

**Владимирский государственный университет**

**Л. И. КОЛЕСНИКОВА**

**PRACTICAL COURSE OF ENGLISH  
FOR SECOND YEAR STUDENTS**

**Учебно-практическое пособие по английскому языку**

**Владимир 2023**

Министерство науки и высшего образования Российской Федерации  
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«Владимирский государственный университет  
имени Александра Григорьевича и Николая Григорьевича Столетовых»

Л. И. КОЛЕСНИКОВА

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*Электронное издание*



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## PREFACE

Учебно-практическое пособие является составной частью учебно-методического комплекса дисциплины «Иностранный язык» (английский) и включает в себя шесть разделов. Каждый раздел имеет единую структуру: урок 1 посвящен активной грамматике, урок 2 – лексический тренинг, урок 3 – чтение и письмо. Все уроки одного раздела объединены общей темой устной речи.

Цель пособия – формирование коммуникативной языковой компетенции, необходимой для межкультурной коммуникации на иностранном языке (английском) в ситуациях делового и повседневного общения.

Для достижения цели решаются следующие частные задачи, направленные:

- на развитие умений опосредованного письменного (чтение, письмо) и непосредственного устного (говорение, аудирование) иноязычного общения;
- расширение диапазона фонетических, лексических и грамматических средств самовыражения;
- формирование умений и навыков речевого и неречевого поведения в различных типичных ситуациях в рамках бытовой, учебной, социальной сфер общения;
- развитие умений и навыков всех видов чтения текстов разных жанров;
- формирование умений и навыков понимания на слух речи партнёров по общению;
- формирование умений и навыков личной и деловой переписки на иностранном языке;
- расширение кругозора студентов, повышение уровня их общей культуры и образованности.

Пособие содержит методические рекомендации студентам по работе с упражнениями, составлению диалогов и монологических высказываний, по подготовке проектов на темы устной речи и использованию онлайн переводчиков при выполнении переводов учебных текстов, грамматический справочник в таблицах, а также тестовые задания с ключами для самопроверки пройденного материала за весь курс дисциплины «Иностранный язык» (английский).

## UNIT 1

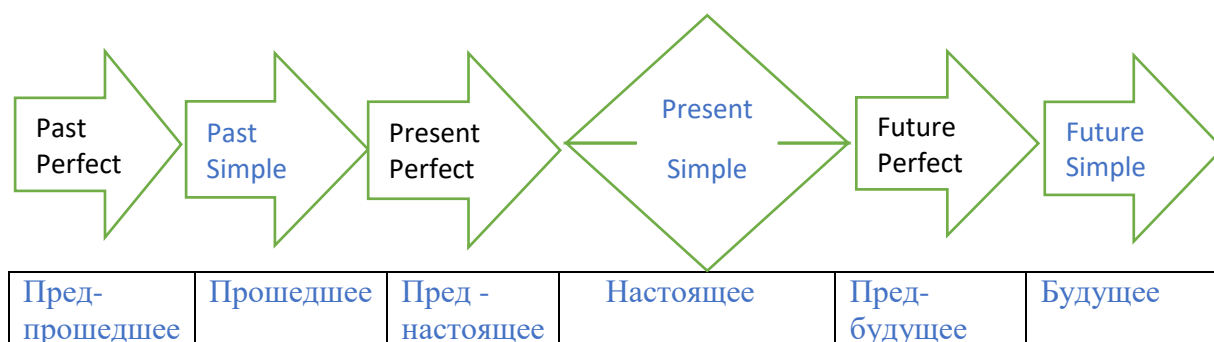
### LESSON 1

*Active Grammar*

*Finite Forms of the Verb*

*The Tense, the Aspect and the Voice of the Verb*

**Task 1. Read and learn the rules of the Simple and the Perfect Tenses formation. See Apps 4, 6.**



**Figure 1**

**Task 2. Here is the poem “Roadways” written by John Masefield. Read it and put the verbs in brackets in the Present Simple. Translate the poem and learn it by heart.**

One road (to lead) to London,  
One road (to run) to Wales,  
My road (to lead) me seawards  
To the white dipping sails.  
    One road (to lead) to the river  
    As it (to go) singing slow.  
    My road (to lead) to shipping  
    Where the bronzed sailors (to go).  
My road (to call) me, (to lure) me  
West, east, south and north  
Most roads (to lead) men homewards  
My road (to lead) me forth.

**Task 3. A. Work in pairs. Put the following questions (in the Present Simple) to your partner. See App 10.**

**Model: -What time do you get up?**

**- I get up at 6 a.m.**

1. What time do you usually get up?
2. You do the morning exercises every day, don't you?
3. Do you take a shower in the morning or in the evening?
4. At what time do you usually have breakfast?
5. At what time do you leave for the university?
6. It takes you long to get to the university, does it?
7. Do you get to the university by bus?
8. What do you do when the classes are over?
9. Where do you usually have dinner?
10. What do you usually do in the evening?
11. You listen to the breaking news every day, don't you?
12. How do you spend the time when your friends come to see you?

**B. Tell the group what answers your partner gave you.**

**Model: - Ann gets up at 7 a.m.**

**Task 4. A. Complete the table with the Past Simple irregular verbs.**

**See App 32.**

<b>Infinitive</b> Инфинитив	<b>Past Simple</b> Простое прошедшее время
<i>be</i>	<i>was/were</i>
catch	
do	
find	
forget	
have	
lose	
meet	
spend	
take	
teach	
tell	



**B. Put the verbs in brackets in the Past Simple. Translate the sentences.**

1. I (forget) to bring my flashcard with presentation for yesterday's lesson.
2. Last year Professor Johnes (teach) us both English and German.
3. I (lose) my phone yesterday but (find) it later.
4. They (stay) in the country all summer and (arrive) home only at the end of August.
5. Last summer the Petrovs (take) their two children to the Crimea for the holidays.
6. Last winter they (spend) their holidays in Sochi.
7. We (meet) them at the station yesterday and (take) them to the hotel.
8. Yesterday he (be) in a hurry and (catch) the first morning bus to Moscow.
9. My Granny (tell) me the story about Cinderella in my childhood.
10. During my winter holidays I (do not) read books, I just (have) a rest.

**C. Make the sentences above interrogative.**

**Task 5. Complete the table with the Participle II of the irregular verbs. Translate these forms into Russian. See App 32.**

**A.**

<b>Infinitive</b> Инфинитив	<b>Participle II</b> Причастие прошедшего времени
<i>begin</i>	<i>begun</i>
break	
buy	
do	
drive	
eat	
fly	
forget	
leave	
lose	

meet	
ride	
see	
sell	
take	
write	

**B. Work in pairs. Ask your partner questions in the Present Perfect beginning with: *Have you ever ...?* Use the words **ever/never** in questions and answers.**

**Model:** ( *be/ the Crimea* ) -**Have you ever been to the Crimea?**

-*No, never.*      (- *Yes, many times*)

1. play/ golf?
2. lose/ your flashcard?
3. ride/ a horse?
4. eat/ Chinese food?
5. fly/ a plane
6. travel/ through the Euro Tunnel
7. go/ by air?
8. take part/ in any competition?
9. meet/ a famous person?
10. argue/ with a teacher?
11. break/ a part of your body?
12. see/ a horror film

**Task 6. The Present Perfect or the Past Simple? Choose the correct form of the verb.**

1. My friend is a writer. She /has written/ wrote/ many books for children.
2. We will go to London. But we /didn't buy/ have not bought/ air tickets yet.
3. Did you see/ have you seen /Tony last week?
4. I/ have washed/ washed/ my hair before breakfast this morning.
5. They/ did not see/ have not seen/ each other for ages.
6. What /did you do/ have you done for the design show?

7. I /grew up/ have grown up in a small village called Orechovo.
8. My watch /stopped/ has stopped. There must be something wrong with it.
9. They/ knew/ have known/ about it just now. I /knew /have known about it two days ago.
10. - Let's have dinner. –Thanks, I /have already had/ had dinner.

**Task 7. A. The Past Perfect with *because*.**

**Answer the questions with *because* + Past Perfect.**

**Model:** *Why did you leave the exam early? (finish)*

*Because I had finished.*

1. Why did your father buy you this present for your birthday? (ask for it)
2. Why did you cook an Italian meal? (buy spaghetti)
3. Why didn't you buy that picture? (forget money)
4. Why didn't you play us a song at the party? (leave guitar home)
5. Why didn't he win the competition? (break his leg)

**B. The Past Perfect with *before*. Write the Past Perfect sentences using the prompts in brackets and *before*.**

**Model:** *I was frightened as I sat in the driver's seat of the car. (drive)*

*I hadn't driven before.*

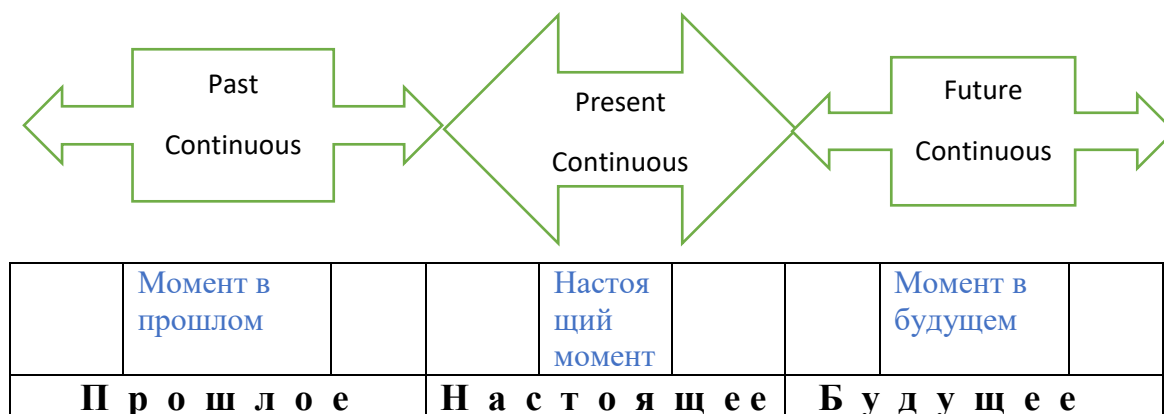
1. I didn't like the idea of going there by bike. (ride)
2. She didn't like playing her guitar at the party. (play in public)
3. Mary found it difficult to write an essay in English. (write)
4. Henry didn't like to make speech in public. (do)
5. She wanted to try Chinese food and ordered in a restaurant. (eat)

**C. Make up sentences using the words in brackets. Put the earlier event into the Past Perfect.**

1. We arrived at the cinema late. (*the film /already begin*)
2. I met my school friend in Moscow. I was very glad to see her again after such a long time. (*I /not/see/her for twenty years*).
3. Mary was late for work. Her boss was very surprised. She (*be/not/late*) before.

4. Bill no longer had his car. He (*sell*) it.
5. I didn't recognize Mrs. Davis. She (*change*) a lot.

**Task 8. Read and learn the rules of the Continuous Tenses formation. See App 5.**



**Figure 2**

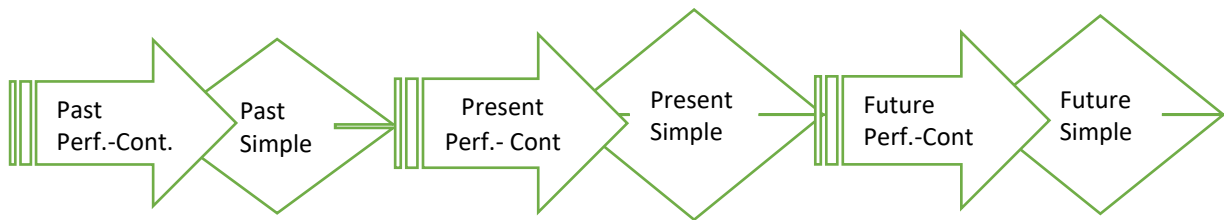
**Task 9. A. The Present Simple or the Present Continuous:**

1. My father (work) at the plant. Where is your father? – He (work) in his garage.
2. Don't be noisy. The child (sleep). He always (sleep) in the afternoon.
3. Olga (learn) English at the University. Where is Olga? – She (learn) English in her room.
4. My uncle (be) a writer. He (write) short stories. He (write) a love story now.
5. What you (do) Jane? – I (cook) dinner. Usually my mother (do) it. But today she (be) busy.

**B. The Past Simple or the Past Continuous:**

1. She (meet) Helen when she (walk) along the street.
2. Last night I (read) in bed when suddenly I (hear) a knock at the door.
3. Ann (wait) for me when I (arrive).
4. We (not/go) out last night because it (rain).
5. She (play) the piano when he (enter) the room.

**Task 10. Read and learn the rules of the Perfect -Continuous Tenses formation. See App 7.**



Предпрошедший период	Прошедшее время	Преднастоящий период	Настоящее время	Предбудущий период	Будущее время
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**Figure 3**

**Task 11. A. Choose the correct tense in each sentence.**

**The Present or the Past Perfect Continuous.**

1. He **has/ had** / been doing that same kind of work for many years.
2. I **have/ had/** been looking for these magazines for a long time.
3. For how long **have/had/** you already been doing your morning exercises?
4. They **have/ had/** been waiting long before the train arrived.
5. We felt very tired because we **have/ had/** been working for many hours.
6. He **has/had/** been attending that school for four years.
7. She **has/had/** been taking music lessons many years.
8. He **has/had/** been working for that firm for ten years.
9. Ken **has/ had/** been smoking for 20 years when he finally gave it up.
10. Yesterday we didn't go for a walk because of rain. It **has/ had/** been raining for ten hours.

**B. Choose the correct tense in each sentence:**

**The Present Perfect or the Present Perfect Continuous.**

1. He is out of breath. He has run/ has been running/ a long distance.
2. Brazil has won/ has been winning/ the World Cup three times.
3. I /have ridden/ have been riding/ a motorbike for ten years.
4. She should stop. She/ has driven/ has been driving/ for seven hours and that is too long.

5. How many films by Steven Spielberg have you/ seen/ been seeing/ already?

**Task 12. Fill in the correct future tense form in each sentence. (Future Simple, Future Continuous, Future Perfect, Future Perfect-Continuous or *to be going to*) See Apps 4, 5, 6, 7.**

1. Next year I \_\_\_\_ (work) here for five years.
2. If you have any problems with an essay writing, call me. I \_\_\_\_ (watch) TV all evening.
3. I \_\_\_\_ (drive) to town during the lunch break so I can give you a lift.
4. Don't give little Bob anything to drink. He \_\_\_\_ (spill) it.
5. How many pictures \_\_\_\_ (you/ paint) by the end of this year?
6. Tomorrow afternoon I \_\_\_\_ (play) tennis from 3 till 5 p.m.
7. Next Saturday at 11 a.m. our father \_\_\_\_ (repair) his car.
8. Tomorrow she \_\_\_\_ (bake) a cake by 5 p.m.
9. Good luck with your job. I hope you \_\_\_\_ (enjoy) it.
10. I \_\_\_\_ (book) tickets to London.

## THE PASSIVE VOICE

**Task 13. Read and learn the rules of the Passive Voice formation. See App 8.**

**Task 14. Playtime. Part into two teams. Look through the list of words for making questions. Make up questions in the Present Simple Passive Voice from the words below.**

**Answers are given in the brackets. Put the questions to your opponent in turns.**

*The team -winner is the one who will make no (or less) mistakes.*

### List A for the team 1

1. What/pasta/make/from? (flour)
2. Where/moussaka/traditionally/ eat? (Greece)
3. How much of the earth/cover/by water? (71%)
4. Who/a newspaper/run by? (an editor)

5. Where/the city of Washington/ situate? (the USA)
6. How many calories/use/playing lawn tennis for an hour? (from 350 till 600)
7. What letter/not pronounce/in the word “*answer*”? (w)

### List B for the team 2

1. What/olive oil/make/from? (olives)
2. Where/gazpacho/traditionally/ eat? (Spain)
3. How much of Antarctica/cover/by ice? (about 90%)
4. Who/a school/direct by? (school principal)
5. Where/the city of Melbourne/situate? (Australia)
6. How many calories/use/ sport swimming for an hour? (630)
7. What letter/not pronounce/in the word “*science*”? (the first – c)

**Task 15. Change the form of the verbs in the sentences from the Active into Passive Voice and add something to them to develop a situation. See prompts in brackets.**

**A. Model:** *We turned on the light at 5 p.m. in winter.*

*The light was turned on at 5 p.m. because it was dark.*

1. The students finished their test in time. (they had learned the material good)
2. Have you ironed your dress yet? (we have to hurry up)
3. She has cooked a cake for me today. (I have a birthday party today)
4. They didn't invite me to the birthday party (they didn't know I was in Moscow)
5. They have told us a lot of interesting things (they travelled a lot around the world)

**B. Change the form of the verbs in the sentences from the Passive into Active Voice and add something to them to develop a situation. Think of new subjects in the sentences.**

**Model:** *The message has just been sent off.*

*The manager has just sent off the message.*

1. The door has been left open.
2. Betty was met at the station.
3. The porridge was eaten with a good appetite.
4. The article will have been translated by 6 p.m.
5. It was so dark that the house could not be seen.

**Task 16. A. Paraphrase the following sentences so that the new sentence has the same meaning but begins with the word in bold. Decide whether to use the phrase with – by.**

**Model:** *Native speakers teach us French and English.*

*We **are taught** French and English **by native speakers**.*

1. I hired someone to remove my old books.

**Someone** \_\_\_\_\_

2. They must give the participants more information about the project.

**The participants** \_\_\_\_\_

3. The rescue team are still looking for the missing tourists.

**The missing tourists** \_\_\_\_\_

4. My parents will call a mechanic to repair their washing machine.

**A mechanic** \_\_\_\_\_

5. Nobody has done anything to solve the problem.

**Nothing** \_\_\_\_\_

**B. Remake the following sentences using the construction- have smth done. See App 9. Leave the predicate in the same tense-form.**

**Model:** - I am going to hire someone to repair this socket at last.

*- I am going to have this socket repaired at last.*

1. A team of workers installed a new dishwasher and an electronic oven in my kitchen.
2. The government will hire translators to translate the constitution into all major languages of the country.
3. A student is typing out Professor Pavlov's memories about the World War II.



4. A secretary has typed the head teacher's report for the conference.
5. My mother must hire a master to paint the kitchen.

**C. Make all the sentences with the construction –have smth done above interrogative ones.**

**Model: -I am going to have this socket repaired at last.**

***-Are you going to have this socket repaired at last?***

## **LESSON 2**

*Lexical Training*

*Learning of Foreign Languages*

*The English Language*

**Task 1. Read the greeting words from a poem written by James Elroy Flecker (1884-1915). Translate it in Russian. Define the forms of the used verbs in the poem.**

O friend unseen, unborn, unknown,  
Student of our sweet English tongue,  
Read out my words at night, alone:  
I was a poet, I was young.

Since I can never see your face,  
And never shake you by the hand,  
I send my soul through time and space  
To greet you. You will understand.

**Task 2. Before you start working at the text Learning a Foreign Language, practice the following words and word combinations.**

### **A. Vocabulary list**

language – язык

to reflect – отражать

behaviour – поведение

to create – создавать

to communicate — общаться, разговаривать

identical – идентичный, одинаковый  
science – наука  
scientific – научный  
business – бизнес, дело  
population – население  
average person – обычный/ среднестатистический/ рядовой человек  
vocabulary – словарный запас, словарь, лексикон  
a mother tongue – родной язык

**B. Practise the text Learning a Foreign Language for Test Reading.  
Mind the pronunciation and stress of the words.**

People began to speak many centuries ago, and since then they have been speaking different languages. Every language reflects the soul, behaviour and temperament of each nationality. Peoples created their own alphabets and rules, but they always wanted to communicate with each other, to understand and to know more about each other. Languages help people to understand each other better, they help them to solve different economic and political problems, which stand before them, and so people learn foreign languages.

All languages are different. Some are very hard, some are easier, some are similar, but there are no identical languages in the whole world. There are more than 7,000 languages in the world. Most of them are "alive" because people use them, but there are "dead" languages, for example, Latin.

Two thousand years ago, Latin was the world's most important international language. Today this title belongs to English.

Over one billion people speak English. That's almost one fifth of the world's population. For over 400 million it's their first language. For the other 600 million it is either a second language or a foreign language. Today, in fact, over 250 million people are learning English. That is more than the population of the USA. The average person in Britain has a vocabulary of between 10,000 and 15,000 words. In his plays, William Shakespeare used a vocabulary of about 30,000 words. Shakespeare was

born over 400 years ago. At that time, only six or seven million people spoke English.

