I have another cup of coffee? 6. 1. You (can, may) stay a little longer if you like. 7. I (cannot, may not) hear you. Speak louder, please. 8. You (can, may) take the book home. 9. (Can, may) I leave my bag with you? 10. I (cannot, may not) believe that.

**11. Translate into English using modal verbs.**

1. Могу я повидать доктора Карпова? – (а) Да, он в кабинете. Входите, пожалуйста, (б) Нет, его нет сегодня. 2. Можно включить телевизор? – Нет. Вы должны идти спать. 3. Можно положить эти ручки на этот стол. 4. Чем могу быть вам помочь? – Вы можете сделать для меня многое. 5. Пока (в настоящее время) этого делать не нужно. 6. Можно задать вам вопрос? – Пожалуйста. 7. Вы должны запомнить адрес и пойти туда тотчас же. 8. Этот человек хочет вас видеть. – Можете пригласить его. 9. Должен ли я заплатить Вам сейчас же? – Нет, не нужно; я могу подождать. 10. Она должна подписать письмо и поставить дату. 11. Он может это сделать вовремя, не так ли?

**12. Form the adverbs from the following adjectives by adding the suffix -ly.**

Shaky, rosy, greedy, clumsy, busy, pretty, happy, angry, shy, dry, complete, nervous, clever, absolute, real, strange, free, uncomfortable, polite, careful, wonderful.

**13. Give the comparative and superlative forms.**

Slowly; much; lonely; safely; far; early; well; little; near; fast; truly; comically; badly; high; silly; loudly; happily; friendly; hard; dangerously.

**14. Give the degrees of comparison of the following adverbs.**

Heavily, hard, gaily, fast, cheerfully, politely, late, shyly, far, dryly, bravely, carefully, often, early, badly.

**15. Use the correct form of the adverbs in brackets.**

1. It is becoming (*hard*) and (*hard*) to find a job. 2. Can you stand a bit (*far*) away from the camera? 3. We have to walk (*fast*) than this if we want to catch the train. 4. This word is (*widely*) used in spoken English than in written. 5. Could you speak a bit (*distinctly*), please? 6. The Earth goes round the Sun (*quickly*) than Jupiter. 7. If you want to pass your exams, you should do your homework (*regularly*). 8. David plays the violin much (*well*) this year. 9. She always arrives at work much (*early*) than anyone else. 10. The children are behaving far (*badly*) than they normally do. 11. Of all animals in the world, which one lives (*long*)?

**16. Choose the correct word in brackets.**

1. The birds are flying (high, highly). 2. He is (high, highly) intelligent. 3 They live (close, closely) to mine. 4. Meanwhile Martin's own reward is coming (near, nearly). 5. We are (near, nearly) smashed up on the shore several times. 6. I'm sure you know how (deep, deeply) I sympathize with you. 7. Suddenly she stopped (short, shortly), and left her companion. 8. Open your eyes (wide, widely)," he ordered gently. 9. The teacher looked (close, closely) at the students. 10. There are three desks, one with a computer, and all with papers, books, and files piled (high, highly). 11. His heart beat so that he could (hard, hardly) breathe. 12. He drank long and (deep, deeply). 13. Do I speak (loud, loudly) enough? 14. The doctor answered him (short, shortly). 15. They got married and lived (happy / happily). 16. He bought a new house and was very (happy / happily) about it. 17. Cindy looked at me (sad / sadly) 18. The news was (surprising / surprisingly). 19. I'm (terrible / terribly) sorry. I didn't mean to hurt your feelings. 20. He spoke so (quick / quickly), that I (hard / hardly) understood what he wanted. 21. Mike is a

(careful / carefully) driver. 22. I want to talk to you (serious / seriously).  
22. Kate has a (serious / seriously) problem. We must help him.

**17. Read the following dialogues and say how the people spoke. Make up positive or negative sentences using comparative constructions with adverbs.**

**1. Sindy:** *Er... Excuse me... er... er...*

**Kevin:** *Hurry up! What do you want?*

**2. Charles:** *Idiot! Look what you've done to my car!*

**Dandy:** *Mine is damaged too, Sir.*

**Model:** *Sindy ... (calm) ... Kevin: Sindy didn't speak as calmly as Kevin.*

1. Kevin ... (angry) ... Charles. 2. Kevin and Charles ... (rude) ... Sindy and Dandy. 3. Dandy ... (calm) ... Charles. 4. Charles ... (polite) ... Dandy. 5. Charles ... (loud) ... anybody. 6. Dandy ... (nervous) ... Sindy. 7. Kevin ... (impatient) ... Sindy. 8. Nobody ... (impolite) ... Charles. 9. Sindy ... (slow) ... of all. 10. Sindy and Dandy ... (polite) ... Kevin and Charles.

**18. Make up sentences using the correct degree of an adjective or an adverb.**

1. Which are the two (wide/widely) spoken languages in the world? 2. Alex is the most intelligent, but Angela works (hard/hardly) of all. 3. Which group of languages has the (complicated/complicatedly) verb forms? 4. Of all the children in her class Sally reads (fluent/fluently). 5. We're moving too fast. Can you drive (slow/slowly)? 6. He is a (safe/safely) driver than I am. 7. French is the language he speaks (easy/easily). 8. Most people from Japan don't speak as (loud/loudly) as people in Arab countries. 9. Which is the (common/commonly) letter in the English alphabet? 10. Which language has (clear/clearly) sounds: English or Italian? 11. She plays the piano as (good/well) as her elder sister. 12. Is it true that the (great/greatly) living linguist is George Schmidt from France? 13. Do girls usually learn foreign languages (quick/quickly) than boys? 14. People in Oxford speak English (correct/correctly) than elsewhere. 15. Alex plays football as (bad/badly) as his brother.

**19. Translate into English.**

1. Синди работает над произношением так же много, как и её старшая сестра? Нет, она работает меньше. Ей гораздо легче даются иностранные языки. 2. Многие люди говорят по-английски лучше, чем пишут. 3. Этот мальчик плавает быстрее всех в группе. 4. Теперь я читаю меньше, чем несколько месяцев тому назад. 5. Он разговаривает так

же громко, как и его отец. 6. Мой друг играет в шахматы хуже меня. 7. Марк всегда приходит на занятия раньше всех. 8. Китайский – её второй иностранный язык. Она читает по-китайски медленнее, чем по-английски. 9. Тед всегда спорит больше всех. 10. Взрослые не так быстро засыпают, как дети. 11. Давайте попросим Кейт украсить дом к вечеринке. Она умеет это делать красивее, чем кто бы то ни было другой. 12. Знаешь, он плохо говорит по-английски, хуже, чем я думала. 13. Теперь она возвращается с работы не так поздно, как раньше. 14. Мои родители обычно проводят отпуск так же хорошо, как и я. 15. Миша переводит с русского на английский хуже всех.

#### ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

1. Модальные глаголы *can, may, must, have to, need (needn't)*.

Модальные глаголы. Модальными глаголами называются глаголы, которые выражают отношение к действию. Само же действие выражается инфинитивом смыслового глагола, следующим за модальным глаголом.

Основными особенностями модальных глаголов являются:

- инфинитив смыслового глагола следует за ними без частицы *to*;
- модальные глаголы не имеют неличных форм (инфинитива, причастия, герундия);
- не изменяются по лицам и числам (единая форма для всех лиц единственного и множественного числа);
- не употребляются в форме повелительного наклонения.

Наиболее употребительными глаголами являются: *can* – "могу", "умею" для обозначения физической или умственной способности выполнить действие, выраженное смысловым глаголом, а также для обозначения возможности по обстоятельствам.

**May** – "могу", "можно" в значении разрешения, *must* – "должен", "нужно", "надо" для выражения необходимости, обязательности действия.

*My daughter can already write.* – Моя дочь уже умеет писать.

*He can run fast.* – Он бежит быстро, (может бегать)

*I can go to the library, I have time.* – Я могу пойти в библиотеку, у меня есть время.

*You may go home.* – Вы можете идти домой, (вам разрешается)

*We must work hard.* – Мы должны много работать.

Вопросительная форма: *Can you speak English?*

*May I come in?*

Must he do it now?

Отрицательная форма: My little daughter cannot (can't) read.

You may not smoke here.

He must not (mustn't) do that.

Поскольку отрицательная форма модального глагола *must* употребляется для выражения запрещения и не выражает отсутствия необходимости, для того чтобы передать значение отсутствия необходимости ("не нужно", "не надо", "нет необходимости") употребляется *needn't*:

Must you water the garden? – No, I needn't. I needn't water it now, it'll rain soon.

**Have to** – эквивалент модального глагола *must*:

I have to get up very early. – Я вынужден вставать очень рано.

Had to get up very early yesterday. – Мне пришлось встать очень рано вчера.

I'll have to get up very early tomorrow. – Мне придется встать очень рано завтра.

Вопросительная форма: Do you have to get up early?

Did you have to get up early yesterday?

Will you have to get up early tomorrow?

Отрицательная форма: I don't have to get up early.

I didn't have to get up early yesterday.

I shan't have to get up early tomorrow.

В отличие от модальных глаголов *can* и *may*, имеющих форму прошедшего времени *could* и *might* соответственно, модальный глагол *must* не имеет формы прошедшего времени. В прошедшем времени употребляется *have to*.

## 2. Степени сравнения наречий

Степени сравнения могут иметь в основном наречия образа действия. Степени сравнения односложных и двусложных наречий образуются так же, как и степени сравнения соответствующих прилагательных:

quick quickly	quicker	quickest
good well	better	best
bad badly	worse	worst

Остальные наречия, оканчивающиеся на *-ly*, образуют степени сравнения с помощью слов *more* и *most*: *correctly* – *more correctly* – *most correctly*.

**3. Это интересно.**

Во времена раннего Средневековья, сразу после того, как римляне покинули британские земли, к кельтам вторглись германские племена. Среди них и зародился английский язык. По мере расширения владений Британской империи, язык распространился в остальные части света.

В английском языке не было системы пунктуации вплоть до введения печати в XV веке. До этого момента знаки препинания практически отсутствовали.

## УРОК 14

1. The Future Indefinite Tense
2. Выражение have got
3. Выражение просьбы или приказания, при помощи глагола let
4. Местоимения производные some any no every
5. Отрицательная форма повелительного наклонения
6. Вопросительно-отрицательные предложения

**At the Caf?**

Daisy: Shall we look for somewhere to get some coffee and some cake?

Amy: Alright. I'm not very hungry, but I'd love something to drink. Where do you fancy going?

Daisy: Anywhere you like.

Amy: Well, how about this place?

Daisy: Oooh, there's nobody else here! Where is everyone? Ah well, it's all for us! Hi!

Waiter: Hi! What can I get you?

Daisy: I'd like a cappuccino, please, and have you got any cake?

Waiter: Oh yes, we do. We've got some amazing chocolate cake, and some carrot cake – that's my personal favourite – and there's a lemon and ginger cake ... and ...

Daisy: No, no, I'll have some carrot cake – I haven't had any for ages, and I love it!

Waiter: A great choice. And can I get you anything?

Amy: Yes, I'd like some green tea with mango, please.

Daisy: Ooh, that sounds good!

Waiter: Anything else?

Amy: Do you have any cookies?

Waiter: I'm sorry, there are none left.

Amy: OK, nothing else then. Just the tea.

Waiter: So, one green tea with mango, one cappuccino and some carrot cake. A large piece and two forks.

Daisy: ...Hey, look! That's my brother over there! Oliver! Ollie! Come and meet Amy!

Oliver: Hi, girls. What are you up to?

Daisy: Nothing. Just chatting and having some cake. Mm!! Have some, it's delicious!

Oliver: It looks tasty, I might get some. Hi, I'm Oliver, Daisy's brother.

Amy: Hi, I'm Amy.

Oliver: Amy. Cool. Excuse me, have you got any chocolate cake at all?

Waiter: Yes, we've got three different kinds – all home-made. There's chocolate biscuit cake, white chocolate cake and chocolate and orange cake.

Oliver: Any will do. Surprise me. And a glass of water, please. Thanks. So, Amy. Where are you from? Anywhere exotic and exciting, like the places our mother visits? Singapore? ...

*(Abridged from <https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/some-any-every-no>)*

**amazing** [əˈmeɪzɪŋ] – удивительный, поразительный  
**be left** [left] – остаться, оставаться; быть оставленным  
**be up to smth.** ['bi:ˈʌptə] – замышлять что-то  
**biscuit cake** ['bɪskɪt keɪk] – бисквитный торт  
**capuccino** [ˌkæpuˈtʃiːnəʊ] – капучино  
**carrot** ['kærət] – морковь  
**chat** [tʃæt] – болтать, непринужденно беседовать  
**delicious** [dɪˈlɪʃəs] – очень вкусный; очень приятный  
**different** ['dɪf(ə)rənt] – различный, разный  
**exotic** [ɪgˈzɒtɪk] – экзотический  
**fancy** ['fænsɪ] – предполагать, полагать  
**for ages** [fɔːr 'eɪdʒɪz] – давно; целую вечность  
**fork** [fɔːk] – вилка  
**ginger** ['dʒɪndʒə] – имбирь  
**home-made** – домашнего приготовления  
**hungry** ['hʌŋɡri] – голодный, проголодавшийся  
**piece** [piːs] – кусок  
**tasty** ['teɪsti] – вкусный  
**Singapore** ['sɪŋəpəʊ] – г. Сингапур  
**Cool.** – Классно. Круто.  
**What are you up to?** – Что вы там задумали?  
**Where do you fancy going?** – Куда ты хочешь пойти?

#### New Words and Word Combinations

NB: Some nouns are uncountable. They have no plural. These are:

water	bread	salt	money
tea	butter	pepper	information
coffee	cheese	oil	news
milk	meat	sugar	paper

lemonade Coca-Cola wine beer	jam chocolate honey	rice	wood gold silver
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**Task 1. Fill in the blanks with "a", "an" or "some"**

1. \_\_\_\_\_ coffee 2. \_\_\_\_\_ carrot 3. \_\_\_\_\_ rice 4. \_\_\_\_\_ cheese  
 5. \_\_\_\_\_ money 6. \_\_\_\_\_ chocolate 7. \_\_\_\_\_ melon 8. \_\_\_\_\_ wood  
 9. \_\_\_\_\_ flowers 10. \_\_\_\_\_ oranges 11. \_\_\_\_\_ peach 12. \_\_\_\_\_ salt  
 13. \_\_\_\_\_ meat 14. \_\_\_\_\_ mango 15. \_\_\_\_\_ cookies 16. \_\_\_\_\_ news

**Task 2. Match the vocabulary with the correct definition and write a-j next to the numbers 1-10.**

1. wanting or needing food
  2. strong coffee mixed with hot milk
  3. the spicy root of a tropical plant, used esp. as a powder in cooking and baking
  4. a small object with three or four points and a handle, that you use to pick up food and eat with
  5. for a very long time
  6. to be doing something
  7. to talk to someone in a friendly informal way
  8. very pleasant, esp. to taste or smell
  9. made at home rather than bought from a store
  10. unusual and specially interesting because of coming from a country that is far away
- a) cappuccino
  - b) be up to smth.
  - c) hungry
  - d) delicious
  - e) ginger
  - f) fork
  - g) for ages
  - h) exotic
  - i) chat
  - j) home-made

**Task 3. Write the best word to complete the sentences.**

1. Try a glass of my \_\_\_\_\_ beer.

2. Will you cook a \_\_\_\_\_ cake, mum?
3. She is fond of \_\_\_\_\_ dishes.
4. The children are always \_\_\_\_\_ when they get home from school.
5. You'll find the knives and \_\_\_\_\_ in the left-hand drawer.
6. We stopped to \_\_\_\_\_ with the neighbors.
7. What are you \_\_\_\_\_ at the moment?
8. I haven't seen him \_\_\_\_\_?
9. This wine has a \_\_\_\_\_ fruity flavour.
10. Do you prefer espresso or \_\_\_\_\_?

**Task 4. Which country do you associate the following food and drink with?**

- |                         |                         |
|-------------------------|-------------------------|
| 1. sauerkraut           | a) Portugal             |
| 2. bouillabaisse        | b) Russia               |
| 3. chilli con carne     | c) Mexico               |
| 4. port                 | d) Greece/Turkey/Cyprus |
| 5. chicken curry        | e) France               |
| 6. hamburgers           | f) Spain                |
| 7. sachertorte          | g) Germany              |
| 8. fish and chips       | h) Britain              |
| 9. gazpacho             | i) Brazil/Colombia      |
| 10. kebabs              | j) Austria              |
| 11. borscht             | k) Italy                |
| 12. sweet and sour pork | l) USA                  |
| 13. spaghetti bolognese | m) China                |
| 14. coffee              | n) India                |

**Task 5. Read the dialogue again and answer the questions.**

1. Was Amy hungry?
2. What did the girls order?
3. Who's Oliver?
4. How many kinds of chocolate cake were there in the caf??
5. What was Oliver's order?

**Task 6. Speak about your eating habits. Use the following questions as a plan:**

1. What is your main meal of the day?
2. When and where do you have it?
3. Are your eating habits different at the weekend?
4. What do you usually have for breakfast?
5. Are your eating habits typical?

## УПРАЖНЕНИЯ

**1. Put the words in the correct order to make up a sentence.**

1. will/ a new / Amanda/ to flat/ move/ next month. 2. attend /Daniel/ next year/ will/ language courses. 3. buy /His cousin /will/ for the plane/ the tickets/ in two days. 4. Study/ will philosophy /next term /Our students. 5. I/ the ironing/ will /after/ dinner /do. 6. History exam/We/ have/ in three days/ will. 7. in an hour/ Larry and Tom go to /the skating rink/ will/. 8. Write/You / the party /tomorrow /will/ the invitations/ for /. 9. will next Tuesday/ go/ Mark/ to the swimming pool. 10. in a week/ will/ leave/ They for Berlin.

**2. Put the questions to the following sentences.**

1. We will help you. 2. I will get you a drink. 3. I think our team will win the match. 4. Maybe she will do a language course in Malta. 5. I will buy the tickets. 6. Perhaps she will do this for you. 7. Maybe we will stay at home. 8. She hopes that he will cook dinner tonight. 9. I'm sure they will understand your problem. 10. They will probably go to the party.

**3. Make the sentences negative.**

1. He will enter the university next year. 2. We will be graduates in two years. 3. They will take all necessary books from the library. 4. She will have four exams next semester. 5. I'll be back.

**4. Make up general questions and answer them.**

*Model: Will you go to the library?– Yes, I'll go. No, I will not go*

1. They will go to the country tomorrow. 2. They will have a party tomorrow. 3. Mr. Black will buy a computer next week. 4. My father will come home at 10 tomorrow. 5. Ann's uncle will send her a letter next Monday.

**5. Complete the questions, use the correct form of the verbs.**

1. Where... you. ... (go) if you... (go) out he weekend? 2. What...you... (buy) if you...(go)shopping this weekend? 3. If you ... (not go) out this evening what...you... (go)? 4. If you the teacher... (not give)you any homework today, what...you... (do)? 5. If you...(phone) a friend tonight, what...you... (talk about)?

**6. Complete the sentences. Use will + one of these verbs: carry, do, eat, send, show, sit, stay.**

1. My case is very heavy. I ... it for you. 2. Enjoy your stay. Thank you. I ...you a postcard. 3. I don't want this banana. Well, I'm hungry. I ...it. 4. Are

you coming with me? No, I don't think so. I ... here. 5. Did you phone Jack? Oh, no, I forgot. I...it now. 6. Do you want a chair? No, it's okay. I... on the floor. 7. How do you use this camera? Give it to me and I ... you.

**7. Put the verbs into the correct form of Future Indefinite (positive, negative or interrogative).**

1. ... (you, to have) time to help me tomorrow? 2. He ... (to lend) you the book if you ask him. 3. I ... (to remember) this day all my life. 4. There ... (not, to be) any lift in their new house. 5. Do you think that he ... (to recognize) me? 6. She ... (to be) 29 next year. 7. Your English is quite good. I'm sure you ... (to pass) the exam. 8. Don't worry. The dog ... (not, to hurt) you. 9. I wonder how many of us still ... (to be) here next year. 10. What ... (your friend, to say) when he learns about the accident? He ... (not, to say) much but he ... (not, to lend) me the car again. 11. You ... (to feel) better after a meal. 12. When ... (they, to announce) the results of the exam? 13. I ... (to get) the book for you. It ... (not, to take) long. 14. I'm sure you ... (to like) our new house. 15. ... (there, to be) any meeting for the first-year students on September 1?

**8. Translate into English.**

1. В следующем году мне будет 19 лет. 2. Возможно, она придет завтра.

3. Когда вы начнете изучать иностранный язык? 4. Я думаю, вам понравится новый спектакль. 5. Они будут дома в 7 часов? – Нет. 6. Я надеюсь, вы хорошо напишете тест. 7. У тебя завтра будет много работы? – Да. 8. Экзамены начнутся 15 июня. 9. Фильм будет очень интересным. 10. Мы увидимся с тобой на следующей неделе. 11. Мы не начнем совещание, пока не придет начальник. 12. Она будет очень счастлива, когда ты приедешь домой. 13. Когда вы захотите увидеть меня, позвоните. 14. Вы не будете знать английский язык, пока не начнете упорно заниматься. 15. Я не знаю, когда я его снова увижу. 16. Кристина приезжает сегодня вечером. Вы её будете встречать? 17. У них будет ребенок. 18. Пойдем в кино в воскресенье! – Не могу. Мы с Джеймсом будем играть в теннис.

**9. Make up sentences using have / have got / has / has got.**

1. Your father ... a lot of money. 2. We ... a new teacher. 3. My teacher ... a red pen. 4. He ... two sisters. 5. We ... a house. 6. My parents... four children. 7. He ... no new flat.

**10. Make the sentences negative.**

1. Mario has got a new bicycle. 2. We have got many records. 3. I have got a toy helicopter. 4. The woman has got a nice hat. 5. Sally and Christina have got a big doll. 6. Jean has got two cameras. 7. I have got three lamps. 8. Bob has got two toy houses. 9. They have got four buses.

**11. Make questions to the following sentences.**

1. They have a nice house in the country. 2. Tom has got a new car. 3. I have two children. 4. Pete hasn't got a good suit. 5. His parents have got a villa on a Greek Island. 6. We don't usually have dinner at home. 7. I've got enough change. 8. We've got work to do. 9. They have three classes on Monday. 10. No, she hasn't. She hasn't got problems.

**12. Write the correct form of pronouns in brackets.**

1. Let (we) discuss these questions this morning. 2. Let (he) translate the letters from German into Russian. 3. Let (I) go to see him after classes this evening. 4. Let (they) give the books to the library in time. 5. Let (she) revise all the words from Lesson Two. 6. Let (we) read a book about our city.

**13. Make up sentences according to the example.**

*E.g.: Let's go for a walk, shall we?*

To open, to close, to go to the seaside, to go by bus, to have a game of chess, to ring up, to go to the cinema (theatre, country), to have a look at.

**14. Supply anybody/anyone, nothing, anything, nobody/no one, somebody/someone or something/somewhere/anywhere.**

1. I want to tell you. 2. Is there in the basket? – No, it's empty. 3. Can you translate these sentences? 4. I've prepared for dinner which you'll like very much. 5. I'm afraid he knows about it. 6. Would you like to start with before you order the main course?

**15. Translate into English using the indefinite pronouns and their derivatives.**

1. Дайте мне хлеба (мела, чернил). 2. Налейте мне воды (молока, кофе, супу). 3. Хотите кофе (чая, молока, торта)? 4. У вас есть какие-нибудь интересные английские книги? 5. Любой студент знает это. 6. Возьмите любую книгу (которая вам нравится). 7. Приходите в любое время (которое вас устраивает). 8. В стакане есть вода. Вы хотите воды? 9. В кувшине есть молоко. Будете пить молоко? 10. В ящике около доски есть мел? 11. Можно взять немного мела? 1. Нет смысла волно-

ваться об этом. 2. У меня нет чая, но есть кофе. 3. У нас здесь нет рек, но есть несколько озер. 4. Я хочу прочесть газеты, у тебя есть какие-нибудь газеты? 5. Есть ли какая-нибудь разница между ними? – Я не вижу никакой разницы. – Думаю, разницы нет. 6. Такси никогда нет, когда тебе нужно такси. 7. Никто из вас не знает, как много он работал в молодости. 8. Неужели он вам ничего не рассказал? Он знает больше, чем любой из нас. 9. Никто мне ничего не говорит. Может быть, вы мне что-нибудь скажете? 9. Не даст ли мне кто-нибудь из вас свои конспекты? (notes)

#### 16. Make the sentences negative.

Read ! Call up John! Print ! Play the game! Answer! Go to school! Continue !Choose the code! Wait !Press the key ! Go out of the class! Open the window!

#### 17. Translate into English

1. Не пользуйтесь мобильными телефонами. 2. Животных не кормить! 3. Не открывайте окна! 4. Пожалуйста, не сердись на неё. 5. Сидите здесь и никуда не уходите!

### ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**1. The Future Indefinite Tense Form** образуется при помощи вспомогательных глаголов shall (для 1-го лица единственного и множественного числа) и will (для всех остальных лиц) и формы инфинитива смыслового глагола без частицы to.

Утвердительная форма: I (we) shall work  
you (he, she, it, they) will work

Вопросительная форма: Shall I (we) work?  
Will you (he, she, it, they) work?

Отрицательная форма: I (we) shall not (shan't) work  
you (he, she, it, they) will not (won't) work

#### 2. Выражение have got

Выражение have got. В разговорной речи в настоящем времени для выражения значения "иметь", "владеть" часто употребляется выражение have got: We've got many books. = We have many books.

#### 3. Выражение просьбы или приказания, при помощи глагола let.

Выражение просьбы или приказания, обращенных к 1-му или 3-му лицу, при помощи глагола let.

В английском языке приказание или просьба, обращенные к 1-му или 3-му лицу, выражаются при помощи глагола let разрешать, существительного в общем падеже или местоимения в объектном падеже,

обозначающих лицо, к которому обращена просьба или приказание, и инфинитива смыслового глагола без частицы to.

Let us (let's) go there. – Пойдемте туда.

Let my brother go there. – Пусть мой брат пойдет туда.

Let them go there. – Пусть они пойдут туда.

Отрицательная форма повелительного наклонения. Отрицательная форма повелительного наклонения образуется при помощи отрицательной формы вспомогательного глагола do – do not и инфинитива смыслового глагола без частицы to:

Take this pen. – Don't take this pen.

**Вопросительно-отрицательные предложения.** Отрицательная форма общего вопроса придает ему оттенок удивления. Такой вопрос переводится на русский язык при помощи слов "разве", "неужели":

Can't you have tea now? – Разве ты не можешь выпить чаю сейчас

#### **4. Местоимения производные some any no every.**

Неопределенные местоимения some, any, every и отрицательное местоимение no могут образовывать производные местоимения при соединении со словами thing вещь, body тело, one некто, where где, куда:

everybody/everyone – все; everything – всё; everywhere – везде, всюду.

anybody/anyone – кто-либо, кто-нибудь, всякий, любой; anything – что-нибудь; anywhere – где-нибудь, куда-нибудь.

somebody/someone – кто-то, кто-нибудь, некто, something – что-то, что-нибудь, нечто; somewhere – где-то, где-нибудь, куда-нибудь, куда-либо.

nobody/no one – никто\ nothing – ничто\ nowhere – нигде, никуда.

Употребление этих производных аналогично употреблению основных местоимений some, any, no, every.