Now English is spoken practically all over the world, it has become the world's most important language in politics, science, trade and cultural relations. It is spoken as a mother tongue in Great Britain, the United States of America, Canada, Australia and New Zealand. Besides, a lot of people speak English in Japan, India, China, Africa and many other countries.

English is one of the official languages of the United Nation Organisation. Half of the world's scientific literature is in English. It is the language of computer technology.

### C. Answer the questions:

1. How many languages are there in the world?
2. What does the notion “dead language” mean? Give an example of a “dead” language.
3. What do these numbers refer to?  
a) one billion; b) 400 million; c) 250 million; d) 30,000.

**Task 3. Look at the table below. Here are the most widespread languages in the world (2017). Translate the data in English.**

## Самые распространённые языки мира



Название языка	Является родным для млн. чел. (2017 г.)	Число стран, где является официальным	Страны, где является официальным
Китайский	898	3	Китай, Тайвань и Сингапур
Испанский	437	20	Испания, страны Латинской Америки
Английский	372	59	Великобритания, США, Индия, Канада и др.
Хинди и урду	329	2	Индия, Пакистан
Арабский	295	26	Страны Северной Африки и Ближнего Востока
Португальский	219	9	Португалия, Бразилия, Ангола и др.
Бенгальский	242	1	Бангладеш
Русский	154	4	Россия, Белоруссия, Казахстан, Киргизия

**Task 4. Name the official language(s) for each country pointed in the box:**

Italy, Brazil, Britain, Egypt, The United States, Australia, Kenya, Mexico, China, Portugal, Spain, France, Japan, Canada, India, New Zealand, Germany, Holland, Switzerland, Belarussia, Iran, Cuba

**Use the prompts and the Internet.**

Italian, Portuguese, English, Arabic, Swahili, Spanish, Chinese, French, Japanese, Hindi, Urdu, Maori, German, Dutch, Belorussian, Persian

**Task 5. Before you start working at the text *A New Language Is a New World*, practice the following words and word combinations.**

**A. Vocabulary list:**

foreign — иностранный

necessary — необходимый

nowadays — в наши дни

growing — возрастающий

reasons — причины

to be able — быть в состоянии, уметь

ability — способность

to communicate — общаться, разговаривать

career — работа

branch of science — отрасль науки

to raise one's professional level — поднять свой профессиональный уровень

to make business — заниматься делом, вести бизнес

to develop — развивать

mutual — взаимный

horizon — горизонт

to translate — переводить

translation — перевод

in the original — в оригинале  
compulsory — обязательный  
correspondence — корреспонденция, переписка  
literature - литература  
at least — по крайней мере  
human being – личность  
self-esteem – самооценка  
performance – успех  
lifelong - долгосрочный

**B. Practise the text A New Language Is a New World for Test Reading. Mind the pronunciation and stress of the words.**

Foreign languages are necessary for people nowadays, because of our growing international contacts with foreign countries.

There are many reasons, why we begin to study foreign languages. One studies a foreign language to be able to communicate with other people who speak this language, other study it for future career.

If we are planning to travel to countries where the language we can speak is spoken, we can communicate with people there and understand what they are saying to us.

If we are working in any branch of science, we naturally wish to read scientific books and magazines in other languages to raise our professional level. Making business nowadays also means the ability of speaking foreign languages.

The ability of speaking one, two or even more foreign languages helps people from different countries to develop mutual friendship and understanding. We can also make our intellectual and cultural horizons wider through contacts with people of another culture.

It is also very interesting to read foreign literature in its original form. We can also read foreign newspapers and magazines and understand films in foreign languages without any help and translation.

As for me, I learn English, because English is a very popular language all over the world. It is used in many parts of the world and there is a lot of business correspondence and literature in English.

Also I am going to learn Spanish, because it is also a widely spread language.

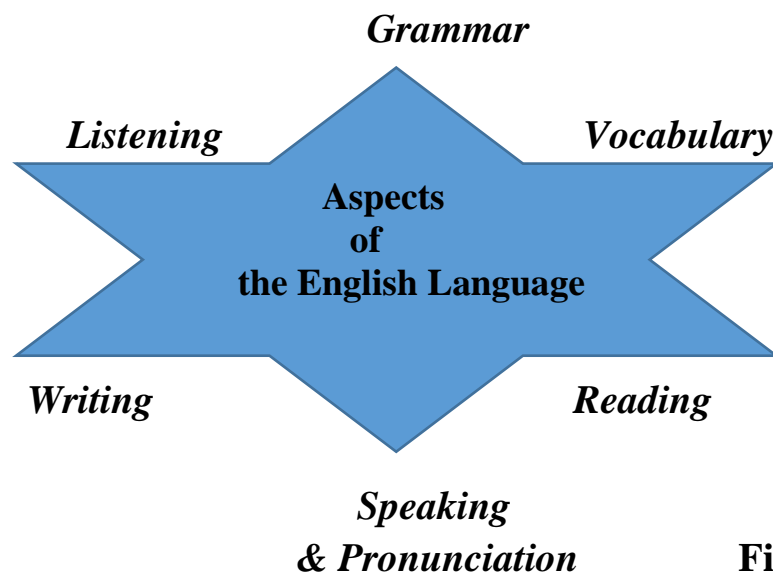
I think it is very important to speak at least one foreign language either English or German or French and Spanish or any other one.

There is a saying, ‘The more languages you speak, the more times you are a human being.’

**C. Answer the following questions. Give your arguments.**

1. Are foreign languages necessary for people nowadays? Why?
2. Why do we begin to study foreign languages?
3. What language/s do you learn?
4. What languages would you like to learn? Why?
5. How do you understand the saying, ‘The more languages you speak, the more times you are a human being’?

**Task 6. A. Look at the Figure 4 below. Here are the main *Aspects of the English Language Learning*.**



**Figure 4**

**B. Read the dialogue between a student (Alex) and a teacher of English. Get the main idea.**

A: - Can I tell you about my performance in English?

T: - Yes, of course. Go ahead.

A: - Well, let's start with grammar. Grammar is quite important to me, so I have put 'good' for that.

T: - You're good at grammar, aren't you?

A: - Yes, I am.

T: - And what about vocabulary?

A: - Well, I have put 'good' for that. It is important for me too but I think I need to improve my vocabulary because I'm not very good at remembering new words.

T: - OK. What about reading?

A: - Well, I have put 'excellent' for reading. It is important to me and I'm quite good at reading so I feel happy about it. It is very interesting for me to read foreign literature in its original form.

T: - Are you quite good at listening too?

A: - Umm... no, I'm not good at listening because people usually speak so fast. Of course, listening is very important to me but I really need to practice

more. So, I have put 'satisfactory' for listening.

T: - Is speaking important to you?

A: - Yes, it's very important. I've put 'good' for speaking and pronunciation. I need more practice it. I'd like to be more fluent.

T: - And the last one. What about writing?

A: - Well, I'm not good at writing. It's not very important to me. I don't need to write in English much. I have put 'satisfactory' for writing.

T: - OK. Thanks for your objective self-esteem.

### **C. Answer the questions:**

1. How important is each aspect of English for Alex?
2. How good is Alex at each aspect of English?
3. What marks has he put himself for his performance in English learning aspects?

**Make notes.**

**Task 7. Work in pairs. Discuss the following questions:**

1. How important is each aspect of English for you?
2. How good are you at each aspect of English?

**Use the prompts:**

<b>Mark</b>	<b>Performance</b>
5	excellent
4	good
3	satisfactory
2	bad (fail)



**Task 8. Look at the lifelong language learning in the box below. Add some more tips on how to improve each aspect of your English.**

**Tell other students your ideas. Make a note of the three best learning tips you hear.**

<b>There are a lot of ways to improve your English:</b>
<b>Writing:</b> send e-mails to your groupmates in English
<b>Listening:</b> listen to an English language audio program on TV or online
<b>Vocabulary:</b> make a vocabulary notebook and always keep it in your pocket to look through it every spare minute
<b>Speaking:</b> chat on the phone to your groupmate
<b>Reading:</b> to read English literature in its original

**Task 9. Read the text A about 5 Steps Strategy on How to Learn a Language on Your Own. Translate it. Write down new words in your vocabulary. Retell it in brief.**

**A. Step 1: Chose your interest**



I usually read articles and listen to podcasts about true crime. They are interesting, but at the same time utterly sad. I want to do my bit in helping to solve cold cases. I will join the effort of armchair detectives (amateur detectives) that are working together online.

By becoming an armchair detective, I will achieve two objectives:

- Do something good for society.
- Improve my English reading, listening, speaking and writing skills as I interact with fellow Armchair detectives.

## **Step 2: Find your activities**

Now that I have my interest (to become an armchair detective), I will come up with activities that I will enjoy around my interest:

### ***Activity 1: Listen to Podcast***

I will listen to every episode from the podcast “*The missing*”.

My objective is to improve my listening skills.

### ***Activity 2: Read articles***

I will read articles about true crime in *The Guardian newspaper*, *Wired magazine*, and *Longreads.com*.

My objective is to learn new words, expressions, phrasal verbs...

### ***Activity 3: Befriend fellow armchair detectives***

I will look for a fellow armchair detective who wants to meet online (through Skype or similar) and we will work together on cold cases regularly.

My objective is to improve my speaking skills, I will focus on my pronunciation and intonation, and I will try to get better at asking and answering questions.

### ***Activity 4: Write in forum***

I will sign up in a forum of armchair detectives and I will be an active member trying to help to solve cold cases.

My objective is to write as much as possible while being accurate and as much mistake-free as possible.

## **Step 3: Create your timetable**

Now that I have the activities I will do while enjoying my interest (to become an armchair detective), it is time to decide when and for how long

I'm going to them. Remember that the most important thing when creating a timetable is to be realistic. You have to plan according to what you can actually do (reality), and not according to what you would like to do in a perfect scenario (not real).

**Step 4: Do your activities**

Now that I have my timetable, I will follow it as closely as possible.

**Step 5: Check and adjust**

At the end of every week, I will check that:

- I'm actually doing the activities I chose.
- I'm actually improving.
- I will stick to it and try not to miss any of the appointed activities.
- I will keep filling in the same form week after week for as long as my current interest works for me.

*Be successful at learning a language on your own by following my five steps strategy.*  
*(written by a student)*

**B. Answer the following questions:**

1. What things do you like the most in your life?
2. Can you use them to learn a language on your own?
3. What can you do to enjoy yourself and learn a language at the same time?
4. Can you find the right things to do to achieve both goals: enjoying and improving?
5. You don't work randomly, do you?
6. Do you have a timetable? Is it an important thing to you?
7. Will you follow the five steps strategy of learning English? Why? Why not?

English Politeness  
Speech Etiquette (App 1)

**Task 10. Read and translate the expressions given in the boxes below. Learn them by heart.**

A.

### How to say hello

Good morning. / Good afternoon. / Good evening.  
Hello. / Hi. /  
How do you do?

### How to start a conversation

Excuse me, is this seat taken?  
Excuse me, haven't we met before?  
Alex, is it you?  
I haven't seen you for a long time.  
Lovely day, isn't it? – Yes, it is.

### How to say goodbye

Goodbye. / Bye.  
See you. / See you soon. /  
See on Monday. /  
Have a nice time. /  
Have a good weekend.  
I'll call you.  
Say Hello to your family

### How to finish a conversation

Well, it's been nice talking to you.  
OK, see you on Sunday.  
I'm sorry, I must be going.  
I'm in a hurry.  
Bye, bye. / Take care.

**B. Match sentences (1- 6) with sentences (a- f) to make mini dialogues.  
Work in pairs.**

1. So, see you after the holidays.	a) Yes, I was at the conference in your Pedagogical Institute.
2. Good evening.	b) Nice to meet you.
3. How are you?	c) Right, have a good time in Sochi.
4. I'd like you to meet my best friend, Alex.	d) Fine, thanks.
5. See you on Monday.	e) Hi
6. Haven't we met before?	f) Bye

**C. Fill in the blanks in the dialogue. Use the prompts below.**

**(Students: Mike Turner and Betty White)**

M: (1) \_\_\_\_\_, is anyone sitting here?

B: Well, no, it's only my books. I'll put them over here.

M: Thanks. (2) \_\_\_\_\_?

B: I don't think so. I don't remember you.

M: (3) \_\_\_\_\_. I am a student at the college.

B: (4) \_\_\_\_\_. My name's Betty White. I'm a student, too.

M: We may have met at the college, then.

B: Well, perhaps. (5) \_\_\_\_\_?

M: (6) \_\_\_\_\_ It's a bit too hot for me.

B: Sorry, I must be going; my class starts in five minutes.

M: Oh, that's a pity. (7) \_\_\_\_\_?

B: Why not? I'm usually free on Saturday nights.

M: (8) \_\_\_\_\_ your phone number?

B: (9) \_\_\_\_\_. Call me in the week. Bye.

M: (10) \_\_\_\_\_.

**Use the prompts:**

*~ Excuse me; ~ Haven't we met before? ~ Nice to meet you; ~ Nice weather; ~ It's nice and sunny; ~ Why don't we meet some time? ~ May I have; ~ See you/ Bye, bye*

**Task 11. Read and translate the expressions given in the boxes below.**

**Learn them by heart.**

**A.**

**To ask for permission**

May I use your phone?

Can I leave earlier?

Do you mind if I open the window?

Is it all right, if I bring a friend?

Would you mind if I didn't (do smth)?

**To give permission**

Sure./ OK

Yes, of course.

Not at all. Please do.

I don't mind at all.

I suppose so.

**Not to give permission**

I'm afraid not.  
 That's not a very good idea.  
 I don't think that's a good idea.  
 No, please don't.  
 I'd rather you didn't.  
 I'm sorry, but that's not possible.

**To prohibit**

You can't smoke here,  
 I'm afraid.  
 I'm sorry, but you are  
 not allowed to do smth.  
 You mustn't touch this  
 ..

**B. Fill in the blanks in the dialogues. What would be people's reaction to the following questions? Use the prompts with answers in the box below.**

1. Driver: Can I park my car at the bus stop on the other side of the street?  
Police officer: \_\_\_\_\_
2. Student: Do you mind if I finish this test at home?  
Teacher: \_\_\_\_\_
3. Customer: Is it all right, if I pay for the groceries in cash but for the rest by card?  
Shop assistant: \_\_\_\_\_
4. Passenger: Could I smoke during the take-off? I'm so nervous.  
Steward: \_\_\_\_\_
5. Man (in a café): Can I sit in a seat next to you?  
Woman: \_\_\_\_\_

**Use the prompts:**

1) Sorry, this seat is taken.	2) You must be joking! You know that's impossible.
3) I suppose so, but I'd better ask the manager.	4) No, please don't. It's strictly forbidden.
5) Well, I would as a matter of fact.	6) I'm afraid not. Parking isn't allowed there.

**C. How would you react in the following situations? Use the prompts below. Make up mini-dialogues. Work in pairs.**

1. *A man is lighting a cigarette in a non-smoking compartment on the train.*
2. *Someone has just parked their car in a place reserved for the disabled.*
3. *Two girls are giggling noisily in the cinema during the film.*
4. *Your friend has given your dog a large piece of cake to eat.*
5. *Your little brother is jumping on the sofa in dirty shoes.*

**Model:**

*You: Excuse me, smoking is not allowed here. It is a non-smoking compartment.*

*Smoker: I am sorry, I didn't notice the sign.*

**Use the prompts:**

**Car owner:** Oh, is it? I am sorry. I'll park somewhere else then.

**Girl:** We are terribly sorry but the film is so amusing. We can't help laughing.

**Your friend:** OK, sorry, but it was a tiny bit.

**Your little brother:** I am sorry, but It's so great.

**Ask a favor**

**Task 12. Read Speech Etiquette expressions and learn them by heart. See App 2.**

**A. Ask a favor. Use the words in brackets.**

*Model: - You ask to open a window. (Would / mind)*

*- **Would you mind to open the window?***

1. You tell someone that you can come only on Monday. (Do / mind + Ving)
2. You ask your friend to pass a book. (Could / trouble)
3. You ask your teacher to help you with translation. (wonder/ if/ could)

4. You ask your friend to help you to find your flash card. (Could/ possibly/help)
5. You ask your group mate to give you a lift. (Could/ bother)

**B. Read the following requests. Answer them in two ways – agree and refuse. Make up mini-dialogues. Think of your own answers. Work in pairs.**

*Model:* Your group mate: *Could you lend me ... rubles? I'll give it back tomorrow.*

*(Agree) – All right. Are you sure ... will be enough?*

*(Refuse)- I can't help you, I'm afraid. /- Sorry, I can't.*

1. Your group mate: Could you lend me some money? I'll give it back tomorrow.
2. A stranger in the street: I wonder if you could help me push the car a little.
3. A passenger on the train: I wonder if you could possibly open the window.  
It's so stuffy in here.
4. Your groupmate: Would you really help me to prepare for the test?
5. To your sister: Will you take the dog for a walk?

**Task 13. Read the expressions “[how to offer something](#)”. See App 2. Work in pairs. Fill in the blanks in the dialogues to make them coherent and polite.**

1)

A: - Shall I get you a cup of coffee?

B: - \_\_\_\_\_ . I never drink coffee in the morning.

2)

A: \_\_\_\_\_ .

B: -Thank you very much, that's very kind of you. It's a bit too heavy for me.

3)

A: - \_\_\_\_\_ drive you to the station?

B:- \_\_\_\_\_. Alex promised to pick me up.

4)

A: \_\_\_\_\_ lend you the book I bought last week?

B: \_\_\_\_\_. I've wanted to read it for ages.

5)

A: - Do you think I could help you with the home task?

B: - \_\_\_\_\_ but I can do it myself.

### **Task 14. Check yourself. Define polite expressions and impolite ones.**

#### **1. *asking for something politely***

At a train station

- a) Excuse me. Do you have a train timetable, please?
- b) I'd like a timetable, please
- c) Give me a train timetable.

#### **2. *replying to someone's thanks***

At a hotel. The receptionist has just given you your passport back and said "Thank you"

- a) Thank you.
- b) You are welcome.
- c) *you say nothing*

#### **3. *politely refusing an invitation***

A friend has just invited you to a party.

- a) I'd rather not. I don't really like parties.
- b) No, I don't want to go.
- c) I can't. Sorry.

#### **4. *asking to speak to someone politely***

At a home where you staying as a guest. You are speaking to the parents of the English teenager you are staying with

- a) I want to talk to you



- b) Hey you! Come here!
- c) Can I have a word, please?

**5. *making a request to somebody you don't know very well***

Situation as in 4. You are speaking to the parents of the English teenager you are staying with.

- a) I'll need a lift.
- b) Give me a lift.
- c) Would you mind giving me a lift?

**LESSON 3**

**READING**            *Geographical Distribution of the English Language*

**Task 1. Translate the following words. Find Russian synonyms to each word in the dictionary of Ozhegov S.M. and Schwedova N.U.**

See – <http://gufo.me/>

E.g. *expansion* – *экспансия (расширение, распространение)*

- era, - colonial, - function, - communication, - regional, - central, -role, - international, - reason, - arena, - group, - geographical, - direct, - policy, - modern, - form, - direct, - standard, - alternative, - negative, - majority, - contrast, - prestige, - unique, - position, - characteristic, - section, - global, - context, -distance, - phenomenon, - structure, - orientation, - archaic, - flora, - fauna

**Task 2. Practice the following words and word combinations. Translate them. Write down new words into your vocabulary.**

distribution, – consequences, - native language, – diverging varieties, - pidgins, - creoles, - lingua franca, - mutually, - unintelligible languages, - general means of communication, - yardsticks, - imprecise, - community, - descendants, - island, -overseas, -extraterritorial, -multitude of forms, - label, -world-wide, - mainland, - homeland, - suspension, -vis-à-vis, -i.e. – colonial lag, - temperate, -appropriate, -features, -key features, - frequency, - lexis, - environment

**Task 3. Arrange the following verbs into two columns: regular and irregular verbs. Give three forms of the irregular verbs. See App 32. Translate the verbs.**

Regular verbs	Irregular verbs
-to speak, -to see, -to exceed, -to stand, -to set, -to divide, -to use, -to call, - to receive, -to favor, -to refer, -to define, -to find, -to dedicate, -to use, -to research, -to concern, - to occur, - to know, -to work, - to cite, -to regard, - to classify, - to offer, -to restrict, - to facilitate, -to borrow	

**Task 4. Read the text About the English Language. Get the main idea.**

**A.** English is **spoken** today on all five continents as a result of colonial expansion in the last four centuries or so. The colonial era is now definitely over but its consequences are only too clearly **to be seen** in the presence of English as an official and often native language in many of the former colonies along with more or less strongly diverging varieties which arose in particular socio-political conditions, so-called *pidgins* which in some cases later developed into creoles. Another legacy of colonialism is where English fulfills the function of a lingua franca. Many countries, like Nigeria, use English as a *lingua franca* (a general means of communication) since there are many different and mutually unintelligible languages and a need for the supra-regional means of communication. English has also come to play a central role as an international language. There are a number of reasons for this, of which the economic status of the United States is certainly one of the most important nowadays. Internal reasons for the success of English in the international arena can also be given: a little bit of English goes a long way, as *the grammar is largely analytic in type* so that it is suitable for those groups who do not wish to expend great effort on learning a foreign language.