Примечание: Everybody/everyone is there. No: All are there

#### **5. Это интересно.**

Точка над буквами i и j называются superscript dot. В соответствии с Оксфордскими словарями, точку на буквой i добавили в Средние века, чтобы отличать букву от похожих на нее. J – это вариант i, который появился в то же время, но в последствии стал отдельной буквой.

В английском языке в каждом слове должен быть гласный звук, но не в каждом слове есть согласный.

Некоторые английские слова используются только во множественном числе: glasses, scissors, trousers, jeans, pyjamas.

УРОК 15

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1. The Present Indefinite Tense.
2. The Present Continuous Tense.
3. The Past Indefinite Tense.
4. The Present Perfect Tense.
5. The Future Indefinite Tense.

**Text 1**  
**About Myself**

Dear Jane

My name is Marina Odintsova and I come from Stavropol, Russia. I am 17 years old. At the moment I am a first-year student of Stavropol State Pedagogical Institute. In future I want to be a History teacher.

I like going to the cinema and listening to music. Do you like Beyonc? I like her very much and I have got all her albums. I'm also interested in photography and travelling. Of course, I like studying History and English very much.

Please write to me soon and tell me about your life in Brighton. I hope that we can be penfriends.

Yours sincerely, Marina.

**Text 2**  
**About My Family**

Dear Jane

Let me tell you about my family. I live with my mum, my dad and my big sister. We live in Moscow. My mum's name is Anna. She's Russian and she speaks Russian and English. She's an English teacher. She's tall and slim. She's got long, brown hair and brown eyes. My dad's name is Oleg. He's also Russian. He's tall and a little fat! He's got short brown hair and blue eyes. He is an economist. He works in a bank. My sister Inna is 23. She is a journalist. She loves listening to music and dancing. She's got long brown hair and brown eyes, like me. I've got long hair too. We've got a pet dog, Richie. He's black and white and very friendly.

Write soon and tell me about your family.

Best wishes,

Marina

### New Words and Word Combinations

**a little** [ˈlɪt(ə)] – немного  
**album** [ˈælbəm] – альбом  
**cinema** [ˈsɪnəmə] – кинотеатр  
**dance** [dɑːns] – танцевать  
**eye** [aɪ] – глаз  
**fat** [fæt] – упитанный, толстый, тучный  
**friendly** [ˈfrendli] – дружеский; дружелюбный  
**future** [ˈfjuːtʃə] – будущее  
**hair** [heə] – волосы  
**hope** [həʊp] – надеяться  
**be interested in** [ˈɪntrɪstɪd] – интересоваться чем-л.  
**listen** [ˈlɪs(ə)n] – слушать  
**long** [lɒŋ] – длинный  
**music** [ˈmjuːzɪk] – музыка  
**of course** [ɒvˈkɔːs] – конечно  
**penfriend** [ˈpenfrend] – друг по переписке  
**short** [ʃɔːt] – короткий  
**slim** [slɪm] – тонкий, стройный  
**soon** [suːn] – скоро, вскоре  
**study** [ˈstʌdi] – учить, изучать; исследовать  
**tall** [tɔːl] – высокий  
**tell (told, told)** [tel] – рассказывать  
**travel** [ˈtræv(ə)] – путешествие; путешествовать  
**Stavropol State Pedagogical Institute** – Ставропольский государственный педагогический институт  
**Best wishes** – наилучшие пожелания  
**Yours sincerely** – с уважением, искренне Ваш

**NB:** When describing people we need to speak about their appearance. The following information will help you do it.

**Height and weight:**

People are tall, short or of medium height.

People are slim, thin (less polite), plump, overweight or fat (less polite).

**Face and head:**

People usually have dark or fair skin.

They have blonde (fair), dark, red, grey or white hair. Their hair can be long (short) and straight (wavy/curly). Some people are bald.

Men usually have a moustache or a beard.

Women are usually beautiful, good-looking or pretty.

Men are handsome or good-looking.

People can be neither ugly nor beautiful/handsome. In this case they are average-looking.

**Age:**

People can be young, middle-aged or old.

**Possible mistakes:**

People are tall [Not: People are high.]

People have blonde or dark hair [Not hairs]

Men are handsome [Not beautiful]

**Useful expressions:**

How tall is Ann? – She is 1.72 metres tall.

How heavy are you? / How much do you weigh? I weigh 60 kilos.

How old is she? She's 18.

What does your sister look like? – She's of medium height and dark. She's pretty.

**Task 1. Complete the sentences.**

1. She's only 1 metre 55. She's quite \_\_\_\_\_.
2. Top models are usually \_\_\_\_\_.
3. If he eats too much he'll be \_\_\_\_\_.
4. She's only 10. She is too \_\_\_\_\_.
5. Does he have fair skin? No, it's \_\_\_\_\_.
6. Very \_\_\_\_\_ people are usually good at basketball.
7. She isn't tall or short. She is \_\_\_\_\_.
8. He isn't ugly or handsome. He's just \_\_\_\_\_.

**Task 2. Complete the questions using the words in brackets.**

1. \_\_\_\_\_? (your sister) – She's about 1 metre 68.
2. Are \_\_\_\_\_? (your parents) – Not really, they're middle-aged.
3. Is \_\_\_\_\_? (Jane's hair) – Yes, she has long hair.
4. Is \_\_\_\_\_? (her husband) – Yes, he's rather handsome.
5. Why \_\_\_\_\_? (Mike, so thin) – He's ill.
6. \_\_\_\_\_? (his wife) – She's of medium height. She's got blonde hair and green eyes.
7. \_\_\_\_\_? (your uncle) – He's 55.
8. \_\_\_\_\_? (your mother) – She's 58 kilos.

**Task 3. Read the letters again and answer the questions.**

1. What is Marina's full name?
2. How old is she?
3. Where does she live?

4. Does she have any brothers or sisters?
5. Does she work or study?
6. What are her hobbies?
7. What does her mother do?
8. What does her father do?
9. What does her sister do?
10. Do they have any pets?

**Task 4. Write short letters in reply.**

УПРАЖНЕНИЯ

**1. Match parts I and II.**

1. She is writing a new novel	a) at this time yesterday.
2. I write letters to him	b) now
3. It will be warm	c) every day.
4. Mary is watching the football match	d) sometimes.
5. Tom leaves the house at 8.30	e) at the moment.
6. They were talking to the teacher	f) tomorrow morning.

**2. Put the verbs into the correct form.**

1. Our train (leave) at 5 o'clock.
2. What (wear / you) at the party tonight?
3. This is my last day here. I (go) back to Moscow tomorrow.
6. Hurry up! The conference (begin) in 10 minutes.
7. Look at these big black clouds! It(rain).
8. Here is the weather forecast. Tomorrow (be) dry and sunny.

**3. Replace the infinitives given in brackets by the Present Indefinite or the Present Continuous:**

1. Why you (to walk) so fast today? You usually (to walk) quite slowly. – I (to hurry). I am afraid to miss the train.
2. I used to drink a lot of tea but these days I (to prefer) coffee.
3. You (to hear) the speaker well? – Yes, I (to hear) him clearly. I (to listen) very attentively, but I still (not to understand) what he (to drive) at.
4. How is your English? – Not bad. It (to improve) slowly.
5. It (to grow) cold. I (not / to want) to stay here any longer.
6. I (to look) at the barometer and (to see) that it (to fall).
7. The water (to boil). Can you turn it off?
8. Water (to boil) at 100 Degrees Celsius.
9. It (to be) the worst weather anyone (to remember).
10. The River Nile (to flow) into the Mediterranean.
11. Look at the river. It (to flow) very fast today – much faster than usual.
12. The population of the world (to increase) very fast.
13. Every day the population of the world (to increase) by about 200 000 people.

14. I've got a computer, but I (not / to use) it much. 15. The Moon (to go) round the Earth in about 27 days. 16. Except for Mercury and Venus, each of the planets (to have) at least one satellite. 17. Even the fastest of the heavy molecules (to move) slowly compared with the light ones. 18. In an ordinary circuit the current (to go) through all its phases in succession.

**4. Use the words in brackets to write sentences. All the sentences are future. Use the Present Continuous or Present Indefinite.**

1. (I /not / to go out / tonight). 2. (The conference / to start / at / 8.15). 3. (What / to do / on Friday?) (We / to visit / the Tower). 4. (The English course / to finish / on 10 May). 5. (I / to meet / the delegation / this evening). 6. (My train / to leave / at 12.20). 7. (What time / you / to come?). 8. (I / not / to go / to / London / tomorrow). 9. (When /the plane / to leave?) (It / to leave / at / 8.00 p.m.)

**5. All the sentences are future. Put the verbs into the correct form: will/won't or Present Simple.**

*Model: As soon as I see (see) him, I'll tell (tell) him everything.*

1. There is a surprise waiting for her when she (get) home. 2. Before you (leave), I (give) you your present back. 3. If you (feel) better this afternoon, we (drive) to the coast. 5. Give him this letter when you (see) her. 6. If they (come) in time, they (find) them there. 7. If she (be) lucky, she (get in) without a ticket. 8. (you / be) lonely without me, while I (be) away?

**6. Put the verbs in brackets into the Future Indefinite tense or use BE GOING TO form.**

1. Did you remember to book seats? – Oh no, I forgot. I (telephone) for them now. 2. The fire has gone out! – So it has. I (go) and get some sticks. 3. He has just been taken to hospital with a broken leg. – I'm sorry to hear that. I (send) him some grapes. 4. I've hired a typewriter and I (learn) to type. 5. I see that you have a loom. You (do) some weaving? 6. I can't understand this letter. – I (call) my son. He (translate) it for you. 7. You (buy) meat? – No, I (not eat) meat any more. I (eat) vegetables. 8. You've bought a lot of paint. You (redecorate) your kitchen?

9. Look what I've just bought at an auction! – What an extraordinary thing! Where you (put) it? 10. Why are you peeling that bit of garlic? – I (put) it in the stew. 11. What you (do) when you grow up? – I (be) an acrobat in a circus. 12. This dress is too long. What you (do) with it? – I (shorten) the skirt. 13. That tree makes the house very dark. – Very well, I (cut) it down.

**7. Use the correct form of the verbs (Present Indefinite, Present Continuous, "to be going to" or Future Indefinite) to express a future action.**

1. I ... (to have) a seminar at 10 tomorrow. 2. I ... (to walk) my dog. o Wait a minute! I ... (to come) with you. 3. How long ... (it, to take) you to do your work? 4. I know he ... (to leave) for his home town tomorrow. 5. I think Alice ... (to like) your present. 6. I ... (to go) home tomorrow. The term ... (to start) soon. 7. I can't see you on Sunday. I ... (to have) a meal with my friends. 8. Why have you got the flowers? -I ... (to visit) my teacher.9. Boss, remember you ... (to fly) to Chicago next week. 10. I have a splitting headache! -Oh, I ... (to get) you a pill.11. When ... (their plane, arrive)? 12. Andy ... (to go) on a business trip to Athens. He ... (to spend) four days there. 13. Don't worry. I ... (to feed) your cat while you are away. 14. They ... (to return) from their honeymoon tomorrow, ... they? 15. This bus ...(not, to stop) there.

**8. Put the verbs into Present Perfect or Past Indefinite.**

1. She ... (to take) a train to London at eight o'clock this morning. 2. I ... (to star) in many performances when I was at school. 3. How many times ... (you, to be) in love? 4. He ... (never, to enjoy) a party as much as this one. 5. She ... (to have) several interesting jobs since she ... (to graduate) from the University. 6. I ... (to have) a headache all day yesterday. 7. I ... (not, to see) his latest film. They say it's a great success. 8. You ... (to be) a charming baby. Everybody ... (to envy) your father. 9. ... (you, to enjoy) your holiday this year? 10. She ... (to do) her nails before breakfast this morning.11. I ... (to buy) a new dress the other day, but I ... (not, to wear) it yet.12. I ... (not, to see) Alex today, but I ... (to speak) to him on the phone only yesterday. 13. As far as I know Mrs. Harper... (to work) in that firm for three years from 2015 till 2017. 14. My sister ... (to lose) all the keys to the front door and we ... (to have to) break the door. 15. I ... (never, to meet) my Granny. She ... (to die) many years ago. 16. ... (you, to be) to the opera lately? – Yes, I ... (to go) to listen to Traviata on Saturday. 17. I ... (just, to have) my first class at the University.

**9. Put the verbs in brackets into the Future Simple, Present Simple, Present Continuous, or to be going to.**

1. The plane (to arrive) in London at 5.40. 2 I think I (to book) 4 tickets to New York. 3 I (to plan) to go on a tour with my family in winter 4. We (to go) on a guided tour in a week. 5. The train (to leave) in 20 minutes? 6. You (to visit) the museum on summer holidays? 7. My brother is always on time. I'm sure he (to miss) the train tomorrow. 8. He (to fly) to Moscow on Friday.

**10. Translate into English.**

1. Она проработала в нашей школе 8 лет. 2. А мистер Смит проработал в нашей школе 6 лет и ушел работать в другую. 3. Мы опоздали на автобус, и нам пришлось ждать следующего. 4. Я давно пришел. Я здесь с 11 часов. 5. Я его только что видел. Он недавно вернулся. 6. Извините, я не слышал вашего вопроса. 7. Дождь прекратился. Мы можем идти гулять. 8. Это самая смешная комедия, которую я когда-либо видела. 9. Он очень занят в последнее время. На этой неделе у него едва было время, чтобы просмотреть газету. 10. Я давно с ней познакомилась, и с тех пор мы близкие друзья. 11. Как давно вы были в Москве? 12. Извините, я немного опоздал. Как долго длится конференция? 13. Мы тоже еще не переехали на новую квартиру. 14. Я давно об этом узнала. 15. На днях я забыла дома деньги и не могла ничего купить. 16. Мой друг сдал вступительные экзамены. – Сколько экзаменов ей пришлось сдавать? 17. Ты уже пришел домой? – Да, я пришел в 9 и сразу пошел спать.

**11. Translate into English using the Present Indefinite or the Present Continuous.**

1. Послушайте! В соседней комнате кто-то кричит. 2. Кого вы ждете? – Я жду своих родителей. 3. Что ты пьешь? – Я пью чай. 4. Осенью птицы улетают в теплые страны, а весной возвращаются обратно. 5. Сейчас мы проходим 12-й урок. 6. Студенты часто занимаются в этом кабинете. 7. Они никогда не опаздывают к обеду.

**12. Use the Present Indefinite, the Present Continuous or the Present Perfect instead of the infinitives in brackets.**

Will you, please, lend me your pencil for a moment? I (to leave) mine at home and now (to have) nothing to write with. – I (to be) sorry, but I (to be going) to write myself. Kora (not to write), she can give you her pencil. 2. You (to read) this book – I (to read) it now, I (not to finish) it yet. It (to be) a very good book, I (to like) it very much. 3. We (to go) to the cinema tonight. You ever (to be) there? 4. Where (to be) David? – He (to be) in the bathroom – What he (to do) there? – He (to wash up). 5 (to be) there anything the matter with you? You (to be) so pale. – Nothing the matter. I just (to finish) my work and I (to be) a little tired. 6. Who (to play) the guitar? Tom still (to have) his music lesson? – No. The lesson (to be) over and the teacher already (to go).

**13. Translate into English using the Present Continuous, the Present Indefinite or the Present Perfect.**

1. Надень шубу и шапку. На улице холодно, идет снег. 2. Видишь того мужчину около магазина? Он на нас смотрит. 3. Сегодня на обед придет Лайза. – Я давно ее не видела. Она очень изменилась? – Не очень. 4. Когда я объясняю новое правило, я обычно пишу на доске примеры. 5. Ты что-нибудь слышишь? – Я слушаю внимательно, но ничего не слышу. 6. Кто только что вышел из комнаты? – Не знаю, я никого не заметил. 7. Я думаю, вам нужно выпить горячего кофе, прежде чем вы уйдете. Вечер такой холодный. 8. Ты видела Кейт сегодня? – Нет, она больна. Она больна уже пять дней. 9. Что ты собираешься делать после работы? – Хочу пойти в магазин. – Не уходи без меня, подожди, пока я тебе позвоню. – Хорошо. 10. Я очень рада, что вы пришли. Вы всегда приносите хорошие новости. 11. Они уже уехали? Нет, они еще не уехали. 12. Есть у вас вопросы? Вы все поняли, что я вам объяснила? – Спасибо, все ясно.

## УРОК 16

1. The Past Continuous Tense
2. The Past Perfect Tense

**A True Story**

This story is based on true events that happened many, many years ago in Scotland. One day, Mr Clark was walking home with a smile on his face. He was carrying something very valuable in his hand: tickets for a long, long journey.

After many years working and saving, Mr Clark had saved all the money he needed to take all his family to the United States. Earlier that afternoon he had bought all the tickets that now he was holding in his hand. It was the opportunity of their lives. "The United States of America," he repeated aloud just to see how nice it sounded in his ears.

A few days before their departure, Mr Clark's son was playing in the street when a dog bit him. The doctor went to their home and treated the child's wound. Then he hung a yellow sheet on their front door. That yellow sheet meant that they had just been quarantined. They had to stay at home for two weeks because of the possibility of rabies.

Five days later, Mr Clark was at the docks. He had left the house and now he was watching their ship leave to the United States without him or his family. When the ship disappeared in the horizon, he stood up and went back home, crying.

A few days later, the tragic news spread throughout Scotland – the mighty Titanic had sunk taking hundreds of lives with it.

*(From: <https://www.test-english.com/grammar-points/b1/past-simple-past-continuous-past-perfect/3/>)*

**New Words and Word Combinations**

**aloud** [ə'laʊd] – вслух

**buy (bought, bought)** [baɪ] – покупать, купить

**carry** ['kæri] – нести, носить

**departure** [dɪ'pɑ:tʃə] – отъезд; отбытие, отправление (поезда)

**disappear** [ˌdɪsə'piə] – исчезать, скрываться

**dock** [dɒk] – док

**hang** (hung, hung) [hæŋ] – вешать, повесить

**happen** ['hæpən] – случаться, происходить

**hold (held, held)** [həʊld] – держать  
**horizon** [həˈraɪz(ə)n] – горизонт  
**journey** [ˈdʒɜːni] – поездка; путешествие  
**mighty** [ˈmaɪti] – могущественный; мощный; громадный  
**need** [niːd] – нуждаться  
**news** [njuːz] – новость, новости; известие, весть, сообщение  
**opportunity** [ˌɒpəˈtjuːnɪti] – возможность, перспектива  
**possibility** [ˌpɒsəˈbɪlɪti] – возможность, вероятность  
**quarantine** [ˈkwɒrəntiːn] – подвергать карантину, содержать в или на карантине  
**rabies** [ˈreɪbiːz] – бешенство, водобоязнь  
**repeat** [riˈpiːt] – повторять  
**save** [seɪv] – копить, откладывать (деньги)  
**sheet** [ʃiːt] – простыня  
**sink (sank, sunk)** [sɪŋk] – тонуть  
**smile** [smaɪl] – улыбка  
**spread (spread, spread)** [sprɛd] – распространять(-ся)  
**ticket** [ˈtɪkɪt] – билет  
**tragic** [ˈtrædʒɪk] – трагический; печальный  
**treat** [triːt] – лечить  
**valuable** [ˈvælju(ə)b(ə)l] – ценный; дорогой, дорогостоящий  
**wound** [wuːnd] – рана, ранение  
**year** [jiə] – год  
**Scotland** [ˈskɒtlənd] – Шотландия  
**the Titanic** [taɪˈtænik] – британский трансатлантический пароход «Титаник»  
**the United States of America** [juˈnaɪtɪd ˌsteɪts əv əˈmerɪkə] – Соединенные Штаты Америки

**Task 1. Match the vocabulary with the correct definition and write a-j next to the numbers 1-10.**

1. a small card that shows that the person holding it has paid for an activity
2. important, useful, or beneficial
3. a trip, esp. over a long period or a great distance
4. to keep money or something else for use in the future
5. the act of leaving a place, job, etc., or an occasion when this happens
6. a structure built out over water in a port along which ships can land to load and unload
7. a hurt or injury to the body
8. to move below the surface of water
9. a serious disease of the nervous system that can cause death
10. the place in the distance where the earth and sky seem to meet

- a) horizon
- b) departure
- c) sink
- d) ticket
- e) wound
- f) valuable
- g) dock
- h) journey
- i) save
- j) rabies

**Task 2. Write the best word to complete the sentences.**

1. He was planning a six-week \_\_\_\_\_ to China.
2. How much is a one-way \_\_\_\_\_ to New York?
3. The museum has a fine collection of \_\_\_\_\_ glass.
4. The estimated time of \_\_\_\_\_ of this flight is 11.15.
5. The ship is currently in \_\_\_\_\_ in Belfast.
6. The boat filled with water and began to \_\_\_\_\_.
7. Dogs, cats, foxes, and bats can all carry \_\_\_\_\_.
8. His father \_\_\_\_\_ enough money to open a grocery store.
9. He had a deep \_\_\_\_\_ in his arm and had lost a lot of blood.
10. The moon rose slowly above the \_\_\_\_\_.

**Task 3. Read the text again Are the sentences true or false?**

1. This story is based on fictional events.  
True/False
2. One day, Mr Clark was driving home with a smile on his face.  
True/False
3. After many years working and saving, Mr Clark had saved all the money he needed to take all his family to the United States.  
True/False
4. A few days before their departure, Mr Clark's son was playing in the park when a dog bit him.  
True/False
5. The doctor went to their home and treated Mr Clark's wound.  
True/False
6. They had to stay at home for three weeks because of the possibility of rabies.  
True/False

7. Mr Clark was watching their ship leave to the United States  
True/False
8. When the ship disappeared in the horizon, he stood up and went back home, smiling.  
True/False
9. The mighty Titanic had sunk taking thousands of lives with it.  
True/False

**Task 4. Describe an interesting place you have visited as a tourist. Use the following questions as a plan:**

1. Where is this place?
2. Why did you go there?
3. How did you go there?
4. What did you do there?
5. Why was this place so interesting?

#### УПРАЖНЕНИЯ

**1. Match the beginnings (1-7) with the endings (a-g). Then complete the sentences with the past simple or past continuous of the verbs in brackets.**

1. He... (climb) down the side of a building	a) while I ... (have) a shower.
2. The sun ... (shine) brightly	b) the band ... (play) my favourite song.
3. The hot water tank ... (explode)	c) when suddenly the rope ... (break).
4. When we ... (get) to the concert	d) and ... (take up) sculpture instead.
5. I ... (not know) that my friends	e) ... (prepare) a surprise party for me.
6. While you ... (lie) on the beach	f) when I ... (get up) this morning.
7. Last year, he ... (give up) painting	g) we ... (study) for our exams!

**2. Put into the question form, using the words in brackets.**

1. Were you watching TV at 11 o'clock last night? (when). 2. We were speaking about books at the lesson (what, where). 3. After school they were practising a new game (when). 4. When I came, Nick was cleaning his room (what). 5. He was returning to his camp with a pail of water (where).

**3. Answer the following questions.**

1. Were you having dinner at 2 o'clock? 2. Was your friend sitting in the yard when you saw him? 3. Was your mother cooking when you came home? 4. Was your sister reading when you called her? 5. Were the children sitting at their desks when you entered the classroom? 6. Were the little children running along the corridor when the lesson began? 7. Were you doing your

homework at 7 o'clock last night? 8. Was your father working in the garden when you asked him to dinner?

**4. Put the verbs in brackets into Past Continuous.**

1. The children were frightened because it ... (to get) dark. 2. He refused to go to the restaurant because he ... (to diet). 3. What ... (you, to do) when I rang the bell?

4. I watched the children for some time. Most of them ... (to bathe), some boys ... (to play) ball and all the others... (to run about). 5. When I arrived the meeting was over. People... (to leave) the hall. 6. He ... (always, to whisper) something. It was impossible to hear a word. 7. He got seriously injured when he ... (to repair) the fireplace. 8. Just as I ... (to think) what to do next, there was a knock at the door. 9. What ... (you, to do) between one and two? I phoned you several times.

– I ... (to play) the piano and heard nothing. 10. While she... (to watch) the sunrise, the birds woke up and began to sing.

**5. Put the verbs in brackets into Past Continuous or Past Indefinite.**

1. I ... (not, to see) what he ... (to do). 2. It was very noisy in the room. I... (not, to hear) what he ... (to say). 3. We ... (to walk) in silence for some time, then he ... (to speak). 4. It ... (to grow) dark, so we ... (to return) inside the house. 5. I ... (not, to mean) to hurt you. I ... (just, to joke). 6. We ... (just, to talk) about her when she suddenly ... (to come) in. 7. I ... (to wait) for him for twenty minutes yesterday. 8. I ... (to come) up to her to ask something and saw that she ... (to cry). 9. Mary ... (to carry) an umbrella as it ... (to rain) heavily. 10. I ... (to read) in bed last night when I ... (to hear) a strange noise. Someone... (to try) to get into the house. 11. While I ... (to swim) someone ... (to steal) my clothes and I ... (to walk) home in my bathing suit. 12. Why ... (you, to wake) me up? I ... (to have) such a wonderful dream! 13. We suddenly ... (to realize) that we ... (to travel) in the wrong direction. 14. Andrew...when I was getting ready to go out (arrive). 15. The bell rang while he ... a bath (have). 16. He first met his wife when he...in Moscow (study). 17. When we looked out of the window it ... (rain). 18. My friend ... his leg while he was skiing last week (break). 19. Where were you going when I ...you yesterday? (meet). 20. When my mother...the house she found some old letters (clean). 21. He...to bed while I ...TV (go, watch). 22. When Pete ...her she ...to the University (see, hurry). 23. My parents ... while my brother and I ... plans for the coming day (have supper, discuss).

**6. Use the Present Continuous or the Past Continuous instead of the infinitives in brackets.**

1. I (to write) an exercise now. 2. I (to write) an exercise at this time yesterday. 3. My brother (to sleep) now. 4. My brother (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. 6. They (to play) volley – ball. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley – ball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your mother (to do) now? 10. What your mother (to do) from eight till nine yesterday? 11. Why she (to cry) now? 12. Why she (to cry) when I saw her yesterday? 13. She (to read) the whole evening yesterday. 14. She (not to read) now. 15. Now she (to go) to the university. 16. What you (to do) now? – I (to drink) tea. 17. You (to drink) tea at this time yesterday? – No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 18. My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again. 19. Look! My cat (to play) with a ball. 20. When I went out into the garden, the sun (to shine) and birds (to sing) in the trees.

**7. Put the words in the correct order to make up a sentence.**

1. Brian/to return/books to the library/before last Thursday. 2. We/to know/the results of the test/before two o'clock yesterday. 3. I/to come/to the office/before lunch time. 4. You/ to make/the order/before we came into the cafe. 5. Sally/to send/the letters/before her boss returned from the bank. 6. The ferry/to reach/the port/by three o'clock yesterday. 7. The performance/to finish/by eight o'clock in the evening. 8. They/ to build/a new hospital/before the end of April. 9. Max/to have dinner/by four o'clock. 10. The baby/to wake up/before you left home.

**8. Complete the sentences using the Past Perfect tense of the verbs below.**

**E.g.:** *learn the poem – I went to bed after I had learnt the poem.*

To have dinner, to do homework, to come, to read the book, to clean the room, to go shopping, to return from Australia, to finish work.

1. I went to see my friend after... 2. I watched TV after... 3. They went home after... 4. He phoned me after... 5. She went to dance after... 6. We wrote a composition after... 7. They rebuilt the house after... 8. We went for a walk after...