**B. Find English equivalents in the text (above) to the following Russian word combinations. Write them down in your vocabulary.**

- результат колониальной экспансии; - в качестве официального или родного языка; - отличающиеся друг от друга; - социально-

политические условия; - наследие колониализма; - выполнять функцию общего средства общения; - взаимно непереводимые языки; - играть центральную роль; - существует ряд причин; - внутренние причины успеха английского языка; - на международной арене; - грамматика английского языка; – аналитический тип языка; - тратить усилия на изучение иностранного языка.

**Task 5. Read the text Present-Day Geographical Distribution of English. Get the main idea of it.**

**A.** English is spoken on all five continents. With regard to numbers of speakers it is only exceeded by Chinese (in its various forms) and Spanish. But in terms of geographical spread it stands at the top of the league. The distribution is a direct consequence of English colonial policy, starting in Ireland in the late 12th century and continuing well into the 19th century, reaching its peak at the end of the reign of Queen Victoria and embodied in the saying ‘*the sun never sets on the British Empire*’. For the present overview, the varieties of English in the modern world are divided into four geographical groups as follows.

British Isles	America
England	United States (with African American English)
Wales	Canada
Ireland	The Caribbean
Africa	Asia, Pacific
West Africa	South- and South-East Asia
East Africa	Australia and New Zealand
South Africa	The Pacific islands

The two main groups are Britain and America. For each there are standard forms of English, which are used as *yardsticks* for comparing other varieties of the respective areas.

In Britain, the standard is called Received Pronunciation. The term stems from Daniel Jones at the beginning of the present century and refers to the pronunciation of English, which is accepted - that is, received - in English society. BBC English, Oxford English, Queen's English (formerly King's English) are alternative terms, which are not favored by linguists, as they are imprecise or simply incorrect.

In America there is a standard which is referred to by any of a number of titles, General American and Network American English being the two most common. There is a geographical area where this English is spoken and it is defined negatively as the rest of the United States outside of New England (the north east) and the South. General American is spoken by the majority of Americans, including many in the North-East and South and thus contrasts strongly with Received Pronunciation which is a prestige dialect spoken by only a few percent of all the British. The southern United States occupy a unique position as the English characteristic of this area is found typically among the African American sections of the community. These are the descendants of the slaves originally imported into the Caribbean area, chiefly by the English from the 16th century onwards. Their English is quite different from that of the rest of the United States and has far more in common with that of the various Anglophone Caribbean islands.

Those varieties of English, which are spoken outside of Britain and America are variously referred to as overseas or extraterritorial varieties. A recent practice is to use the term Englishness (a plural created by linguists) which covers a multitude of forms. The label *English World-Wide* (the name of an academic journal dedicated to this area) is used to refer to English in its global context and to research on it, most of which has been concerned with implicitly comparing it to mainland varieties of Britain and America and then with trying to determine its own linguistic profile.

Extraterritorial varieties are not just different from mainland varieties because of their geographical distance from the original homeland but also

because in many cases a type of suspension has occurred *vis-à-vis* changes in point of origin, i.e. in many respects the overseas varieties appear remarkably unchanged to those from the European mainland. This phenomenon is known as *colonial lag*. It is a term, which should not be overworked, but a temperate use of the term is appropriate and it can be cited as one of the features accounting for the relative standardness of overseas varieties, such as Australian or New Zealand English concerning British forms of English.

The varieties of English both in Europe and overseas tend to show variation in certain key features, for instance special verbal structures to express aspectual distinctions are common to nearly all varieties in the developing world. Pronunciation and morphology features can equally be classified according to frequency of variation in non-standard forms of the language.

The variation in the area of lexis (vocabulary) tends to be restricted to two types. The first is the presence of archaic words no longer found in mainland Britain, e.g. the use of *bold* in the sense of *misbehaved*. The second type contains flora and fauna words. Obviously those speakers of English who moved to new environments were liable to borrow words from indigenous languages for phenomena in nature, which they did not know from Europe, thus Australian English has *koala*, *kangaroo*, New Zealand English *kiwi*, etc.

**B. Insert the proper verbs in the Passive Voice in the following sentences. Use the text A above. Define the tense-forms of these verbs.**

1. English is ... on all five continents.
2. As for the numbers of speakers, English is only .... by Chinese and Spanish.
3. The varieties of English in the modern world are ... into four geographical groups.
4. There are standard forms of English, which are ... as yardsticks for comparing other varieties of the respective areas.
5. In Britain, the standard is ... Received Pronunciation.

6. BBC English, Oxford English, Queen's English (formerly King's English) are alternative terms, which are not ... by linguists, as they are imprecise or simply incorrect.
7. In America there is a standard, which is ... to by any of a number of titles, General American and Network American English.
8. General American is ... by the majority of Americans.
9. Those varieties of English, which are ... outside of Britain and America are variously ... to as overseas or extraterritorial varieties.
10. The label *English World-Wide* is ... to refer to English in its global context and to research on it, most of which has been ... with implicitly comparing it to mainland varieties of Britain and America.
11. In many respects, the overseas varieties of English appear remarkably unchanged to those from the European mainland. This phenomenon is ... as colonial lag.
12. The term '*colonial lag*' should not be ..., but a temperate use of it can be ... as one of the features accounting for the relative standardness of overseas varieties, such as Australian or New Zealand English concerning British forms of English.
13. Pronunciation and morphology features can equally be ... according to frequency of variation in non-standard forms of the language.
14. The variation in the area of lexis tends to be ... to two types. The first is the presence of archaic words and the second type contains flora and fauna words.

**C. Retell the idea of the text *Present-Day Geographical Distribution of English* briefly.**

## **WRITING**

**Task 1. Write an essay "*Why I Learn the English Language*"**

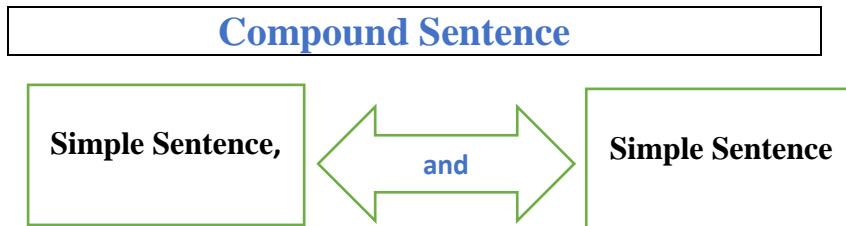
See *Writing an Essay* - Recommendations for Students

## UNIT 2

### LESSON 1

*Active Grammar*      *Compound and Complex Sentences*  
*Sequence of Tenses*

**Task 1. Read and learn the rules of Compound Sentences. See App 14.**



**Figure 5**

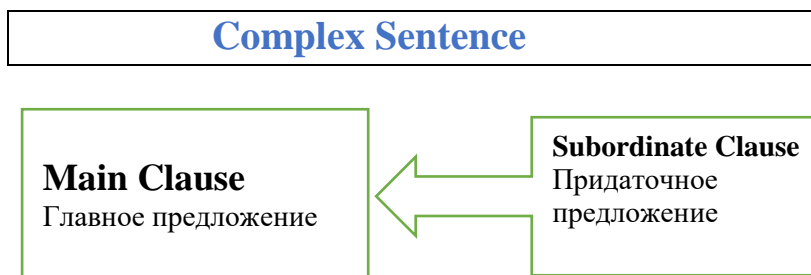
**Task 2. Combine two simple sentences into one compound sentence using a comma and the suggested conjunction in brackets.**

**Model:** *I love fresh coffee. It smells better than it tastes. ( but )*

*I love fresh coffee, but it smells better than it tastes.*

1. She did not go to the park. It was too late in the evening. (for)
2. They arrived early at the show. They had great seats. (and)
3. My family has never been to Washington. We have seen Boston. (but)
4. We could start the movie now. We could wait for Julia to arrive. (or)
5. I am a student. My brother is a pupil. (while)
6. Mark finished his homework. We can go play outside. (so)
7. You cannot go outside. It started to rain. (for)
8. They moved their toys to the side. They had room for the racetrack.  
(and)
9. I want some cereal. The box is empty. (but)
10. We can have pizza for supper. We can have spaghetti. (or)

**Task 3. Read and learn the rules of Complex Sentences. See App 15.**



**Figure 6**

**Task 4. Identify the types of the following subordinate clauses. See App 15. Specify conjunctions and conjunctive words that connect the subordinate clauses to the main ones. Translate them in Russian.**

1. I don't know where you live now. 2. I saw that he was pleased with the gift. 3. The man who was here yesterday is a well-known painter. 4. At our conferences, we often tell about teenagers who do business on the Internet. 5. Ben started CyberBritain.com, which is the fastest growing network in Europe. 6. He played tennis so well that everybody admired him. 7. The book is not so interesting as you think. 8. Although the weather was bad, we went for a walk. 9. I gave him a dictionary so that he might translate the article. 10. He won't go there unless he is invited. 11. If the weather is nice, we will go for a picnic. 12. I think that it is not pleasant to go for a walk in cold windy weather.

**Task 5. Complete these conditional clauses with the correct form of the verbs in brackets.**

1. If you (eat) a lot of junk food, you (put) on weight.
2. You (not/ sleep) well tonight if you (drink) all that coffee.
3. If he (not/call) you, what (you/do)?
4. If you (not/start) training now, you (not /be able) to run the marathon.
5. (you/ call) me if your bus (be) late?



**Task 6. Read about the conjunctive words in the Attributive Clauses. See App 15.**

**A. Complete the sentences with the conjunctive words which, what or that.**

1. The smile is \_\_\_ makes a person's face happy.
2. The teacher of physics showed us an experiment \_\_\_ aroused a lot of interest.
3. She has always been the best in everything, \_\_\_ isn't surprising if you know her family.
4. \_\_\_ I liked most was the salmon with broccoli and lemon.
5. She married a foreigner, \_\_\_ annoyed everyone in her patriotic family.

**B. Complete the sentences with the conjunctive words who, which or where.** This is the café \_\_\_ I always buy my lunch.

2. He is my friend's father \_\_\_ owns the café.
3. This is a small town \_\_\_ I lived as a child.
5. The TV programme \_\_\_ makes me laugh the most is 'Comedy Club'.

**Task 7. Paraphrase the following sentences so that the new ones would have the same meaning but contain the word written in capital letters**

1. Their first important concert was in a stadium in Moscow-  
They sang for a hundred thousand people there. WHERE
2. Mr. Clark's son is in the navy and Mr. Clark is an important figure  
in the government. WHOSE
3. I like coffee with ice-cream more than anything else. WHAT
4. He lost the keys for the third time and this made me lose my temper.  
WHICH
5. I have always admired this actor – he starred in a new film. WHOM

**Task 8. Write a definition for the following words; use the prompts. Decide which conjunctive word must be used in each sentence.**

**Model:** *a school* –

*A school is a building where pupils learn.*

1. *New Year*

- the time, you get a lot of gifts then

2. *a calculator*

- a device, it can do sums very quickly

3. *a washing machine*

- a machine, you use it to wash clothes

4. *adolescent*

- a young person is in the process of developing from a child into an adult

5. *scientific conference*

- a meeting, researches introduce their works and share their information

**Sequence of Tenses**

**Согласование времен**

**Task 9. Read and learn the rules of Sequence of Tenses. See App 12.**

**Task 10. A. Replace the infinitives in brackets by the Future-in-the – Past or the Past Simple / Past Continuous.**

1. He knew that I (to take) my examination in English in two months.
2. She said that she (to study) at the History department.
3. Ann said that she (to finish) her work next week.
4. When I came into the room, my group mates (to write) an English test.
5. He said that his brother (to graduate) from the University next year.

**B. Replace the infinitives in brackets by the Past Simple or the Past Perfect.**

1. When I saw her, I (to understand) how greatly she (to change) since that time.
2. She said that she already (to read) the book.
3. I knew that she (to study) at Moscow Academy of Finance and Law.
4. He said that this professor (to work) in our University before.
5. Ann said that she (to be) a second -year student of Vladimir State University.

**Task 11. Put the predicates of the main clauses into the Past Tense. Make all the necessary changes.**

**Model:**

*1. The students from St Petersburg say they are going to Moscow during their vacation.*

*The students from St Petersburg said they were going to Moscow during their vacation.*

2. I think I will see them before they leave Moscow.

3. My friend says he has received a notebook as a birthday gift.

4. I ask my grandfather under what conditions they lived in the USSR.

5. My Granny tells us that she is going to the theatre where she will have a meeting with an old school-friend of hers.

6. I hope they will stay in Vladimir until the end of July.

7. She answers she had never seen the white nights before.

8. My mother says to us that she wants to have a rest in Sochi.

9. I answer that I can book tickets beforehand.

10. He says that he must leave urgently.

**Task 12. Read the dialogue “A Telephone Call”. Get the main idea. Translate the highlighted Russian sentences into English. Mind the rule of Sequence of Tenses. Use the prompts below. Reproduce the dialogue in roles.**

- Hello.

- Hi. Is that John?

- No, it's John's father.

- Oh, I'm sorry Mr. Black. This is Jane Spencer. Could I talk to John, please?

- No, sorry. I'm afraid John is not here at the moment.

- Do you know when he'll be back?

- Он сказал, что вернется не раньше семи.

- Would you like to leave a message for him?

- Yes, could you ask him to phone me this evening, please? I have some problems

with my homework and I need his help.

- Right, I'll tell him.

- Thank you very much. Good-bye.

- Bye.

**(in the evening)**

-Hello, this is John Black. Could I speak to Jane, please?

- Speaking.

-Oh, hi Jane, **Я слышал, ты мне звонила.**

- Yes, I had some problems with my homework. **Я думала, ты сможешь мне помочь.** Now everything is O.K.

-That's good! Listen, if you have finished doing your homework maybe we could

go out tonight?

- That's a good idea!

- O.K. See you.

- See you.

**Use the prompts:**

*I thought you could help me.*  
*I heard you phoned me earlier.*  
*He said he would be back before seven.*

## **LESSON 2**

### ***Lexical Training***

*English in the Indo-European Family of Languages*

*Word Formation in English*

**Task 1. A. Read the text English in the Indo-European Family of Languages.**

**Pay attention to the vocabulary list. Get the main idea of the text.**

**Vocabulary list:**

extinct languages – вымершие языки  
Frisian – фризский язык  
Frisland\* – Фрисландия  
offshoot – ответвление  
common parent – общий прародитель  
Proto-Germanic\*\* – протогерманский язык

Germanic, or Teutonic, languages are a sub-family of the Indo-European family of languages. They include Dutch, English, German, the Scandinavian languages, and several extinct languages.

The Germanic languages are commonly grouped according to linguistic similarities into three branches – the East, North and West Germanic branches. The East Germanic group consists of the language of the Goths. The North Germanic, or Scandinavian, languages include Swedish, Danish, Norwegian, and Icelandic.

The West Germanic languages are divided into two groups – High German and Low German. The principal High Germanic language is Modern German, also known as Standard German. The surviving Low German languages are Dutch, Flemish, Frisian and English.

Dutch is the language of the Netherlands, Flemish, or Belgian Dutch, is spoken in Northern Belgium. More than half of the Belgian population speaks Flemish, although French is current throughout the country. Frisian is spoken by people on the coast and coastal islands of the North Sea, particularly in the north Netherlands province of Frisland \*. Frisian differs considerably from Dutch and is nearest of the Germanic languages to English.

English, the most widespread of the world's languages, is considered to be an offshoot of an Anglo-Frisian dialect that must have been fairly widespread before the Germanic tribes invaded England.

No common parent of the Germanic languages survives, but linguists refer to the hypothetical ancestor as primitive Germanic or Proto-Germanic. \*\*

**Notes:**

\* ***Frisland** appears to have been born out of the confusion between an imaginary island and the actual southern part of Greenland. Frisland*

*originally may also have been a cartographic approximation of Iceland, but in 1558, the influential Zeno map charted the landmass as an entirely separate island south (or occasionally south-west) of Iceland.*

*\*\* Proto-Germanic, also called Common Germanic, is the reconstructed proto-language of the Germanic branch of the Indo-European languages. The Proto-Germanic language is not directly attested by any coherent surviving texts. It has been reconstructed using the comparative method. However, there is fragmentary direct attestation of (late) Proto-Germanic in early runic inscriptions and in Roman Empire-era transcriptions of individual words.*

**B. Read the text again and fill in the appropriate words in the following sentences. Translate them.**

1. Germanic, or Teutonic, languages are a sub-family of the ... family of languages.
2. They include ..., ..., ..., the ... languages, and several extinct languages.
3. The Germanic languages are commonly grouped according to ... similarities into three branches – the ..., ... and ... Germanic branches.
4. The East Germanic group consists of the language of the ... .
5. The North Germanic, or Scandinavian, languages include ..., ..., ..., and ... .
6. The West Germanic languages are divided into two groups – ... German and ... German.
7. The principal High Germanic language is ... German, also known as ... German.
8. The surviving Low German languages are ..., ..., ... and ... .
9. Frisian differs considerably from ... and is nearest of the Germanic languages to ... .
10. English is considered to be an offshoot of an ... dialect that must have been fairly widespread before the ... tribes invaded England.

**C. Grammar Drills. Specify the voice and the tense-form of the underlined verbs in the text A above.**

**Task 2. Draw a scheme showing the place of English in the Indo-European Family of Languages.**

**Task 3. Work in pairs. Answer the following questions.**

1. What languages do Germanic languages include?
2. What are the main three Germanic branches?
3. What languages does the North Germanic group include?
4. What languages does the West Germanic group include?
5. What language is spoken in Northern Belgium?
6. In what country is Frisian spoken?

**Task 4. A. Read the text The Development of the English Language. Translate it. Write down new words into your vocabulary.**

**Vocabulary list:**

**Norman Conquest** – захват Англии войсками Вильгельма Завоевателя после победы над англосаксами в битве при Гастингсе в 1066 году.

**no matter how admirable** – какой бы восхитительной она (его храбрость) ни была

**settled in what was henceforth known as Normandy** – поселились в том месте (Франции), которое впоследствии получило название «Нормандия»

**The Northern dialect of the French language** – нормандский диалект французского языка

**for the present purpose** – в данном случае

**in current speech** –(зд.) в разговорной речи

The Norman Conquest was not only a great event in British political history but it was also the greatest single event in the history of the English language.

The conquerors had originally come from Scandinavia. About one hundred and fifty years before their conquest of Britain, they seized the valley of the Seine and settled in what was henceforth known as Normandy. In the course of time, they were assimilated by the French and

in the 11<sup>th</sup> century, they came to Britain as French speakers and as bearers of French culture. They spoke the Northern dialect of the French language generally called Norman- French. It differed in some minor points from Central French. Their tongue in England is usually referred to as Anglo-Norman; for the present purpose, we call it “French”.

One of the most significant consequences of the Norman domination in Britain is to be seen in the use of the French language in many spheres of British political and social life. For almost three hundred years, French was the official language of the king’s court, the language of the law courts, the Church, and the castle. It was the everyday language of most nobles and of many townspeople in the southeast. The intellectual life and education were in the hands of French-speaking people, and boys at school were taught to translate their Latin into French.

The lower classes and especially the country-people, who made up the bulk of the population, held fast to their own tongue. Thus, the two languages coexisted and gradually permeated each other. The Norman barons and the French town-dwellers had to pick up English words to make themselves understood to their serfs and the general population, while the English people began to use French words in current speech. A writer of the twelfth century, John Salisbury, remarked disapprovingly that it had become modish to sprinkle one’s speech with French. Translators of French books used a large number of French words in their translations into English and imitated the sentence structure of the original, being unable to find good English equivalents.

In the course of the 14<sup>th</sup> century, the English language gradually took the place of French as the language of literature and the official language of the government and ousted French from all social spheres. English was bound to win in the struggle, for it was the living language of the people, while French in Britain was cut off from the living speech of France and was socially and geographically restricted. Thus, in the late 14<sup>th</sup> century English was re-established as the official language of the country.