**9. Put the verbs in brackets into the Past Perfect tense.**

1. I ... (to have) breakfast before I went to school. 2. He went to meet his friends after he ... (to do) his homework. 3. By 8 o'clock the rain ... (to stop). 4. Alice was late because she ... (to miss) the bus. 5. She went to the post-office after she ... (to write) the letter. 6. He ... (to work) at the factory before he entered the college. 7. He got a bad mark for his test because he ... (to make) a lot of mistakes in it. 8. I went to bed after I ... (to finish) reading the book. 9. The child ... (to fall) asleep before the parents came home. 10. They ... (to marry) before they bought this house.

**10. Make these sentences negative.**

1. She had lived in Sweden before she went to Norway. 2. After we had eaten the cornflakes, Henry came in. 3. After they had packed their rucksacks, they rode away on their bikes. 4. Gerry helped his grandma in the house because his father had told him so. 5. The cat hid under the chair because the children had been so loud. 6. Before the students started to write, the teacher had collected their mobile phones. 7. After Max had finished his breakfast, he left the flat. 8. Laura repaired her glasses because her brother had broken them. 9. By the time the show began, all friends had arrived.

**11. Use the words in brackets to make up sentences with verbs in Past Perfect.**

**Model: She was terribly upset, (to quarrel, with her boyfriend): She had quarrelled with her boyfriend.**

1. He was very hungry(not, to have time, to eat, during the whole day). 2. We were very glad to meet again, (not, to see each other, for several years). 3. Unfortunately I couldn't speak to him (to leave, by the time, to come). 4. She was late for the lesson, (because, to miss, the bus). 5. I didn't recognize Mrs. Dale at once, (to change a lot, since, to meet, last). 6. He said he could go on holiday with us. (to pass exams, by, that time). 7. Nelly got a bad mark for the test, (not, to prepare for it, at all). 8. He had to return to the shop, (to forget, to buy bread). 9. I was not surprised at her behaviour, (to know her, for many years). 10. He was already very famous at the age of 30 (to make, an important discovery, by that time).

**12. Complete the sentences using Past Perfect tense.**

1. I watched a new film after... 2. I went for a walk after... 3. I fell asleep after... 4. I began to read a book after... 5. I helped my mother about the house after...

**13. Put the verbs into Past Perfect or Past Indefinite.**

1. He (to keep) looking at her trying to remember where he (to see) her before. 2. She (to forget) into which book she (to put) the money and (to spend) hours to find it. 3. Hardly (I, to go) to bed when somebody (to knock) at the door. 4. I had to think over what he (to tell) me. 7. She (to refuse) to go to the party because she (to be) very tired. 8. He (to lose) the book he (to borrow) from the library. 9. The police (never, to find) who (to steal) the ring. 10. I (not, to know) the time because I (to have) no watch. 11. She (no sooner, arrived) to stay with her aunt than she (to fall) ill. 12. When we (to meet) his parents they (already, to know) the news.

**14. Put the verbs into Past Simple, Past Continuous u Past Perfect.**

1. There (to be) two men in the room. 2. One of them (to write) something while the other (to read) a newspaper. 3. He (not to tell) me that he (to receive) a telegram from her. 4. She (to say) that he (to give) her the wrong address. 5. I (to ask) him where he (to put) my hat. 6. He (to tell) us that they (to spend) all the money. 7. I (to sit) in an armchair and (to think) of my coming trip across the North Sea when the door suddenly (to open) and an old friend of mine whom I (not to see) for a very long time (to enter) the room. 8. She (to come) to see us just at the time when we (to have) dinner. It (to be) the first time I (to see) her. 9. I (to see) him when he (to leave) the hotel. 10. He (to leave) the house before I (to have) time to ask him anything. 11. I (to find) the old man in the garden. He (to talk) to some children who (to stand) around listening to him. 12. He (to tell) me that he (to learn) it from the newspaper. 13. He (to enter) the room, (to take) something from the desk and (to go) out.

**15. Translate into English.**

1. Когда она проснулась, солнце ярко светило. 2. Когда мы ушли, они все еще обсуждали эту проблему. 3. Что ты делала в 4 часа? Я позвонил тебе, но никто не ответил. 5. Меня не было дома. Я готовилась к докладу в библиотеке. 6. Он проснулся из-за какого-то звука. Звонил телефон. 7. Когда мы вернулись, ребенок уже спал. 8. Пока они обсуждали, что делать, я приготовила чай. 9. Я вчера чуть не опоздала на работу. Я ждала автобус полчаса. 10. Дети тихонько открыли дверь и заглянули внутрь. Мама накрывала на стол, а папа раскладывал подарки под елкой. 11. Когда он приехал, мы уже пообедали. 12. Он предложил перекусить, перед тем как начнем готовиться к экзамену, так как он ничего не ел с утра. 13. Она как раз вошла в дом, как только я ей позвонила.

## ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**1. Прошедшее время группы Continuous (The Past Continuous Tense) употребляется:**

Для выражения действия, происходившего в определенный момент в прошлом. Этот момент может быть ясен из контекста или выражен:

а) точным указанием времени (часом): I was reading a book yesterday at eight.

б) другим действием, выраженным глаголом в прошедшем времени группы Indefinite: I was watching TV when my friend came in.

The Past Continuous Tense переводится на русский язык глаголом несовершенного вида.

Для описания картины в данный определенный момент в прошлом, с которого начинается повествование, развитие действия, или для описания обстановки, на фоне которой совершаются события.

**2. Прошедшее время группы Perfect (The Past Perfect Tense).** Как было сказано ранее, времена группы Perfect обозначают действие, которое предшествует данному моменту в настоящем, прошлом и будущем.

The Past Perfect Tense употребляется для обозначения действия, уже совершившегося до определенного момента в прошлом и соотношенного с этим моментом в прошлом, а не с моментом речи. Данный момент в прошлом может быть выражен точным указанием времени (года, числа, часа и т. п.) с предлогом времени by к или другим прошедшим действием, событием или ситуацией:

I had already translated the article by five o'clock yesterday

I had already translated the article by the time you rang me up.

В повествовании, при описании последовательных событий в прошлом в английском языке, как известно, употребляется the Past Indefinite Tense. Если же последовательное изложение событий нарушается, т. е. если указывается действие, которое произошло ранее, оно выражается в the Past Perfect Tense.

**3. Это интересно.**

"Go!" – это самое короткое грамматически верное английское предложение.

Символ & когда-то был полноценной буквой английского алфавита.

Самые употребляемые слова в английском: местоимения I и You, прилагательное – good, существительное – time.

Самый счастливый в мире язык – английский. Слово happy употребляется в 3 раза чаще, чем sad.

Больше 100 значений у английского слова set. Слово используется как глагол, существительное и прилагательное. Надо очень внимательно относиться к контексту, в котором употребляется слово, и советоваться со словарем.

## УРОК 17

## 1. Indirect speech. Sequence of Tenses.

**A Job Interview**

Ollie: Hey, I wonder how Daisy's getting on in her job interview.

Sophie: Oh, yes, she said she was having it at four o'clock, so it'll have finished by now. That'll be her ... yes. Hi, love. How did it go?

Daisy: Well, good I think, but I don't really know. They said they'd phone later and let me know.

Sophie: What kind of thing did they ask you?

Daisy: They asked if I had any experience with people, so I told them about helping at the school fair and visiting old people at the home, that sort of stuff. But I think they meant work experience.

Sophie: I'm sure what you said was impressive. They can't expect you to have had much work experience at your age.

Daisy: And then they asked me what acting I had done, so I told them that I'd had a main part in the school play, and I showed them a bit of the video, so that was cool.

Sophie: Great!

Daisy: Oh, and they also asked if I spoke any foreign languages.

Sophie: Languages?

Daisy: Yeah, because I might have to talk to tourists, you know.

Sophie: Oh, right, of course.

Daisy: So that was it really. They showed me the costume I'll be wearing if I get the job. Sending it over...

Ollie: Hey, sis, I heard that Brad Pitt started out as a giant chicken too! This could be your big break!

Daisy: Ha, ha, very funny.

Sophie: Take no notice, darling. I'm sure you'll be a marvellous chicken.

*(Abridged from <https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/reported-speech>)*

**New Words and Word Combinations**

**act** [ækt] – исполнять (роль), играть

**break** [breɪk] – шанс; (благоприятная) возможность, (счастливый) случай

**cool** [ku:l] – отличный, первоклассный

**costume** [ˈkɒstjʊm] – костюм

**expect** [ɪkˈspekt] – ожидать, ждать; рассчитывать, надеяться  
**experience** [ɪkˈspɪ(ə)rɪəns] – (жизненный) опыт  
**foreign** [ˈfɔrɪn] – иностранный  
**get on** [ˈget ɒn] – преуспевать, делать успехи  
**job interview** [dʒɒb ˈɪntəvjuː] – собеседование  
**marvelous** [ˈmɑːvələs] – изумительный, удивительный, чудесный  
**main** [meɪn] – главный  
**part** [pɑːt] – роль  
**play** [pleɪ] – представление, спектакль  
**school fair** [ˈskuːl feə] – школьная ярмарка  
**sis** [sɪs] – разг. сестра, сестрёнка  
**I wonder...** – (Мне) интересно, ...  
**Take no notice...** – Не обращай внимание...  
**that sort of stuff** – и тому подобное

**Task 1. Match the vocabulary with the correct definition and write a-j next to the numbers 1-10.**

1. a meeting in which someone asks you questions to see if you are suitable for a job or course
  2. to deal with a situation, usually successfully
  3. (the process of getting) knowledge or skill from doing, seeing, or feeling things
  4. the regular work that a person does to earn money
  5. excellent; very good
  6. to think or believe that something will happen, or that someone will arrive
  7. to perform in a movie, play, or television show
  8. a public event, usually held outside, where goods and sometimes farm animals are shown and sold and where there is often food and entertainment
  9. a dramatic performance on the stage
  10. extremely good
  11. a role
  12. belonging or connected to a country that is not your own or is not the one you are in
  13. a set of clothes worn in a play by an actor
  14. an opportunity for improving a situation, esp. one that happens unexpectedly
- a) job  
 b) interview  
 c) expect  
 d) school fair

- e) experience
- f) act
- g) play
- h) get on
- i) part
- j) cool
- k) break
- l) foreign
- m) costume
- n) marvelous

**Task 2. Write the best word to complete the sentences.**

1. She's applied for a \_\_\_\_\_ with a big company.
2. He's a good candidate on paper, but his interview wasn't good.
3. I wonder how Michael is \_\_\_\_\_ on in his new job.
4. Spain was the first \_\_\_\_\_ country she had visited.
5. Do you have any \_\_\_\_\_ of working with kids?
6. We met at a street \_\_\_\_\_ in East Nashville.
7. He has a small \_\_\_\_\_ in the school play.
8. We are \_\_\_\_\_ about 100 people for the lecture.
9. She has \_\_\_\_\_ in lots of comedies.
10. She starred in many Broadway \_\_\_\_\_ in her career.
11. Getting that first job was a lucky \_\_\_\_\_.
12. Our father was wearing a clown \_\_\_\_\_.
13. "So how was the concert?" "It was \_\_\_\_\_!"
14. She has a \_\_\_\_\_ collection of rare books.

**Task 3. Read the text again and choose the right answer.**

1. At four o'clock Daisy was having
  - a) dinner
  - b) a job interview
  - c) classes
2. The interview went
  - a) bad
  - b) not very good
  - c) good
3. They asked if Daisy had a few pictures
  - a) any drawbacks
  - b) any friends
  - c) any experience
4. Daisy told them that she had had \_\_\_\_\_ in the school play.
  - a) a main part
  - b) a little part
  - c) a tiny part
5. They also asked if Daisy spoke
  - a) French
  - b) German
  - c) any foreign languages
6. Sophie was sure Daisy would be a marvellous \_\_\_\_\_.
  - a) bunny
  - b) chicken
  - c) horse

**Task 4. Miguel Gonzalez wants to get a job in the UK. Use his notes to complete his letter of application.**

- a. Personal information:  
22 years old / Mexican
- b. Knowledge of English  
have studied English for 5 years altogether
- c. Work experience  
a tour guide
- d. Reasons for going to Britain  
have never been before  
want to practice my English

Dear Mr Brown

I would like to apply for a job in a holiday village in Wales as advertised in "The Independent". I am \_\_\_\_\_ and I come from \_\_\_\_\_. I have \_\_\_\_\_.

For the last three years I \_\_\_\_\_ as \_\_\_\_\_. I study English almost every day after work.

I would like to work in the UK very much because \_\_\_\_\_.

I look forward to hearing from you.

Yours sincerely

Miguel Gonzalez

**Task 5. Use your personal information and fill in the gaps in Miguel Gonzalez's letter.**

**Task 6. Describe a job you would like to do in the future. Answer the questions.**

1. What job is it?
2. What qualities do you need for this job?
3. What do you need to learn to get this job?
4. Why would you like to do this job?

#### УПРАЖНЕНИЕ

##### 1. Turn into reported speech.

1. "It's hot" Tom said that. 2. "I have done my homework." Tom said that. 3. "I will give you a book" Tom said that. 4. "Do you smoke?" Tom asked me if. 5. "Where does Bob live?" Tom asked me where. 6. "Jane has not arrived yet" Tom told us that. 7. "I'm so worried," Tom, told us that. 8. "I want to go away". Tom told us that. 9. "You should eat less." The doctor advised me that. 10. "Don't shout" The teacher told me.

## 2. Turn into direct speech.

1. Mary said she was very tired. 2. The teacher told the boys to open their books. 3. Tom's mother told him not to eat any ice cream. 4. My friend said that he was going skiing at the weekend. 5. Bob's mates told the teacher that Bob was ill that day. 6. Mary told Jane she would help her. 7. I said I would have bought a new car if I had had the money. 8. My father told me to look for a job if I wanted more money. 9. Tim wrote to his brother that their cat had died that day. 10. The teacher informed the students that the break lasted ten minutes.

## 3. Choose the right option.

1. I (said/told) her not to disturb me. 2. My friend never (told/said) me about his plans. 3. The teacher (that/said) that we had to study harder. 4. Don't (tell/say) me what I have to do. 5. He did not (say/tell) why he was late.

## 4. The following sentences use quoted speech. Change the following sentences from quoted speech to reported speech.

1. James said, "I am watching TV." 2. Professor Jones said, "I worked all day!" 3. The president said, "I will be visiting Italy in December." 4. The weatherman announced, "It may rain today." 5. My father screamed, "I have to go to the airport, now!" 6. Then my mother said, "I must take your father." 7. The psychologist said, "You should calm down." 8. I responded, "I ought to leave the office." 9. Mark said, "I love visiting China and Korea." 10. Martin said, "I can be a great president!" 11. Bobby will say, "I have already done direct and indirect speech exercises."

## 5. Rewrite the question sentences in indirect speech.

**E.g. :** *She asked, "What did he say?" ? She asked what he had said.*

He asked her, "Do you want to dance?" 2. I asked him, "How old are you?" 3. The tourists asked me, "Can you show us the way?" 4. The shop assistant asked the woman, "Which jacket have you already tried on?"

## 6. Rewrite the demands/requests in indirect speech.

**E.g.:** *The passenger requested the taxi driver, "Stop the car." ? The passenger requested the taxi driver to stop the car.*

1. The mother told her son, "Don't be so loud." 2. The policeman told us, "Please keep moving." 3. She told me, "Don't worry." 4. The zookeeper told the children, "Don't feed the animals."

**7. Put the following into Indirect Speech. Use the introductory verbs in brackets.**

1. My friends say, "Don't believe everything he tells you."(to warn) 2. My Mum says, "Make a timetable of your studies."(to advise) 3. Kate says, "Tom, remember to write to me."(to remind) 4. My elder brother says, "Switch off the TV set." (to tell) 5. Mother says, "Children, don't make so much noise."(to ask) 6. The doctor says, "Don't worry, Mrs. Pitt."(to ask) 7. The police inspector says, "Search the house." (to order) 8. The teacher says to the students, "Start writing your test." (to tell) 9. Granny says, "Don't argue with your parents."(to advise) 10. Ann says, "Bill, don't tell my parents anything about it, please."(to beg) 11. The doctor says, "Take these pills twice a day, Mr. Robinson"(to recommend) 12. My sister says, "Lend me some money, please." (to ask) 13. Dad says, "Arthur, behave yourself!" (to tell)14. My boss says, "Don't interfere!" (to warn)15. Angela says, "Tim, hurry up! Don't miss your train."(to tell).

**8. Translate into English.**

1. Преподаватель спрашивает, сколько студентов в его группе. 2. Мой друг интересуется, чем знаменит этот город. 3. Мама спрашивает сына, чего он боится. 4. Я прошу тебя сказать правду. 5. Энн спрашивает подругу, кем работает ее сестра. 6. Она спрашивает, кто из нас умеет танцевать. 7. Она говорит, что хорошо проводит время. 8. Он говорит, что его родители уже переехали на новую квартиру. 9. Доктор просит никого не заходить в комнату. 10. Я советую вам не звонить ей сейчас.

**9. Put the following into Indirect Speech.**

1. "What do you do for a living?" I asked him. 2. "I usually take my dog out for a walk when I return in the evening," he said. 3. "My brother is working in a restaurant, but he doesn't like his job," she said. 4. "Are you going to see her off at the station?" I wondered. 5. He explained, "I have no idea what you are talking about." 6. He said, "I'm going away tomorrow, mother."7. The teacher said, "The earth is round."8. "How do you feel?" asked she. 9. "You are always making such stupid mistakes!" his friend complained. 12. The children explained, "We're waiting for the school bus, it's late again."

**10. Insert SAY or TELL in the correct form.**

1. I ... him all about our plans yesterday.2. I'm sorry I didn't quite get what you ....3. They ... he knows three foreign languages.4. Jack ... me he had never had such a grand time. 5. He ... to us he didn't think it was right.6.

Promise you ... them anything. 7. He ... us all the details. 8. I ... (not) her anything. 9 ... it in English. 10. I couldn't believe she ... it. 11. I ... I wasn't going to do it. 12. Why did you leave without ... goodbye? 13. ... me you won't be angry. 14. Whatever you ... I won't believe you. 15. He ... me what I was to do.

### 11. Translate into English.

1. Он сказал, что они бежали всю дорогу, чтобы успеть вовремя. 2. Мама спросила, над чем я смеюсь. 3. Они извинились и сказали, что просто не поняли, что я имел в виду. 4. Он заверил родителей, что пошлет телеграмму, как только приедет. 5. Секретарь велела нам не опаздывать. 6. Подруга поинтересовалась, сколько времени мне надо, что бы доехать до школы. 7. Полицейский спросил меня, знаю ли я, где сейчас находится мой брат. 8. Я сказала им, что обязательно узнаю его, если увижу еще раз, так как мы знакомы много лет. 9. Я объяснила, что мы должны встретиться в 4, иначе мы опоздаем на поезд. 10. Ребята спросили Джимми, сколько лет он жил с мачехой и почему он, в конце концов, убежал из дома. 11. Учитель сказал, чтобы мы придумали свои примеры.

### 12. Complete the sentences. Use the rules of the Sequence of Tenses.

1...that his nephew didn't go to school yet as he is too small. 2.... that his father had been fond of parachuting and car-racing before ...3.His cousin ... that collecting badges ... for years until ...4. I found out yesterday that ... until...5.... her mother-in-law had never been interested in such a strange thing as embroidering, it must be a mistake. 6.... that his grandson ... at that moment.7.She was sure that her father ... until he married.8.My grandfather ... that playing the piano ... for all his life. 9. My uncle ... that his ancestors ...10.... that his parents ...

### 13. Put the verbs in the correct tense form.

1. It ... (to be) obvious for most people that Tom ... (to be) guilty, though he ... (to deny) his fault. 2. He ... (not/to know) yet what he ... (to do) in America. 3. I ... (to have) a feeling that he ... (to be) there for a long time and ... (to know) everything about the family. 4. I ... (to agree), thinking that it ... (to be) what she ... (to need) at the moment. 5. She ... (to make) it clear to us that it ... (to be) she who ... (to run) the asylum for the last several years. 6. Atticus still ... (to hope) that the jury ... (to consider) the case without prejudice. 7. To make sure that the children ... (to understand) what they ...

(to be to) do, she ... (to hold) several rehearsals. 8. People ... (to know) that Atticus ... (to be) fair and that they ... (can) rely on him. 9. Both Scout and Jam ... (to doubt) if Atticus ... (can, to shoot) the mad dog. 10. From the place where the children ... (to stand) they ... (to have) a clear view of everything that ... (to happen) near the house.

**14. Open the brackets. Remember that if you speak about the action which was a future one in the moment of speech (that is, in the past) you should use the Future in the Past Tense.**

1. Did you ask Mike to take the camera to the party? – Yes, he told me that he (to come) and (to take) a lot of pictures. 2. Did you persuade your cousin in the necessity of sports? – Yes, but she promised that she (to go in for) sports) only since that summer. 3. What did you tell your little niece? – Nothing special – I only (to tell) her that I (to travel) all the summer and that it (to be) a lot of fun and now she wants to go with me. 4. Did you invite Mary to the basketball game in which you (to take part) the next week? – Yes, I did, but it turned out that she (to watch) the horseracing competitions at that moment. 5. Has your mother already finished sewing the dress for the baby? – No, but she said she (to finish) it in a couple of days.

**15. Complete the sentences.**

1. I hoped that my brother ... in a week. 2.... that my niece and nephew would go hiking the next day and there would be quiet at home. 3. I told you that his mother– in-law ... . Well, I was wrong. 4. Did he tell you that his parents ... the next year? Don't believe it. 5. Did you really think that your cousin ... in a month? 6. Did she really believe that her daughter ... in two weeks? 7. I didn't want to think that ... after a while. I am greatly disappointed with your intentions. 8. I didn't know that your grandfather ... in summer. – I didn't know myself!

**16. You are being interviewed for a job and are asked the following questions. When you come back home, tell your parents what questions you were asked.**

1. How old are you? 2. Where do you live? 3. What's your address? 4. What school did you go to? 5. When did you leave school? 6. Where are you working now? 7. Who are you working for? 8. How long have you been working? 9. Are you enjoying your present job? How big is your salary? 10. Why do you want to leave?

**17. Read and translate the sentences. Comment on the use of the Future in the Past.**

1. He knew that their paths would cross again. 2. Emma hoped that the baby would be a girl. 3. I promised Edwina I would help her to dress the tree. 4. I knew you would do the right thing. I trusted you. 5. Maggie was a kind of woman a man wouldn't look at twice. 6. And he often thought that if he was lucky he would meet another woman one day and fall in love. He would get married again. And hopefully there would be a wife, a home, a family, and his own business. 7. He knew that with Frank in Venice, for a few days he would be able to shake his depression, and recharge his batteries completely. 8. The knowledge that she would have to leave him was an agony. She prayed to God every night that Sigi would succeed in getting the child out of Germany.

ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**Indirect speech. Sequence of Tenses**

В английском языке существует два способа передачи чужого высказывания. **Прямая речь (the Direct Speech)** передаёт его без всяких изменений. В **косвенной речи (the Indirect Speech)** чужая мысль пересказывается с изменением порядка слов, временных форм, некоторых слов, а также интонации.

*Tone says, "I am late again!" – Tony says that he is late again.*

*Sue said, "I am leaving tomorrow." – Sue said that she was leaving the following day.*

В косвенной речи могут передаваться утверждения, вопросы, приказания и просьбы.

1. При переходе из прямой речи в косвенную утверждение, как правило, становится придаточным предложением (с союзом *that*), которое в прошедшем времени подчиняется правилу согласования времён. При передаче чужого высказывания могут происходить и лексические изменения. Глагол *say*, например, заменяется глаголом *tell*, если указано лицо, к которому обращаются.

*Ann says to me, "I'm hungry." – Ann says to me (tells me) that she is hungry.*

2. Просьбы, приказания, рекомендации в косвенной речи имеют форму инфинитива.

*"Please, cross the road here," the policeman says. – The policeman asks to cross the street there.*

*The teacher says to his students, "Don't forget to sign your papers." – The teacher asks his students not to forget to sign their papers.*

3. **Общий вопрос** в косвенной речи имеет форму придаточного предложения, вводимого союзами *if* или *whether*, с прямым порядком слов. На русский язык такие предложения переводятся с помощью частицы *ли*.

*"Is it raining now?" he asks. – He asks if it is raining now.*

*"Do you understand me?" she asks. – She asks whether I understand her.*

4. При передаче **специального вопроса** в косвенной речи он становится придаточным предложением, которое вводится союзным словом, соответствующим вопросительному слову в вопросе. Порядок слов в таких предложениях прямой.

*They ask, "What is the time?" – They ask what time it is.*

*We ask them, "How often do you meet?" – We ask them how often they meet.*

Предложения в зависимости от цели высказывания могут вводиться следующими глаголами: *add, advise, allow, describe, explain, complain, continue, inform, insist, note, observe, order offer, promise, protest, remark, reply, remind, recommend, refuse, suggest, think, warn, wonder*.

*I ask, "Who reads all these books?" – I wonder who reads all these books.*

**Согласование времён (the Sequence of Tenses)** необходимо при передаче слов собеседника (при переходе прямой речи в косвенную).

Наречия времени, места, указательные местоимения меняются следующим образом:

yesterday – the day before, the previous day

today – that day, the same day

tomorrow – the day after, the following day

the day before yesterday – two days before

the day after tomorrow – in two days' time

last week – the week before, the previous week

now – then, immediately

next week – the week after, the following week

ago – before

this – that

these – those

here – there

Правила согласования времён обычно соблюдаются в различных придаточных предложениях:

1. Если глагол в главном предложении стоит в форме настоящего или будущего времени, то глагол в придаточном предложении может быть в любом времени, необходимым по смыслу.

*They wonder where I am (was, will be, have been).*

*We don't know what she thinks (thought, will think) about it.*

2. Если глагол в главном предложении стоит в форме прошедшего времени, то в придаточном предложении происходит сдвиг времён. В подобных случаях правила согласования времён могут быть обязательными или же факультативными.

Правила согласования времён обязательны, если действие придаточного предложения рассматривается с позиции прошлого времени.

1. Если действие придаточного предложения происходит одновременно с действием главного предложения, то в придаточном предложении употребляются *Past Simple* или *Past Progressive* независимо от того, какое прошедшее время использовано в главном предложении.

*He didn't know where she was.*

*They noticed that he was smiling.*

2. Если действие придаточного предложения предшествует действию главного предложения, то в придаточном предложении употребляются *Past Perfect* или же *Past Perfect Progressive*.

*She had a feeling that she had been deceived.*

*I knew you had left Moscow two days before.*

3. Если действие придаточного предложения относится к будущему, то в нём употребляется *Future in the Past* или же один из способов выражения будущего времени.

*We hoped she would be back soon.*

*He said she was going to have a snack.*

Правила согласования времён не соблюдаются в следующих случаях:

1. Если в придаточном предложении речь идёт об общеизвестной истине или фактах, не требующих доказательства и остающихся верными вплоть до момента речи.

*My father explained to me that the Earth is moving and that it is round.*

2. С модальными глаголами *must*, *should*, *ought to* правило согласования времён также не соблюдается.

*I wrote that I must see him.*

*He said he should be more careful.*

*Those people advised me that I ought to see a doctor.*

3. Если говорящий ссылается на слова собеседника, которые только что были сказаны.

*Mary: Don't leave, Bess. I'll make a cup of coffee for you.*

*Bess to Tina: Mary said she will make a cup of coffee for us.*

4. Простое прошедшее время (Past Simple) в придаточных предложениях времени, вводимых союзами when и since, не претерпевает никаких изменений.