The three hundred years of domination of the French language in many spheres of life affected the English language more than any other single foreign influence before or after. The impact of French on the vocabulary



can hardly be exaggerated: the borrowings reflect the spheres of Norman influence on English life.

The more specific influence was exercised on the alphabet and spelling. The tremendous number of French borrowings adopted by the English language indirectly affected even the phonetic structure of the language, especially word accentuation. Some authors maintain that the close contact with a foreign language may have played a role in the general decay of the inflections and the compensatory growth of analytical forms.

### Word Formation

**Task 4. A. Read the rules of English word formation. See App 34.**

**B. Watch the video about Word Formation in English on YouTube:**  
<https://www.youtube.com/watch-> Словообразование в английском: суффиксы и приставки/ Word Formation

**C. State the part of speech of the words taken from the text Task 3. Point out the prefixes and suffixes of their formation.**

-British, -political, -conqueror, -conquest, -henceforth, -French, -speaker, -bearer, -generally, -significant, -domination, -social, -official, -intellectual, -education, -especially, -disapprovingly, -modish, -translator, -original, -gradually, -government, -geographically, -re-establish, -domination, -hardly, -specific, -tremendous, -indirectly, -phonetic, -accentuation, -inflection, -analytical

**Task 5. Determine which parts of speech the words in each column belong to:**

a)	b)	c)
<i>employ</i>	<i>fluent</i>	<i>journal</i>
<i>inhabit</i>	<i>loyal</i>	<i>child</i>
<i>dismiss</i>	<i>weak</i>	<i>member</i>
<i>cover</i>	<i>generous</i>	<i>king</i>
<i>produce</i>	<i>reluctant</i>	<i>slave</i>

**Task 6. A. Use the appropriate suffixes to form the Nouns.**

**Write them down in your vocabulary.**

*Simple, wide, modern, industry, revolution, long, pure, terror, deaf*

**B. Use the appropriate suffixes to form the Verbs.**

**Write them down in your vocabulary.**

*Simple, wide, modern, industry, revolution, long, pure, terror, deaf*

**C. Use the appropriate suffixes to form the Adjectives.**

*history, silk, care, fool, music, coward, hero, impress, harm, child, economy, revolution, hope, enjoy, sport, trouble, practical, atom*

**Task 7. Read the words in the box below. Answer the question:**

*How did the prefixes change the meaning of these words?*

*-underground, -replace, -antiseptic, -impolite, -disagree, -unpack, -income, -subtropical, -irregular, -postgraduate, -multinational, -upstairs, -transform, -ultramodern, -television, -mistake, -semicircle, -outdoor, -nonsense, -foreword, -interstellar, -import, -export, -extraordinary, -deform, -co-worker*

**Task 8. Determine which part of speech is needed in the following sentences. Add appropriate suffixes to the highlighted words and fill in the blanks. Translate the sentences into Russian. Write down new words into your vocabulary. Use prompts below.**

1. I'll be happy to provide you with whatever \_\_\_\_\_ you may need.

*assistant*

2. We are all witnessing the \_\_\_\_\_ changes in every corner of the globe.

*history*

3. The view was amazing – it left us absolutely \_\_\_\_\_

*speech*

4. Most African countries suffer from a terrible \_\_\_\_\_ of water. *short*
5. Don't light this match here. These materials are all highly \_\_\_\_\_.  
*flame*
6. Their lifelong \_\_\_\_\_ are recorded in the hundreds of letters.  
*friend*
7. He spent his \_\_\_\_\_ in a small village called Orechovo. *child*
8. It was hard to see anything in that inky \_\_\_\_\_. *dark*
9. They say he is a good \_\_\_\_\_ *work*
10. The house is beautiful, especially the \_\_\_\_\_ kitchen *space*  
with two windows.

**Use the prompts:**

*-ful, -er, -cy, -ic, -less, -ness, -hood, -age, -able, -ship*

**Task 9. Determine which part of speech is needed in the following sentences. Add appropriate prefixes to the highlighted words and fill in the blanks. Translate the sentences into Russian. Write down new words into your vocabulary. Use prompts below.**

1. His parents \_\_\_\_\_ of his punk friends.  
*approve*
2. The brain of our contemporary man is the same as that of a man from the  
\_\_\_\_\_ age. *historic*
3. She must have \_\_\_\_\_ what I said. I didn't mean to offend her.  
*understood*
4. She \_\_\_\_\_ the ordinary clay into a beautiful sculpture *formed*
5. Though he has neither money nor friends, he is not so \_\_\_\_\_ *happy*  
as you think.

6. Her bedroom was on the second floor. She went \_\_\_to her bedroom.

*stairs*

7. The \_\_\_\_\_ hid in the depths of the ocean.

*marine*

8. The English language has become an \_\_\_language.

*national*

9. Smoking is addiction, and it requires \_\_\_ actions to get rid of it.

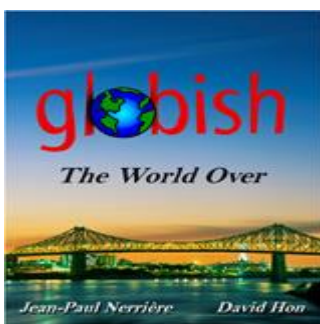
*ordinary*

10. I could \_\_\_\_\_the horrors that will one day threaten the world. *see*

**Use the prompts:**

*-dis, - miss, - fore, - extra, - sub, - up, - un, -inter, -trans, -pre*

**Task 10. Read the text about e-book -Globish. The World Over. Get the main idea.**



The new e-book *Globish. The World Over* observes how a billion people are in need of a consistent language to do business across the globe, describes how the problem is being solved by many non-native English speakers, and discusses the specific outlines of the Globish approach that is being noted as perhaps the only possibility for true Global talk.

Since 2004, when the first books about Globish **were published**, the talk about Globish has changed. In that year, in forums on the Internet, many English teachers looked at the idea and then looked away, saying: "*I cannot imagine anything important being said in Globish*" and "*They are*

*going to destroy our beautiful English language" and "Why can't they just learn how to speak decent English?"*

Now, many years later... there are very different questions floating around in English Language Forums: "How many people now know enough English?" "Should the English teachers, who said '*you will never be good enough,*' now still be the keepers of the flame?" And a few are beginning to ask: "How much English is enough?"

Globish may have the answer.

### **English**

There are 615,000 words in the Oxford English Dictionary. This is a collection of all the words that **have been used** in the English language. Very few native English speakers know more than 80,000 of these words (on their best day). Though they may remember 80,000 words, very few native English speakers will use more than 7,500 English words in their communication.

### **Globish**

The English Language can be extremely complicated if an English speaker or writer wants to show off all of its possibilities in words and structure to other English speakers. However, the form of English called Globish gives us a simpler, universal tool to communicate with more than 5 times as many people.

The simple goal of Globish is to reach only a level '*a common ground*' where *everyone understands everyone else, everywhere in the world.*

**Task 11. Read the text Globish, the Dialect of the 3rd Millennium. Translate it. Write down new words into your vocabulary.**

(Extract from the TIMESONLINE, Dec. 2006 - *not in Globish*)

Globish is a simple, pragmatic form of English codified by Jean-Paul Nerrière, a retired vice-president of IBM in the United States.

It involves a vocabulary limited to 1,500 words, short sentences, basic syntax, an absence of idiomatic expressions and extensive hand gestures to get the point across.

Mr. Nerrière originally sought to help non-English speakers — and notably his compatriots from France — in the era when business meetings are invariably held *en anglais* (in English). He advised that instead of struggling to master the Queen’s English, they should content themselves with Globish.

His two books, *Don’t Speak English, Parlez Globish* and *Découvrez le Globish*, became bestsellers in France and **were published** in Spain, Italy, South Korea and Canada. They **are also being translated** into Japanese.

*“Globish is a proletarian and popular idiom which does not aim at cultural understanding or at the acquisition of a talent enabling the speaker to shine at Hyde Park Corner,”* he wrote.

*“It is designed for trivial efficiency, always, everywhere, with everyone.”* Mr. Nerrière says that his globalised version of English is now so common that Britons, Americans and other English-speakers should learn it too. *“The point is that Anglophones no longer own English,”* he told The Times in Paris.

*“It is now owned by people in Singapore, Ulan Bator, Montevideo, Beijing and elsewhere.”* He says that in multi-national meetings, Anglo-Saxons stand out as strange because they cling to their original language instead of using the elementary English adopted by colleagues from other countries.

Their florid phraseology and grammatical complexities are often incomprehensible, said Mr. Nerrière, who added, *“One thing you never do in Globish is tell a joke.”*

*“The only jokes which cross frontiers involve sex, race and religion and you should never mention those in an international meeting.”*

Mr. Nerrière has developed software to help English-speakers to acquire written Globish.

The program checks English words and eliminates those not included in the 1,500-strong Globish list.

Mr. Nerrière said, *“English-speakers need to make the effort to speak like everyone else. If they do, they **will not be seen** as arrogant and they might even become popular.”*

He said that commercial ventures could depend upon the mastery of Globish. *“If you lose a contract to a Moroccan rival because you’re speaking an English that no one apart from another Anglophone understands, then you’ve got a problem.”*

Aware that purists may balk at his ideas, Mr. Nerrière insists that Globish **should be confined** to international exchanges. Other languages — French, German, Italian as well as orthodox English — **should be preserved** as vehicles of culture.

### **Task 12. Grammar Drills.**

**A. Put the predicates of the main clauses into the Past Tense. Make all the necessary changes.**

1. Mr. Nerrière says that his globalised version of English is now so common that Britons, Americans and other English-speakers should learn it too.
2. Mr. Nerrière writes that one thing you never do in Globish is tell a joke.
3. Mr. Nerrière says that English- speakers need to make the effort to speak like everyone else.
4. Mr. Nerrière insists that Globish must be confined to international exchanges.

**B. Specify the voice and the tense-form of the highlighted verbs in the texts Task 10, Task 11 above.**

**C. Read and translate the following sentences. Identify the types of sentences. Specify conjunctions or conjunctive words.**

1. Globish is a proletarian and popular idiom which does not aim at cultural understanding or at the acquisition of a talent enabling the speaker to shine at Hyde Park Corner.
2. The point is that Anglophones no longer own English.
3. The only jokes which cross-frontiers involve sex, race and religion and you should never mention those in an international meeting.
4. If English- speakers make the effort to speak like everyone else, they will not be seen as arrogant and they might even become popular.

## LESSON 3

### **READING**            *The Development of English Vocabularies*

**Task 1. Here is the article under the title *The Development of English Vocabularies* (written by Wiwiek Sundari).**

*The article consists of the following parts: Abstract, Keywords, Introduction, Results, Discussion, Conclusion, and References*

#### **A. Read the Introduction. Translate it.**

Vocabularies are important parts of all languages across the globe. When vocabularies develop through human communication, the language is considered as a living language instead of a dead language. English is a living language that undergoes some developments both in grammar and in vocabularies.

Those developments include pronunciation, spelling, and meaning that occur in every period, that is to say, Old English, Middle English, and Modern English. In addition, English has cosmopolitan and resourcefulness characteristics. English is a cosmopolitan language since it borrows and adopts some vocabularies from other languages.

Language is a human's innate capacity that differentiates them from other creatures. Language becomes human being characteristics since they use it to communicate ideas, thought, and feelings [1]. It is a means to conduct a transaction in business as well as in government administration; it can also be used to transfer knowledge from generation to generation [2]. English as an international language has broader roles. Beside of its function as international language, English has a long historical record that worth considering. The history of a language cannot be separated from the history of its vocabularies. Its vocabularies have undergone some changes or developments in a particular period including the Old English, the Middle English, and the Modern English.



**B. Find the English equivalents to the following word combinations in Russian in the text above.**

*-развиваться благодаря человеческому общению; - живой, а не мертвый язык; - претерпевать некоторые изменения как в грамматике, так и в лексике; - включать произношение, написание и значение; - космополитизм и изобретательность; - заимствовать и перенимать некоторые слова из других языков; - врожденная способность человека; - передавать идеи, мысли и чувства; - проводить сделки в бизнесе; - государственное управление; - передавать знания от поколения к поколению; - история вокабуляра*

**C. Read about the Results and Discussion. Translate it. Write down new words and word combinations in your vocabulary.**

English is a living language that undergoes some developments in terms of its grammar and vocabulary. Grammar in the Old English is somehow different from that of the Modern English [2]. Grammar includes verb, gender, and type of language. The numbers of irregular verbs in Old English are larger than that of the regular verb. On the contrary, the number of regular verbs in Modern English is greater than the irregular verbs. Old English manifested gender in its noun, article, and adjective, which is no longer used in Modern English. In Modern English, all nouns are considered as neutral and genderless. Old English belongs to synthetic language and Modern English is grouped into analytic language. Synthetic language uses inflection as the rule of its grammar and analytic language uses word order such as the order of subject, predicate, object, and adverb. The development of Old English vocabularies can be traced back from the pronunciation differences and spelling of Old English and Modern English as it is depicted by following examples.

Old English vocabularies example are “cu”, “hâlig”, and “gân”, while in Modern English period the vocabularies are changed into “cow”, “holy”, and “go”. Beside of its pronunciation and spelling, the semantic meaning of Old English is also different from that of the modern ones. “Nice”, for example, means ‘good’ in Modern English but in Old English it is defined as “foolish”. The development of English vocabularies relates to the

history of English and its nation. Baugh states that the history of English focuses on the history of Old English, Middle English, and Modern English [2]

### **1) Old English: 450 – 1150**

Before Roman came to Britain, Britain had been inhabited by Celt and they spoke Celt. In 4 AD, Roman under Claudius command started to invade Britain. They overruled the Celt. Celt people then moved to Wales, Scotland, and Ireland. Meanwhile, in Britain, Roman had successfully applied Roman law. At this time, Roman authority in Britain started to wobble due to internal disruption in Wales and Scotland. In the end of 410, Roman left Britain and it brought happiness to Celt but it did not last long because some of tribes of Jute, Anglo-Saxon came to Europe. The arrival of Jute and Anglo-Saxon in the middle of five century expelled the Celts. The language used by Jute and Anglo-Saxon is derived from Germanic language, particularly Low German dialect and it is not developed from the native English language that is the Celtic. Thus, most of English vocabularies come from Anglo-Saxon. It has been acknowledged that the Low German, which develops in Britain, becomes a new language called English. It is only that the language is closely related to the Germanic language, which is far from English today.

The language is labeled as Old English. Old English vocabularies are also termed as Native English due to the fact, that they are the ancestors of Modern English vocabularies. Those vocabularies, to mention a few are “fæder-father”, “módor-mother”, “fif-five”, “wif-wife”, “cild-child”, “hūs-house”, and “kinn-chin” [2] . From those examples, it can be seen that there are some differences in pronunciation and spelling of Old English and Modern English.

Some of Old English vocabularies that are still in use today are as following “man”, “woman”, “child” , “eat”, “drink”, “sleep”, “play”, “walk”, “go”, “love”, “life”, and “death”. Those example shows that the most-used vocabularies are derived from Old English. Despite of the fact that Old English vocabularies contribute to the development of Modern

English vocabularies, Modern English vocabularies are also affected by Danish.

In 866, Danish invaded England and since 877, they occupied Eastern England which is known as Danes law and Danish affected English. There are some Danish vocabularies adopted into English at that time. Some Danish words adopted into English are “they”, “their”, “them”, “happy”, “low”, “tight”, “ugly”, “wrong”. “dirt”, “egg”, “law”, and “sky”.

## **2) Middle English: 1150 – 1500.**

Since Norman invasion in 1066, Norman who uses French starts to rule in England. French is only used in upper class society and people in general do not use it as a means of communication. Common people still uses English however; there are a lot of French words that are adopted into English. This causes the change in pronunciation and spelling of Middle English as shown by the examples below [1]:

Almost all of human life aspects are influenced by French vocabularies. At the beginning, only daily vocabularies that are found in daily conversation such as the word “beef”, “mutton”, “pork”, and “veal”. French vocabularies gradually influence all human life aspects in England. In 1154, French vocabularies start to influence English literature.

The adoption of those French words into English does not only take place at that moment but it still happens up to 20 century.

The word ‘*boutique*’ and ‘*discotheque*’ are examples of French words that are adopted into English. French words that are adopted into English during 1150-1500 contain words relate to administration and offices, religion, law, military, fashion, food, education, medicine, art, and social life.

In addition to pronunciation and spelling changes as a language phenomenon in the Middle English, the adoption of Latin words into English is also essential.

### 3) Modern English: 1500 and Present.

In Modern English era, English vocabularies have been standardized through the issue of books and English dictionaries that become the standardized pronunciation or received pronunciations. In this era, grammar is also standardized, for example, the emergence of English Dictionary in 1755 by Dr. Johnson and Noah Webster in 1828. Later on English Grammar by Robert Lowth in 1762 entitled *A Short Introduction to English Grammar*.

English vocabularies in modern era is acknowledged as cosmopolitan vocabularies because it adopts many words from languages across the globe, for example, those are borrowed:

- from American Indian such as “chipmunk”, “moose”, and “raccoon”;
- from Dutch are “brandy”, “golf”, and “wagon”;
- from Italy are “opera”, “piano”, and “volcano”;
- from Spanish are “alligator”, “cargo”, and “mosquito”;
- from Greek are “acme”, “acrobat”, and “anthology”;
- from Russian are “steppe”, “droshky”, and “rubble”;
- from Persian are “spinach”, “paradise”, and “jessamine”.

More and more English vocabularies are borrowed from other languages. [1].

The formation of Old English vocabularies is somehow different from those of modern ones. Old English vocabularies are formed or expanded simply by adding affix to its base. By affixation (adding prefix or suffix), a word may be expanded up to 100 words, this is also called as a resourcefulness Vocabulary. For example, a word *mōd* may be added by suffix and it becomes “*mōdig*”, “*mōdignes*”, “*mōdigian*”, “*mōdfull*”, “*mōdlēas*” by adding prefix, *mōd* becomes “*unmōd*”, “*bēahmōd*”, “*mādmōd*”, “*ofermōd*”.

An example of the addition of prefix and suffix are *glæmōdnes* and *gemōdod*.

Affixation is commonly found in Modern English vocabularies. Affixation in English only happens approximately on 7-8 words at the most.

**D. Read and translate the Conclusion of the article.**

The development of English vocabularies is marked by the changes in Old English and Modern English in terms of grammar, word origin, pronunciation, and spelling. Old English grammar is very complex due to abundant number of inflections meanwhile Modern English grammar has been simplified since Middle English. Old English vocabularies are mainly adopted from Teutonic, and Modern English vocabularies adopt and borrow from languages across the globe as a consequence, English becomes a cosmopolitan language. The pronunciation and spelling of Old English are different from English today. Old English vocabularies are formed by using affixation in which Old English affixation can expand a word into more than 100 new words, which does not exist in Modern English affixation.

**E. Pay attention to the References writing. The authors' names are always written in alphabetical order. Dates are put in parentheses.**

1. Barber, Charles. The English Language a Historical Introduction. Cambridge University Press, Great Britain (1993).
2. Steward, Jr., Thomas W. Language Files. Materials for an Introduction to Language and Linguistics. Ohio State University, Ohio (2001)... etc.

CULTURALISTICS: Journal of Cultural, Literary, and Linguistic Studies 3(1); 2019; 35-38 Available online at:

<http://ejournal.undip.ac.id/index.php/culturalistics>

**Task 2. After reading the parts of the article, determine which statements (1-15) in the box are (True) to the content of the part C of the article, which ones are (False) or there is (No Information) about it.**

STATEMENT	TRUE	FALSE	NO INFORMATION
1. Before Roman came to Britain, Britain had been inhabited by Celt and they spoke Celt.			

2. The arrival of Jute and Anglo-Saxon in the middle of five century expelled the Celts.			
3. The language used by Jute and Anglo-Saxon is derived from Scandinavian languages.			
4. There are some differences in pronunciation and spelling of Old English and Modern English.			
5. “Nice”, for example, means ‘good’ in Modern English but in Old English it is defined as “foolish”.			
6. Some Danish words adopted into English are “man”, “woman”, “child”, “eat”, “drink”.			
7. France vocabularies gradually influence all human life aspects in England after Norman invasion in 1066.			
8. Geoffrey Chaucer (1340-1400), a well-known classic poet in England with his <i>Canterbury Tales</i> uses many France words.			
9. France words that are adopted into English during 1150-1500 contain words relate to administration and offices, religion, law, military, fashion, food, education, medicine, art, and social life.			
10.The adoption of Latin words is triggered by <i>The Renaissance</i> from Italy.			