*Michael said, "I haven't met Susan since we parted." – Michael said that he hadn't met Susan since they parted.*

5. Пршедшее продолженное время (Past Progressive) не подвергается сдвигу времён.

*He remarked, "When I came in, she was crying". He remarked that when he came in, she was crying.*

6. При передаче последовательных событий, где указывается конкретная дата, прошедшее время глаголов не подвергается сдвигу времён.

*He said that he was born in Kaluga in 1980 and soon the family moved to Moscow.*

#### **5. Это интересно.**

Организации, ответственные за изучение языков и контроль языковой и литературной нормы, есть у французского (Французская Академия), испанского (Королевская академия испанского языка), немецкого (Совет по немецкому правописанию). Как ни странно, организации для координации развития английского языка нет.

В английском много конронимов – слов, которые обозначают разные или противоположные понятия в зависимости от контекста, в котором находятся. Вот несколько примеров.

Crutch words – называют слова, которые помогают заполнить паузы во время разговора, дать себе время подумать или сделать акцент на каком-то слове. Сами по себе эти слова не несут никакого значения. Примеры: basically, literally, actually, like, I mean.

Слово therein включает в себя еще 9 слов, причем все идут по порядку: the, there, he, in, rein, her, here, ere, herein.

Слово goodbye происходит от фразы "God be with you." ("Да пребудет с тобой Господь.")

Шахматный термин checkmate произошел от фразы "sh?h m?t" из персидского языка, что дословно значит "the king is helpless" ("король беззащитен").

Произношение слова queue не изменится, даже если исключить из него все буквы, кроме первой.

Английский принадлежит к англо-фризской подгруппе западной группы германской ветви индоевропейской семьи языков.

## УРОК 18

1. The Future Continuous Tense
2. The Future Perfect Tense
3. The Future in the Past

**Driverless cars: a great or problematic invention?**

Have you ever seen a car without a driver? It sounds crazy, but these computer-driven driverless cars will soon be filling roads near you. Companies like Google and Tesla have been designing and testing these cars.

So how do they work? The cars have sensors all around which can detect other cars and obstacles in the road. Sensors on the wheels also help when parking, so the car knows how far it is from the kerb or other parked cars, etc. All you have to do is type in the address! Finally, a central computer system takes in all the information it receives from the sensors and cameras and processes this to work out when to accelerate, brake and steer.

Sound like your idea of heaven? Sitting back, looking out of the windows and even watching a film or reading a book while 'driving' would be possible with this new technology. You wouldn't have to worry about remembering directions to where you're going. In addition, computers are generally more efficient drivers than humans. They would also drive more safely than people and they have quicker reaction times in case of an emergency.

However, there are many drawbacks of driverless cars. Computers would have difficulties making ethical decisions; if a child ran into the road, would the computer choose to hit the child or swerve and potentially kill the car's passengers? Besides, should children, or drunk people, be allowed in a driverless car by themselves? Or would there need to be a responsible adult with a driving licence in the car at all times?

I'm not sure I'd want a driverless car – but it's only a matter of time before they'll become more affordable and commonplace on our roads.

*(Adapted from: <https://learnenglishteens.britishcouncil.org/magazine/science-technology/driverless-cars-great-or-problematic-invention>)*

**New Words and Word Combinations**

**accelerate** [ə'kʌləreɪt] – ускоряться, разгоняться  
**adult** ['ædʌlt, ə'dʌlt] – взрослый, совершеннолетний  
**affordable** [ə'fɔ:dəb(ə)] – доступный, приемлемый (по цене)

**allow** [ə'laʊ] – позволять, разрешать  
**besides** [bi'saɪdz] – кроме того  
**brake** [breɪk] – тормозить  
**case** [keɪs] – случай; обстоятельство  
**commonplace** ['kɒmənpleɪs] – обычный, обыденный, повседневный  
**computer-driven** – управляемый компьютером  
**crazy** ['kreɪzi] – сумасшедший, безумный  
**decision** [dɪ'sɪʒn] – решение  
**design** [dɪ'zaɪn] – проектировать; конструировать  
**detect** [dɪ'tekt] – выявлять, находить, обнаруживать  
**direction** [daɪ'rekʃn] – направление  
**drawback** ['drɔ:bæk] – недостаток, отрицательная сторона  
**driverless** ['drɪvələs] – беспилотный  
**driving licence** ['draɪvɪŋ,laɪsns] – водительские права  
**efficient** [ɪ'fɪʃnt] – умелый, подготовленный, квалифицированный (о человеке)  
**emergency** [ɪ'mɜ:dʒənsɪ] – авария  
**ethical** ['eθɪk(ə)] – нравственный, этический  
**fill** [fɪl] – наполнять(-ся)  
**heaven** ['hevən] – небо; рай; **idea of heaven** – представление о рае  
**hit (hit, hit)** [hɪt] – ударять  
**human** ['hju:mən] – человек  
**in addition** [ɪn ə'dɪʃn] – вдобавок, к тому же  
**kerb** [kɜ:b] – бордюр  
**obstacle** ['ɒbstəkl(ə)] – препятствие, помеха; преграда  
**park** [pɑ:k] – ставить на стоянку (автомобиль); парковать(-ся)  
**possible** ['pɒsəb(ə)] – возможный, вероятный  
**receive** [rɪ'si:v] – получать  
**remember** [rɪ'membə] – помнить; вспоминать, припоминать  
**responsible** [rɪ'spɒnsəb(ə)] – ответственный  
**road** [rəʊd] – дорога  
**steer** [stɪə] – управлять; **to steer a car** – вести машину  
**swerve** [swɜ:v] – отклоняться; сворачивать в сторону  
**type** [taɪp] – вводить, ввести; печатать  
**wheel** [wi:l] – колесо

**Task 1. Match the vocabulary with the correct definition and write a-m next to the numbers 1-13.**

1. something that blocks your way
2. to put a vehicle in a place where it can stay for a period of time
3. not having a person as a driver
4. the edge of a raised path nearest the road
5. to go faster or make something go faster
6. a circular object connected at the centre to a bar, used for making vehicles or parts of machines move

7. to make a vehicle go slower or stop
  8. to control the direction of a vehicle
  9. happening or seen frequently and so not considered special or unusual
  10. the place where God or the gods live or where good people are believed to go after they die
  11. to change direction, especially suddenly
  12. a document that shows that someone has official permission to drive a vehicle
  13. not expensive
- a) driverless
  - b) obstacle
  - c) wheel
  - d) park
  - e) kerb
  - f) accelerate
  - g) brake
  - h) steer
  - i) heaven
  - j) swerve
  - k) a driving licence
  - l) affordable
  - m) commonplace

**Task 2. Write the best word to complete the sentences.**

1. When it's icy, \_\_\_\_\_ gently.
2. The biggest \_\_\_\_\_ in our way was a tree trunk in the road.
3. Where have you \_\_\_\_\_?
4. The car can \_\_\_\_\_ to 60 miles per hour in just 6 seconds.
5. He lost control of his car when a front \_\_\_\_\_ hit a rock.
6. Pavements, \_\_\_\_\_, signs, road markings, pedestrians and moving traffic were represented.
7. \_\_\_\_\_ cars could possibly help prevent accidents.
8. This car is very easy to \_\_\_\_\_.
9. The restaurant serves good food at \_\_\_\_\_ prices.
10. This is your idea of \_\_\_\_\_, right?
11. The bus driver \_\_\_\_\_ to avoid hitting a cyclist.
12. You can't get a \_\_\_\_\_ till you're seventeen in this country.
13. Electric cars are increasingly \_\_\_\_\_.

**Task 3. Read the text again. Are the sentences true or false?**

1. Companies like BMW and Tesla have been designing and testing driverless cars.

True / False

2. The cars have sensors on the front bumper which can detect other cars and obstacles in the road.

True / False

3. Sensors on the wheels also help when parking, so the car knows how far it is from the kerb or other parked cars.

True / False

4. A central computer system takes in all the information it receives from the sensors and cameras and processes this to work out when to accelerate, brake and steer.

True / False

5. Watching a film or reading a book while 'driving' would be impossible with this new technology.

True / False

6. Computers are generally more efficient drivers than humans.

True / False

7. Driverless cars would drive less safely than people.

True / False

8. There are few drawbacks of driverless cars.

True / False

9. Computers would have difficulties making ethical decisions.

True / False

10. It's only a matter of time before driverless cars will become more affordable and commonplace on our roads.

**Task 4. Express your opinion towards the driverless cars. Would you like to own one?****Task 5. Describe an invention that changed the people's life. Answer the questions.**

1. What is it?
2. Who invented it?
3. When was it invented?
4. Explain how it changed people's life.

## УПРАЖНЕНИЯ

**1. Make these sentences negative.**

1. Tomorrow morning, we will be working. 2. This time next week, we will be having a party. 3. At midnight, I will be sleeping. 4. This evening, we will be watching a talk show. 5. They will not be doing their homework this afternoon. 6. He will be listening to music. 7. I will be reading this evening. 8. Will you be walking home this afternoon? 9. He will not be drawing tomorrow morning. 10. They will be arguing again.

**2. There is a mistake in each sentence. Correct the mistakes.**

1. My parents will moving house next week. 2. Sue will be not working from home for the next few days. 3. Tomorrow morning my roommate will is having an exam. 4. Luke will be repair his bike on Tuesday.

**3. Put the questions to the following sentences.**

1. If you returns home at midnight, the children will be sleeping. 2. Ann will be packing things when her parents come. 3. If Tom isn't helping his mother she will be doing all the work the whole evening. 4. If the children are listening to the teacher attentively, he will be able to explain this rule to them. 5. If it is raining the children will not go out. 6. Tom will be working in the garden while his children are at school. 7. The teacher will be asking us a lot of questions while we are passing our English exam. 8. We will arrive at his house when it is getting dark. 9. You will be able to speak English if you are practising English for at least a couple of hours a day. 10. Harry will be living in London all next year while his parents are in the country.

**4. Put the verbs into Future Continuous.**

1. This time next month I'll be on holiday. I ... (to sit) on a beach. 2. When we arrive in England, it ... (probably, to rain). 3. I'll call her at eight. – Oh, don't, she ... (still, to have) breakfast. 4. I'm glad I'll see you at the parade. – But I'm afraid, it won't be easy to recognize me. I ... (to wear) a special uniform. 5. I'd like to see your new house so much! – You are welcome to come. But tomorrow it ... (not, to look) its best, as the painters ... (still, to work) on it. 6. We'd better go out tomorrow because Mary ... (to prepare) for her concert all day. 7. It won't be easy for the burglars to get out of the country. The police... (to watch) all the railway stations. 8. What do you think the children ... (to do) when we get home? – I suppose they ... (to have) dinner. 9. We've reached the top of the hill just in time. The sun ... (to rise) in a minute. 10. The plane ... (to take off) in a few minutes. Fasten your seat belts, please.

### 5. Answer the questions in Future Continuous.

**E.g.:** *What will Owen be doing? (drive to the seaside) – Owen will be driving to the seaside.*

1. What will Zana be doing? (make a skirt). 2. What will Michael be doing? (swim in the Red Sea). 3. What will Paul's grandfather be doing? (work in the orchard). 4. What will Greg be doing at the University? (study languages). 5. What will Megan's mother be doing? (fly to Mumbai). 6. What will the singer be doing at the concert? (sing songs). 7. What will the journalist be doing? (interview the President). 8. What will the professor be doing next September? (reading lectures).

### 6. Use the correct form of the verb: Future Continuous or Future Indefinite.

1. I've arranged to play tennis with James at nine tonight. – But you ... (to play) in dark. You ... (not, to see) the ball. 2. I ... (to call) you tomorrow at six. – Oh, call later if you don't mind. I ... (to bathe) the baby then. 3. Oh, he has just gone out. – Never mind. I ... (to wait). 4. Why did you take his textbook? He ... (to look) for it everywhere tomorrow. 5. But you can't go to a fancy dress party in a dinner jacket! – Why not? – Because everyone ... (to wear) a fancy dress. 6. You ... (to have) something to eat, won't you? 7. Wages have risen, so I suppose prices ... (to go up) too. 8. This cup is dirty. – I'm sorry, I ... (to bring) you another one. 9. We ... (not, to play) cards at the party tonight, our hostess forbids us.

### 7. Translate into English.

1. Сегодня в кино ты будешь сидеть со мной. 2. Андрей будет ждать тебя возле гипермаркета в 4. 3. Ты пообедаешь со мной завтра? – В это время я сдаю экзамен. 4. Интересно, чем будут заняты дети, пока мы будем наслаждаться концертом. 5. Как я узнаю Тома? На нем будет зеленое пальто. 6. Интересно, будем ли мы все еще встречаться через год. 7. Если ты ей расскажешь, она будет плакать. 8. Чем ты будешь занят завтра в шесть? 9. Уже через час Гриша будет работать в огороде.

### 8. Put the words in the correct order to make up a sentence.

1. have / Jill / she / perfected / will / from / her / by the time / Japanese / comes / Tokyo. 2. promotion / Melody / have / By December / will / her / received. 3. gets home / Helen's / cleaned / By the time / relatives / she / will / the house / have. 4. to communicate / Steven / he / learned / Will / have / well / Chinese / before / enough / flies to Beijing? 5. finishes / have / By the time / twenty / taken / Jillian's father / that course / he / will / online tests.

**9. Answer the questions, using the words in brackets.**

**E.g.:** *Will Jill be busy at 6 pm? (finish essay)-Oh, no, Jilly will have finished her essay by that time.*

1. Will the couple be at their hotel on Monday? (move to the old beach house). 2. Will the committee be discussing the project at 2 o'clock? (make a decision). 3. Will the pupils be writing their test at ten? (finish). 4. Will Mike's niece still be a pupil next autumn? (finish school) 5. Will Greg still remember Molly in ten years? (forget). 6. Will Greg be at home on Tuesday? (leave for China).

**10. Change the following sentences into the Future Perfect tense.**

1. She will win the highest award. 2. He will realize his mistake. 3. She will finish her studies by the end of this year. 4. You will hear from us. 5. They will not reach the city before midnight. 6. We will work on this project for six years. 7. He will waste all his money.

**11. Put the verbs into Future Perfect.**

1. We are late. When we get to the stadium the performance (already/to start). 2. Jane is travelling in different countries. By the end of the week she (to visit) 150 countries. 3. By 8.30 tomorrow evening she (already/to leave) the office. 4. Next spring they (to be) married for 25 years. 5. They (to finish) the meeting by 5 p.m. in the evening. 6. What are you going to do tomorrow at 8 p.m.? I (to watch) football game. But it (to finish) by 9 p.m. 7. The guests will come at 7.30 o'clock. Don't worry. I (to clean) the house before you come back. 8. By the time he is 28 Robert hopes that he (to travel) the world. 9. Ted believes that he (to open) his own art gallery by the end of the summer. 10. Jack thinks that he (to build) a new apartment by the time his daughter is 3 years old. 11. Lorry is sure that by the end of the month she (to write) the first chapter of her new book.

**12. Translate into English using Future Perfect.**

1. Майкл закончит этот отчет до завтра. 2. Студенты доделают работу к трем часам по полудню. 3. К июню мы сдадим сессию. 4. Строители построят школу к началу сентября. 5. Я напишу заявление к тому времени, как приедет секретарь. 6. Поезд уйдет, пока мы доберемся до станции. 7. Зоя переведет этот доклад к понедельнику. К ночи Меган переведет эту длинную статью. 8. Стив уже уедет в Париж, когда Молли вернется из Конго. 9. Зора не дочитает эту книгу к концу года.

**13. Put the verb into the correct form, choose Future Continuous or Perfect.**

1. We are late and the lesson ... (start) by the time of our arrival. 2. Call me after seven; we ... (finish) dinner by then. 3. Tomorrow afternoon we are going to the sport club, so at four o'clock we ... (play) tennis. 4. Bob can't spend money, he only wastes it, he ... (spend) all his money before the end of the holiday. 5. By the time he reaches the station his mother... (get) off the train. 6. Do you think he ... still... (do) the same job in five years? 7. If you want to meet me you can do it because I ... (stay) at this hotel until Friday. 8. I hope they ... (mend) the road by the beginning of winter. 9. ... you ... (pass) the post office on your way home? 10. Next year they ... (be) married for 25 years. 11. We can't meet at seven tonight, I... (work). 12. We are late. The film ... (already start) by the time we get to the cinema.

**14. Use the Future Perfect, the Past Perfect or the Present Perfect instead of the infinitives in brackets.**

1. Thank you for everything that you (do) for us. 2. She was sorry for the things that she (do). 3. I (be) a Londoner for five and a half years by next September. 4. I'm afraid he (forget) that you are waiting for him. 5. He was afraid that she already (learn) the truth. 6. By next Tuesday Jill (finish) these novels by O'Henry. 7. You (have) dinner yet? 8. My friend complained that she (spend) all her money. 9. Molly thinks the film (to start) by the time she gets to Fred's. 10. I not (see) my boss this week. 11. When he went out of the office, he saw that his car (disappear). 12. Johnny (translate) this document by 7pm o'clock this afternoon. 13. Where is Mr. Green? – He (go) to the bank. 14. The agent realized that he (make) a fatal mistake.

**15. Use the Future Perfect, the Future Simple or the Present Simple Tense instead of the infinitives in brackets.**

1. I ... (hope) when I ... (come) back, you ... (finish) your homework. 2. You ... (be) late. By the time you ... (get) there they ... (eat) everything up. 3. Too many people ... (fall) ill every day. I'm afraid by the end of the month the epidemic ... (spread) here. 4. These batteries ... (run) out in two days. Don't forget to charge them. 5. Your watch ... (be) slow. We ... (be) late! The party ... (begin) by the time we ... (come). 6. The house is very old. They ... (demolish) it by the time you ... (come) to our city again, I think. 7. Tornadoes ... (speed) through the island every year. By the end of the season they... (damage) many buildings and ... (injure) and ... (kill) many people. 8. By that time you ... (go) crazy or ... (forget) it all.

**16. Use the Future Simple or the Future in the Past Simple Tense instead of the infinitives in brackets.**

1. I know we (not to be) late. 2. I knew we (not to be) late. 3. I want to know whether he (to be) at home. 4. I wanted to know whether he (to be) at home. 5. "When you (to be) ready?" he asked. 6. He asked when I (to be) ready. 7. I can't say whether Bob (to do) the work perfectly, but he (to do) his best. 8. He asked me whether he (to see) Olga there. Are you sure that we (to have) time to do that? 9. I was afraid he (to say), "I don't think I (to be) able to come". 10. I did not know what he (to speak) about. 11. I knew your aunt (to bake) special cookies for all her nieces and nephews.

**17. Make up sentences according to the model.**

*(I supposed; He believed; She was sure; We were told; I heard; She said; He understood; She imagined; The letter said.)*

*Model: My brother will be sleeping. – I supposed that my brother would be sleeping*

1. He will solve the problem in no time. 2. The new film will be on in many cinemas. 3. The teacher will have corrected our papers by the beginning of the lesson. 4. She will not like this TV programme. 5. The train will arrive on time. 6. The children will be playing in the yard. 7. All the newspapers will publish this information. 8. They will win the game. 9. I shall go to the south. 10. My sister will not forget to ring me up. 11. I shall have done my homework by nine o'clock. 12. The tourists will not return by sunset. 13. My friends will be waiting for me. 14. My friend will have returned by that time. 15. They will be working the whole evening. 16. He will return this book to the library immediately.

**18. Translate into English.**

1. Я знаю, что он скоро придет. 2. Я думаю, что она будет спать в это время. 3. Я думал, что она будет спать в это время. 4. Она думает, что сделает всю работу к пяти часам. 5. Я был уверен, что к десяти часам он уже выучит стихотворение. 6. Я знал, что к девяти часам мама уже приготовит ужин и в девять часов вся семья будет сидеть за столом. 7. Я боялся, что приду слишком поздно. 8. Они написали, что скоро приедут. 9. Я был уверен, что встречу его на станции. 10. Я думаю, что папа скоро напишет нам письмо. 11. Вам сказали, что в декабре мы будем писать контрольную работу? 12. Он понял, что никогда ее не забудет. 13. Я полагаю, что они вспомнят о нас. 14. Он говорит, что знает этого человека.

## ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**1. The Future Continuous Tense**

Future Continuous – это время, которое выражает длительное действие в будущем.

Это означает, что данное время описывает действие, которое находится в процессе в определенный момент времени в будущем.

Словами, указывающими на Future Continuous в предложении, являются такие слова как:

– tomorrow (at 7 o'clock) – завтра (в 7 часов).

Пример: Tomorrow at 9 o'clock I will be watching TV.

Future Continuous образуется следующим образом: с помощью глаголов will и to be. Простейшим, потому что форма во всех лицах и числах одна – will be + глагол-ing.

	Единственное число	Множественное число
1 лицо	I will be talking	We will be talking
2 лицо	You will be talking	You will be talking
3 лицо	He/She/It will be talking	They will be talking

Возможны сокращения: I'll, you'll, he'll, she'll, it'll, we'll, they'll.

– Let's meet at the park tomorrow, I will be walking with my dog from 9 to 9:30. – Давай встретимся в парке завтра, я буду гулять с собакой с 9 до 9:30.

– Don't call me after ten, I will be sleeping – Не звони мне после десяти, я буду спать.

**2. The Future Perfect Tense**

Future Perfect Tense или будущее совершенное время в английском языке – время, употребляемое для того, чтобы выразить действие, которое случится до определенного момента в будущем. Пожалуй, его можно смело назвать одним из самых редко употребляемых времен.

I will have completed my final exams by June. (К июню я уже завершу все свои выпускные экзамены.)

John will have started his project by Monday. (Джон начнет свой проект к понедельнику.)

We will have finished our dinner by 9 pm. (К 9 часам вечера мы уже закончим наш обед.)

Правила образования, формы и способы употребления Future Perfect.

Образуется время с помощью двух глаголов: вспомогательного и смыслового. В роли смыслового выступает глагол **to have** в форме простого будущего времени. Другими словами, перед глаголом have ставится вспомогательный глагол **will**. Вспомогательный глагол времени Future Simple не изменяется по числам и временам, всегда оставаясь неизменным:

I You	will have
He She It	will have
We You They	will have

Стоит отметить, что раньше для местоимений 1-го лица в будущем времени использовался глагол *shall*. Сейчас встретить его в будущем, а тем более в совершенном будущем, которое итак практически не используется, можно очень редко. Тем не менее, иметь в виду эту форму нужно во избежание недопонимания.

Для образования смыслового глагола употребляются причастия прошедшего времени (Participle II), которые имеют две формы, применимые для разных видов глаголов.

### 3. The Future in the Past

Future in the Past – группа времен в английском языке, которая переводится как "будущее в прошедшем". Возможно, на первый взгляд подобное название может показаться парадоксальным, однако, если разобраться, странного в нем ничего нет. Да, эквивалента в русском эта группа не имеет, но в определенных ситуациях мы подразумеваем именно ее, судите сами:

Я сказал, что не приду на занятия из-за болезни.	Говорящий сказал в прошлом о простом действии в будущем (о том, что не пойдет на занятия).
Он рассказал, что весь день в пятницу он будет разрабатывать приложение для смартфонов.	Он сказал в прошлом о процессе в будущем (будет разрабатывать).
Мы верили, что к пятнице все наши мечты превратятся в реальность.	Говорящий сказал в прошлом о действии (мечты реализуются), которое закончится в определенный момент в будущем (к пятнице).

Как вы уже могли понять, времена Future in the Past в английском языке используются для того, чтобы показать действия, которые в про-

шлом времени считались будущими. Проще говоря, группа используется, когда необходимо выразить будущее относительно прошедшего.

Стоит обратить внимание, что эту группу часто называют неполноценной временной группой, так как употребляться она может только в придаточных предложениях. Соответственно, она не имеет таких же возможностей, которые есть у типичных групп. Но давайте обо всем по порядку.

Существует 4 временные формы в Future in the Past. Они идентичны обычным формам будущего времени, но только вместо привычного will в данном случае применяются вспомогательные глаголы would и should. Правила образования остальных глаголов остаются прежними. Таблица для наглядности:

Tenses / Времена	Active Voice / Действительный залог	Passive Voice / Страдательный залог
Future Simple in the Past	would (should) + V	would (should) + be + Participle II
Future Continuous in the Past	would (should) + be + Participle I	—
Future Perfect in the Past	would (should) + have + Participle II	would (should) + have been + Participle II
Future Perfect Continuous in the Past	would (should) + have been + Participle I	—

Английский вспомогательный глагол should может использоваться только для 1-го лица. Правда сейчас should частенько заменяется вспомогательным глаголом would. Стоит также отметить, что, как и в стандартных временах, группа Future in the Past не употребляется в "пассиве" или страдательном залоге со временами Continuous и Perfect Continuous.

Все формы будущего в прошедшем, образуются так же, как и формы будущего времени с единственной разницей – глагол will заменяется на would.

В письменной речи обычно используется союз that (что) после глагола, в устной он часто опускается.

I knew (that) you would smile. – Я знал, что ты улыбнешься.

I said (that) we would not regret our decision. – Я сказал, что мы не пожалеем о нашем решении.

#### 4. Это интересно.

В отличие от Present Perfect, не зная Future Perfect, вы спокойно можете общаться с носителями, смотреть фильмы, читать книги и даже

работать. Сейчас время Future Perfect скорее используется истинными эстетами английского языка, но это вовсе не значит, что изучать его не нужно. Если вы будете употреблять это время по назначению, поверьте, на это обратят внимание, а значит, поймут, что ваши знания английского заслуживают похвалы и уважения.

В английском языке существует специальное наименование для людей, личность которых не установлена или не разглашается по тем или иным причинам: для мужчин используется имя John Doe, а для женщин Jane Doe. Аналоги встречаются и в других языках

Символ @ в английском называется the at sign или the at symbol.

У символа # есть несколько названий в английском: hash, pound sign, number sign.

Точка над буквами i и j называются superscript dot. В соответствии с Оксфордскими словарями, точку на буквой i добавили в Средние века, чтобы отличать букву от похожих на нее. J – это вариант i, который появился в то же время, но в последствии стал отдельной буквой.

В английском языке в каждом слоге должен быть гласный звук, но не в каждом слоге есть согласный.

Некоторые английские слова используются только во множественном числе: glasses, scissors, trousers, jeans, pyjamas.

## 1. Complex object

**The Poor Man's Fortune**

One day Fortune was watching a poor man walking down the street. He had a worn-out bag and a squashed hat in his hands. The man was thinking about all people around him, earning a lot of money, but never being happy with what they had. He looked at the dog following him and said out loud: "If only I had enough to eat, I'd never ask for anything else."

Just at this moment Fortune came down the street. She heard the man talking and stopped. A surprised man looked at Fortune, standing in front of him and could not believe his eyes.

"I want to help you," said Fortune, "hold your bag and watch me pouring diamonds into it. Stop me when you think there is enough. But every diamond falling on the ground will become dust. Do you understand?"

And having said that, Fortune started pouring diamonds into the man's bag. "Is that enough?" asked Fortune, looking at the man's trembling hands. "No, give me more," answered the man. You are the richest man in the world now," said Fortune, having added some more. "Just a few more," replied the man. Another added diamond made the bag split. All the diamonds fell on the ground and became dust. Fortune disappeared, leaving a disappointed man in the street.

*(A folktale)*

**New Words and Word Combinations**

- add** [æd] – прибавлять, добавлять  
**ask** [ɑ:sk] – (по)просить  
**diamond** [ˈdaɪəmənd] – алмаз; бриллиант  
**disappear** [ˌdɪsəˈpiə] – исчезать  
**disappointed** [ˌdɪsəˈpɔɪntɪd] – разочарованный, разочаровавшийся; огорчённый  
**dust** [dʌst] – пыль  
**earn** [ɜ:n] – зарабатывать  
**enough** [ɪˈnʌf] – достаточный  
**follow** [ˈfɒləʊ] – следовать, идти (за кем-л., чем-л.)  
**fortune** [ˈfɔ:tʃ(ə)n] – судьба, фортуна  
**pour** [pɔ:] – лить, выливать; щедро одаривать, осыпать  
**reply** [rɪˈplaɪ] – отвечать  
**rich** [rɪtʃ] – богатый

**split** [splɪt] – расщепляться; раскалываться, трескаться  
**squashed** [skwɒʃt] – сплюснутый, расплюснутый  
**surprised** [sə'praɪzd] – удивленный  
**trembling** ['tremblɪŋ] – дрожащий  
**understand** [ˌʌndə'stænd] – понимать  
**worn-out** [wɔːn'au] – изношенный, поношенный, истертый, обветшалый

**Task 1. Match the vocabulary with the correct definition and write a-m next to the numbers 1-10.**

1. to press down or crush something so that it becomes flat
  2. a hypothetical force or power that favorably or unfavorably governs the events of one's life
  3. to receive money as payment for work that you do
  4. dry dirt in the form of powder that covers surfaces
  5. to make a substance flow
  6. discouraged by the failure of one's hopes
  7. an extremely hard, valuable stone prized as a jewel and having many uses in industry
  8. to shake slightly, usually because you are cold, frightened, or very emotional
  9. to go to a place or into a condition where the person or thing cannot be seen
  10. to divide into two or more parts
- a) squash
  - b) earn
  - c) Fortune
  - d) pour
  - e) diamond
  - f) dust
  - g) tremble
  - h) split
  - i) disappear
  - j) disappointed

**Task 2. Write the best word to complete the sentences.**

1. He accidentally sat on her hat and \_\_\_\_\_ it.
2. He \_\_\_\_\_ \$85,000 a year.
3. Would you like me to \_\_\_\_\_ you some coffee?
4. He gave her an expensive \_\_\_\_\_ ring.
5. I blew the \_\_\_\_\_ off the books.

6. When he came out of the water, he was \_\_\_\_\_ with cold.
7. The teacher \_\_\_\_\_ the class into three groups.
8. I was \_\_\_\_\_ that Clare was not there.
9. The sun \_\_\_\_\_ behind a cloud.
10. We believe that \_\_\_\_\_ is on our side.

**Task 3. Read the text again and answer the questions**

1. Who was watching a poor man walking down the street?
2. What did the poor man have in his hands?
3. What was the man thinking about?
4. What did the poor man say out loud?
5. Who did the Fortune hear?
6. What did Fortune say to the man?
7. Did the man get any diamonds?

**NB:** When describing people we sometimes need to speak about their character. The following information will help you do it.

*positive / negative*  
*reliable / unreliable*  
*confident / shy*  
*hard-working / lazy*  
*patient / impatient*

*generous / mean*  
*honest / dishonest*  
*clever, intelligent / stupid*  
*calm / nervous, anxious*  
*sensible / silly*

Besides, a person usually has a good sense of humour or is quite serious.

**Task 4. Write the opposites using the correct prefix.**

- |                |                |                |
|----------------|----------------|----------------|
| 1. ___friendly | 3. ___patient  | 5. ___pleasant |
| 2. ___kind     | 4. ___reliable | 6. ___honest   |

**Task 5. Complete the sentences.**

1. My brother can't wait for anything; he's so \_\_\_\_\_.
2. Helen gets very \_\_\_\_\_ before exams; she needs to relax a bit more.
3. George hasn't done a thing since he has been here. Frankly speaking, he's so \_\_\_\_\_.
4. I always have a laugh with my friend – she's got a great sense of \_\_\_\_\_.
5. My younger brother is able to understand new ideas so quickly; he's very \_\_\_\_\_.
6. She failed her exams but she isn't \_\_\_\_\_. She just didn't do any work.

7. I trust him. I know he's a very \_\_\_\_\_ man.

**Task 5. Describe your best friend using the personal characteristics given above. Start with: "The first thing I would say about my best friend is that he/she's ..."**

#### УПРАЖНЕНИЯ

##### 1. Make up the sentences.

1. her/ to/ the text/ the teacher/ wanted/ translate/ pupils. 2. recommend/ for my holidays/ you/ me/ where/ to go/ would? 3. her pupils/ the lessons/ doesn't/ the teacher/ miss/ want/ to. 4. always/ me/ my parents/ study/ encourage/ hard/ to/ at school. 5. invited/ for a few days/ Jane's/ to/ with them/ her/ stay/ friends.

##### 2. Use the complex object with or without to.

1. The father made his son ...tell the truth. 2. Let me ... pay for the meal. 3. Lisa doesn't want Ted...come back. 4. Mary didn't expect Kate...ask such an embarrassing question. 5. They would like us ...take part in the competition. 6. Glasses make him ...look older. 7. My lawyer advised me not ... tell anything to the police. 8. Having a car enables you ... travel round more easily. 9. Don't let him ... punish the child. 10. I've never been to England but I'd like ... go there.

##### 3. Write the sentences using the complex object.

1. The Smiths want... (we, visit) them next month. 2. Do you want ...she, post) the letter for you? 3. What does the teacher expect ... (his pupils, do)during the lesson? 4. When do you expect... (they, arrive)? 5. The man wouldn't like ... (his son, become) a dentist. 6. Alice didn't expect ... (the exams, start) in April. 7. Don't make ... (I, repeat that again). 8. The teacher let ... (the class, go) home early. 9. She wanted... (her husband, borrow) some money to buy a car. 10. I know ... (he, be) a very experienced driver. 11. Nobody noticed ... (we, leave) the room. 12. Tim didn't want ... (Richard, be invite) to the party. 13. She made ... (her daughter, do the chores). 14. What made ... (you, believe) him? 15. Let ... (Mary, explain) you everything.

##### 4. Rephrase the following sentences as in the example.

**E.g.:** He must wash the car. I want him to wash the car.

1. You mustn't be late for work. I don't want... 2. Clair must tidy her bedroom. I want ... 3. She mustn't go to the disco. I don't want ... 4. They

must go to the school tomorrow. I want... 5. Gary mustn't make so much noise. I don't want... 6. You mustn't make a mess. I don't want... 7. He must mend his bike. I want...

#### 5. Translate into Russian.

1. They are likely to win the match. 2. She is unlikely to be a good actress. 3. We are sure to meet you at the station. 4. My parents are certain to believe me. 5. Los Angeles is sure to be the capital of the world movie production. 6. Celebrities are certain to need peace and quiet. 7. They are thought to have gone away some days ago. 8. The patient is unlikely to follow the doctor's recommendations. 9. This picture is sure to be the best at the exhibition. 10. The delegation is reported to be leaving Russia tonight at 11 a.m.

#### 6. Translate into English.

Вероятно, он станет популярным певцом. 2. Маловероятно, что мы забудем этот вечер. 3. Маловероятно, что она примет решение сразу. 4. Несомненно, он победит. 5. Родителям, конечно, понравится Ваше представление. 6. Преподаватели, конечно, помогут студентам подготовиться к экзаменам. 7. Сообщают, что эти товары были доставлены вовремя. 8. Она, похоже, не слышала эту новость.

#### 7. Complete the sentences with the correct infinitive tense.

*E.g.: She has grown taller. She seems to have grown taller.*

1. He is getting used to his new job. He appears ... 2. Kate makes friends easily. Kate tends ... 3. He has finished the report. He claims ... 4. It is raining over there. It seems ... 5. She is not on a diet. She appears...6.They have sailed round the world. They claim ...7. She is feeling better. She seems ... 8. He was a qualified economist. He proved ...9. You may miss the train unless you hurry. You are likely ... 10. The interview with the young artist was rather interesting.

#### 8. Put in "to" where it is necessary.

1. We heard the lorry... stop near the house. 2. I want my elder sister... take me to the zoo. 3. I believe the Internet... be the greatest invention ever. 4. The teacher doesn't let us... use our mobile phones. 5. They didn't expect her... be late. 6. The police officer made him... tell the truth. 7. I would like you... admit your fault. 8. Swan believes Vicky... be the best manager in our store. 9. Nick persuaded me... go in for sports. 10. We saw

Jacob... break the window. 11. I consider this sculpture... be a masterpiece.  
12. She noticed Mary suddenly... turn pale.

**9. Make up sentences according to the example and translate them.**

**E.g.:** *I want that she will cook mushroom soup. (Я хочу, чтобы она приготовила грибной суп.) – I want her to cook mushroom soup.*

1. The children were laughing and enjoying themselves on the beach. Their parents saw them. – Their parents saw... 2. They said: "He is an expert in our industry." – They consider... 3. The bike disappeared in the forest. The policeman noticed it. – The policeman noticed... 4. Elvis said to his son: "Don't watch horror films." – Elvis doesn't let... 5. "Mummy, please, buy me that doll", said the little girl. – The little girl would like... 6. Dad says that I can travel to China with you. – Dad allows... 7. He swears a lot. Many people heard that. – Many people heard... 8. "Bring me some water from the well," my grandmother said. – My grandmother wanted... 9. Somebody was watching me. I felt that. – I felt... 10. Daniel said: "Helen, you can go to a night club tonight." – Daniel let...

**10. Replace the Object Clause with the Complex Object.**

1. We know that mathematics has become man's second language.  
2. They expect that a variable will represent a number. 3. We know that two fractions are equal if they simplify to the same fraction. 4. I heard that they were discussing the matter. 5. We expected that they would intensify the whole process. 6. Everybody knows that matter consists of small particles called atoms. 7. This question was too difficult, so that he could not answer it immediately.

**11. Complete the sentences. Use the rules of the Complex Object.**

1. She wants you ... 2. We saw them... 3. He considered her... 4. Mary heard Tim... 5. Sarah watched her sister ... 6. I noticed her... 7. We never expected them ... 8. I'd like my friend ... 9. Mother wishes her daughter ... 10. Father expected his son ...

**12. Open the brackets, using the Complex Object.**

1. The bad weather made... (we, to change) our plans. 2. I'd like... (he, to know) about what has happened. 3. He didn't hear ... (she, to open) the door. 4. You must let ... (I/to have) some time to think it over. 5. I can't have ... (you, to waste) time like that. 6. Everybody knows ... (he, to be) very

talented. 7. I hate ... (they, to treat) their daughter so rudely. 8. I saw ... (she, to put) up some notice. 9. Did you expect... (he, to prove) he wasn't guilty? 10. She doesn't like ... (we, to come) so late.

**13. Paraphrase the following sentences using the Complex Object.**

*Model: He will come by the 8 o'clock train. (we, expect)*

1. It's good advice. (I, to believe) 2. You must promise never to do it again. (I, want) 3. She won't be back so soon. (we, not expect) 4. The teacher asked him to be the first to speak. (to allow) 5. The measures were rather effective. (she, to consider) 6. She was a very amiable woman. (I, to think) 7. Will you come to my birthday party on Sunday? (would like) 8. I don't think you should smoke here. (not like) 9. The committee will find a solution to the problem. (we, expect) 10. The occasion is worth celebrating. (we, to find).

**14. Combine two sentences into one using Complex Object.**

*Model : He got off the bus. We saw it.*

1. She told another lie. Everybody heard it. 2. She looked up in surprise. I noticed it. 3. The house suddenly began to shake. We felt it. 4. A stranger climbed into your house through the open window. My husband saw it. 5. She whispered something to him. Nobody noticed it. 6. Somebody called my name. I heard it. 7. Somebody touched me on the sleeve. I felt it. 8. The car turned to the right. She saw it. 9. She got sad. He noticed it. 10. My son broke something in the kitchen. We heard it.

**15. Combine two sentences into one using Complex Object.**

*Model: The boys were playing volleyball. We watched them.*

1. They were shouting at each other in the next room. We heard it. 2. The child was drawing in the book. I saw it. 3. She was crying. I noticed it. 4. He was walking away slowly. We watched him. 5. You were playing the piano when I came in. I heard it. 6. Some insect was crawling up my back. I felt it. 7. The children were fighting again. Their parents saw it. 8. Mum was cooking dinner. Ally watched her. 9. The boy was crossing the street in the wrong place. The police man noticed it. 10. They were boasting about their success. Everybody heard it.

**16. Answer the following questions using Complex Object.**

*Model: How do you know that Jack has left?(see, to wait for a bus)*

1. Why do you think his teacher is strict? (often, make, to rewrite his home task). 2. How do you know they are on bad terms? (to hear, to quarrel,

several times). 3. Why isn't Nick going on a hike with us? (his mother, not, to want). 4. Are you sure he is for this suggestion? (to hear, to insist on it). 5. Why do you think it's her birthday today? (to see, Alice, to give a present). 6. Is Ann going skiing with us? (her mother, not, to let) 7. How do you know he likes children? (often, to watch, to play) 8. Did you enjoy the performance at the circus? (the clown, to make, to laugh) 9. Are you sure she was frightened? (to notice, to get pale) 10. How do you know they are great friends? (to see, to walk together, every day).

**17. Ask questions to the words in italics to make sure you got the person right.**

*Model: I heard him singing an English song.*

1. I heard him speaking on the radio. 2. We saw the man turn round the corner. 3. I'd like you to do it because you are responsible. 4. I noticed them exchange quick glances. 5. She makes him eat five times a day. 6. He wants his son to be a surgeon. 7. She doesn't let the children go to bed late. 8. I saw him looking through some magazine. 9. They expect us to do it very quickly. 10. He likes to watch snow falling.

**18. Use the correct form of the Infinitive.**

1. I saw George... (to turn) to Alice and... (to say) something. 2. We didn't expect him ... (to behave) in such a way. 3. You'll never make me ... (to do) it. 4. It was the only word I heard him ... (to say) during the party. 5. Everybody thought you ... (to be) a bit cleverer. 6. I'd like you ... (to make) an appointment for me. 7. I won't let you ... (to give in). 8. I noticed her ... (to blush). 9. I believe him ... (to be) a liar. 10. Do you want me ... (to tell) you the story?

**19. Use the Infinitive or Participle I of the verbs in brackets.**

1. I always admire her skill when I watch her ... (to work). 2. She doesn't like people ... (to argue) with her. 3. We saw them ... (to jump) with parachutes. 4. He felt his heart ... (to jump) with joy. 5. Don't make him ... (to drink) milk. 6. I saw him still ... (to stand) in the doorway. 7. Did you hear her ... (to say) it? 8. I want you ... (to take) me to the theatre. 9. He felt somebody ... (to look) at him. 10. I know him ... (to work) hard. 11. I saw my mother ... (to look) at me and ... (to turn) away. 12. I hate people ... (to forget) about their duties. 13. I heard them ... (to discuss) their plans for the summer. 14. When did you expect them ... (to get) your letter?

**20. Find possible mistakes and correct them.**

1. We heard the man shouting for help. 2. We heard them move to a new flat. I wonder if they have left the address? 3. She likes us to ask her questions.

4. Her parents make her to clean her room once a week. 5. I saw my father to be busy. 6. I watched the children to fly a kite. 7. I felt my temperature rising. 8. I noticed him picking something up and putting it into his pocket. 9. I know him good at telling jokes. 10. Dad watched us play chess. 11. I wouldn't like they to help us. 12. I see that you don't want to answer my question. 13. The events made the president came up with an official statement.

### 21. Translate into English.

1. Вы когда-нибудь наблюдали, как восходит солнце? 2. Я вижу, что вы не помните этих людей. 3. Он не мог заставить ребенка слушаться. 4. Мне бы хотелось, чтобы вы внимательно его выслушали. 5. Я слышала, как он несколько раз упомянул это имя во время обсуждения. 6. Я не ожидала, что он подвезет меня. 7. Они знали, что она хороший врач. 8. Я не потерплю, чтобы она так обращалась с моими детьми. 9. Я никогда не слышала, чтобы он говорил по-английски. 10. Ты слышала, как он с ней разговаривал? 11. Ненавижу, когда меня заставляют ждать. 12. Я видела, как ты с ним вчера разговаривала. Кто это? 13. Позвольте дать вам совет. 14. Она почувствовала, что на улице холодает. 15. Я слышала, что они уже вернулись из отпуска.

## ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

### Complex object

Complex object – это сложное дополнение, которое состоит из существительного в общем падеже или местоимения в субъектном падеже и глагола в инфинитивной форме. А предшествуют ему подлежащее и сказуемое. В русском языке такой конструкции нет, поэтому сложное дополнение при переводе становится придаточным предложением.

Сложное дополнение нужно, чтобы выразить желание, побуждение или восприятие одного объекта в отношении другого.

Например:

I want you to study English – Я хочу, чтобы ты учил английский язык.

He makes me cry – Он заставляет меня плакать.

John saw her buy a new dress – Джон видел, как она купила новое платье.

В образовании Complex Object есть несколько нюансов, которые нужно запомнить. Рассмотрим всю схему образования:

Образуется Complex Object в английском языке следующим образом:

На первое место в предложении мы ставим главное действующее лицо – тот, кто хочет: I, she, he, they, we. Далее идет само действие, это могут быть глаголы:

want – хочу  
 expect – ожидаю  
 think – думаю  
 know – знаю  
 hope – надеюсь  
 believe – верю  
 would like – хотел бы  
 like – нравится  
 consider – считаю

**Важно:** Если на первом месте стоят she, he, то к глаголу мы добавляем окончание -s: wants, expects, thinks, knows.

После действия идет тот человек, от кого хотят, чтобы он сделал что-либо. Обратите внимание, как меняются наши местоимения:

I – me  
 you – you  
 he – him  
 she – her  
 they – them  
 we – us

Это происходит потому, что здесь местоимение не является главным действующим лицом, а является дополнением – тот, на кого направлено желание, ожидание и т. д.

Далее идет то действие, которое ожидается от человека с частицей to перед ним: to read, to go, to study

В итоге у нас получается следующая схема образования предложений:

Действующее лицо + want/expect/think + тот, от кого хотят + to + действие

Примеры: They want me to study English. – Они хотят, чтобы я учила английский.

She expects him to buy a present. – Она ожидает, что он купит подарок.

We think her to pass the exam. – Мы думаем, она сдаст экзамен.

Эта конструкция используется достаточно часто. Употребляется Complex Object после следующих групп глаголов:

Выражающих предположение: к примеру, to find, to consider, to expect, to believe, to think и т. д.

I expected the teacher to come in few days. – Я ожидал, что учитель придет через несколько дней.

Anna considered the task to be too easy for Nina. – Анна считала, что задание будет слишком легким для Нины.

Используемых для отражения желания либо нежелания: например, структура would like, глаголы to hate, to like, to want, to wish и прочие глаголы для выражения (не)желания;

I would like her to be a writer. – Я хотел бы, чтобы она была писателем.

I want Anna to cook for children. – Я хочу, чтобы Анна готовила для детей.

Обозначающие чувственное, зрительное или слуховое восприятие: например, to watch, to hear, to feel, to see и т. д. Обратите внимание! В этом случае в Complex Object частица to используется только тогда, когда употребляется пассивный залог.

I saw him cleaning the house. – Я видел, как он убирал дом.

I have never heard her play the guitar. – Я никогда не слышал, как она играет на гитаре. (Active Voice)

She has never been heard to play the guitar. – Никогда не слышали, чтобы она играла на гитаре. (Passive Voice)

Выражающих разрешение или принуждение: к примеру, to let, to order, to make, to forbid и другие глаголы для запрета, позволения и приказания. После let и make частица to не употребляется. В страдательном залоге вместо глагола let употребляем глагол to allow, а после make в страдательном залоге частица to употребляется.

He forbade me to do it. – Он запретил мне делать это.

She made him write this letter. – Она заставила его написать это письмо. (Active Voice)

He was made to write this letter. – Его заставили написать это письмо. (Passive Voice)

В случае, если глагол выражает утверждение, знание чего-либо: например, to declare, to report, to announce и прочие.

I know him to be a bad engineer. – Я знаю, что он плохой инженер.

She declared the lesson to begin at 3 o'clock. – Она заявила, что урок начинается в 3 часа.

Для передачи смысла оборота Complex Object на русском используются союзы "что" и "чтобы", если синтаксический комплекс содержит в себе инфинитив, а также "как", если в структуре присутствует причастие в настоящем времени.

I want her to be a vet. – Я хочу, чтобы она был ветеринаром.

We saw him playing the violin. – Мы видели, как он играл на скрипке.

**Это интересно.**

Шекспир изобрел много английских слов, среди которых: birth place, blushing, torture.

В 2011 году в Оксфордский словарь английского языка (Oxford English Dictionary) добавили известное в интернете слово lol (laughing out loud).

Около 80% информации, которая хранится на компьютерах в мире, на английском.

Два самых распространенных диалекта английского языка – британский и американский. При этом есть региональные варианты каждого из них с поддиалектами.

## 1. The Passive Voice

**National Days**

Many countries have a special day each year when they celebrate a "national day". This day is dedicated to the country's founding or independence or even a special day for the ruler. Usually these days are a national public holiday where everyone takes the day off from work.

America's national day is called "Independence Day" and it is held every year on July 4. This marks the signing of the famous document, The Declaration of Independence in 1776. In France, the national day is on July 14. This is the anniversary for the storming of the Bastille. It is considered the start of the French Revolution. The French fly their red, blue, and white flag throughout the country. There is a big military parade in Paris. Japan's National Foundation Day is on February 11. This is to honor the crowning of Jimmu, the first emperor long ago in 660 AD. However, there are few celebrations on this day in Japan.

Some countries have several national days. In Spain, for example, there are four national holidays. However, a few countries do not have any national day. This includes Denmark and the United Kingdom. Recently, politicians in the United Kingdom hope for the establishment of a national day. Strangely, however, a British national day has been held for many years in early September in Germany. This is because a part of the British royal family in the 18th century had a German family background.

*(From: <http://dreamreader.net/lesson/national-days/>)*

**New Words and Word Combinations**

**anniversary** [ˌæniˈvɜːs(ə)rɪ] – годовщина; празднование годовщины  
**background** [ˈbækgraʊnd] – происхождение  
**celebrate** [ˈselɪbreɪt] – (от)праздновать; торжественно отмечать  
**celebration** [ˌselɪˈbreɪʃ(ə)n] – празднование; торжества  
**crown** [kraʊn] – венчать, короновать  
**day off** – выходной день  
**dedicate** [ˈdedɪkeɪt] – посвящать  
**emperor** [ˈemp(ə)rə] – император  
**establishment** [ɪˈstæblɪʃmənt] – учреждение, введение  
**hold (held, held)** – отмечать, праздновать  
**honor** [ˈɒnə] – почитать, чтить

**however** [haʊ'evə] – тем не менее, однако  
**independence** [ˌɪndɪ'pendəns] – независимость  
**mark** [mɑ:k] – отмечать  
**parade** [pə'reɪd] – парад  
**politician** [ˌpɒlɪ'tɪʃ(ə)n] – политик  
**public holiday** [ˌpʌblɪk 'hɒlədeɪ] – государственный праздник  
**recently** ['ri:sntli] – недавно, в последнее время  
**royal** ['rɔɪəl] – королевский; царский  
**ruler** ['ru:lə] – правитель  
**several** ['sevrəl] – несколько  
**signing** ['saɪnɪŋ] – подписание  
**storming** ['stɔ:mɪŋ] – штурм

**Task 1. Match the vocabulary with the correct definition and write a number next to the numbers 1-11.**

1. to show respect for or commemorate
  2. a day when almost everyone in a particular country does not have to go to work or school
  3. a day when you do not work
  4. a day when we remember or celebrate something important that happened on that day in a previous year
  5. to devote
  6. an organized public procession on a festive or ceremonial occasion
  7. to show great respect for someone or something, especially in public
  8. the act of starting or creating something that will last a long time
  9. a male ruler of an empire
  10. a special social event, such as a party, when you celebrate something
  11. to put a crown on someone's head in an official ceremony that makes that person king or queen
- a) establishment
  - b) public holiday
  - c) day off
  - d) mark
  - e) parade
  - f) honor
  - g) emperor
  - h) anniversary
  - i) celebration
  - j) crown
  - k) dedicate

**Task 2. Write the best word to complete the sentences.**

1. Since its \_\_\_\_\_ in 1945, the United Nations has played a dominant role in the development of international law.
2. He \_\_\_\_\_ his life to helping the poor.
3. Thursday is his \_\_\_\_\_.
4. New Year's Day is a \_\_\_\_\_ in many countries.
5. We used to go and see the Thanksgiving Day \_\_\_\_\_ in New York.
6. Her Majesty later \_\_\_\_\_ them with her presence at lunch.
7. Tomorrow's \_\_\_\_\_ will mark the 50th anniversary of the battle.
8. The Romans put a picture of the \_\_\_\_\_ on their coins.
9. To celebrate our wedding \_\_\_\_\_, we gave a big party.
10. Such good news deserves a \_\_\_\_\_!
11. Queen Elizabeth II was \_\_\_\_\_ in 1953.

**Task 3. Read the text again. Are the sentences true or false?**

1. All the countries have a special day each year when they celebrate a "national day".  
True / False
2. National days are usually a national public holiday where everyone takes the day off from work.  
True / False
3. America's national day is called "Independence Day" and it is held every year on June 4.  
True / False
4. The Declaration of Independence was signed in 1774.  
True / False
5. In France, the national day is on July 24.  
True / False
6. The French flag has three colours: red, blue, and white.  
True / False
7. Some countries have several national days.  
True / False
8. A great number of countries do not have any national day.  
True / False
9. A British national day has been held for many years in early October in Germany.  
True / False

10. A part of the British royal family in the 18th century had a German family background.

**Task 4. Speak about a national day in the Russian Federation. What do you know about this day? When is it held?**

**Task 5. Apart from public holidays, many festivals are usually held in different countries (or their parts), too. Think about a festival you know and answer the questions.**

1. What kind of festival is it? Is it an arts festival or a traditional festival?
2. How often is it held?
3. When and where does it take place?
4. How long does it last?
5. What does it consist of?
6. Are there any special traditions or customs as part of the festival?

#### УПРАЖНЕНИЯ

##### 1. Put the passive sentences in order.

1. in a lot of universities / are / used / Computers. 2. of plastic / made / are / CDs. 3. seen / The information / on a screen/can be 4. are / very quickly / The answers / calculated. 5. played / The game / is / on a computer 6. with a modem / are / sent / E-mails. 7. is / on a disk / Information / stored. 8. sent / Text messages / are / using mobile phones. 9. to get information / used / is / The Internet.

##### 2. Respond to the situations with a negative sentence using the words and word combinations in brackets.

**E.g.:** *Cars are made at this factory, (bicycles) – But bicycles are not made at this factory.*

1. Bread is sold in this shop, (milk). 2. Our house is built of wood, (their house). 3. My books are kept on the shelf, (exercise-books). 4. My younger sister is usually given fruit and milk for supper, (my elder brother). 5. Apples are grown in Belarus, (oranges). 6. Glass is made of sand, (paper). 7. My dresses are made by my mother, (jackets). 8. Films are watched by many people, (sports programmes). 9. This apple-tree is planted by me. (that cherry-tree). 10. All the words are always learnt by the pupils, (rules).

##### 3. Write questions to the sentences.

1. The park is situated in the centre of the city, (what, where). 2. The statue is made by a famous sculptor, (disjunctive). 3. Demonstrations are

held in this square, (what, where). 4. The square is planned round the monument, (general). 5. The obelisk is decorated with figures, (how). 6. The tent is put up on a rock, (alternative).