11. In Modern English era, English vocabularies have been standardized through the issue of books and English dictionaries that become the standardized pronunciation or received pronunciations.			
12. English vocabularies in modern era is acknowledged as cosmopolitan vocabularies because it adopts many words from languages across the globe			
13. There are more and more English vocabularies that are borrowed from other languages, namely, Hebrew, Arabic, Hungarian, Indian, Malay, Chinese, Javanese, Australia, Tahiti, Polynesian, West Africa, and Brazilian			
14. Affixation is commonly found in Modern English vocabularies. Affixation in English only happens approximately on 7-8 words at the most.			
15. Modern English vocabularies adopt and borrow from languages across the globe and as a consequence, English becomes a cosmopolitan language.			

## WRITING

**Task 1. Write keywords and an abstract to the article *The Development of English Vocabularies* written by Wiwiek Sundari. See App 16.**

**Use the following expressions for an abstract writing:**

*This article discusses- В данной статье рассматриваются ....*

*The article is devoted to – Статья посвящена ...*

*The article deals with – Статья посвящена*

*The article is concerned with – Статья касается... (темы)*

*The article touches upon the issue of – Статья затрагивает проблему*

*The purpose of the article is – Цель статьи ...*

*Much attention is given to – Большое внимание уделено ...*

*It is spoken in detail about – Рассказано в деталях о ...*

*The article gives a detailed analysis of – Статья даёт детальный анализ ...*

*The following conclusions are drawn – Следующие выводы были сделаны ...*

### UNIT 3

#### LESSON 1

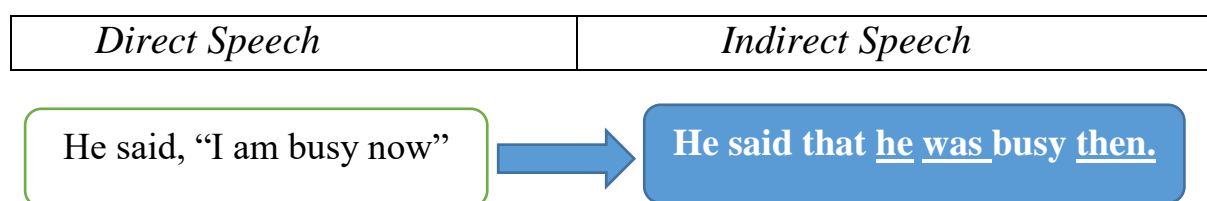
*Active Grammar*

*Direct and Indirect Speech*

*Indirect Questions*

**Task 1. Read and learn the rules about Direct and Indirect Speech**

**See App 13.**



**Figure 7**

**Task 2. Use the following sentences in indirect speech. Do the necessary changes according to the rule. See App 13.**

1. The students of Group 122 said to us, "We have four exams this summer."



2. The teacher said to the students, “We have only two hours of English a week.”
3. My sister said to me, “You look very well today.”
4. My brother said to me, “I will become a doctor.”
5. My guest says, “You are an excellent cook. Everything is so tasty.”
6. The student said, “I can’t answer this question. I don’t understand it.”
7. Alex said to his mother, “I have no time for lunch today.”
8. My American friend told me, “You speak English very well.”
9. My aunt said, “I will be free tomorrow. I am going to see you.”
10. The teacher said to us, “You have worked hard this week.”
11. The teacher said to the students, “You must be ready for the test tomorrow.”
12. Ann told us, “I can speak two foreign languages: English and Spanish.”
13. She says, “It is raining outside.”
14. He said, “I will have to take a taxi now.”
15. The students said, “We are going for a picnic tomorrow.”

**Task 3. Read and learn the rules about Indirect Questions (General and Special) See App 11.**

**Task 4. Use the following general questions in indirect speech. Mind the rule. Use the following verbs in the box below for the transferring general question into indirect speech.**

to wonder- *интересоваться, желать знать, задавать себе вопрос*  
 to be interested to know – *интересоваться*  
 I would ( we’d, he’d) like to know – *я ( мы, он ..) хотел(и) бы знать*  
 wanted to know ( в прошедшем времени ) *хотел(и) бы знать*

1. My mother asks me, “Have you had coffee today?”
2. The waiter asked, “Have you found anything to your taste on the menu?”
3. My friend asks me, “Has your brother left for Moscow?”

4. The teacher asked the students, “Do you go to the theatre?”
5. She asked her friend, “Does your father know Chinese?”
6. Ann asked me, “Can you play the guitar?”
7. He asks me, “Are you going to the party tonight?”
8. She asks her mother, “Are you cooking a cake?”
9. My friend asked me, “Are you leaving already?”
10. My niece asked me, “Have you seen the film *Cheburashka*?”

**Task 5. Use the following special questions in indirect speech. Mind the rule.**

1. My groupmate asked, “What topic have you discussed today?”
2. The teacher says, “What Pushkin’s poems have you read?”
3. He said, “Who has answered all the questions?”
4. Ann asks, “What is our next lesson?”
5. Our teacher said, “How do you spend free time?”
6. My friend asked me, “Why are you laughing?”
7. I ask Alex, “What are you listening to?”
8. I asked my Granny, “How long have you been knitting the sweater?”
9. The parents asked, “Where did the children go with their grandmother?”
10. My niece asked me, “Where will you go tonight?”

**Task 6. Use indirect questions when you want to be polite. Make these questions indirect. Use the words in brackets.**

**A. Model:** - *How far is the station? (Do/ know)*  
 - *Do you know how far the station is?*

1. Where can I get a taxi? (Can/ tell)
2. What time does the train arrive? (Do/know)
3. How much is the T-shirt? (Can/ tell)
4. What’s the time? (Do/know)
5. Where do I get off the bus? (Can/ tell)
6. Where is the nearest bus stop? (Could / tell)
7. Where is the way to the Zoo? (Could/ tell)

8. How much does that book cost? (Could/ tell)
9. Why didn't you wait for me? (I was wondering why...)
10. Can I use your phone? (Is it possible for me to ...?)

### Task 7.

#### A. Use the following sentences in indirect speech.

1. Alex isn't coming tomorrow because he hasn't finished his project.  
Kate said\_\_\_\_\_
2. Don't smoke and drink more mineral water.  
The doctor told him\_\_\_\_\_
3. I cannot concentrate when someone is talking next to me.  
Ann said\_\_\_\_\_
4. Where have you been all day? Why didn't you phone?  
My mother asked me\_\_\_\_\_
5. Someone must tell Kate the truth.  
Ann thought\_\_\_\_\_

#### B. Ask the same questions in a more polite way. Start with the words given below:

1. How much is this pair of shoes?  
*Can you tell me* \_\_\_\_\_
2. How can I get to the Bolshoi Theatre?  
*Excuse me, do you happen to know* \_\_\_\_\_
3. When does the post office open?  
*Do you have any idea* \_\_\_\_\_
4. What have you bought for Alex for his birthday?  
*I wonder* \_\_\_\_\_
5. Could I help with the preparations?  
*Do you think* \_\_\_\_\_

### Task 8.

#### A. Read and learn the rules about Indirect Imperative Sentences. See App 13.

**B. Transfer the following imperative sentences from direct speech into indirect one.**

**Use the following verbs:**

<p><b>to ask</b> – <i>просить</i> <b>to tell</b>- <i>велеть, приказывать</i> <b>to beg</b>- <i>умолять</i> <b>to advise</b>- <i>советовать</i> <b>to allow</b> – <i>разрешать</i> <b>to order</b> – <i>приказывать</i> <b>to propose</b> - <i>предлагать</i></p>
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1. Clyde said to her pleadingly, “Tell me the truth!”
2. The captain told his crew “Abandon ship immediately!”
3. A little boy said to Carlson “Come back, please!”
4. Julia said to Michael ironically, “Don’t break up the happy home.”
5. The directors said to shareholders “Take no action!”
6. The teacher told us, “Let’s air the room!”
7. The waiter told a man, “Don’t smoke in the restaurant!”
8. A passenger said to a driver “Don’t turn left!”
9. A patient said to a nurse “Bring me some water, please.”
10. My elder brother said to me, “Don’t ever touch my phone.”
11. A mother told her little son “Wash your hands first and then eat!”
12. The doctor said to me, “Don't drink coffee on an empty stomach.”

**Task 9. A. Translate the following shortened forms of the Adverbial Clauses. See App 15.**

1. When young, he took great interest in chemistry.
2. Raw materials must be manufactured where found.
3. However difficult, this work must be carried out in time.
4. When in motion, the atmosphere acts mechanically on the surface of the land, transporting dust and sand.
5. If dry, both oxygen and carbon dioxide are very inert, but in the presence of moisture they are very active chemical agents.

**B. Insert in the blanks the appropriate relative pronouns in the Relative Clauses. See App 15.**

Explain the usage of the comma in some sentences.

1. The neighbour, ... I saw this morning, crashed his car.
2. The cake ... Jane cooked was nice and tasty.
3. I was nicely surprised to meet guys ... also arrived to support their favorite team.
4. Dr. Smith was the person to ... I expressed my deep esteem and whose reputation was known to everyone.
5. There was a wonderful landscape at the exhibition ... Jane adored.
6. This is the restaurant ... I have lunch every day.
7. Tom achieved the cave about ... he had heard so many tales.
8. The summit, ... lasted for three days, resulted in signing a set of important agreements.
9. The movie, .... he admired, was going to be shown in the cinema.
10. Robert Burns is a Scottish poet ... wrote a lot of wonderful poems and songs in the Scots language and Standard English.
11. There are many ways ... may help him resolve this problem.
12. Jessica, ... daughter is only 2 years old, takes her to work.

**Task 10.**

**A. Read the fairy tale *Snow White & the Seven Dwarfs*.**

**Try to understand it without a dictionary.**

*(The tale for 4-7 years children)*



***Snow White & the Seven Dwarfs***

Once there was a little princess called Snow White. Her stepmother was a wicked Queen. The Queen was very beautiful. Every day she looked into her magic mirror and said, “*Mirror, mirror on the wall, **Who** is the fairest*

*of them all?” Every day the mirror would reply, “You, oh Queen, are the fairest in all the land”.*

One day the Queen asked, *“Mirror, mirror on the wall, **Who** is the fairest of them all?”* And the mirror replied, *“You, oh Queen, are very fair, but Snow White is the fairest in all the land.”*

Instead of seeing her own face in the mirror, the Queen saw the face of Snow White. She was very angry.

The Queen sent for her huntsman. *“Take Snow White into the forest and kill her,”* she said. The huntsman loved Snow White. *“I cannot kill you,”* he said taking Snow White into the forest. *“But you cannot go home. You must stay in the forest.”*

The huntsman returned to the palace alone and said to the Queen, *“I have killed Snow White”.*

Snow White wandered alone through the dark forest. She came to a little house. *“Perhaps the people who live here will help me,”* she said. She knocked at the door. There was no reply, so she peeped inside. It was a very untidy house. Everything in it was very small. There was seven of everything – seven mugs and seven plates. Snow White was so hungry she ate some bread from the table. Then she said, *“I will tidy up for the people who live here.”* She swept and dusted, cleaned and polished. Then, because she was tired, she lay on one of the seven beds and fell fast asleep.

The cottage was lived in by seven dwarfs. They worked in a mine on the far side of the forest. When they got home, they found Snow White asleep. Snow White woke up with a start. *“Who... who are you?”* she asked.

*“This is our house”,* said the dwarfs. *“Do not be afraid, we will not hurt you, but tell us what you are doing here.”* Snow White told the dwarfs what had happened. *“You can stay here and we will look after you,”* said the dwarfs. Snow White was happy. But the dwarfs were afraid the wicked Queen would come looking for Snow White. When they went to their work, they said to Snow White, *“Don’t open the door to anyone.”* They were right to be worried.

Again the Queen asked her mirror, *“Mirror, mirror on the wall, who is the fairest of them all?”* The mirror replied, *“You, oh Queen, are very fair, but Snow White who lives in the forest with the little men, is the fairest in*

*all the land.*” The Queen was very angry. *“I will kill Snow White myself,”* she said.

The Queen dressed herself as a peddler. She filled a basket with apples then went into the forest. She waited until the dwarfs had gone to the mine, then she knocked at the door of the little house. *“I have nothing to fear from a peddler,”* said Snow White. And she opened the door.

*“Good day, child,”* said the Queen. *“Would you like one of my apples?”* *“Oh, yes please...,”* said Snow White. The Queen gave Snow White the reddest apple in the basket. It was a very special apple. The Queen had put a spell on it. *“Take a bite...,”* said the Queen. Snow White took one bite from the apple and fell to the ground. *“Ha! Ha!”* laughed the Queen. *“Snow White is dead. Now I am the fairest in all the land.”*

When the dwarfs came home, they found Snow White lying on the ground. The apple was lying beside her. *“The wicked Queen has been here,”* they said sadly. *“Snow White is dead.”*

The dwarfs built a special bed for Snow White in the forest. The animals kept watch around her. One day a Prince came riding by and saw Snow White lying there. *“Please let me take her home,”* he asked. As the Prince lifted Snow White onto his horse, she opened her eyes. The piece of magic apple had fallen from her throat. *“Snow White is alive!”* shouted the dwarfs. *“Hoorah! Hoorah!”*

Once more the Queen asked, *“Mirror, mirror on the wall, **Who** is the fairest of them all?”* The mirror replied, *“You, oh Queen are very fair, but Snow White, the Prince’s bride is the fairest in all the land.”* The Queen was so angry; she flew into a rage and died. Snow White was safe at last.

***\*Taken from: Snow White and Seven Dwarfs. Newmarket, England. MacLehose & Partners Ltd, Portsmouth, 1990.***

**B. Retell the fairy tale Snow White & the Seven Dwarfs.**

**Transfer the sentences written in direct speech into indirect one. Mind the rules. See App 13.**

## LESSON 2

### *Lexical Training*

### *Reading Books*

### *E-Books vs. Traditional Books*

**Task 1. Read, translate, and learn the vocabulary Books and Reading.  
Write down new words in your vocabulary.**

#### **1) The People**

- an author; - a novelist; - a writer; - a playwright; - a poet; - a librarian;-  
a book-seller; - a book reader

#### **2) The Book Business**

- a bestseller; - a page-turner; - the bestseller lists; - a fast-seller; -a  
publishing house; -a book-signing tour; -a digital eBook

#### **3) Kinds of Books and Stories**

-a novel; -a short story;- a saga; -a sequel; -a trilogy; -a travelogue; -a  
travel story; -a self-help book; -a children's book; -a horror story; -a  
historical novel; - westerns novel/ drama, -a thriller; -an autobiography; -  
a sci-fi novel; -a crime novel; -a graphic novel; -a memoir;- an  
encyclopedia; -a dictionary; -a volume in a series; -a journal; -a diary

#### **4) Genres of Writing and Fiction**

horror; science fiction; fantasy; satire; travel writing; non-fiction;  
biography; drama; romance; pulp fiction; crime fiction

#### **5) The Characters in a Novel**

the characters; the protagonist; the hero; the heroine; identify with the  
characters



## 6) Parts of a Story

the plot; the storyline; the culmination; a realistic plot; a believable storyline; a racy narrative; a chapter; a volume; a series

## 7) Idioms

a book worm - a person who enjoys reading

a rags to riches story- literally describes someone's change in future, from poor to well off

a letdown - a disappointment

it didn't live up to my expectations - to do as well as someone expects one to do (*the most popular phrase on the web*)

his new novel hit shelves last week- to become available for purchase

### Task 2. Match the definitions for the following kinds of books and stories:

<b>1. Dictionary is ...</b>	<b>a)</b> a fictitious prose narrative of book length, typically representing character and action with some degree of realism
<b>2. Biographies is ...</b>	<b>b)</b> a published, broadcast, or recorded work that continues the story or develops the theme of an earlier one.
<b>3. Novel is ...</b>	<b>c)</b> a book or e-resource that lists the words of a language (typically in alphabetical order) and gives their meaning, often also providing information about pronunciation
<b>4. Sequel is ...</b>	<b>d)</b> the story of a real person's life. It could be about a person who is still alive, someone who lived centuries ago, someone who is globally famous, or a unique group of people.
<b>5. Saga is ...</b>	<b>e)</b> a historical account or biography written from personal knowledge

<b>6. Trilogy novel is ...</b>	<b>f)</b> a form of fiction that deals principally with the impact of actual or imagined science upon society or individuals
<b>7. Memoir is ...</b>	<b>g)</b> a long story of heroic achievement, especially a medieval prose.
<b>8. Non-fiction is ...</b>	<b>h)</b> a series of three books, plays, or films that have the same subject or the same character
<b>9. Sci-fi novel (science fiction) is ...</b>	<b>i)</b> a drama or novel about cowboys in western North America set especially in the late 19th and early 20 <sup>th</sup> centuries.
<b>10. Westerns novel is ...</b>	<b>j)</b> any document or media content that attempts, in good faith, to convey information only about the real world

**Task 3. A. Replace the Russian words and word combinations in brackets with the English equivalents. Write down new words in your vocabulary.**

**1. Agatha Christie** (1890–1976) was an English (*криминальный романист, автор коротких рассказов и драматург*).

Her reputation rests on 66 (*детективные романы*) and 15 (*короткие рассказы*) collections that have been sold over two billion copies, an amount surpassed only by the Bible and the (*работы*) of William Shakespeare. She is also the most translated individual (*автор*) in the world with her books (*были переведены*) into more than 100 (*языков*).

**2. Stephen Edwin King** (1947-) is an American author of (*ужасы, сверхъестественная фантастика, криминал, научно-фантастические и фантазийные романы*).

Described as the "King of Horror", a play on his surname and a reference to his high standing in pop culture, his books (*были проданы*) more than

350 million copies, and many have been adapted into (*фильмы, телесериалы, мини-сериалы и комиксы*).

**3. Isaac Asimov** (1920-1992) was an American writer and professor of biochemistry at Boston University. During his lifetime, Asimov was considered one of the "Big Three" (*научная фантастика*) writers, along with Robert A. Heinlein and Arthur C. Clarke. A prolific writer, he wrote or edited more than 500 books. Best known for his (*научная фантастика*), Asimov also wrote (*тайны и фантастика*), as well as much (*нехудожественная литература*). Asimov's most (*знаменитая работа*) is the *Foundation* series.

**4. William McGuire Bryson (1951-)** is an American–British (*журналист*) and author. Bryson has written a number of (*нехудожественный*) books on topics including (*путешествия*), the English language, and (*наука*). In October 2020 he announced that he had "retired" from writing books, although in 2022 he recorded an audiobook for Audible, entitled '*The Secret History of Christmas*'. He has sold over 16 million books (*по всему миру*).

**B. Try to recall or find out some Russian authors who has written *detectives, fiction, crime, science fiction, and fantasy novels*. Use the Internet for help.**

**Task 4. Read the following words. Try to guess their meaning. Use online translator if necessary.**

- *reason*, - *humanity*, - *history*, - *print*, - *artifact*, - *papyrus*, - *scroll*, - *creation*, - *transformation*, - *archive*, - *fact*, - *ergonomic*, - *format*, - *audiobook*, - *platform*, - *device*, - *online*, - *download*, - *phone*, - *personalized*, - *orientation*, - *option*, - *apps*, - *genre*, - *content*, - *file*, - *megabyte*, - *chance*, - *title*, - *display*, - *filter*, - *mode*, - *menu*, - *program*, - *technologies*, - *traditional*, - *international*, - *specific*, - *comfort*, - *design*, - *marker*, - *sticker*, - *copy*

**Task 5. Read the modern notions. Find the definitions of them in the Internet. Write them down in your vocabulary.**

A tablet, e-Reader, the Kindle, i-Pad, Mobi Reader, epub, PDF, Indi authors, ink display, Iris, digital book, SMS

**Task 6. Before reading the text eBooks vs Paper Books, read and learn the following words and word combinations.**

**Vocabulary list:**

**eBook = e-book** = книжное издание, доступное в цифровой форме

to highlight a quote – выделить цитату

to subscribe – подписаться на рассылку

newsletter – информационный бюллетень, рассылка

to share a post – делиться сообщениями

to have one's own site – иметь свой собственный сайт

to store a whole library – хранить целую библиотеку

to pick a title – выбрать название

to emit – излучать

without a headache – без головной боли

**Task 7. Read the text eBooks vs Paper Books. Translate it.**

Books are the first reason why humanity created computers in the first place. The history of the book is long and colorful. It does not start with the first-ever printed book by the Gutenberg Press around the 15th century as many people think. The history of the book is dating 5000 years back from today to the first book artifact to be ever found in Egypt. In addition, again in Egyptian lands, it has been discovered to have been the first-ever library. It was filled with thousands of papyrus scrolls, containers of knowledge.