**4. Answer the questions using the words in brackets.**

1. Do many tourists come to Britain? (is visited). 2. Where is the 'garden of England'? (is situated). 3. Does it snow in the mountains of Wales? (are covered with). 4. What language do people in Scotland speak? (is spoken). 5. Are there many seas around the country? (is surrounded by / is washed by). 6. Do they make world-famous crafts and clothes in Scotland? (are made). 7. Do many people know about the beautiful mountains and lakes of Wales? (are known all over the world). 8. Why is the green colour a symbol of Northern Ireland? (is covered).

**5. Write questions using the passive. Some are present and some are past.**

1. Ask about tea. (how / grow?) 2. Ask about radio. (when / invent?) 3. Ask about mountains. (how / form?) 4. Ask about antibiotics. (when / discover?). 5. Ask about copper. (what / use for?).

**6. Rewrite these sentences. Instead of using somebody, they, people etc., write a passive sentence.**

1. Somebody washes the floor every day. 2. They cancelled all flights because of heavy snow. 3. People don't light this road. 4. Somebody accused Tom of lying. 5. How do they learn driving? 6. People warned us about this issue.

**7. Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.**

1. There's somebody behind us. (I think / we / follow) I think we are being followed. 2. This room looks different. (you / paint / the walls?) Have you painted the walls? 3. My bike has disappeared. (it / steal!) 4. My pencil has disappeared. (somebody/take). 5. David gets a higher wage now. (he / promote). 6. Tom can't live in his apartment this week. (it / redecorate). 7. When she came into the room, she saw that the sofa and armchairs were not in the same place. (the furniture / move) 8. My friend disappeared a week ago. (he / not / see / since then). 9. I wonder how John is these days. (I / not / see / for ages). 10. Alex was attacked on his way home a few nights ago. (you / ever / attac?)

8. Complete the sentences using being + the following verbs (in the correct form): *give invite keep knock down stick treat*

1. Steve hates being kept waiting. We went to the party without... 2. I like giving presents and I also like ... them. 3. It's a busy road and I don't like crossing it. I'm afraid of...4. I'm an adult. I don't like...like a child. 5. You can't do anything about...in a traffic jam.

**9. Use Present Indefinite Passive:**

1. My soup ... (make) of fresh vegetables. 2. Newspapers and magazines ... (sell) almost everywhere. 3. Most of my sister's money ... (spend) on fashionable clothes. 4. The rooms in this hotel ... (clean) every day. 5. These stories ... (write) by a famous author. 6. This project ... (do) by real professionals.

**10. Use Past Indefinite Passive:**

1. America ... (discover) in 1492 by Christopher Columbus. 2. All my documents ... (check) carefully. 3. My nephew ... (meet) at the airport by our relatives. 4. The bus ... (drive) by a fat old man. 5. These books ... (publish) in our country. 6. The burglars ... (arrest) at the railway station.

**11. Use Future Indefinite Passive:**

1. We hope that jazz always ... (listen) to. 2. Your parcels ... (send) next week. 3. My article ... (publish) soon. 4. The report ... (write) by my son. 5. The pupils ... (inform) about it tomorrow. 6. I ... (ask) at the lesson tomorrow.

**12. Use Present Continuous Passive:**

1. Don't enter the classroom. The floor ... (clean) there. 2. It's very noisy in the classroom because the actual problems ... (discuss). 3. Have you heard the news? The old cathedral... (restore) now. 4. The new buildings ... (build) in our street now. 5. I can't give you this magazine as it ... (look) through now. 6. Turn to the left. The road ... (repair) right now.

**13. Use Past Continuous Passive:**

1. When I entered the kitchen, my favourite dish ... (cook). 2. When we came, the articles ... (publish). 3. When I telephoned, Ann told me that the article ... (translate). 4. The pupils ...still (examine) at 3 o'clock. 5. We couldn't visit the cathedral that time as it ... (restore). 6. When she came home, she saw those new hospitals ... (build) in the city.

**14. Use Modal verbs with Passive Infinitive:**

1. The test should... (do) later. 2. The rooms must ... (clean) every day. 3. This question ought to... (discuss) at the meeting. 4. Such interesting

books can ... (devour) at once. 5. The work must ... (do) on time. 6. The pets must ... (feed) every day.

**15. Express the same using Passive:**

1. We learn English proverbs every week. 2. They must translate the speech when the time comes. 3. Somebody will bring a beautiful candlestick. 4. These criminals robbed banks last year. 5. My father is repairing his bike in the garage. 6. You should visit your Granny. 7. She wrote a nice children's book. 8. We listen to our teacher's tales every day. 9. The workers have to transport the boxes. 10. I was reading a nice book when my mum came.

**16. Find mistakes and correct them.**

*Model: This work will be done tomorrow.-St. Petersburg was found in 1703.*

1. The restaurant we were invited was quite far away. 2. The problem has being studied for three years, but they haven't got any results. 3. The book will have been published by the end of the year. 4. The house had to paint. 5. We were announced the results of the contest by the head of the jury. 6. I haven't been said about the meeting. 7. His face was covered with scratches. He had been fighting again. 8. The letter has to be signed immediately. 9. She was looked with interest when she said it. 10. Don't come in. The room is been aired. 11. Children mustn't be let play with matches. 12. We weren't dictated the home task, it was written on the blackboard. 13. What is the ring made of? 14. You'll have to wait. Your article is editing. 15. Were you offered the new book by the librarian? 16. Has the accident been told you about?

**17. Turn the following active constructions into passive. Give two passive constructions where possible.**

1. She wears such clothes only on special occasions. 2. Someone has already told him about it. 3. People are spending so much money nowadays! 4. They will open the exhibition at the end of the month. 5. Who wrote it? 6. The idea didn't interest me. 7. They are still checking the data. 8. Will they look after the baby well enough? 9. They gave him the keys to his room. 10. He will surely make you do your morning exercises. 11. They are looking for the missing children everywhere. 12. Have you paid for the tickets yet? 13. I promise that they will have prepared everything by the time you arrive. 14. He explained the problem to me and asked for advice. 15. Nobody will pay attention to him if he comes without his wife.

**18. Turn the following active constructions into passive.**

1. They should plant more trees along this road. 2. You might have done everything long ago. 3. I can do it quite easily. 4. We must look into the matter. 5. She'll have to repair the house. 6. They must have changed the timetable again. 7. The committee is going to discuss the problem tomorrow. 8. He should have warned us about it. 9. They can't build the theatre so quickly. 10. We had to take the child to hospital at once. 11. You may leave your hats and coats in the cloakroom. 12. The hairdresser is going to cut and style Ann's hair.

**19. Translate into English.**

1. Ее не видели в университете на этой неделе. Она болеет? 2. Мне задали несколько вопросов, которые показались мне достаточно сложными. 3. Не понимаю, почему об этом художнике так много говорят. 4. Когда вам продиктовали это задание? 5. Нам не объяснили, как пройти к метро, поэтому мы заблудились. 6. Его спросили, когда будет получена посылка. 7. У него было такое чувство, что за ним кто-то идет. 8. Надо посмотреть правописание этого слова в словаре. 9. Школу построят к концу месяца? 10. Это письмо везде искали, но так нигде и не нашли. 11. Они не последовали совету, который им дали. 12. Больного пришлось немедленно оперировать. 13. Чью статью сейчас обсуждают?

## ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**The Passive Voice**

Грамматический феномен, по-английски называемый Passive Voice, на русский переводится как пассивный залог или страдательный залог.

В английском языке залог указывает на то, выполняет ли подлежащее действие самостоятельно (активный / действительный залог), или действие совершается над ним (пассивный / страдательный залог). Таким образом, есть два залога:

- Active Voice
- Passive Voice

Если подлежащее обозначает лицо или предмет, совершающий действие, то сказуемое употребляется в форме действительного залога.

*My boss gave me a bonus.* – Начальник выдал мне премию (начальник сам выдал).

*The hurricane ruined his house.* Ураган разрушил его дом (ураган сам разрушил).

Если подлежащее обозначает лицо или предмет, подвергающийся действию со стороны другого лица или предмета, сказуемое употребляется в форме страдательного залога.

*I was given a bonus. – Мне дали премию*

*His house was ruined. – Его дом был разрушен.*

Существует мнение, что следует избегать употребления страдательного залога особенно в письменной речи, чтобы не усложнять высказывание. Это действительно так: не нужно употреблять страдательный залог там, где можно употребить действительный. Когда стоит употреблять пассивный залог? Есть несколько случаев:

Лицо / предмет, совершающее действие, неизвестно.

*Our house was broken into last week. – Наш дом ограбили на прошлой неделе.*

Лицо / предмет, совершающее действие, не важен.

*The job will be finished by Monday. – Работа будет закончена к понедельнику.*

Лицо / предмет, совершающее действие, очевиден из контекста.

*My brother was fined for driving without license. – Моего брата оштрафовали за вождение без прав.*

Когда мы заинтересованы в действии, а не в деятеле (в новостях, инструкциях, заголовках, объявлениях).

The international exhibition of sport equipment will be held next month.  
– Международная выставка спортивного оборудования будет проведена в следующем месяце.

Для описания процесса приготовления, инструкция проведения исследований и пр.

*Water is heated and added to the mixture. – Вода нагревается и добавляется к смеси.*

В официальных объявлениях, в научных докладах.

*Much research has been conducted on this topic. – Множество исследований было проведено по этой теме.*

#### **Это интересно.**

В составе из 15 букв слове "uncopyrightable" (не охраняемый авторским правом) не одна из них не повторяется. А вот в слове "indivisibility" (единство), гласная буква "i" повторяется шестикратно, и при этом она единственная гласная в слове. "Goddessship" (божественность) – это единственное слово в английском языке с тройной согласной буквой.

## УРОК 21

## 1. The Infinitive

**Fast Food**

Teresa's boyfriend Bernardo is gaining weight. She wanted him to quit eating fast food. He agreed to start eating healthily. A few weeks passed. Teresa expected Bernardo to lose weight, but nothing changed. She noticed that sometimes he would smell like hamburgers. She started to suspect that he had broken his promise to eat well.

One day, she followed him home from work. She saw him pass by McDonalds, but then he stopped walking. He hesitated to go in, but he finally did. After a few minutes, she decided to follow him in. She caught him eating a Big Mac. She attempted to wrestle it from him, but she couldn't manage to get it out of his greasy hands. He tried to push her away, but he accidentally hit her in the face. Naturally, she got angry. He said that he didn't mean to hit her, but she started screaming. They both got kicked out of the restaurant. Now they refuse to speak to each other.

(From: <https://www.englishcurrent.com/grammar/teaching-gerunds-infinitives-activities/>)

**New Words and Word Combinations**

**accidentally** [ˌæksɪˈdentlɪ] – случайно  
**attempt** [əˈtempt] – пытаться, пробовать, делать попытку  
**Big Mac** [bɪg mæk] – Биг-Мак, большой бутерброд в «Мак-Доналдсе»  
**change** [tʃeɪndʒ] – меняться, изменяться  
**fast food** [ˈfɑːstˈfuːd] – быстрое питание, фаст-фуд  
**gain weight** [ˈgeɪnˈweɪt] – набрать вес  
**greasy** [ˈɡriːsɪ] – жирный  
**healthily** [ˈhelθɪli] – полезно для здоровья,  
**hesitate** [ˈhezɪteɪt] – колебаться  
**kick out** [kɪkˈaʊt] – вышвырнуть, выгнать  
**lose weight** [ˈluːzˈweɪt] – худеть, терять в весе  
**naturally** [ˈnætʃ(ə)rəli] – как и следовало ожидать; понятно, естественно  
**pass by** [pɑːsˈbi] – проходить мимо  
**promise** [ˈprɒmɪs] – обещание  
**push away** [pʊʃ əˈweɪ] – отталкивать  
**quit** [kwɪt] – бросать, бросить  
**refuse** [rɪˈfjuːz] – отказывать(-ся)  
**scream** [skriːm] – пронзительно кричать, вопить  
**smell** [smel] – пахнуть

**start** [stɑ:t] – начинать

**suspect** [sə'spekt] – подозревать

**wrestle** ['res(ə)l] – вырвать у кого-л. что-л.

**Task 1. Match the vocabulary with the correct definition and write a-m next to the numbers 1-13.**

1. to stop doing something
2. hot food such as hamburgers that is quick to cook or is already cooked
3. to express oneself as unwilling to accept
4. in a way that is good for the health of a person or living thing
5. to become heavier
6. a hamburger sold by international fast food restaurant chain

McDonald's

7. to try to do something, especially something difficult
  8. to become lighter
  9. to wrest smth. from smb.'s hand
  10. covered with or full of fat or oil
  11. to cry or say something loudly
  12. to force someone to leave a place or organization
  13. to press against (a thing) with force in order to move it away.
- a) fast food
  - b) healthily
  - c) gain weight
  - d) big mac
  - e) attempt
  - f) wrestle
  - g) lose weight
  - h) greasy
  - i) push
  - j) quit
  - k) scream
  - l) refuse
  - m) kick out

**Task 2. Write the best word to complete the sentences.**

1. He showed us a snake and Milly \_\_\_\_\_.
2. \_\_\_\_\_ wasting my time!
3. Later they drove to a \_\_\_\_\_ restaurant
4. Would you like to \_\_\_\_\_ \_\_\_\_\_?

5. On August 22, 2007, McDonald's opened the \_\_\_\_\_ Museum in North Huntingdon, Pennsylvania to celebrate the \_\_\_\_\_'s 40th anniversary.

6. He \_\_\_\_\_ to escape through a window.
7. The policeman \_\_\_\_\_ the knife from the criminal.
8. These French fries are too \_\_\_\_\_.
9. His wife \_\_\_\_\_ him \_\_\_\_\_.
10. I'm lucky really as I never \_\_\_\_\_.
11. She's a strict vegetarian and \_\_\_\_\_ to eat any meat.
12. Can you help me move this table? You \_\_\_\_\_ and I'll pull.
13. Eat \_\_\_\_\_ and take plenty of exercise.

**Task 3. Read the text again and choose the right answer.**

1. Bernardo is Teresa's  
a) brother            b) boyfriend            c) husband
2. Bernardo is  
a) gaining weight    b) keeping to a diet    c) losing weight
3. She noticed that sometimes Bernardo would smell like  
a) hamburgers        b) fried potatoes        c) mint
4. Teresa started to suspect that Bernardo had broken  
a) his arm            b) his favourite cup    c) his promise to eat well
5. Teresa caught her boyfriend eating  
a) French fries        b) pancakes            c) a Big Mac
6. Bernardo tried to push Teresa away, but he accidentally hit  
a) her in the face    b) his leg against the corner of the table  
c) a vase and broke it
7. Now they refuse to  
a) speak to each other    b) dance            c) go out together

**Task 4. Describe your attitude towards fast (junk) food. Remember to answer the following questions:**

1. What is fast food?
2. Is it healthy?
3. Why should we not eat fast food?
4. Do you like it? If yes what's your favourite fast food?
5. How often do you eat it?

**Task 5. Describe something you do to keep healthy. Use the following questions as a plan.**

What activity is it?

When do you do it?  
 How often do you do it?  
 Why is it a good way to look after your health?

#### УПРАЖНЕНИЯ

##### 1. Put in "to" where it is necessary.

1. I've decided ... (start) a new project. 2. She is trying ... (learn) Italian.  
 3. (Can you ... (lend) me your dictionary, please? 4. Mother forgot ... (book) the tickets.  
 5. You shouldn't ... (argue) with your father. 6. Henry promised ... (help) her.  
 7. This old photograph made me ... (cry). 8. I really hope ... (get) an interesting job soon.  
 9. You must ... (pay) for the service. 10. Let me ... (introduce) myself.

##### 2. Put the sentences in order.

1. pianist / my / to /wants /a / great /son /become. 2. let / car /doesn't / drive / his /Robin /me 3.to /early / I /up /need/wake /tomorrow. 4. the / turn /iron / Sam /forgot /off / to 5. hat / sleep / me /boring /made / film.

##### 3. State the function of the Infinitive in the sentence.

1. To find clothes to your taste is a difficult thing nowadays. 2. She likes to wear beautiful outfits.  
 3. His intention was to become a designer. 4. She can choose fitting and fashionable clothes.  
 5. She is pleased to be wearing such comfortable shoes. 6. She is said to look very stylish.  
 7. I am sorry not to have ironed your suit. 8. It seems to fit you very much. 9. There is not a dress to be fascinated with.  
 10. Such jacket is said to be out of fashion already. 11. To wear pencil skirts is not in my character.

##### 4. Find possible mistakes and correct them.

1. The teacher made John to apologize. 2. What are you planning to eat for lunch?  
 3. That old car may not to cost much. 4. I don't want wait any longer. 5. My father promised buy new shoes for me.  
 6. I would like to try this shirt on. 7. We must to hurry up. 8. Mark was unable to do anything else.  
 9. They couldn't to fall asleep till midnight. 10. Sheila refused delete files and folders about cooking.  
 11. It takes time learn a new language. 12. It is difficult understanding him. 13. Paris is always worth to travel to. 14. How old were you when you learnt drive?  
 15. I pretended to been interested in the conversation. 16. What do you advise me to do?  
 17. Parents teach children say please and thank you. 18. She was very nervous flying for the first time.

**5. Write sentences with infinitives in the function of part of predicative using the given words. Add some explanation and translate your sentences into your mother tongue. Follow the example.**

*E.g.: film /interesting / to see – This film is interesting to see if you like travel films.*

1. the book / not easy / to find / unless. 2. historical novels / useful / to read. 3. such complicated stories / not easy / to retell/ no plot. 4. the story / not difficult / to read / original. 5. the expedition / easy / to organize. 6. the puppy / pleasant / to look at. 7. our history teacher / hard / to please. 8. the dean of our department / pleasant / to talk to. 9. the room / not comfortable / to live in. 10. the car/dangerous / to drive / too old. 11. the cottage /easy / to build / large blocks.12. the essay/hard / to write / difficult topic. 13. Peter/ impossible / to talk to / impolite. 14. the dictionary / possible / to find / on sale. 15. the child / easy / to influence / gullible.

**6. Rephrase the following sentences as in the example.**

*E.g.: We must speak in a low voice. We don't want to wake him up. – We must speak in a low voice not to wake him up.*

1. It's very cold. We can't bathe. 2. The boy is very young. He can't have a front-door key. 3. It was very dark. We couldn't see the car. 4. I sent him out of the room. I wanted to discuss his progress with the headmaster. 5. He sent his children to his sister's house. He wanted to have some peace. 6. You mustn't let the baby play with my glasses. He may break them. 7. We must take our gloves. We don't want to get frozen.

**7. Transform the sentences into the sentences with the for-to-Infinitive Construction.**

1. She was anxious that her dress should be made in time. 2. We are waiting when Ann finishes trying on different clothes. 3. I bought some accessories that you can put on with your outgoing suit. 4. The skirt and the blouse are so bright that I can't put them on at the exam. 5. They are waiting until the fashion-show begins. 6. Here are the hat and scarf that you must wear. 7. These boots are very old; you can't wear them.

**8. Complete the sentences.**

1. The main thing for ... is... 2. It's too warm outside for ... 3. It's too serious a meeting for .... 4. She was anxious for ... 5. It was strange for... 6. The best thing for... 7. This skirt is too loose for ... .8. She rearranged the ribbons for ...

9. It's very queer for ... 10. There's nothing here for ... 11. Here is the fabrics;  
it was left here for ... 12. The jeans were too tight for ...

**9. Use the correct form of the verb in brackets:**

1. You ... (can/have) to sing this song. 2. Don't ... (allow/make) her to marry Mike. 3. Mother ... (asked/let) him to explain his words. 4. Jill ... (persuaded/made) me to play a joke on Tom. 5. We ... (saw/offered) him steal the wallet. 6. Did you ... (agree/hear) her shout at me? 7. I couldn't ... (see/convince) her to leave early. 8. Stormy weather... (caused/must) the airline to cancel out flight. 9. Tony ... (should/seems) to know a lot about global warming. 10. The nurse ... (saw/asked) the children to roll up their sleeves. 11. Are you sure I can't (convince / make) you to come with us? 12. Evan's friends (made /persuaded) him to jump into the pool. 13. Mum, will you let me go to the party? – Elli asked her mum (to let / let) her go to the party. 14. She felt unable (to speak /speaking) to her father after the divorce. 15. I am always ready (to eat /to do) blueberry pie with whipped cream. 16. Would you like (to have /having) dinner with us on Friday? 17. He locked the door (to keep / to take) everyone out. 18. They decided (to start / starting) a business together. 19. Were you surprised (to see / seeing) her again so soon? 20.The question is easy (to answer / to speak).

**10. Define the forms of the Infinitive (Passive or Active; Indefinite, Continuous, Perfect or Perfect Continuous) in the following sentences.**

1. I want to see your design. 2. It can be done. 3. The mistake must be found. 4. We knew him to be working in the room. 5. They are likely to be being served now. 6. I remember to have seen her somewhere. 7. We thought the mistake to have been found. 8. He must have been working all night. 9. She appeared to have been leading a very busy life before. 10. It's nice to be sitting here with you. 11. It's good to have finished work for the day. 12. I'm sorry not to have come on Friday. 13. I appear to have made a small mistake. 14. I didn't expect to be invited. 15. There is a lot of work to do. 16. There is a lot of work to be done.

**11. Translate the sentences. Pay attention to the use of Perfect Infinitive.**

1. The child was sorry to have forgotten to feed the dog. 2. I am glad to have met you. 3. I am sorry to have kept you waiting. 4. He remembered to have seen her at the party. 5. She was disappointed not to have passed the exam. 6. You must have left your book at the university. 7. She must have left the town. 8. The student must have finished writing the essay. 9. He must

have forgotten to warn them. 10. I must have seen you before. Your face seems familiar to me. 11. You should have left a message for her. 12. She shouldn't have taken the child to the cinema. 13. He should have worked harder. 14. I shouldn't have eaten too much. 15. We shouldn't have spent so much money. 16. Probably they have solved the problem. 17. Probably you left your umbrella in the bus. 18. Probably Helen forgot to call him. 19. Evidently mother took my key by mistake. 20. Evidently they took the wrong turning.

**12. Translate the sentences. Pay attention to the use of Continuous and Perfect Continuous Infinitive.**

1. She is glad to be skating on such a nice day. 2. She was sure to be going in the wrong direction. 3. The children were glad to have been walking for so long. 4. Grandmother must be sleeping. 5. They must be walking in the park now. 6. Probably children are playing in the garden. 7. It is certain that she is waiting for you at home. 8. Of course, they are having a good time. 9. I am sure that she has been working at this hospital for many years. 10. I hear the children's voices. Evidently they are reading aloud.

**13. Find Active and Passive Infinitive. Translate the sentences.**

1. To play chess was his greatest pleasure. 2. The child did not like to be washed. 3. We like to be praised and don't like to be scolded. 4. Which is more pleasant: to give presents or to be given presents? 5. He was glad to be driven home in a car.

**14. Find Active and Passive Infinitive.**

1. Children were happy to have been brought home. 2. Jane remembered to have been told a lot about the place. 3. The boys were delighted to have been brought to the circus. 4. He was happy to have been praised by everybody. 5. She was excited to have been taken to the cinema.

**15. Open the in brackets, using Active and Passive Infinitive.**

1. She pretended that she didn't want (to dance). 2. He is always glad (to talk) about his hobby. 3. She smiled and waved her hand. She seemed (to recognize) me. 4. The children liked (to tell) fairy tales. 5. The dog was happy (to take) out.

**16. Choose Active or Passive Infinitive.**

1. He was heard (repeat) it several times. 2. Didn't you hear me (speak)? 3. He thinks you saw him (do) it and so determines (put) you out of the way.

4. I've never heard you (talk) so much before. 5. He felt the stranger's hand (move) noiselessly towards the weapon. 6. What on earth is it I'm supposed (see)? 7. She was still supposed (rest) in the afternoon. 8. He was at the receiver waiting (some number, give) him. 9. Mrs. C waits (photograph, appear). 10. The big sofa in the sitting-room used (cover) with red leather.

**17. Change the following active sentences into the Passive.**

1. She is going to learn a lesson. 2. The home ministry is going to reward the boy. 3. They are going to finish the job today itself. 4. She ought to find a solution. 5. You will have to accept my conditions. 6. She needs to buy some new clothes.

18. Use the passive form of the Infinitive to complete the sentences.

1. Don't pretend (frighten). 2. Do you expect (elect for the 2-d term)? 3. It is of no use (he, tell the truth). 4. It was much better (she, leave alone). 5. I shall put the book here (it, not forget). 6. The story was too fantastic (believe). 7. They sent a wire (she, meet at the station). 8. She spoke loud enough (everybody, hear). 9. It will be only natural (we, invite earlier). 10. The question was too unexpected (answer at once).

**19. Translate into English.**

1. Она обещала прочитать мое письмо сегодня. 2. Он наконец-то закончил читать эту книгу! 3. Вместо этого они решили пойти в кино. 4. Я предлагаю оплатить чеком, это безопаснее, чем наличными. 5. Я хотел бы пойти на в кино с тобой. 6. Мы не любим ждать. 7. Я не хочу уходить. 8. Она предложила помочь. 9. Они не могут позволить себе купить новую машину в этом году. 10. Наконец я смог закончить работу. 11. Она пыталась достать книгу с высокой полки, но была слишком маленького роста. 12. Преподаватель ожидал, что этот студент будет усердно учиться. 13. Он научился кататься на коньках в возрасте 8 лет. 14. Ты знаешь что делать, если в магазине будет пожар? 15. Найти хороших друзей не просто. 16. Было приятно гулять в лесу в такой жаркий день. 17. Он достаточно хорошо знает английский язык, чтобы перевести эту статью. 18. Первое, что надо сделать, – это выписать новые слова из текста. 19. Никогда не поздно признать свою ошибку. 20. Я чувствую себя слишком плохо, чтобы поехать с вами за город.

## ГРАММАТИЧЕСКИЕ ПОЯСНЕНИЯ

**The Infinitive**

У английского глагола есть две формы – личная и неличная. Всего английский язык насчитывает три неличные формы глагола: инфинитив, герундий и причастие.

Инфинитивом называют неопределенную форму глагола. Эта форма выражает действие, но не показывает лицо или число. Инфинитив отвечает на вопросы "что делать?", "что сделать?": to run – бежать/прибежать, to cook – готовить/приготовить. В предложении инфинитив может использоваться с частицей to и без нее.

Инфинитив может свободно "путешествовать" по предложению. Обычно он выполняет роль:

*Подлежащего*

To walk alone late at night is very dangerous. – Гулять в одиночку поздно вечером очень опасно.

*Части сказуемого*

My decision is to stay here for a couple of days. – Мое решение – остаться здесь на пару дней.

*Дополнения*

Many people hate to lose. – Многие люди ненавидят проигрывать.

*Определения*

She was the best to solve this problem. – Она лучше всех решила эту задачу.

*Обстоятельства*

You can break this model. It was made to be tested. – Можешь ломать эту модель. Она была сделана для тестирования.

**Формы инфинитива в английском языке**

В английском языке у инфинитива есть ни много ни мало четыре формы: простая (simple), длительная (continuous), перфектная (perfect), перфектная длительная (perfect continuous). Они могут существовать в действительном (active) и страдательном залогах (passive).

Посмотрим на таблицу, в которой представлен глагол to ask (спрашивать) в разных формах.

Infinitive	Simple	Continuous	Perfect	Perfect Continuous
Active	to ask	to be asking	to have asked	to have been asking
Passive	to be asked	to be being asked	to have been asked	to have been being asked

Давайте узнаем подробнее о самих формах и случаях их употребления:

**Simple Infinitive** – простой инфинитив. Это та форма, которую мы привыкли видеть в словаре. Обычно она используется для обозначения действия в настоящем или будущем времени.