The book as a paper block has suffered many transformations since its first creation that many years ago. Many scientists from all over the world without a stop dig in the archives to find more and more facts.

Today's books are enjoying an ergonomic shape and are coming in a variety of formats. There are paper books, audiobooks, and e-books. There

is the never-ending question at present, “Which is better – paper book or e-book?”

Firstly, we are going to observe the difference between the two.

### ***E-books***

E-books are all over the Internet nowadays. You can find free e-books and special platforms that are specially made only for reading. There are way more e-books than paper books, due to the fact that everybody can write an e-book.

### ***Available for every kind of device***

E-books can be read on every kind of device. You can read online or download them on your computer, phone, and tablet. E-books come in different file types like Mobi, epub, and PDF. It is very important to be sure that your device can read such formats. Otherwise, you won't be able to open the e-book.

### ***Ultra personalizable***

E-books can be personalized upon the reader's wishes. You could set up the font and the size of the letters, the orientation of the page, the color of the background, and others. In addition, it is easy to put bookmark and sometimes there is an option to highlight a quote. With some apps, you can see all the quotes that you have highlighted from different books in one place.

### ***A variety of genres***

E-books are much more variable than paper books. There are all types of e-books.

From the usual genres like fantasy, romance, and fiction to handbooks, how-to guides, cookbooks and many more.

### ***Extra content***

Sometimes you can find a free book for just subscribing to an email newsletter campaign or for sharing a post. Besides, a lot of authors have their own sites where they often publish extra online content to their books.

### ***Easy to store***

An e-book file cannot take more than several megabytes on your device. This is why one can store a whole library of hundreds of books in his pocket! There isn't any struggle with thinking about whether you have to

take a second book with you. Besides, you can read any book you like on your way home. All you have to do with e-books is to scroll down and pick a title.

### ***Inexpensive***

With e-books, the publisher does not pay for paper and printing. So the money that would usually go for that is deducted. Which makes the e-book cheaper than the paperback. There is a big chance to find titles for as little as 3 \$ on big e-book platforms. Indie authors who self-publish stream their books cheaper than usual. If you do not have an e-book reading device that has an e-ink display, then you are probably reading e-books on your phone, tablet or computer. After some long reading time, your eyes hurt a lot. This is because of the blue light that this type of display emits. It is harmful to our eyes and can lead to serious problems.

But there is a way to read without pain and headaches. Iris is a blue light filter that you can install on all your devices. It is going to transform your display to a warmer tone of the light like red, yellow or orange. This way is going to help you to read your favorite books without any problems. The setup is very easy. Moreover, there is a special ‘reading’ mode in the settings menu of this program, which is perfect for e-books!

Now we move on to the paper book.

### **Task 8. Before reading the text Paper Books, read and learn the following words and word combinations.**

#### **Vocabulary list:**

to disappear – исчезать

to be printed – быть напечатанным

on an international scale – в международных масштабах

to stay loyal to the tradition – сохранять верность традициям

a good-stacked library – хорошо укомплектованная библиотека

to fill your home with comfort – наполнить свой дом уютом

to sign a copy – подписать экземпляр

**B. Read the text Paper Books. Translate it.**

Despite the modern technologies, traditional books will never disappear. More and more books are printed internationally every year and there are readers that stay loyal to the traditions. And even though the e-book is very useful and easy-to-handle, paper books have just as many advantages.

***A good feeling***

One good-smelling paper book can please all the senses of a reader. It is just a pleasure to touch the surface of the paper and to turn the page, which has that specific sound. And if the book is designed professionally with a beautiful font and a stunning cover it can literally take you away to some other place.

***For collectors***

Paper book lovers like to have as many books as possible. A good-stacked library is a pleasure to look at and it somehow fills your home with comfort. And as the saying goes: “A home without books is like a body without a soul”.

***Signed copies***

You cannot get a signed copy of a digital book. But having a signed book is something that can only make you happy. It is like a special message from the creator of the story that you like that much.

***Memories***

Paper books may collect memories from generations! If you go to a library and start scouting, you can find notes between the pages; they are poems, doodles, and so on. In addition, highlighting quotes can be fun by using colorful markers or colorful stickers.

***Events***

If there were not paper books, there would not be events like Book Cons and Book Fairs. At these events, you can meet with people who like the same books as you do. Usually the authors are present at the big rallies. And readers can ask them questions personally or take a picture with them.

### **E-books**

Available for every kind of device.

Ultra personalizable.

A variety of genres.

Extra content.

Inexpensive.

Easy to store.

vs.

### **Paper books**

A good feeling.

For collectors.

Signed copies.

Memories.

Events.

### **Paper books**

A good feeling.

For collectors.

Signed copies.

Memories.

Events.

*Which is better after all?*

To be honest, there is no right answer here. If e-books are more convenient for you, then go ahead and take the advantages. But if you are a traditionalist, do not be ashamed of carrying several books at a time in your bag.

Both e-books and books have their pros and cons. If you wish, you can combine them by reading e-books when you are on the go. Enjoy reading paper books when you are at home and can curl up with a nice cup of tea and chocolate.

**Task 9. Read the following questions and answers; pay attention to the phrases in bold. Use the ‘Definitions’ section below to check the meaning of any phrases you don’t understand. Write them down in your vocabulary.**

*Teacher: Do you like to read books?*

Kate: Yes, I love reading. I like nothing more than **to be engrossed in** a good book. I regularly **take out** books from the library and usually read them **from cover to cover** in no time,... and I can’t go to sleep at night without some good **bedtime reading** ...



*Teacher: Do you prefer reading books or watching films?*

Kate: I'm not really a **big reader**. I find books quite **heavy going**, so I much prefer to see a film. Perhaps it's the **special effects** or the **soundtrack**, I don't know. Well, I just prefer a film...

*Teacher: Is reading as pleasurable in digital format?*

**Alice:** Personally, I prefer reading a **paperback** or **hardback**, especially if I am reading classics, which I don't think are appropriate for an e-book.

But I can see it may be good for others. For example, my grandmother has an e-reader and she loves the way she can **enlarge the text ...**

*Teacher: Do you think bookshops will survive the digital revolution?*

**Thomas:** I think so, at least I hope so... I love **flicking through** books in a bookshop. Online shopping is useful to find out on Amazon if a book you want has a **good review** or maybe you get one that is difficult to find. But I still love the experience of being in a bookshop

*Teacher: Describe a book you have read. You should say what the book is about, when you read it, why you decided to read it, and say whether you enjoyed it and why.*

**Ann:** I like reading, especially English novels ...

It's a great way to improve your vocabulary and there are so many fantastic authors to choose from ... one book that **came highly recommended** by my teacher was "The Mayor of Casterbridge."

I was studying at a school in the UK at the time and she said it would give me a picture of what life was like many years ago in the area I was

living ... Well I have to say. I absolutely loved it! It was a **real page-turner**. It's a historical novel, and **the setting** was a fictional town called 'Casterbridge'. Actually, it was **based on** a town near where I was studying called Dorchester. It had such a great **plot**. To cut a long story short **it tells the story of** the downfall of a man called Henchard. **The central character** who lives during a period of great social change around the time of the industrial revolution. The reason I enjoyed it so much, apart from the great story, it gave me a picture of what life had been like in the place I was studying at the time. I really **could not put it down**. Well, it is a fantastic story!

### Definitions:

1. *to be engrossed in*: to be completely focused on one thing
2. *to take out (a book from the library)*: to borrow a book from the library
3. *to read something from cover to cover*: to read a book from the first page to the last
4. *bedtime reading*: something to read in bed before you go to sleep
5. *to be a big reader*: someone who reads a lot
6. *to be heavy-going*: difficult to read
7. *special effects*: the visuals or sounds that are added to a film which are difficult to produce naturally
8. *soundtrack*: the music that accompanies a film
9. *paperback*: a book with a flexible cover (see 'hardback' above)
10. *hardback*: a book with a rigid cover (see 'paperback' below)
11. *to enlarge*: to become bigger or to make smth bigger
12. *to flick through*: to look quickly through a book
13. *to get a good/bad review*: to receive positive or negative feedback
14. *to come highly recommended*: to be praised by another person
15. *a page turner*: a book that you want to keep reading
16. *the setting*: where the action takes place
17. *to be based on*: to use as a modal
18. *to tell the story of*: to outline the details of someone's life or an event
19. *the central character*: the main person in a film or book
20. *couldn't put it down*: wasn't able to stop reading a book

**Task 10. Work in pairs. Answer the questions. Give full answers.**

1. What books can help you study at the university?
2. What were your favourite childhood books?
3. Do you read anything during the holidays? What? Why?
4. What do your family like reading? Why?
5. Which books do you prefer reading – e-book or paper book? Why?

**Task 11. Discuss in your group:**

**A. Most teenagers have different opinions on reading. Read and translate them.**

- *It is boring/annoying*
- *It gives a headache*
- *It takes too much time*
- *It is easier to watch TV or video or to play computer games*
- *Reading is not important*

**B. What is your opinion on reading? Why do you think so?**

**Use the following word combinations for your answer:**

**Books =**

teach how to..., ...

give information about...,...

make feel good...

can tell us a lot about ...

help discover new things...

explore new ideas ...

educate ...

solve problems...

escape from everyday life problems...

are a perfect way = (to make fun, to entertain oneself, to relax, to spend free time, not to be alone, not to feel bored)

**Task 12. Describe a book you have read. You should say what the book is about, when you read, why you decided to read it, and say whether you enjoyed it and why.**

## Answer the main questions:

1. *What problems do the main characters have in it?*
2. *Do you have any similar problems?*
3. *Do you think books can help you solve these problems?*

## LESSON 3

### READING

*English Literature*

*Famous English Writers*

**Task 1. A. Before reading the texts about English Literature, find out the meanings and translation of the following word combinations with the following proper nouns in the Internet.**

the Norman conquest, the King James Bible (1611), the Great Vowel Shift, the British Empire, “Beowulf,” British colonies, the Noble Prize

### **B. Read the text. Get the main idea.**

English literature is written in the English language of the United Kingdom and its crown dependencies, the Republic of Ireland, the United States, and the countries of the former British Empire.

The English language has developed over the course of more than 1,400 years. The earliest forms of English, a set of Anglo-Frisian dialects brought to Great Britain by Anglo-Saxon invaders in the fifth century, are called Old English.

*Beowulf* is the most famous work in Old English. It has achieved national epic status in England, despite being set in Scandinavia. However, following the Norman conquest of England in 1066, the written form of the Anglo-Saxon language became less common. Under the influence of the new aristocracy, French became the standard language of courts, parliament, and polite society.

The English spoken after the Normans came is known as Middle English. This form of English lasted until the 1470s, when the Chancery Standard (late Middle English), a London-based form of English, became widespread.

*Geoffrey Chaucer* (1343 – 1400), author of *The Canterbury Tales*, was a significant figure in the development of the legitimacy of vernacular Middle English at a time when the dominant literary languages in England were still French and Latin. The invention of the printing press by Johannes Gutenberg in 1439 also helped to standardise the language, as did the King James Bible (1611), and the Great Vowel Shift.

Poet and playwright William Shakespeare (1564 – 1616) is widely regarded as the greatest writer in the English language and one of the world's greatest dramatists. His plays have been translated into every major living language and are performed more often than those of any other playwright are.

In the nineteenth century, Sir Walter Scott's historical romances inspired a generation of painters, composers, and writers throughout Europe.

The English language spread throughout the world with the development of the British Empire between the late 16th and early 18th centuries. At its height, it was the largest empire in history. By 1913, the British Empire held sway over 412 million people, 23% of the world population at the time.

During the nineteenth and twentieth centuries, these colonies and the USA started to produce their own significant literary traditions in English. Cumulatively, over the period of 1907 to the present, numerous writers from Great Britain, both the Republic of Ireland and Northern Ireland, the US, and former British colonies have received the Nobel Prize for works in the English language, more than in any other language.

In the contemporary era, British writers like Lauren Child and J. K. Rowling have emerged amongst the most popular writers of children's books.

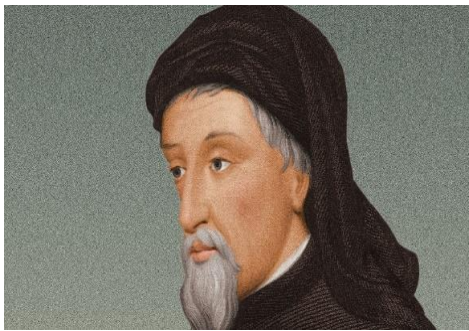
**C. Find the English equivalents of the following word combinations in the text above. Write down them in your vocabulary.**

*-зависимые страны, - национальное эпическое произведение, - письменная форма англосаксонского языка; - под влиянием новой аристократии; - значительная фигура; - легитимность разговорного*

языка; - изобретение печатной машины; - способствовать стандартизации языка; - доминирующий литературный язык; - Великий сдвиг гласных звуков; - считается величайшим писателем; - всемирно известный драматург; основные живые языки; - распространение языка по всему миру; - значимые литературные традиции; - получить Нобелевскую премию за произведения на английском языке; - популярные писатели детских книг.

**Task 3. A. Read the text. Translate it. Write down new words in your vocabulary.**

### **Geoffrey Chaucer 1343-1400**



His most famous work is *The Canterbury Tales*, a series of fictional tales related by pilgrims on their way to Canterbury

**Geoffrey Chaucer** stands as the great giant of English poetry. His verse is still read and enjoyed today and often adapted for theatre performances. It is full of characters, still recognisable as types we encounter in daily life in spite of having been inspired by people Chaucer observed more than seven hundred years ago.

There is a freshness in Chaucer's poetry. His characters act their lives out in every conceivable human situation from the deeply serious to the crude, belly laughing comical.

His stories are both funny and thought-provoking: “- *two young knights fighting to the death for the love of a beautiful young woman; - a badly behaved young knight travelling the country on a desperate quest to find the answer to a question that will save his life and learning a great lesson; - the tragic love story of Tristan the son of the Trojan king, and the beautiful young Isolde.*” The list of human tales goes on indefinitely, and all of them still appealing to the modern reader. If a writer can connect

with a readership seven centuries after his death, he is most certainly a great writer.

Geoffrey Chaucer led an eventful, exciting life, by any standards. He is known to us as a poet and, indeed, he has the distinction of being the first poet to be buried in poet's corner in Westminster Abbey, but that was, to him, not much more than an interest. He was an immensely, multi, talented man with a long and very successful full-time career as a diplomat. He was also a philosopher, astronomer and alchemist.

In his own time, Chaucer would have been far better known as a diplomat than a poet would. He was greatly valued by Edward III. During the Hundred Years War, Chaucer was on a mission to Rheims in 1360, when he was captured. The King paid a £16 ransom, which was worth a few hundred thousand dollars in today's currency, to get him back.

Chaucer was deeply immersed in public life and he established a family tradition of that, his son, Thomas rising to distinguished heights, including the position of Speaker of the House of Commons.

While pursuing his career, Chaucer was writing his poems and reading them aloud at court, no doubt amid great laughter. His most famous work is *The Canterbury Tales*, a series of fictional tales related by pilgrims on their way to Canterbury, and part of its fame and importance is that it was revolutionary as an English literary work. It is not only written in vernacular English but its characters talk in a naturalistic way, according to their class and background – something unknown in English literature until this moment. The narrators of the stories talk in a way fitted to their characters and states of life rather than in stylised conventional language. Readings of such verse would have been immensely engaging and the language offered opportunities for humour.

Chaucer was a soldier, a messenger, a valet, an administrator, a clerk during his life and had observed colleagues in all of these areas, allowing him to portray them convincingly in his tales.

Chaucer's influence on English literature is one thing; he also had an enormous influence on the development of the English language. This is clear when one looks at other English texts of his time, which are almost unrecognisable as English while his are easily comprehensible to the

modern reader. In using language the way he did, he pointed the way forward.

**B. Replace the Russian phrases in the sentences below with the English equivalents in the text above.**

1. Geoffrey Chaucer stands as the great (*гигант английской поэзии*).
2. His verse is still read and enjoyed today and often (*адаптируются для театральных постановок*.)
3. His characters act their lives out in every conceivable human situation (*от глубоко серьезных до грубых и комичных*.)
4. The list of human tales goes on indefinitely, and all of them (*по-прежнему привлекательны для современного читателя*.)
5. If a writer can connect with a readership seven centuries after his death, he is (*несомненно, великий писатель*).
6. He was an immensely, multi, talented man with a long and (*очень успешная карьера на полную ставку*) as a diplomat, (*философ, астроном и алхимик*.)
7. Chaucer (*был глубоко погружен в общественную жизнь*) and he established a family tradition of that, his son, Thomas rising to distinguished heights, (*включая должность спикера Палаты общин*.)
8. His most famous work is *The Canterbury Tales*, a series of (*вымышленные истории, рассказанные паломниками*) on their way to Canterbury, and part of its (*известность и значимость*) is that it was revolutionary as an English literary work.
9. Chaucer was (*солдат, посыльный, камердинер, администратор, клерк*) during his life and had observed colleagues in all of these areas, allowing him to (*убедительно изображать их в своих рассказах*).
10. Chaucer also had an enormous (*влияние на развитие*) of the English language.

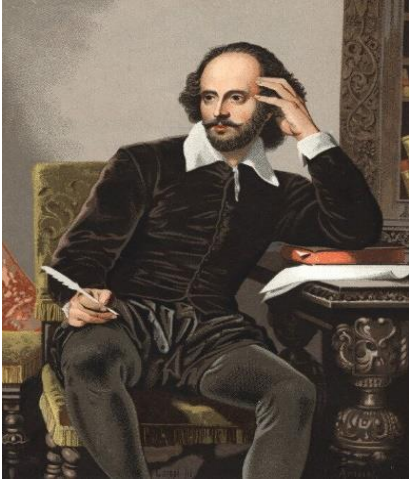
“Time and tide wait for no man.” Geoffrey Chaucer

See more: the Oxford Dictionary of National Biography. = Most famous quotes

**Task 4. A. Read the text. Translate it. Write down new words in your vocabulary.**



## William Shakespeare, 1564 – 1616



His list of works is long, but some of his most popular plays include *Romeo and Juliet*, *Macbeth*, *Othello*, *Henry the Fourth*, *The Merry Wives of Windsor*, *Much Ado About Nothing* and *King Lear*.

**William Shakespeare** is widely regarded as one of the greatest writers in the English language. He was born on or around 23 April 1564 in Stratford-upon-Avon, the eldest son of John Shakespeare, a prosperous glover and local dignitary, and Mary Arden, the daughter of a wealthy farmer. There are no records of William's education, but he probably went to King's New School – a reputable Stratford grammar school where he would have learned Latin, Greek, theology and rhetoric – and may have had a Catholic upbringing. He may also have seen plays by the travelling theatre groups touring Stratford in the 1560s and 70s. At 18, William married Anne Hathaway, and the couple had three children over the next few years.

No one knows what Shakespeare did between 1587 – the last documentary record of his youth in Stratford – and 1592 when he is first mentioned in London. There is much speculation about these 'lost years', including stories that Shakespeare was exiled from Warwickshire for deer-stealing and that he worked at the London playhouses holding horses for theatre-goers.

What did Shakespeare write?

Between about 1590 and 1613, Shakespeare wrote at least 37 plays and collaborated on several more. His 17 comedies include *The Merchant of Venice* and *Much Ado about Nothing*. Among his 10 history plays are *Henry V* and *Richard III*.

The most famous among his tragedies are *Hamlet*, *Othello*, *King Lear* and *Macbeth*.

Shakespeare also wrote four poems, and a famous collection of *Sonnets*, which was first published in 1609.

By 1592, Shakespeare was well-known enough as a writer and actor to be criticized by jealous rival Robert Greene as an ‘upstart crow’ and ‘Johannes Factotum’ (a ‘Johnny do-it-all’) in his pamphlet *Groats-worth of Wit* (a groat being a small coin). Although it is difficult to determine the chronology of Shakespeare’s works, it is likely that by 1592 he had authored 11 plays, including *Romeo and Juliet*, *Richard III* and *A Midsummer Night’s Dream*. His plays were successful: the box office takings from the first performance of *Henry VI, Part 1* at the Rose in 1592 were £3 16s. 8d., the highest recorded for the season.

For much of the period from September 1592 to June 1594, the London playhouses were shut because of the plague.

Shakespeare’s success grew through the 1590s. He joined and became a shareholder of the Lord Chamberlain’s Men who performed before Queen Elizabeth on numerous occasions, and as well as writing more plays, he published several poems and circulated his sonnet sequence in manuscript. His successes enabled him in 1597 to buy New Place, the second largest house in Stratford. This success was not untainted by tragedy however: in 1596 his 11-year-old son Hamnet, died.

In 1599, Shakespeare’s company, the Lord Chamberlain’s Men took up residence in the newly built Globe. *Julius Caesar* was one of the first plays performed there. Performances at the Globe were divided into three seasons with breaks around Christmas when the players performed at court; Lent, when playing was intermittent; and summer when the players toured the provinces escaping the infection and infestation of the city.

When Queen Elizabeth died in 1603, her successor, King James I, announced that the Lord Chamberlain’s Men would now be the King’s Men. This patronage was a huge coup for the troupe, but Shakespeare was by no means a puppet playwright and he continued to write plays that posed difficult questions about kingship. The Jacobean works of 1604–08

were darker and included the mature tragedies *Othello*, *King Lear* and *Macbeth*.

In 1608, the King's Men took on a second theatre, a candlelit indoor venue at Blackfriars, whose expensive seats catered to a more elite audience and whose lighting may have influenced the atmosphere of late plays such as *The Tempest*.

In 1613, the Globe burned down and the same year Shakespeare retired from the London theatre world and returned to Stratford.

He died on 23 April 1616 and was buried in Holy Trinity Church, where he had been baptised 52 years earlier.

The first collected edition of Shakespeare's plays, the First Folio, was collated and published in 1623, seven years after the playwright's death.

Of the 36 plays in the First Folio, 18 had not yet been printed at all. It is this fact that makes the First Folio so important; without it, many of Shakespeare's plays, including *Twelfth Night*, *Measure for Measure*, *Macbeth*, *Julius Caesar* and *The Tempest*, might never have survived.

Two of Shakespeare's fellow actors and friends, John Heminge and Henry Condell, who edited it and supervised the printing, collated the text. They divided the plays into comedies, tragedies and histories, an editorial decision that has come to shape our idea of the Shakespearean canon.

Shakespeare's plays are still performed regularly to this day, meaning that some of them have been on stage for close to 500 years. His plays are so well known that a lot of lines from his works are still used in the English language.

**B. Reconstruct the sentences by filling in the appropriate words from the text above. Retell some facts about W. Shakespeare.**

1. William Shakespeare is widely regarded as one of the greatest ... .. in the English language.
2. He was born on or around ... .. in Stratford-upon-Avon.

3. There are no records of William's ... , but he probably went to King's New School – a reputable Stratford ... school where he would have learned ..., ..., ... and ... .
4. At 18, William married ... .., and the couple had ... children over the next few years.
5. No one knows what Shakespeare did between ... – the last documentary record of his youth in Stratford – and ... when he is first mentioned in London.
6. Between about 1590 and 1613, Shakespeare wrote at least ... .. and collaborated on several more.
7. Although it is difficult to determine the chronology of Shakespeare's works, it is likely that by 1592 he had authored ... plays, including Romeo and Juliet, Richard III and A Midsummer Night's Dream.
8. His 17 ... include The Merchant of Venice and Much Ado About Nothing.
9. Among his 10 ... .. are Henry V and Richard III.
10. The most famous among his ... are Hamlet, Othello, King Lear and Macbeth.
11. Shakespeare also wrote 4 ..., and a famous collection of Sonnets, which was first published in ... .
12. In 1599, Shakespeare's company, the ... .. took up residence in the newly built Globe. .... was one of the first plays performed there.
13. In 1613, the Globe ... down and the same year Shakespeare ... from the London theatre world and ... to Stratford. He ... on 23 April 1616.
14. Shakespeare's plays are still ... regularly to this day, meaning that some of them have been on stage for close to ... years.

“To be, or not to be: that is the question.”

“All the world is a stage, and all the men and women merely players.” William Shakespeare

See more: the Oxford Dictionary of National Biography. = Most famous quotes

**Task 5. A. Read the text. Translate it. Write down new words in your vocabulary.**

**Jane Austen 1775 – 1817**



*Jane Austen – a portrait by her sister Cassandra*

***Pride and Prejudice***

*takes the top spot!*

There remains a fascination among modern readers with **Austen's** most famous novel, continuing to appear at the top of 'most loved books' lists.

**Jane Austen** was born in the Hampshire village of Steventon, where her father, the Reverend George Austen, was rector. She was the second daughter and seventh child in a family of eight—six boys and two girls. Her closest companion throughout her life was her elder sister, Cassandra. Their father was a scholar who encouraged the love of learning in his children. His wife, Cassandra (née Leigh), was a woman of ready wit, famed for her impromptu verses and stories. The great family amusement was acting.

Jane Austen's lively and affectionate family circle provided a stimulating context for her writing. Moreover, the world of the minor landed gentry and country clergy, in the village, the neighbourhood, and the country town, and occasional visits to Bath and to London were used in the settings, characters, and subject matter of her novels. Her world was small, but she saw it clearly and portrayed it with wit and detachment. She described her writing as "*the little bit (two inches wide) of ivory on which I work with so fine a brush, as produces little effect after much labor.*"

Her earliest known writings date from about 1787, and between then and 1793 she wrote a large body of material that has survived in three manuscript notebooks: *Volume the First*, *Volume the Second*, and *Volume the Third*. These contain plays, verses, short novels, and other prose and

show Austen engaged in the parody of existing literary forms, notably the genres of the sentimental novel and sentimental comedy.

Her passage to a more serious view of life from the exuberant high spirits and extravagances of her earliest writings is evident in *Lady Susan*, a short epistolary novel written about 1793–94 (and not published until 1871).

All of Jane Austen's novels are love stories. However, neither Jane nor her sister ever married. There are hints of two or three romances in Jane's life, but little is known about them. Cassandra was a jealous guardian of her sister's private life, and after Jane's death, she censored the surviving letters, destroying many and cutting up others. But Jane Austen's own novels provide indisputable evidence that their author understood the experience of love and of love disappointed.

The earliest of her novels published during her lifetime, *Sense and Sensibility*, was begun about 1795 as a novel-in-letters called "Elinor and Marianne," after its heroines. Between October 1796 and August 1797, Austen completed the first version of *Pride and Prejudice*, and then called "First Impressions." In 1797, her father wrote to offer it to a London publisher for publication, but the offer was declined. *Northanger Abbey*, the last of the early novels, was written about 1798 or 1799, probably under the title "Susan."

In 1803, the manuscript of "Susan" was sold to the publisher Richard Crosby for £10. He took it for immediate publication, but, although it was advertised, unaccountably it never appeared.

Meanwhile, in 1811 Austen had begun *Mansfield Park*, which was finished in 1813 and published in 1814. By then she was an established (though anonymous) author; Egerton had published *Pride and Prejudice* in January 1813, and later that year there were second editions of *Pride and Prejudice* and *Sense and Sensibility*. *Pride and Prejudice* seems to have been the fashionable novel of its season. Between January 1814 and March 1815, she wrote *Emma*, which appeared in December 1815. In 1816, there was a second edition of *Mansfield Park*, published, like *Emma*, by Lord Byron's publisher, John Murray. *Persuasion* was published posthumously, with *Northanger Abbey*, in December 1817.

The years after 1811 seem to have been the most rewarding of her life. She had the satisfaction of seeing her work in print and well reviewed and of knowing that the novels were widely read. They were so much enjoyed by the prince regent (later George IV) that he had a set in each of his residences, and *Emma*, at a discreet royal command, was “respectfully dedicated” to him. The reviewers praised the novels for their morality and entertainment, admired the character drawing, and welcomed the domestic realism as a refreshing change from the romantic melodrama then in vogue.

For the last 18 months of her life, Austen was busy writing. Early in 1816, at the onset of her fatal illness, she set down the burlesque *Plan of a Novel, According to Hints from Various Quarters* (first published in 1871). Until August 1816, she was occupied with *Persuasion*, and she looked again at the manuscript of “Susan” (*Northanger Abbey*).

In January 1817, she began *Sanditon*, a robust and self-mocking satire on health resorts and invalidism. This novel remained unfinished because of Austen’s declining health. She supposed that she was suffering from bile, but the symptoms make possible a modern clinical assessment that she was suffering from Addison disease. Her condition fluctuated, but in April she made her will, and in May she was taken to Winchester to be under the care of an expert surgeon. She died on July 18, and six days later, she was buried in Winchester Cathedral.

Her authorship was announced to the world at large by her brother Henry, who supervised the publication of *Northanger Abbey* and *Persuasion*.

A mark of her genius is that she was there near the beginning of the novel’s emergence as a literary form, and all of her novels, including the earliest of them, written when she was very young, are perfectly formed. No English novelist has since bettered them and the novel hasn’t developed much since her definitive examples of the form. One has to ask why her novels are still being read. One thing is certain: when one settles down with a Jane Austen novel one can be sure that there are going to be hours of pleasure and a lot of chuckling. Her novels always have a young woman at their centre – a young woman with romantic dreams and hopes

about meeting and marrying her perfect man. The she-hero always does, although only after a series of vicissitudes, misses and numerous misunderstandings.

At first glance, the novels resemble contemporary romantic boy-meets-girl fiction or 'chiklit.' Jane Austen uses that plot but her exploration of people, their class and their community while doing so goes very far beyond the novels that are read for their romantic story alone.

**B. Find the English equivalents of the following word combinations in the text above. Write down them in your vocabulary.**

- ближайшая спутница жизни; - поощрять в своих детях любовь к учёбе; - славиться импровизированными стихами и рассказами; - большое семейное развлечение; - актерское мастерство; - дружелюбный семейный круг; - контекст для писательской деятельности; - изображать с остроумием; - самые ранние из известных сочинений; - сохраниться в рукописных тетрадях; - пародирование литературных форм; - сентиментальный роман; - серьёзный взгляд на жизнь; - экстравагантность произведений; - короткий эпистолярный роман; - ревностно следить за личной жизнью кого-то; - подвергать цензуре письма; - неоспоримое доказательство; - быть разрекламированным; - анонимный автор; - модный роман своего сезона; - плодотворные годы в жизни; иметь хорошие отзывы; - приветствовать бытовой реализм; - признак гениальности; - романтическая фантастика

The person, be it gentleman or lady, who has not pleasure in a good novel, must be intolerably stupid. – Jane Austen

See more: the Oxford Dictionary of National Biography. . = Most famous quotes

**Task 6. A. Read the text. Translate it. Write down new words in your vocabulary. Charles Dickens 1812-1870**





His novels *Oliver Twist*, *David Copperfield*, *Great Expectations*, *A Tale of Two Cities* and *Bleak House* are English classics. *Bleak House* is acclaimed by critics as being one of the greatest novel among the world ones.

*Charles Dickens photograph*

Charles John Huffam Dickens was born on Feb.7, 1812, in Portsmouth, England. He was the second of eight children. His father, John Dickens, was a clerk in a navy office, a job that required him to move his family frequently. In 1817, the family settled in the town of Chatham, southeast of London, where Charles attended school and developed an interest in English novels of the 18th century. These years in Chatham, which lasted until the family moved to London in 1822, were the happiest of Dickens' childhood. The area would appear often in his novels.

In 1824, John Dickens was sent with his family to the Marshalsea Prison for debt. Charles, the eldest son, did not go to prison, but he was pulled from school and put to work in a factory. Feeling lonely and abandoned, he lived alone in a garret and visited his family in prison on Sundays. Then a timely inheritance restored the family to something like comfortable means, and Charles had a few quiet years at a private school in London.

This period had a lasting impact on Dickens' character and his art. His family's financial troubles and his unpleasant experience with factory life gave Charles a sympathetic knowledge of the lives and trials of the working class that would inform his writings. Dickens dramatized some of the liveliness and failings of his father, for whom he always had a great love, as the character Mr. Micawber in the partly autobiographical novel *David Copperfield*. Dickens' mother, unsympathetic and unconscious of his potential, meant less to him; she begrudged his leaving work to return to school. She would become the model for the character Mrs. Nickleby in *Nicholas Nickleby*.

Dickens finished his schooling at age 15 and went to work. He became a clerk in a law office and then, after learning shorthand, a reporter in the law courts and in the House of Commons. In 1834, he joined the staff of the *Morning Chronicle*, for which he traveled to other cities and towns to report election speeches. These jobs gave Dickens a lasting affection for journalism and an enduring dislike of both law and politics that would be reflected in his novels.

Another influential event of this period was his rejection as suitor to Maria Beadnell, a banker's daughter, because his family and prospects were unsatisfactory. The pain he felt upon losing her sharpened his determination to succeed.

Dickens' first attempt at creative writing grew out of his experience as a journalist. In 1833, he began contributing stories and descriptive essays to magazines and newspapers under the name of Boz, the family nickname of a younger brother. That same month Dickens went on to create Mr. Pickwick, one of the greatest characters in humorous literature. Within a few months, the *Pickwick Papers* had made Dickens the most popular author of the day.

The success of *Pickwick* led to new projects that kept Dickens occupied for the next several years. In 1836, he resigned from his newspaper job and became editor of a new monthly magazine, *Bentley's Miscellany*, in which he serialized the novel *Oliver Twist* (1837–39), *Nicholas Nickleby* (1838–39), *The Old Curiosity Shop* (1840–41), and *Barnaby Rudge* (1841).

In April 1836, Dickens had married Catherine Hogarth, the daughter of a newspaper associate. The first of their 10 children was born in 1837.

Exhausted by his intense work schedule, Dickens set out for a five-month vacation in the United States in early 1842. The United States had welcomed his books from the start, in part because the lack of international copyright permitted American publishers to print them without paying him. Dickens, at that stage of his life a radical who hated aristocracy, wished to study the United States and its democratic ideals firsthand.

Dickens and his wife sailed to Boston in January 1842, leaving their four children at home. Treated as a literary celebrity, he received an enthusiastic

welcome from the New England elite. He traveled westward as far as Missouri before returning to England in June 1842.

Dickens spoke everywhere of the need for an international copyright agreement that would protect the rights of both American and British writers. He felt that it was unfair and unjust that American publishers could print and sell his books without permission from him and without paying him any royalties. Dickens did not speak of himself as the sole victim of this practice. He pointed out that all British authors were equally victimized; he also acknowledged that American authors, such as Edgar Allan Poe, suffered from the pirating of their works in England.

American newspapers attacked these statements and accused Dickens of bad taste and of abusing American hospitality. In time, Dickens' rosy view of the United States faded. He was disgusted by slavery, government corruption, and what he saw as the materialism and vulgarity of American life. His disillusionment with the United States is revealed in his nonfiction book *American Notes* (1842) and in the novel *Martin Chuzzlewit* (1843–44).

Dickens practiced his narrative concentration in a new, shorter type of story. The first of these, *A Christmas Carol*, was conceived and written in a few weeks in 1843. It became the most enduring Christmas myth of modern literature.

Dickens' first novel to display his new maturity as a writer was *Dombey and Son* (1846–48). It also presented a broader criticism of modern society than had his earlier books, which had focused on particular evils. It explored the corruption of money, finding virtue and human decency most often among the poor and humble.

Social concerns are minimal in Dickens' next novel, *David Copperfield* (1849–50), which chapters are partly based on Dickens' own experiences. Dickens himself described it as his "favourite child."

Despite his great success as a novelist, Dickens did not wish to limit himself to book writing. Dickens' other activities often reflected the benevolent spirit apparent in his writings. For more than a decade beginning in 1847, he directed a reformatory home for young female delinquents, financed by his wealthy friend Angela Burdett-Coutts. He also

gave public speeches on such issues as water pollution and juvenile illiteracy and participated in fund-raising activities.

Dickens' novels of the 1850s were much darker than their predecessors. Lacking the basic optimism that tempered the social criticism of the earlier works, they present an increasingly somber picture of contemporary society. *Bleak House* (1852–53) and *Little Dorrit* (1855–57) attack the injustices of the English legal system, and *Hard Times* (1854) explores the dehumanizing effects of industrialization on workers and communities. The humor in these novels takes the form of harsh satire.

He had lost all faith in government and its willingness to deal with social problems such as poverty and hunger, but he also had no alternative to suggest. At the same time his marriage began to unravel. In 1858, he separated from his wife and began a long affair with Ellen Ternan, a young actress. Fearing the effect of a scandal on his career, Dickens managed to keep the relationship from the public.

Dickens sought relief from the difficulties of his personal life in his work. In the mid-1850s, he acted in a number of amateur theatricals to earn money for charity. This carried on his long attraction to the stage, which had almost led him to become a professional actor in the early 1830s.

Around the time of his separation from his wife, Dickens began devoting much of his time to public readings from his novels. Dickens began his reading tour in April 1858. He made a number of successful tours in England, Scotland, and Ireland—from 1858 to 1870. A triumphant American tour in 1867–68 wiped out the bad memories of his earlier trip to the United States.

Dickens greatly enjoyed his readings until, near the end, he was becoming ill and exhausted. He wrote much less in the 1860s, but he remained inventive. *A Tale of Two Cities* (1859), set during the French Revolution, was his first historical novel. *Great Expectations* (1860–61) resembles *David Copperfield*. *Our Mutual Friend* (1864–65) continued his ongoing critique of wealth and class values.

Dickens gave his final public reading in London in March 1870. Thereafter he worked on his last novel, *The Mystery of Edwin Drood*, at Gad's Hill, his country house near his boyhood home in Chatham. Dickens

died at home on June 9, 1870, leaving the book unfinished. He was buried in Westminster Abbey in London.

**B. Find the English equivalents of the following word combinations in the text above. Write down them in your vocabulary.**

-проявлять интерес к английским романам 18 века; - самые счастливые дни детства; - образ жизни среднего класса; - распоряжаться деньгами; - провести несколько лет в частной школе; - оказывать влияние на характер и творчество писателя; - сочувственно относиться к жизни рабочего класса; - автобиографический роман; - стать прообразом персонажа в романе; - публиковать роман; - персонаж юмористической литературы; - международное авторское право; - воочию изучать демократические идеалы США; - получить восторженный приём; - заключение международных соглашений; - выплаты авторских отчислений; - злоупотребление гостеприимством; - материализм и вульгарность американской жизни 18 века; - добродетель и человеческая порядочность; - участвовать в любительских театральных постановках; - получать удовольствие от своих чтений; - оставаться изобретательным

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” Charles Dickens

See more: the Oxford Dictionary of National Biography. = Most famous quotes

**Task 7. Judging by the titles of the following masterpieces, identify the names of the authors.**

1. *Oliver Twist, David Copperfield, Great Expectations, A Tale of Two Cities, Bleak House*, ...

2. *Sense and Sensibility, Pride and Prejudice, Mansfield Park, Emma, Northanger Abbey, Persuasion*, ...

3. *Twelfth Night, Measure for Measure, Macbeth, Julius Caesar, The Tempest, Othello, King Lear and Macbeth,...*

4. *The Canterbury Tales, The Book of the Duchess, The House of Fame, The Legend of Good Women, Troilus and Criseyde,...*

## WRITING

**Task 1. Get ready for the project “The Word Famous Russian Writers”.**  
**See- Recommendations for Students**

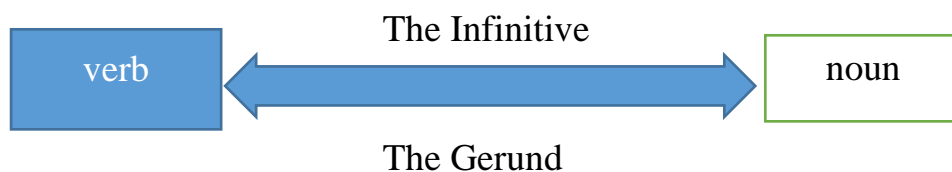
## UNIT 4

### LESSON 1

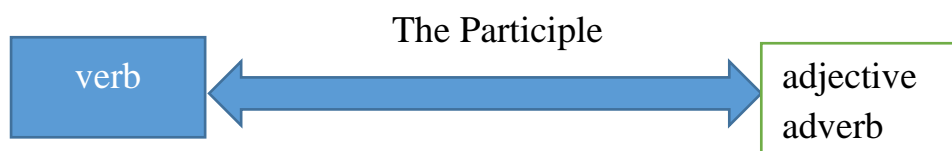
*Active Grammar*

*Non-Finite Forms of the Verb*  
*The Infinitive*  
*Complex Object. Complex Subject*  
*The for-to-Infinitive Construction*

**Task 1. A. Read and learn the rules about Non-Finite Forms of the Verb formation. See App 17.**



**Figure 8**



**Figure 9**

**B. Translate the following sentences. Identify the Infinitive, the Participle I, or the Gerund.**

1. He is glad to see you.
2. Reading the book, he wrote out new words in his vocabulary.
3. I asked him to speak German slowly.
4. Speaking fast at the exam, he made some mistakes.
5. It is a long walk. What about taking a taxi?
6. I am fond of reading novels by Jane Austen.
7. We must work hard to master English.
8. She is good at playing guitar.
9. When going home she met her friends.
10. We will be walking when you come.