I am really glad to see you again. – Я очень рад увидеть тебя снова.

This work should be done immediately. – Эту работу следует сделать немедленно.

**Continuous Infinitive** – длительный инфинитив

Длительный инфинитив указывает на продолжительное действие. Этот инфинитив так же, как и простой, обозначает действие в настоящем или будущем времени.

He must be still reading a magazine. – Наверное, он все еще читает журнал.

Обратите внимание, что по классическим правилам между частицей *to* и инфинитивом не ставятся другие слова. Но в современном разговорном языке между ними может появиться наречие. Такое построение предложения не считается ошибкой, но в формальном английском лучше избегать разделения инфинитива.

**Perfect Infinitive** – перфектный инфинитив

Перфектный инфинитив называет действие, которое произошло раньше указанного в предложении момента речи или раньше другого действия.

I am sorry to have told him this secret. – Мне жаль, что я рассказал ему этот секрет.

There is a drawing on the table. This sketch must have been made by George. – На столе лежит рисунок. Этот набросок, должно быть, был сделан Джорджем.

**Perfect Continuous Infinitive** – перфектный длительный инфинитив

Этот инфинитив показывает действие, которое длится до определенного момента или другого действия в настоящем.

He is dissatisfied to have been living here for five years. – Он очень недоволен тем, что живет здесь пять лет.

## Часть 3. Дополнительное чтение

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### ADDITIONAL READING

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#### THE USA

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##### FAST FACTS

<b>OFFICIAL NAME:</b> United States of America
<b>FORM OF GOVERNMENT:</b> Constitution-based federal republic
<b>CAPITAL:</b> Washington, D.C.
<b>POPULATION:</b> 329,256,465
<b>LANGUAGES:</b> English, Spanish (no official national language)
<b>MONEY:</b> U.S. dollar
<b>AREA:</b> 3,794,083 square miles (9,826,630 square kilometers)
<b>MAJOR MOUNTAIN RANGES:</b> Rocky Mountains, Appalachian Mountains
<b>MAJOR RIVERS:</b> Mississippi, Missouri, Colorado
<b>HIGHEST POINT:</b> Denali (also called Mount McKinley) at 20,335 feet (6,198 m)
<b>LOWEST POINT:</b> Death Valley at -282 feet (-86 m)

The United States of America is the third largest country in the world based on population and land area. The United States also has the world's largest economy and is one of the most influential nations in the world.

##### *Government of the United States*

The U.S. government is a representative democracy with two legislative bodies. These bodies are the Senate and House of Representatives. The Senate consists of 100 seats with two representatives from each of the 50 states. The House of Representatives consists of 435 seats and are elected by the people from the 50 states. The executive branch consists of the President who is also the head of government and chief of state.

The U.S. also has a judicial branch of government that is made up of the Supreme Court, the U.S. Court of Appeals, U.S. District Courts and State and County Courts. The U.S. is comprised of 50 states and one district (Washington D.C.).

##### *Economics and Land Use in the United States*

The U.S. has the largest and most technologically advanced economy in the world. It mainly consists of the industrial and service sectors. The main industries include petroleum, steel, motor vehicles, aerospace,

telecommunications, chemicals, electronics, food processing, consumer goods, lumber, and mining. Agricultural production, though only a small part of the economy, includes wheat, corn, other grains, fruits, vegetables, cotton, beef, pork, poultry, dairy products, fish and forest products.

*Geography and Climate of the United States*

The U.S. borders both the North Atlantic and North Pacific Oceans and is bordered by Canada and Mexico. It is the third largest country in the world by area and has a varied topography. The eastern regions consist of hills and low mountains while the central interior is a vast plain (called the Great Plains region) and the west has high rugged mountain ranges (some of which are volcanic in the Pacific Northwest). Alaska also features rugged mountains as well as river valleys. Hawaii's landscape varies but is dominated by volcanic topography.

Like its topography, the climate of the U.S. also varies depending on location. It is considered mostly temperate but is tropical in Hawaii and Florida, arctic in Alaska, semiarid in the plains west of the Mississippi River and arid in the Great Basin of the southwest.

*(Abridged from <https://www.thoughtco.com/geography-the-united-states-of-america-1435745>)*

### Names

the United States of America (*мж.* the USA, the U.S.)  
 [ju:ˈnaɪtɪdˈsteɪtsəvəˈmerɪkə] *геогр.* – Соединенные Штаты Америки  
 the Senate [ˈsenɪt] – Сенат  
 the House of Representatives [,reprɪˈzentətɪvz] – палата представителей  
 the President [ˈprezɪd(ə)nt] – президент  
 the Supreme Court [s(j)u:ˈpri:mˈkɔ:t] – Верховный суд  
 the U.S. Court of Appeals [əˈpi:l] – Апелляционный суд  
 the U.S. District Courts – федеральный районный суд (федеральный суд первой инстанции в США)  
 State Court – суд штата  
 County Court [ˈkaʊnti] – окружной суд  
 Washington D.C. [ˈwɒʃɪŋtən] *геогр.* – Вашингтон  
 the Atlantic Ocean [ətˈlæntɪkˈeɪʃ(ə)n] *геогр.* – Атлантический океан  
 the Pacific Ocean [pəˈsɪfɪkˈeɪʃ(ə)n] *геогр.* – Тихий океан  
 Canada [ˈkænədə] *геогр.* – Канада  
 Mexico [ˈmeksɪkəʊ] *геогр.* – Мексика  
 the Great Plains region *геогр.* – плато Великие равнины  
 the Pacific Northwest *геогр.* – северо-запад Тихого океана  
 Alaska [æˈlæskə] *геогр.* – Аляска  
 Hawaii [həˈwaɪ] *геогр.* – Гавайи  
 Florida [ˈflɒrɪdə] *геогр.* – Флорида  
 the Mississippi River *геогр.* – река Миссисипи  
 the Great Basin [ˈbeɪs(ə)n] *геогр.* – Большой Бассейн (нагорье; США)

### Washington, D.C.

Washington, D.C. is the capital city of the United States. It is not a state or in a state. The President of the United States and many major national government offices are in the city. Thus, it is the political center of the United States.

Washington was named after the first U.S. President, George Washington. The "D.C." stands for "District of Columbia", a special area created that is not a state. At first, it was made up of a piece from Virginia south of the Potomac River and a piece from Maryland north of the Potomac River. In 1847, Virginia's piece was returned to it, and is now Arlington County and part of the city of Alexandria. Since 1847, all of Washington D.C. is on the north side of the Potomac River. Washington, D.C. used to have other small towns that used "D.C.". These include Georgetown, D.C. and Alexandria, D.C.

Since 1800, Washington D.C. is the home of all three branches of the U.S. government: Congress, the President, and the Supreme Court. All of the major political parties are based here. It is also the home of the World Bank, the International Monetary Fund (IMF), and the Organization of American States (OAS). Because it is the home of the President and is important to American politics, many groups hold large demonstrations and protests. These are often on the National Mall, a large open park that has many monuments and museums. Washington D.C.'s many museums and monuments make it a popular place for tourists to visit.

Washington D.C. is called many things by many different people. It can be called D.C., The District of Columbia, The District, or sometimes just Washington. This can be confusing because there is also a U.S. state called Washington. To help with the confusion, sometimes the state of Washington is called "Washington State".

*(From: [https://kids.kiddle.co/Washington,\\_D.C.](https://kids.kiddle.co/Washington,_D.C.))*

#### Names

the Potomac River [pə'təʊmæk 'rɪvə] *эсозр.* – река Потомак  
 the International Monetary Fund (IMF) [ɪntə'næʃnəl 'mʌnɪtəri fʌnd] –  
 Международный валютный фонд (МВФ)  
 the Organization of American States (OAS) – Организация американских  
 государств  
 the National Mall [ 'næʃnəl mɔ:l] – Национальная Аллея

## THE UK

**FAST FACTS**

<b>OFFICIAL NAME:</b> United Kingdom of Great Britain and Northern Ireland
<b>FORM OF GOVERNMENT:</b> Constitutional monarchy with parliamentary government
<b>CAPITAL:</b> London
<b>FLAG:</b> known as the Union Flag, or Union Jack
<b>POPULATION:</b> 63,742,977
<b>ETHNIC GROUPS:</b> English 81.5%, Scottish 9.6%, Irish 2.4%, Welsh 1.9 %, Ulster 1.8%, West Indian, Indian, Pakistani, and other 2.8%
<b>LANGUAGES:</b> English, Wales (about 26 % of the population of Wales), Scottish form of Gallic (about 60,000 in Scotland)
<b>OFFICIAL LANGUAGE:</b> English
<b>MONEY:</b> Pound sterling
<b>AREA:</b> 244,820 square miles (242,514 square kilometers)
<b>MAJOR RIVERS:</b> Thames, Severn, Tyne

The United Kingdom of Great Britain and Northern Ireland (the UK) occupies the territory of the British Isles. It consists of four main countries which are: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast.

The United Kingdom of Great Britain and Northern Ireland is the official name of the state which is sometimes referred to as Great Britain or Britain (after its major isle), England (after its major historic part) or the British Isles.

The UK is an island state: it is composed of some 5,500 islands, large and small. The two main islands are: Great Britain (in which are England, Wales and Scotland) to the east and Ireland (in which are Northern Ireland and the independent Irish Republic) to the west. They are separated by the Irish Sea.

The UK is one of the world's smaller countries (it is twice smaller than France or Spain), with an area of some 244,100 square kilometres. The UK is situated off the northwest coast of Europe between the Atlantic Ocean on the north and northwest and the North Sea on the east and is separated from the European continent by the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais).

The population of the United Kingdom is over 63 million people. There are fourteen other countries in the world with more people.

English is not the only language which people use in the UK. English is the official language. But some people speak Scottish in Western Scotland, Welsh – in parts of northern and central Wales, and Irish in Northern Ireland.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St. George, the patron

saint of England. The white diagonal cross is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland.

(From <http://www.England-history.org/2012/10/the-united-kingdom-of-great-britain-and-northern-ireland/>)

### Names

The United Kingdom of Great Britain and Northern Ireland (the UK)  
 [ju:ˈnaɪtɪdˈkɪŋdəm(əvˈgreɪtˈbrɪtnəndˈnɔ:ð(ə)nˈaɪələnd)] *геогр.* – Соединенное Королевство Великобритании и Северной Ирландии  
 the British Isles [ˈbrɪtɪʃˈaɪlz] *геогр.* – Британские острова  
 England [ˈɪŋɡlənd] *геогр.* Англия – Англия  
 Scotland [ˈskɒtlənd] *геогр.* – Шотландия  
 Wales [weɪlz] *геогр.* – Уэльс  
 Northern Ireland [ˈnɔ:ð(ə)nˈaɪələnd] *геогр.* – Северная Ирландия  
 London [ˈlʌndən] *геогр.* – Лондон  
 Edinburgh [ˈedɪnb(ə)rə] *геогр.* – Эдинбург  
 Cardiff [ˈkɑ:dɪf] *геогр.* – Кардифф  
 Belfast [ˈbelfɑ:st] *геогр.* – Белфаст  
 the Irish Republic – Ирландская республика  
 the Irish Sea [ˈaɪ(ə)rɪʃi:] *геогр.* – Ирландское море  
 France [frɑ:ns] *геогр.* – Франция  
 Spain [speɪn] *геогр.* – Испания  
 Europe [ˈju(ə)rəp] *геогр.* – Европа  
 the Atlantic Ocean [ətˈlæntɪkˈəʊ(ə)n] *геогр.* – Атлантический океан  
 the North Sea [ˈnɔ:θˈsi:] *геогр.* – Северное море  
 the English Channel [ˈɪŋɡlɪʃˈtʃænl] *геогр.* (La Manche [laːˈmɑ:nʃ] *геогр.*) – Английский канал (Ла-Манш)  
 the Strait of Dover [ˈstreɪtəvˈdəʊvə] (Pas de Calais [paːdəkæˈleɪ]) – Дуврский пролив (принятое в Великобритании название пролива Па-де-Кале)  
 Scottish [ˈskɒtɪʃ] – шотландский  
 Welsh [welʃ] – валлийский  
 Irish [ˈaɪ(ə)rɪʃ] – ирландский  
 the Union Jack [ˌju:niənˈdʒæk] *разг.* – «Юнион Джек» (государственный флаг Великобритании)  
 St. George [seɪnt dʒɔ:dʒ] – святой Георгий  
 St. Andrew [seɪnt ˈændru:] – святой Андрей  
 St. Patrick [seɪnt ˈpætrɪk] – святой Патрик

### London

London is a big city in the South-East of England, on the River Thames. It is the capital of England and the United Kingdom. It has a population of about eight million people and is the largest city in The United Kingdom. It is also the largest city in Europe.

London was founded by the Romans over 2000 years ago and was called Londinium which was later shortened to London. For many years, London was a small city and people lived inside the walls that were built by the Romans. This area is still called the City of London. Around the city there were many villages. Gradually, as more and more people came to live there, the villages joined together into one massive city which is now called London or Greater London.

Most people in London are English. However, London also has many people, who come from many different countries, speaking different languages and with different religions and cultures. There are also many professional people from different countries who stay in London on business. Many people also visit London as tourists, to see the famous sights of London which include palaces, churches and museums.

*(From: <http://dreamreader.net/lesson/london/>)*

### **Names**

London ['lʌn.dən] *geozp.* – г. Лондон

the River Thames ['rɪvə temz] *geozp.* – река Темза

England ['ɪŋ.glənd] *geozp.* – Англия

the City of London ['sɪtɪ ɒv 'lʌndən] *geozp.* – лондонский Сити

## CANADA

**FAST FACTS**

<b>Official name:</b> Canada
<b>Land area:</b> 3,511,003 sq mi (9,093,507 sq km)
<b>Total area:</b> 3,855,102 sq mi (9,984,670 sq km)
<b>Prime Minister:</b> Justin Trudeau (Since 2015)
<b>Governor-General:</b> Julie Payette (Since 2017)
<b>Sovereign:</b> Queen Elizabeth II (Since 1952)
<b>Capital:</b> Ottawa, Ontario, 1.208 million (2011 est.)
<b>Currency:</b> Canadian Dollar
<b>Population:</b> 36,290,000 (2016 est.)
<b>Nationality/Demonym:</b> Canadian
<b>Languages:</b> English (official) 58.7%, French (official) 22%, Punjabi 1.4%, Italian 1.3%, Spanish 1.3%, German 1.3%, Cantonese 1.2%, Tagalog 1.2%, Arabic 1.1%, other 10.5% (2011 est.)

Canada, the second largest country in the world, occupies most of the northern part of North America, covering the vast land area from the United States in the south to the Arctic Circle in the north. It is a country of enormous distances and rich natural resources.

Canada is bordered by Alaska (USA) in the west, and by 12 US states of the continental United States in the south, the country shares maritime borders with Greenland (an autonomous territory of Denmark) and Saint Pierre and Miquelon, an island which belongs to France.

Canada's landscape offers a wide range of natural sceneries and is divided into multiple geographical regions. The Canadian Shield, which is the largest geographical area, encompasses half the country and centers on Hudson Bay. The southeastern region of Canada is dominated by lowlands, bordered by the Great Lakes: Lake Michigan, Lake Superior, Lake Erie, and Lake Ontario.

The country occupies an area of 9,984,670 km<sup>2</sup>, making it the largest country in the Western Hemisphere. Compared it is slightly larger than the US, or 18 times the size of France.

36.3 million people (in 2017) live in the country, this is about 10% of the population of neighboring USA. Capital city is Ottawa, largest city is Toronto, spoken languages are English and French.

Long time part of colonial North America, Canada became a self-governing colony in the mid-19th century (1867) while retaining ties to the British crown.

Canada's political system is a federal parliamentary representative democracy with a formal constitutional monarchy. Chief of State is the British

monarch (Queen Elizabeth II) represented by the Governor General, who is appointed by the monarch. Theoretically, the executive power lies with the monarch, but in practice, the monarch and his representative are apolitical and predominantly perform ceremonial functions. Head of Government is the Canadian Prime Minister (Justin Trudeau). The Parliament of Canada consists of three parts, the sovereign, represented by the Governor-General of Canada, the Senate (Upper House), and the House of Commons.

(From <https://www.nationsonline.org/oneworld/canada.htm>)

### Names

Canada [ˈkænədə] *геогр.* – Канада  
 North America [ˈnɔːθəˈmerɪkə] *геогр.* – Северная Америка  
 the Arctic Circle [ˌɑːktɪkˈsɜːkl] *геогр.* – Северный полярный круг  
 Alaska [əˈlæskə] *геогр.* – Аляска  
 Greenland [ˈɡriːnlənd] *геогр.* – о-в Гренландия  
 Denmark [ˈdenmɑːk] *геогр.* – Дания  
 Saint Pierre and Miquelon [s(ə)n(t)ˈpi(ə)rændˈmiːkələn] *геогр.* – Сен-Пьер и Микелон (заморская территория Франции в Атлантическом океане)  
 the Canadian Shield [kəˈneɪdɪənˈʃiːld] *геогр.* – Канадский щит (плато)  
 Hudson Bay [ˈhʌds(ə)nˈbeɪ] *геогр.* – Гудзонов залив  
 the Great Lakes *геогр.* – Великие озера  
 Lake Michigan [ˈmɪʃɪɡən] *геогр.* – озеро Мичиган  
 Lake Superior [s(j)uːˈpi(ə)rɪə] *геогр.* – озеро Верхнее  
 Lake Erie [ˈɪ(ə)rɪ] *геогр.* – озеро Эри  
 Lake Ontario [lənˈte(ə)nɪəʊ] *геогр.* – озеро Онтарио  
 Ottawa [ˈɒtəwə] *геогр.* – Оттава  
 Western Hemisphere [ˈhemɪsfɪə] *геогр.* – западное полушарие  
 Queen Elizabeth II [ˈiːlɪzəbɛθ] – королева Елизавета II  
 Governor General [ˈɡʌv(ə)nəl] – генерал-губернатор  
 Prime Minister [ˌpraɪmˈmɪnɪstə] – премьер-министр  
 Justin Trudeau [truːˈdɒʊ] – Джастин (Жюстен) Трюдо ( канадский политик, премьер-министр Канады с 4 ноября 2015 года, )  
 the Upper House [ˌʌpəˈhaʊs] – верхняя палата  
 the House of Commons – палата общин (нижняя палата парламента)

### Ottawa, the Capital City of Canada

Ottawa, in the province of Ontario, is the capital of Canada. This picturesque and safe city is the fourth largest city in the country, with a population of 883,391 as of the 2011 Canadian census. It's on the eastern border of Ontario, just across the Ottawa River from Gatineau, Quebec.

Ottawa is cosmopolitan, with museums, galleries, performing arts and festivals, but it still has the feel of a small town and is relatively affordable.

English and French are the main languages spoken, and Ottawa is a diverse, multicultural city, and about 25 percent of its residents are from other countries.

The city has 150 kilometers, or 93 miles, of recreational paths, 850 parks and access to three major waterways. Its iconic Rideau Canal becomes the world's largest naturally frozen skating rink in the winter. Ottawa is a high-technology center and boasts more engineers, scientists and Ph.D. graduates per capita than any other city in Canada. It's a great place to bring up a family and a fascinating city to visit.

In recent years, much of Ottawa has been radically renovated and restructured, to ensure that the city has the grace and style of a province capital. Offering a range of cultural activities, museums and art galleries, Ottawa is famous for its calendar of festivals, which include ice skating along the frozen Rideau Canal each February, a tulip festival in May, and several jazz events in July.

*(Abridged from: <https://www.thoughtco.com/ottawa-canada-capital-city-510676>; <http://www.world-guides.com/north-america/canada/ontario/ottawa/>)*

### **Names**

Gatineau ['gætneɪ] *геозр.* – г. Гатино

Quebec [kwɪ'bek] *геозр.* – провинция Квебек

the Rideau Canal [kə'næɪ] *геозр.* – канал Ридо

## AUSTRALIA

**FAST FACTS**

<b>Name:</b> Commonwealth of Australia <b>Government:</b> Democracy <b>Population:</b> 25 million (2019) <b>Urban Population:</b> 90% <b>Capital:</b> Canberra with 403,000 people (2019) <b>Language:</b> English Currency: 1 Australian Dollar=100 Cents <b>Religion:</b> mainly Christians <b>National Symbols:</b> Golden wattle (flower), opal (gemstone), green and gold (colours)
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Australia is the smallest continent and one of the largest countries on Earth, lying between the Pacific and Indian oceans in the Southern Hemisphere. Australia's capital is Canberra, located in the southeast between the larger and more important economic and cultural centres of Sydney and Melbourne.

The Australian mainland extends from west to east for nearly 2,500 miles (4,000 km) and from Cape York Peninsula in the northeast to Wilsons Promontory in the southeast for nearly 2,000 miles (3,200 km). To the south, Australian jurisdiction extends a further 310 miles (500 km) to the southern extremity of the island of Tasmania, and in the north it extends to the southern shores of Papua New Guinea. Australia is separated from Indonesia to the northwest by the Timor and Arafura seas, from Papua New Guinea to the northeast by the Coral Sea and the Torres Strait, from the Coral Sea Islands Territory by the Great Barrier Reef, from New Zealand to the southeast by the Tasman Sea, and from Antarctica in the far south by the Indian Ocean.

The most striking characteristics of the vast country are its global isolation, its low relief, and the aridity of much of its surface.

Australia's isolation from other continents explains much of the singularity of its plant and animal life. Its unique flora and fauna include hundreds of kinds of eucalyptus trees and the only egg-laying mammals on Earth, the platypus and echidna. Other plants and animals associated with Australia are various acacias and dingoes, kangaroos, koalas, and kookaburras. The Great Barrier Reef, off the east coast of Queensland, is the greatest mass of coral in the world and one of the world's foremost tourist attractions.

Australia has a federal form of government, with a national government for the Commonwealth of Australia and individual state governments. Although the British monarch is Australia's formal head of state, the sovereign's functions are almost entirely formal and decorative and, except when the monarch is in Australia, are exercised by a governor-general who resides in Canberra and by the state governors. Although formally the

governor-general and the governors are appointed by the monarch, they are invariably recommended by the Australian governments. By convention, the prime minister is the country's head of government.

(Abridged from <https://www.britannica.com/place/Australia>)

### Names

Australia [ɔ:'streɪliə] – *геогр.* Австралия  
 the Commonwealth of Australia [ˈkɒmənwelθ ɒv ɔ:'streɪliə] – австралийский Союз  
 Earth [z:θ] – Земля (планета)  
 the Indian ocean [ˈɪndiən ˈəʊʃ(ə)n] – *геогр.* Индийский океан  
 the Southern Hemisphere [ˈsʌðən ˈhemɪsfɪə] – южное полушарие  
 Canberra [ˈkænb(ə)rə] – *геогр.* г. Канберра  
 Sydney [ˈsɪdni] – *геогр.* г. Сидней  
 Melbourne [ˈmelbən] – *геогр.* г. Мельбурн  
 Cape York Peninsula [ˈkeɪp ˈjɔ:kri ˈnɪnsjələ] – *геогр.* полуостров Кейп-Йорк  
 Wilsons Promontory [ˈkeɪp ˈjɔ:kri ˈnɪnsjələ] – *геогр.* полуостров Кейп-Йорк  
 Tasmania [tæzˈmeɪniə] – *геогр.* о-в Тасмания  
 Papua New Guinea [ˈpæpjʊə ˈnju:ˈɡɪni] – *геогр.* Папуа - Новая Гвинея (государство)  
 Indonesia [ˌɪndə(v)ˈni:|zə,-{ɪndə(v)ˈni:}ziə] n – *геогр.* Индонезия  
 the Timor sea [tɪˈmɔ:ˈsi:] – *геогр.* Тиморское море  
 the Arafura sea [ˌɑ:rəˈfu:rəˈsi:] – *геогр.* Арафурское море  
 the Coral Sea [ˈkɒrəlˈsi:] – *геогр.* Коралловое море  
 the Torres Strait [ˈtɔrəs ˈstreɪt] – *геогр.* пролив Торреса  
 the Great Barrier Reef [ˈɡreɪt ˈbæriə ˈri:f] – *геогр.* Большой Барьерный Риф  
 New Zealand [ˈnju:ˈzi:lənd] – *геогр.* Новая Зеландия (государство)  
 the Tasman Sea [ˈtæzmən ˈsi:] *геогр.* – Тасманово море  
 Antarctica [ænˈtɑ:ktɪkə] – *геогр.* Антарктида  
 Queensland [kwɪˈnzlənd] – *геогр.* штат Квинсленд

### Canberra

Canberra is the capital city of Australia and with a population of over 332,000, is Australia's largest inland city. The city is located at the northern end of the Australian Capital Territory, 300 kilometres (190 ) southwest of Sydney, and 650 kilometres (400 mi) north-east of Melbourne.

The site of Canberra was selected for the location of the nation's capital in 1908 as a compromise between Sydney and Melbourne, the two largest cities. It is unusual among Australian cities as an entirely purpose-built, planned city. Following an international contest for the city's design, a design by Chicago architect Walter Burley Griffin was selected and construction commenced in 1913. The city's design was heavily influenced by the garden city movement and incorporates significant areas of natural vegetation that

have earned Canberra the title "bush capital". Although the growth and development of Canberra were hindered by the World Wars and the Great Depression, it emerged as a thriving city after World War II.

As the seat of the government of Australia, Canberra is the site of Parliament House, the High Court of Australia and numerous government departments and agencies. It is also the location of several social and cultural institutions of national significance. The federal government contributes the largest percentage of Gross State Product and is the largest single employer in Canberra (although it is no longer the employer of the majority of working Canberrans, as was once the case). Canberra is also a popular destination for domestic and international tourists.

*(From: <https://australia.fandom.com/wiki/Canberra>)*

## NEW ZEALAND

**FAST FACTS**

<b>OFFICIAL NAME:</b> New Zealand <b>FORM OF GOVERNMENT:</b> Parliamentary democracy <b>CAPITAL:</b> Wellington <b>POPULATION:</b> 4,545,627 <b>OFFICIAL LANGUAGES:</b> English, Maori <b>MONEY:</b> New Zealand dollar <b>AREA:</b> 103,883 square miles (269,055 square kilometers) <b>MAJOR MOUNTAIN RANGES:</b> Southern Alps, Kaikoura Ranges <b>MAJOR RIVERS:</b> Waikato, Clurtha, Rangitaiki, Wanganui
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New Zealand is a remote, mountainous group of islands in the southeastern Pacific Ocean. The two main islands, North and South Islands, are separated by the Cook Strait. Australia, its nearest neighbor, is 1,000 miles (1,600 kilometers) away.

New Zealand has more than 50 volcanoes, some of which are still active today. Sharp snowy peaks, rocky shores, and pastures create a majestic landscape.

The South Island is home to the highest mountain peak in New Zealand, Mount Cook, which rises to 12,316 feet (3,754 meters) and is called "Cloud Piercer" by the Maori people.

New Zealanders, or "Kiwis" as they are called, have been shaped by their isolation. Today, most Kiwis are no longer farmers, with 86 percent of the population living in cities. More people live in the city of Auckland on North Island, than the whole population of South Island.

Because of its remote location, New Zealand is rich in unusual wildlife not seen anywhere else in the world. Nearly all the land animals are birds and many of these species have lost the ability to fly.

Bats are the only land mammals to have made the ocean crossing. Birds and insects, such as the weta, evolved to fill the gap of mammals on the islands. The giant weta, at 2.5 ounces (70 grams), weighs three times more than a mouse. It is a relative of crickets and is considered one of the world's heaviest insects.

New Zealand's government is based on the parliamentary democracy based on the system used in Britain. There are 122 seats in the House of Representatives and each is elected for a three-year term. Seven seats are reserved for the Maori and they are chosen by Maori voters.

There are two main parties, National and Labour. The party with the most elected representatives forms the government. The leader of the party is the Prime Minister.

Tourism is the main industry in New Zealand with over two million visitors a year. The main exports are lamb, butter, kiwifruit, and wine.

*(Abridged from <https://kids.nationalgeographic.com/explore/countries/new-zealand/>)*

### Names

New Zealand [ˈnjuːˈziːlənd] *геогр.* – Новая Зеландия  
 North Island [ˈnɔːθˈaɪlənd] *геогр.* – о-в Норт-Айленд, Северный остров  
 South Island [ˈsaʊθˈaɪlənd] *геогр.* – о-в Саут-Айленд, Южный остров  
 the Cook Strait [ˈkʊkˈstreɪt] *геогр.* – пролив Кука  
 Mount Cook [maʊnt kʊk] *геогр.* – гора Кука  
 "Cloud Piercer" [ˈpriəsə] – «Пронзающая облака»  
 the Maori people [ˈmaʊri] – маори (полинезийский народ, живущий в Новой Зеландии).  
 "Kiwis" [ˈkiːwiːz] *разг.* – новозеландцы  
 Auckland [ˈɔːklænd] *геогр.* – Окленд (*провинциальный округ Новой Зеландии*);  
 г. Окленд  
 National party [ˈnæʃnəl ˈpɑːtɪ] – Национальная партия  
 Labour party [ˈleɪbə ˈpɑːtɪ] – Лейбористская партия

### Wellington

New Zealand's capital city is built on dramatic hills surrounding one of the southern hemisphere's largest deep water ports. In 2017, Wellington was ranked No.1 city in the world to live in a global Deutsche Bank study.

Wellington's location at the centre of New Zealand won Wellington the role of capital in 1865. Today, Parliament and the Beehive building alongside it are national icons. Wellington is approximately 8? hours from Auckland by road, about an hour by air. The South Island is a three hour ferry ride away across Cook Strait.

Wellington City is located between steep hills and the sea. Rugged mountain ranges (the Rimutakas and the Tararuas) are seen beyond the harbour. The diversity of natural resources means that within 10-15 minutes, you can be walking or mountain biking in native bush, or kayaking around the coastline.

The capital's location has created a walkable central business district that encourages a now-famous caf? and craft beer culture. The creative, IT, education and government sectors combine in a way that means it always does feel like there's something going on.

*(Adapted from: <https://www.newzealandnow.govt.nz/regions-nz/wellington>)*

## THE RUSSIAN FEDERATION

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### FAST FACTS

<b>OFFICIAL NAME:</b> Russian Federation <b>FORM OF GOVERNMENT:</b> Federation <b>CAPITAL:</b> Moscow <b>POPULATION:</b> 142,122,776 <b>OFFICIAL LANGUAGE:</b> Russian <b>MONEY:</b> Ruble <b>AREA:</b> 6,592,772 square miles (17,075,200 square kilometers) <b>MAJOR MOUNTAIN RANGES:</b> Ural, Altay <b>MAJOR RIVERS:</b> Amur, Irtysh, Lena, Ob, Volga, Yenisey
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Russia, the largest country in the world, occupies one-tenth of all the land on Earth. It spans 11 time zones across two continents (Europe and Asia) and has coasts on three oceans (the Atlantic, Pacific, and Arctic).

The Russian landscape varies from desert to frozen coastline, tall mountains to giant marshes. Much of Russia is made up of rolling, treeless plains called steppes. Siberia, which occupies three-quarters of Russia, is dominated by sprawling pine forests called taigas.

Russia has about 100,000 rivers, including some of the longest and most powerful in the world. It also has many lakes, including Europe's two largest: Ladoga and Onega. Lake Baikal in Siberia contains more water than any other lake on Earth.

There are about 120 ethnic groups in Russia who speak more than a hundred languages. Roughly 80 percent of Russians trace their ancestry to the Slavs who settled in the country 1,500 years ago.

Russia is known all over the world for its thinkers and artists, including writers like Leo Tolstoy and Fyodor Dostoevsky, composers such as Pyotr Ilyich Tchaikovsky, and ballet dancers including Rudolf Nureyev.

As big as Russia is, it's no surprise that it is home to a large number of ecosystems and species. Its forests, steppes, and tundras provide habitat for many rare animals, including Asiatic black bears, snow leopards, polar bears, and small, rabbit-like mammals called pikas.

Russia's most famous animal species is the Siberian tiger, the largest cat in the world. Indigenous to the forests of eastern Russia, these endangered giants can be 10 feet (3 meters) long, not including their tail, and weigh up to 600 pounds (300 kilograms).

Russia is a federation of 86 republics, provinces, territories, and districts, all controlled by the government in Moscow. The head of state is a president

elected by the people. The economy is based on a vast supply of natural resources, including oil, coal, iron ore, gold, and aluminum.

*(Abridged from <https://kids.nationalgeographic.com/explore/countries/russia/>)*

### Names

Russia (the Russian Federation) [ˈrʌʃə] ([ˈrʌʃ(ə)nˌfedəˈreɪʃ(ə)n]) *геогр.* – Россия (Российская Федерация)  
 Europe [ˈju(ə)rəp] *геогр.* – Европа  
 Asia [ˈeɪzə, ˈeɪʃə] *геогр.* – Азия  
 Asiatic [ˌeɪʃiˈætɪk, ˌeɪziˈætɪk] – азиатский  
 the Arctic ocean [ˈɑːktɪkˈəʊ(ə)n] *геогр.* – Северный Ледовитый океан  
 Siberia [saɪˈbɪ(ə)rɪə] *геогр.* – Сибирь  
 Siberian [saɪˈbɪ(ə)rɪən] – сибирский  
 Ladoga [ˈlædəgə] *геогр.* – Онежское озеро  
 Onega (Lake) [ɒˈneɪgəˈleɪk] *геогр.* – Онежское озеро  
 Lake Baikal [baɪˈkaɪl] *геогр.* – озеро Байкал  
 the Slavs [sɪɑːvz] – славяне  
 Leo Tolstoy [liːəʊ ˈtɒlstɔɪ] – Лев Толстой  
 Fyodor Dostoevsky – Федор Достоевский  
 Pyotr Ilyich Tchaikovsky – Петр Ильич Чайковский  
 Rudolf Nureyev – Рудольф Нуриев  
 Moscow [ˈmɒskəʊ] *геогр.* – г. Москва

### Moscow

Moscow is located in the far western part of the country. Since it was first mentioned in the chronicles of 1147, Moscow has played a vital role in Russian history. It became the capital in the late 13th century. Today Moscow is not only the political centre of Russia but also the country's most populous city and its industrial, cultural, scientific, and educational capital. For more than 600 years Moscow also has been the spiritual centre of the Russian Orthodox Church.

If St. Petersburg is Russia's "window on Europe," Moscow is Russia's heart. Much of Moscow was reconstructed after it was occupied by the French under Napoleon I in 1812 and almost entirely destroyed by fire. Moscow has not stopped being modernized and continues to experience rapid social change.

It has become habitual to compare Moscow with St. Petersburg, its rival and the former (1712-1918) capital of Russia. While St. Petersburg has absorbed western European influences, Moscow is viewed as a traditional Russian city. Unlike its rival, Moscow has a well-defined city centre marked

by the Kremlin. Other characteristics of Moscow are its physical layout in radial spokes and rings that have been extended over time, its hodgepodge of architectural styles, and its historical buildings that were mainly built by Russian architects. Moscow's buildings were predominantly wooden until the 1920s, when brick and stone came into use.

*(Adapted from: <https://www.britannica.com/place/Moscow>)*

HOLIDAYS IN ENGLISH-SPEAKING COUNTRIES

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The USA doesn't have national holidays in the sense of days on which all employees receive a day off work and all business is halted. Each American state government determines the official holidays for their state. Malls, shopping centres and most other retail businesses close only on Easter, Thanksgiving and Christmas, but remain open on all other holidays. The "big seven" holidays in the USA are: New Year's Day, Easter, Memorial Day, Independence Day, Labour Day, Thanksgiving, and Christmas.

The UK comprises the countries England, Northern Ireland, Scotland and Wales. Some holidays, like New Year's Day, Easter or Christmas Day, are public holidays in all four countries. Other holidays, however, like St. Patrick's Day, aren't public holidays in the whole UK. There are also holidays observed in the UK that are not (yet) established by law.

Whether they originate from an act of Parliament, religious custom or just social tradition, there are a lot of special days on the Canadian calendar.

A "legal holiday" in Canada (also known as a statutory or stat holiday) is a day when Canadian employers are legally required to give all their workers a day off. There are only two nationwide legal holidays recognized by the Canadian government: Canada Day and Victoria Day. Every other legal holiday in Canada is set by either the provincial governments, or a particular worker's contract with their employer.

That said, the federal government does officially define seven other days as "holidays" – Christmas, New Year's Day, Good Friday, Easter, Labour Day, Thanksgiving and Remembrance Day – in recognition of the fact that these days are public holidays in most provinces. Most Canadian laws, businesses, and social traditions operate on the assumption that the majority of citizens will not be working on these days.

An unofficial holiday is a special day that may involve a great deal of celebration, but is not a day off work.

Public holidays in Australia are declared on a state and territory basis. That means that each state of Australia determines their public holidays schedule. However, there are also some national public holidays that are observed in every Australian state, like New Year's Day, Easter or Anzac Day. Traditionally, workers were entitled to get a day off work on a public holiday. Recently, this tradition has changed a little. For example, businesses that are normally open on a public holiday may require employees to work on that day.

The New Zealand holidays are based on the Christian holidays. However, Pentecost is not celebrated. Unlike many other countries, New Zealand has a special feature: if a public holiday falls on a weekend, the following Monday is a day off.

In addition to the national public holidays, each province of New Zealand also has its own holiday, which it may determine for itself. These days are also called Provincial Anniversary Days.

*(From: <https://www.learning-english-online.net/more/cultural-studies/holidays/usa/>; <https://www.learning-english-online.net/more/cultural-studies/holidays/uk/>; <https://www.learning-english-online.net/more/cultural-studies/holidays/australia/>; <http://www.thecanadaguide.com/symbols/holidays/>; <https://www.worlddata.info/australia/new-zealand/public-holidays.php>)*

### **Names**

New Year's Day [ˈnu ˌjuːəz 'deɪ] – Новый год

Easter ['iːstə] – Пасха

Memorial Day [mə'mɔːr-i-əl 'deɪ] – День памяти, День поминовения

Independence Day [ɪnɪ'pendəns deɪ] – День независимости

Labor Day ['leɪbə deɪ] – День труда

Thanksgiving [θæŋks'gɪvɪŋ deɪ] – День благодарения

Christmas ['krɪsməs] – Рождество

Canada Day – День Канады

Victoria Day – День Виктории

Good Friday [gʊd 'fraɪdɪ] – страстная пятница

Remembrance Day [rɪ'membərəns deɪ] – День памяти (поминовения)

CULTURE IN OUR LIVES

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Culture is a set of social norms, traditions, beliefs and values shared by a large group of people. Individuals who belong to that group can be considered a culture. By the same token, they can be called a society because at this point there is not much difference between the two notions. A society is literally a group of people that share that particular set of beliefs, values and so on, whereas the word culture has slightly different connotations. A particular culture may as well be shared by more than one nation whereas the word society is usually applicable to the nation that inhabits a particular country. There are slight differences between these two terms but most sociologists and anthropologists use them interchangeably.

Culture is basically the patterns of behavior and thinking that people living in social groups learn, create, and share. Culture distinguishes one human group from others. It also distinguishes humans from other animals. A people's culture includes their beliefs, rules of behavior, language, rituals, art, technology, styles of dress, ways of producing and cooking food, religion, and political and economic systems.

Likewise, any group of people who share a common culture – and in particular, common rules of behavior and a basic form of social organization – constitutes a society. Thus, the terms culture and society are somewhat interchangeable. However, while many animals live in societies, such as herds of elk or packs of wild dogs, only humans have culture. Culture developed together with the evolution of the human species, *Homo sapiens*, and is closely related to human biology.

There are things that can only be understood by people who live in a particular area. Furthermore when the representatives of a particular culture confront people from another culture there is a great deal of misunderstanding between them. Using the sociological terminology, it can be classified as a cultural clash. Such a cultural clash happens whenever people from two different cultures attempt to communicate an idea not taking into account the cultural differences that exist between them.

*(Abridged from: <http://www.graffitipedia.net/2018/10/10/culture/>)*

## WHAT IS MUSIC?

---

### *Definition and main elements*

Many authors define music as an organized combination of sound and silent moments. Let's look at an example. A car alarm transmits sound and silence in an organized way, but would anyone call this noise music? So, what is missing? Why isn't a car alarm music?

In a more teachable and all-embracing definition, music is created by a flowing composition of melody, harmony and rhythm.

#### *What is melody?*

Melody is the "singable" flow of sound. It is the "main voice" that stands out from everything else.

#### *What is harmony?*

The overlapping notes that serve as a base to the melody are the harmony. For example, a person playing the guitar and singing is making harmony with the chords in the guitar and creating the melody with his/her voice. Chords are an overlap of many notes that complement the melody and are called the harmony.

Observation: The melody is not necessarily composed by only one voice. It is possible to have two or more voices, although this situation is less frequent. To better understand the relationship between melody and harmony, think of a ship moving across the ocean. The ship (the harmony) serves as the base and support for the people (the melody). Together, they both get safely and pleasurably across the water.

#### *What is rhythm?*

Rhythm is the beat of time through the music. Just as the watch marks hours, the rhythm leads us at a certain pace through the song.

A deeper knowledge of all the resources available to create music allows us the luxury of unlimited manipulation in creating the "sound" and "silent" flow of sound that is interesting to our ears.

*(Abridged from: <https://www.simplifyingtheory.com/what-is-music/>)*

### What Literature Can Teach Us

#### *Communication and research skills-and how to be a better human being*

The person, be it gentleman or lady, who has not pleasure in a good novel, must be intolerably stupid.  
*Jane Austen, "Northanger Abbey"*

Literature is a term used to describe written and sometimes spoken material. Derived from the Latin word *litteratura* meaning "writing formed with letters," literature most commonly refers to works of the creative imagination, including poetry, drama, fiction, nonfiction, and in some instances, journalism and song.

*What Is Literature?*

Simply put, literature represents the culture and tradition of a language or a people.

*Literary Fiction vs. Genre Fiction*

Some definitions separate literary fiction from so-called "genre fiction," which includes types such as mystery, science fiction, western, romance, thriller, and horror. Genre fiction typically does not have as much character development as literary fiction and is read for entertainment, escapism, and plot, whereas literary fiction explores themes common to the human condition and uses symbolism and other literary devices to convey the author's viewpoint on his or her chosen themes.

(The difference in type does not mean that literary writers are better than genre fiction writers, just that they operate differently.)

*Why Is Literature Important?*

Works of literature, at their best, provide a kind of blueprint of human society. From the writings of ancient civilizations such as Egypt and China to Greek philosophy and poetry, from the epics of Homer to the plays of William Shakespeare, from Jane Austen and Charlotte Bronte to Maya Angelou, works of literature give insight and context to all the world's societies. In this way, literature is more than just a historical or cultural artifact; it can serve as an introduction to a new world of experience.

*Empathy and Other Emotions*

Some studies say that people who read literature have more empathy for others, as literature puts the reader into another person's shoes. Having empathy for others leads people to socialize more effectively, solve conflicts peacefully, collaborate better in the workplace, behave morally, and possibly even become involved in making their community a better place.

(Abridged from: <https://www.thoughtco.com/what-is-literature-740531>)

William Shakespeare

William Shakespeare is one of the most famous writers in world history. Shakespeare was born in 1564 in England. During his life, he wrote more

than 58 plays and over 158 poems. Although he wrote them over 400 years ago, they are all still popular with people even today. Many writers and actors have been inspired by Shakespeare's works. He had a talent for telling an interesting story and he was also a master of putting words together like a poem or song. As a result, many people refer to Shakespeare as "The Bard".

Shakespeare wrote plays from 1589 to 1613. At first, he wrote mostly comedies. One of his best known comedies is *The Taming of the Shrew*. In this story, a man named Petruchio weds a woman named Katherina. Although she hates him at first, Petruchio gradually wins her love and respect. They both live happily together at the end.

In the last half of his career, Shakespeare wrote many tragedies. His most famous ones are *Macbeth* and *Hamlet*. In both of these plays, the main characters must deal with murder, betrayal, and power. These plays are very serious in tone and are a big departure from his earlier comedies.

Today, Shakespeare's plays are performed all over the world. They have been translated into almost every language. Teachers in most English countries have been teaching his plays to students in their classrooms for a long time. They have also been made into many movies throughout the years. It seems Shakespeare's reputation as a great writer will live on forever.

*(From: <http://dreamreader.net/lesson/william-shakespeare/>)*

### **Names**

William Shakespeare [wɪljəm 'ʃeɪkspiə] – Уильям Шекспир

"The Bard" [bɑ:d] – певец, бард

*The Taming of the Shrew* ['ru:] – «Укрощение строптивой»

### WHAT DO WE MEAN BY "SPORT"?

---

Sports, and especially team games, are an important part of our lives, whether we are spectators or participants. For many, football is a never-ending source of conversation, fans feel a deep affinity with their team, and star players are given the status of heroes.

The current fashion for people to want to look good, youthful, athletic and healthy is manifested by the number of fitness clubs opening up and the quantity of magazines published about slimming, while parks are filled with joggers. Other activities which involve mental rather than physical exertion, such as chess, are also considered sports. There are sports to suit all tastes and temperaments and thus sport can truly be closely linked to our identity and culture at some point in our life.

If we look deeper into the underlying value and purpose of sports and games – and this includes the play of young children – it becomes apparent that all sports, whether football, spear throwing or yoga, have developed as a means of teaching necessary life skills, which is why sports are seen as an important part of the educational curriculum, both formal and non-formal.

*(Abridged from: <https://www.coe.int/en/web/compass/culture-and-sport>)*

## TECHNOLOGY IN OUR LIFE TODAY AND HOW IT HAS CHANGED

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Over the years, technology has revolutionized our world. Technology has created amazing tools and resources, putting useful information at our fingertips.

Modern technology has made it possible for the discovery of many multi-functional devices like the smartwatch and the smartphone. With all of these revolutions, technology has also made our lives easier, faster and better.

When it comes to the way we communicate, modern technology has had an impressive influence.

Digital technology has also changed what people term as 'media.' The influence of new technology on media is apparent since a media company isn't necessarily a news platform anymore. A media company is now known as a company that helps pass information across the globe.

The amount of global active web users is now near 3.2 billion people. That's almost half of the world's population. Around the world, two million smartphones are sold every day. The amount of information being shared on social media networks is phenomenal.

Social media isn't the only big statement digital technology has made. Neither is social media the only way technology has had an impact in everyone's life.

Before the advent of mobile technology, you had to search through a dictionary to understand the meaning of a word. Today, that phenomenon is still preserved, but it is used less and less. Now you can look words up in a dictionary app you downloaded or just search the internet. Beyond words, you can search for practically anything on the internet.

The future of technology is even more interesting than what is happening right now. In few years, driverless cars may be the norm for everyone and robots will have a common place in factories.

*(Abridged from: <https://www.aginginplace.org/technology-in-our-life-today-and-how-it-has-changed/>)*

## FAST FOOD

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Fast food is a kind of food that people eat from a restaurant where the staff quickly prepares and serves food. There are many different kinds of fast food, but the most popular are hamburgers, cheeseburgers and French fries. The restaurants that sell fast food are called "fast food restaurants". Some of the more popular fast food restaurants are McDonald's, Wendy's, Burger King and KFC.

Most of the food served at fast food restaurants contains a lot of calories and salt. A regular sized McDonald's French fries has 570 calories. A regular Burger King hamburger has 290 calories and contains 12 grams of fat. One of the burgers with the most calories is the McDonald's Double Quarter Pounder with cheese. This burger contains 740 calories. It is the kind of food that you shouldn't eat too often.

The calories in fast food can cause health problems. On average, an adult male should have about 2500 calories per day and for females around 2000 per day. Eating high calorie food on a regular basis can lead to obesity and health problems. Many countries already have this problem partly because of fast food. In 2005, 1.6 billion adults were overweight and doctors think there will be 2.3 billion overweight adults in the world by 2015.

*(From <http://dreamreader.net/lesson/fast-food/>)*

## FAMILY MEALS

---

Family meals are an important part of living with a family. A recent survey showed that most American children and teenagers share a meal with their family at least four times a week. This is a very positive sign. This is because there are many benefits for families that dine together.

First, sharing a meal together can help a family stick together. It helps to reinforce each family member's sense of belonging. Family meals can teach younger people about their culture by eating traditional foods. Family members can also relax together during this time and enjoy each other's company. Routine socializing helps family members learn patience and respect for each other.

Family meals also play an important part in child development. Parents can keep an eye on their children's moods and emotions at this time. They can discuss problems. Studies show that eating together helps to reduce the risk that a child will smoke, get into fights, or commit suicide. Children who eat with their families are more likely to earn high grades and make more friends than those who do not eat family meals.

Through family meals, parents can also ensure that their children are eating healthy food. Children who eat together with their families are less likely to become obese. Families who dine together tend to eat more fruit and vegetables. These families also don't eat at fast food restaurants as often as families that do not eat a shared meal.

*(From: <http://dreamreader.net/lesson/family-meals/>)*

NEW YORK

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New York is a state in the United States of America. It was one of the first thirteen states. It is well known for having the city of the same name, "New York City", located in the south east of the state. The state of New York has the third largest population in the United States, after California and Texas. The population of the state is approximately 19 million and around 8,000,000 people live in the city.

The city also has a lot of visitors each year. In 2012, an estimated 52 million people visited New York City, 41 million of who were Americans while the other 11 million visitors were from abroad.

New York is split up into five boroughs. They are called Brooklyn, Queens, Staten Island, the Bronx, and Manhattan. Manhattan is where most of the city's top attractions are located. The Empire State Building, Times Square, and the Chrysler Building are all located there. The best views of Manhattan are from the Top of the Rock at the Rockefeller Centre.

New York is very easy to travel around. Manhattan is divided into numbered streets from north to south and avenues from east to west making it very easy to get around. Buses are good for getting around Manhattan, and the subway is the best way to travel to the other boroughs. New York's famous yellow taxis also pick up and drop off passengers 24 hours a day.

There are many great places to check out in New York. One of the most famous sights of New York City is Central Park. Although it looks like a beautiful natural area, it is actually mostly man-made. Inside the park there are lakes, hills, a forest and beautiful gardens. Tourists in New York City should not pass up on the chance to see the Statue of Liberty. It is a beautiful symbol of the United States. The statue is placed near the entrance to New York City harbor. It was given to the United States by the people of France, to show the friendship between the two countries.

*(From: <http://dreamreader.net/lesson/new-york/>)*

**Names**

Texas ['teksəs] *зеозр.* – штат Техас

Brooklyn ['brʊklɪn] – Бруклин

Queens [kwɪ:nz] – Квинс

Staten Island ['steɪtən 'aɪlənd] – Стейтен-Айленд

## LOS ANGELES

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Los Angeles (also called L.A.) is a city in the United States of America. It is located in southern California. There are about four million people that live in the city, and over 18 million people in the L.A. region. The city has an area of 1200 square kilometers. L.A. has the second largest population of any city in the USA, the first being New York City. It is the largest city in California.

The weather is usually warm and dry during the summer, and it is cool and rainy in the winter. The weather is usually cooler near the sea, so the beaches do not get as hot in the summer. It is very rare for temperatures to go below freezing. The city doesn't get a lot of rain each year, although the amount can change from year to year.

L.A. has many famous sights. There are many very long beaches, such as Venice Beach. Many visitors go to Hollywood, home to the Hollywood Walk of Fame or visit the famous SeaWorld. Los Angeles also has many fine museums such as the L.A. County Museum of Art and the Getty Museum.

*(From: <http://dreamreader.net/lesson/los-angeles/>)*

### **Names**

Los Angeles (L.A.) [lɒs 'ændʒi:lɪːz] *გეოგრ.* – г. Лос-Анжелес

California [kælɪ'fɔːniə] *გეოგრ.* – штат Калифорния

Venice Beach ['venɪs bi:tʃ] – Венис Бич

the SeaWorld [siː wɜːld] – океанариум

the Hollywood Walk of Fame – Голливудская Аллея Славы

the L.A. County Museum of Art – художественный музей округа Лос Анжелес

the Getty Museum – музей Гетти

WALES

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Wales is a part of the United Kingdom. It is located to the west of England. The capital of Wales is Cardiff, which has around 325,000 people. Wales has a population of less than three million people. Most of the people live in the south and the east of the country. The main languages spoken in Wales are Welsh and English. Welsh is a Celtic language, and about one out of every five people in Wales speaks it.

Wales is a very old country. People have lived in Wales for at least 29,000 years. The Romans first entered Wales over 2000 years ago, and they stayed in Wales for over 300 years. The Romans used their technology to collect large amounts of gold, copper and other metals such as lead. It is not clear what happened in the 400 years after the Romans left Wales, but by the 16th century Wales became a part of England. Laws were passed in England while Henry VIII was king of England. Nowadays, Wales is an independent country. Although it is joined with England by land, and it is part of Great Britain, Wales is a country in its own right.

*(From: <http://dreamreader.net/lesson/wales/>)*

## DEPARTMENT STORES

---

A department store is a place where a wide variety of goods and products are sold. Department stores usually sell products including clothes, furniture, home appliances, toys, cosmetics, gardening, toiletries, sporting goods, electronics and hardware.

Most department stores started as small shops that grew into larger stores. Delany's New Mart in Dublin, Ireland, was the first store to actually start as a department store. The word department store had not been coined at that time so it was referred to as the "Monster House". A hotel was built on top of the department store. Unfortunately, the store and its hotel were destroyed in a fire in 1916. In 1922, the store was rebuilt and named Clery's Department Store, which is still open today.

In New York City in 1846, Alexander Stewart established the "Marble Palace". Although customers usually had to pay money just to enter most stores in those days, Stewart admitted anyone in his department store without paying. In 1862, Stewart built another huge department store with eight floors and that sold clothes, furniture, housewares, and sports equipment. The area in New York between Stewart's stores became very popular for shopping and was nicknamed the "Ladies' Mile" because so many women walked along this street to shop.

Before the 1950s, department stores were a very important part of North American urban life. Since then, however, they have suffered from strong competition from other stores such as malls and large discount stores. Changes in cities also hurt department stores' business. Most department stores were built in the center of urban areas but from 1950, more people preferred to live away from the city center. Most people did not want to drive all the way to the city center ("downtown") to do their shopping. As a result, newer shopping malls built closer to the outside area of the city ("the suburbs") have become more popular than department stores.

*(Abridged from: <http://dreamreader.net/lesson/department-stores/>)*

### **Names**

the "Monster House" – дом-монстр  
the "Marble Palace" – Мраморный дворец  
the "Ladies' Mile" – «Дамская миля»

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*Учебное издание*

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# АНГЛИЙСКИЙ ЯЗЫК

ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВЫХ  
СПЕЦИАЛЬНОСТЕЙ

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ПАВЛЕНКО В.Г.  
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