## The Infinitive

**Task 2. A. Read and learn the rules about the Infinitive. See App 18.**

**B. Translate the following sentences in Russian, pay attention to the Infinitive using.**

1. He was too astonished to speak.
2. To fulfil this task was not easy.
3. I meant to have done it.
4. It is a great pleasure to make your acquaintance.
5. The work to be done here will take much time.
6. I have come here to help you.
7. In order to master a foreign language you must work much.
8. The problem to be discussed at the conference is very important.
9. To walk in bad weather is not pleasant.
10. I knew him to be writing an article.

**Task 3. Modify the following sentences according to the model, using an infinitive after the expression- It takes (took, will take) + Infinitive**

**Model:** *I walk to the Institute in ten minutes.*

*It takes me ten minutes to walk to the Institute.*

1. He learned to speak Chinese well in only two years.
2. The students finished the test in thirty minutes.

3. I wrote my essay in an hour.
4. The train passes through the Eurotunnel in 35 minutes.
5. They built the Eurotunnel in ten years.
6. They finished the Crimean Bridge in two and a half years.
7. You will get to Peking from Moscow in seven and a half hours by plain.
8. My sister walk to school every morning in about fifteen minutes.
9. She recalled the title of that painting in one second.
10. Our group will take all afternoon to prepare a concert for children.

**Task 4. Define the Perfect Infinitive or the Non-Perfect Infinitive, (active or passive form). Translate the sentences.**

1. I don't like to be asked questions.
2. I am glad to have studied at a musical school.
3. In my class I was the first to read this book.
4. I seem to have been invited to the discussion.
5. This work seems to have been done properly.
6. She is known to have learned this poem by heart.
7. We are unlikely to go to the Crimea this year.
8. She is leaving for the conference to be held in Moscow.
9. He pretended to have been reading a journal.
10. Where is my phone? I must have forgotten it at home.

**The Complex Object =  
Сложное дополнение**

**Task 5. A. Read and learn the rules about the Objective Infinitive Construction. See App 19 B.**

После следующих глаголов частица **to** перед инфинитивом в сложном дополнении **не ставится**:

**to see, to hear, to watch, to feel, to allow, to let, to make= to have (заставлять) to expect, to believe=to suppose, to find, to consider, to notice**



**B. Put the particle to where it is necessary. Mind the rule. Translate the sentences.**

1. I expected him (come) here.
2. I never saw him (cry).
3. We watched the sun (rise).
4. He heard the door (slam) behind him.
5. Let him (call) you.
6. It made the child (smile).
7. I have never asked you (help) me.
8. I want him (come) on Sunday.
9. I wish you (be) happy.
10. We like our teacher (talk) to us.

**B. Make the sentences above interrogative.**

**Model:** *I expected him to come here.*

*Did you expect him to come here?*

**Task 6. A. Replace the Complex Object construction in the following sentences with object clauses. Mind the rule of Sequence of Tenses. Translate the sentences.**

**Model:** *He thought the exhibition to be very informative.*

*He thought that the exhibition was very informative.*

1. We considered this question to be very important.
2. Everybody in our country knew him to be a talented sportsman.
3. I expected them to be discussing this question now.
4. Our government considers peaceful coexistence to be the main principle of Russia foreign policy.
5. We want this method of teaching to be applied at our lessons.

**B. Replace the following complex sentences with simple sentences using construction with the Complex Object. Translate the sentences.**

**Model:** I consider that he is very good at maths.

*I consider him to be good at maths.*

1. They expected that we would solve all problems.
2. I think that this question is too difficult for me to answer.

3. We noticed that Ann was writing something.
4. Our specialists expected that this device would show high accuracy.
5. We expect that this statement is true.

**Task 7. A. Make up sentences using the construction with the Complex Object.**

**Model:** *What do you want me to do? — I want you to call a doctor.*

1. What do you want your brother to do? (to give up smoking)
2. What would you like your sister to do? (to recite a poem in English)
3. Where do you want us to go in summer? (to go to Sochi)
4. What would you like them to do now? (to get ready for the English classes)
5. What do you expect me to do in such situation? (to tell the truth)

**B. Paraphrase the sentences using the construction with the Complex Object.**

**Model:** *Shall I come with you? – Do you want me to come with you?  
Мне пойти с тобой? – Ты хочешь, чтобы я пошел с тобой?*

1. Shall I wait for you? —
2. Shall I make some coffee? —
3. Shall I water the flowers? —
4. Shall I bake an apple pie? —
5. Shall I buy some food? —

*Add your own examples*

**C. Work in group. Make up mini dialogues and play them in roles.**

**Model:** *-Alex is going to have a birthday party tomorrow.*

*- Would you like him to invite you?*

*-Yes, I'd like to.*

1. Granny would like us to visit her.
2. I want you to understand me.
3. I want you to come on Sunday.

4. I don't want you to tell him about it.
5. The teacher doesn't want us to speak Russian in English class.

*Add your own examples*

**Task 8. Complete the beginning of the sentences of the left column with the infinitive of the right column to get sentences with the Complex Object.**

**Add some more ideas to the topic “*Relationship with Parents*”**

**Model:** *Parents want their children to respect them.*

1. Parents don't want their children...	a) make fun of them.
2. Children don't want their parents ...	b) to ignore or shout at them.
3. Parents mustn't let their children ...	c) to rely on.
4. I want my elder brother ...	d) to be dependent on parents.
5. Teenagers don't want ...	e) make fun of each other.
6. All people want to have somebody ...	f) to obey them
7. All children want to have somebody...	g) to respect them
8. Fathers want their children ...	h) to help me
9. Parents want their children ...	i) to be independent
10. Mothers often want their sons ...	j) to talk to and play with.
11. All children want to have somebody...	k) to have too many responsibilities
12. Our mother doesn't want us ...	l) to behave in society decently
13. Parents want their teens...	m) to quarrel with each other

## The Complex Subject

**Task 9. A. Read and learn the rules about the Subjective Infinitive Construction. See App 19 C.**

**B. Any form of the infinitive (Active, Passive, Simple, Continuous, and Perfect) may be used in the Complex Subject.**

**Here are the verbs in the Passive Voice to form the Complex Subject:**

**was said to** – *говорили, что...*  
**was seen to** – *видели, что ...*  
**was heard to** – *слышали, что ...*  
**was supposed to** – *предполагали, что*  
...  
**was believed to** – *полагали, что ...*  
**was expected to** – *ожидали, что ...*  
**was reported to** – *сообщали, что ...*  
**was considered to** – *считали, что ...*  
**was thought to** – *думали, что ...*  
**was found to** – *обнаружили, что ...*  
**was announced to** – *объявили, что ...*  
**was known to** – *было известно, что*  
...

**Task 10. A. Translate the sentences. Pay attention to the Complex Subject construction.**

1. The experiment was supposed to have been completed.
2. The solution of this task is said not to be easy.
3. Many new blocks of flats are planned to be built in Vladimir city.
4. This important problem is sure to be settled very soon.
5. He is likely to be given the first prize.

**B. Replace the following complex sentences with simple sentences using the Complex Subject construction. Translate the sentences.**

**Model:**

*It is considered that the programme of the conference has been approved.*  
***The programme of the conference is considered to have been approved.***

1. It is believed that the weather will change.
2. It is announced that our biathlon team has left for the Olympiad.
3. They say that this actor plays his parts professionally.
4. It is reported that she is working on her new novel.
5. It is known that some famous artists have been painting their pictures for many years.
6. It is supposed that this article will be written by the end of April.
7. It is expected that the report has been written so far.
8. It is known that he always skips the classes.
9. It was turned out that he was working in his office at that time.
10. It seems that she has been working on her project on her own.

**Task 11. A. Translate the sentences into English. Use the Complex Object construction. Mind the tense -form of the infinitive.**

1. Я наблюдал, как роботы собирают приборы. (to assemble devices)
2. Я видел, как мужчина переходил улицу (to cross the street)
3. Мои друзья заставили меня петь вчера на вечеринке. (to sing a song)
4. Николай видел, как Анна что –то писала. (to write something)
5. Она не слышала, как они разговаривали. (to talk)

**B. Translate the sentences into English. Use the Complex Subject construction. Mind the tense- form of the infinitive.**

1. Известно, что он талантливый танцор. (to be a talented dancer)
2. Объявили, что самолет уже поднялся в небо. (to take off)
3. Предполагается, что студенты приходят вовремя на занятия. (to come in time for classes)

4. Полагали, что книга была утеряна. (to be lost)
5. Этот фильм нового режиссера оказался очень интересным. (to be interesting)

### The for-to-Infinitive Construction

**Task 12. A. Read and learn the rules about the for-to-Infinitive Construction. See App 19 D.**

**B. Translate the following sentences with the for-to-Infinitive Construction in Russian. Write down new words in your vocabulary.**

1. The decision was not easy for us to arrive at.
2. This passage is difficult for me to understand.
3. I think it rather strange for you to ask questions like that.
4. She has bought a magazine for you to read.
5. The room is too hot for us to stay in.
6. That was for him to decide.
7. The idea was for us to meet on Friday.
8. The man stepped aside for the lady to pass.
9. The machine was too complicated for me to operate.
10. It was natural for us to be dancing for hours.
11. Here is the article for you to translate into Russian.
12. It is necessary for you to go there today.

## LESSON 2

### *Lexical Training*

### *Schools*

### *The Education System in Britain*

**Task 1. Work with the vocabulary on the topic Education.**

**See App 27.**

**Task 2. Fill in the blanks with the verbs given in the box and put them in the correct form. Use each verb only once. Learn these verbs.**

- to take, - to learn, - to pass, - to fail, - to revise, - to study, - to memorize, - to pick up, - to attend, - to pay, - to graduate, - to finish, - to enter, -to become

1. The school-leaving exam is very difficult, so I'll have to \_\_\_ every evening.
2. A good teacher of history makes his/her students \_\_\_ a lot of dates and facts.
3. She has a gift for languages, she \_\_\_ quite a lot of Turkish when she was on holiday.
4. If you \_\_\_ attention to SMS on your phone at the lesson, don't be surprised that you don't know what the teacher is talking about.
5. She must go to bed early, she \_\_\_ an exam tomorrow.
6. If you are an actor, you must \_\_\_ your role by heart.
7. I'm so happy, I \_\_\_ the test in maths; it was so difficult that half of the class \_\_\_ it.
8. At university, I'm going to \_\_\_ the Chinese language.
9. This summer I'd like to \_\_\_ a course in the Python Programming Language.
10. I'll go on a long expedition to the Far East as soon as I \_\_\_ from the university.
11. My dream is to \_\_\_ a teacher.
12. She \_\_\_ school last year and \_\_\_ the Pedagogical Institute.

**Task 3. A. Match verbs (1-3) with nouns (a - k) to form stable expressions.**

**Write them down in your vocabulary and learn them.**

<b>1. do</b>	a) notes
<b>2. make</b>	b) an effort
<b>3. take</b>	c) a break
	d) homework
	e) research into
	f) a course in
	g) a mistake
	h) progress
	i) an exam
	j) a degree in
	k) an experiment

**B. Make up one sentence with each of the expressions you have compiled.**

**Task 4. A. Fill in the blanks with prepositions at or in.**

1. I attend classes \_\_\_ painting.
2. When I was \_\_\_ school I liked history and literature, but I was particularly good \_\_\_ maths.
3. She has a degree \_\_\_ pedagogics and psychology.
4. My sister learns Chinese \_\_\_ Vladimir State Pedagogical Institute.
5. He did a course \_\_\_ website design in May.

**B. Fill in the blanks with the following words in the box. What are these people? Write down new words in your vocabulary.**

<b>-pupil, - student, -tutor, -classmate, - head teacher, -lecturer, -groupmate, - graduate</b>
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1. When you pass all your university exams, you are a \_\_\_.
2. Professor Fortova is my \_\_\_: we meet every week to discuss my diploma thesis.



3. Alex and I went to the same school, in fact, he was my \_\_\_\_.
4. Someone who teaches at a college or university is usually called a \_\_\_\_.
5. A \_\_\_\_ is in charge of the whole school.
6. A \_\_\_\_ is someone who learns at primary school.
7. When you go to university or college, you are a \_\_\_\_.
8. I like my \_\_\_\_, teachers, and our university sport club.

**Task 5. Give full answers to the questions. Use one of the words in the box and verbs given in brackets.**

**-degree, - certificate, -gifted, - private lessons, - uniform, - discipline,  
- scholarship, - term**

1. How did he manage to learn Italian in just three months? (to take )
2. How can you prove that you passed this exam in English? (to have got )
3. What is the dress code for pupils in Russian schools? (to wear)
4. Has your father / mother graduated from the university? (to have got )
5. How are you going to afford your studies abroad? (to apply for ...)
6. Is she good at music? (to be)
7. How is the academic year in Russia divided? (to be divided in )
8. How can a teacher deal with disobedient teens? (to keep)

**Task 6. Before you start getting information about school education in Britain, practice the following words:**

**A. Vocabulary list:**

Primary school – *начальная школа*

key stages – *ключевые этапы*

infant level – *младшая (первая) ступень начальной школы ( 5 -7 лет)*

junior level – *средняя (вторая) ступень начальной школы (7-11 лет)*

SATs testing – (Scholastic Assessment Test) -*академический оценочный тест*

Secondary school – *средняя школа*

Junior School – *младшая начальная школа*

Senior School – *старшая начальная школа*

compulsory subjects – *обязательные учебные предметы*

optional subjects – *факультативные предметы / на выбор*  
Common Entrance Exam – *единый вступительный экзамен*  
GCSE – (The General Certificate of Secondary Education) – *программа средней школы в Великобритании для ребят 14-16 лет*  
Academic level – *уровень образования*  
The IGCSE (International General Certificate of Secondary Education) – *Международный Аттестат о Среднем Образовании*  
A-Level – (Advanced Level) - *продвинутый уровень экзамена GCE - предлагает более глубокое, детальное изучение выбранных предметов без дополнительных модулей*  
IB – (International Baccalaureate) – *международный бакалавриат. В отличие от A-Level имеет междисциплинарный подход, цель которого развить студента со многих сторон*  
the degree subject – *академический предмет, принятый для частичного выполнения требований для получения степени/ уровня*  
Higher level – *наивысший уровень образования*  
Standard level – *стандартный уровень образования*  
ТОК (Theory of Knowledge) - *теория познания является обязательным основным предметом программы международного бакалавриата*  
Extended Essay (EE) – *развёрнутое эссе*  
CAS (Creativity, Activity, Service)-*креативность, активность, служение - является основным компонентом дипломной программы IB*  
boarding school – *закрытое учебное заведение / интернат/ пансион*  
curriculum – *учебная программа*

**B. Translate the following verbs. Give three forms of the verbs.**

- to begin, - to continue, - to comprise, - to split, - to include, - to study, - choose, - to sit, -to make, - to take, - to offer, - to seek, - to start, - to lead, - to receive, - to continue, - to meet

**Task 7. A. Read the text School Education in Britain. Translate the text. Write down new words in your vocabulary.**

Primary school education begins in the UK at age 5 and continues until age 11, comprising key stages one and two under the UK educational system. Some primary schools are split up into Infant and Junior levels. These are usually separate schools on the same site.

The infant age range (Key Stage 1) is from age 5 to 7. The junior age range (Key Stage 2) is from age 7 to 11.

The year groups at Primary school level are:

Year R (Reception) (age 4 – 5)

Year 1 (age 5 - 6)

Year 2 (age 6 - 7) The year when SATs testing takes place for Key Stage 1

Year 3 (age 7 - 8)

Year 4 (age 8 - 9)

Year 5 (age 9 - 10)

Year 6 (age 10 - 11) The year when SATs testing takes place for Key Stage 2

### **Secondary school – (years 7 and 8)**

Years 7 and 8 are the first two years of secondary school education in the UK. In some independent schools, they are included in the Junior School, in others they are part of the Senior School.

Under the UK school system, all students study English, Maths, Sciences, Humanity and a Modern Language. Besides these subjects, each school has a list with optional subjects (Art, Music, Drama, Latin, Sport Science, Design Technology, Computer Science), and students may choose a few subjects that interest them.

In some schools, students sit Common Entrance Exam in year 7. There are 3 examination sessions, in November, January and May/June. The transition from Junior to Senior School (from year 8 to year 9) may be conditioned by the Common Entrance Exam results in those schools.

### **Secondary school – (year 9)**

Year 9 is a very important year in the British school system, as most of the students make the transition from Junior School to Senior School. It is also a very good foundation for the GCSE programme and it is an entry point to all schools.

Students study English, Maths, Sciences, Humanity and Languages. In addition, students choose a few subjects from the optional subject list offered by each school.

### **Secondary education – (years 10 and 11)**

#### **GCSE programme**

In the last two years of secondary education, which are called Year 10 and Year 11, starting at age 14, students prepare for GCSE exams that are taken after two years. In the UK school system, during the GCSE programme, students study between 9 and 12 subjects. Some of them are compulsory (English, Math, 2/3 Sciences, History/Geography, a Modern Language etc.), some are chosen by each student according to their abilities and preferences. At the end of the 2-year GCSE programme, following the examinations on each studied subject students receive their GCSE Certificates.

The chosen subjects and the GCSE results are very important for their further studies (A-Level or IB) and for their University admission.

#### **Intensive 1 year GCSE**

Some schools offer a first- year GCSE programme in Year 11 for international students seeking a school education in the UK. These intensive, one year courses, are available for students aged 15 plus, with the appropriate academic level from their own country. Fewer subjects are studied (maximum 6).

#### **IGCSE**

The IGCSE programme prepares international students for A-Level and/or IB.

Students study between 5 and 7 subjects, English, Maths and Science being included. Each school has a list of available subjects for IGCSE students. At the end of Year 11, students take exams in each studied subject and receive IGCSE Certificates.

### **University preparation – (years 12 and 13)**

#### **A- Level study**

In the UK school system, once a student reaches the age of 16, he can start a 2- year programme, which leads to A-Level examinations. Students specialize in 3 or 4 subjects, that are usually relevant to the degree subject

they wish to follow at university. A-Levels are state examinations and are recognised by all UK universities and by institutions worldwide.

At the end of Year 13, following the examinations in each subject, the students receive A-Level Certificates.

### **International Baccalaureate (IB)**

Those who would like to study more than 3-4 subjects may continue their studies in a broader number of subjects with the International Baccalaureate Diploma Programme, offered by some independent schools.

During the IB, students study 6 subjects, 3 at Higher level (HL) and 3 at Standard level (SL). Each school offers different subjects at different study levels (HL/SL). The IB programme also includes a compulsory Core programme consisting of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS).

Students take written examinations on each subject at the end of their courses.

### **Boarding schools**

A boarding school is a residential school where pupils live and study during the school year. There are approximately 500 boarding schools across England, Wales, Scotland and Northern Ireland.

UK boarding schools offer pupils an outstanding education, helping them to develop their skills and progress to university. All UK boarding schools have to meet strict government standards on the quality of their teaching, facilities and student care.

Many UK boarding schools combine beautiful, centuries-old buildings with a mix of modern classrooms and traditional architecture. The excellent facilities help make living and learning a great experience and pupils will improve their English skills while they study.

### **State boarding schools**

A state boarding school is one where you pay for boarding and the education is free. The government pays for the education as it would at any other state school in England.

Admission to state boarding schools in the UK is limited to children who are nationals of the UK and are eligible to hold a full UK passport, or those

who are nationals of other European Union countries or those who have the right of residence in the UK.

### **Tutorial colleges**

Tutorial Colleges start at age 15 and have a more flexible programme range, focusing on fast access to UK University.

Many of the independent private sixth form colleges in Oxford, Cambridge and London work on a 'tutorial system' and are often referred to as 'tutorial colleges'. The tutorial system originates from Oxford and Cambridge Universities and is a very highly regarded and much tested system. It is still used today and is the cornerstone of an 'Oxbridge' education. A tutorial is a small class of only a few students, in which the tutor (a lecturer or other academic faculty member) gives individual attention to the students.

### **FE Colleges**

An FE college is an institution that provides education for those over compulsory school age (age 16). There are many types of FE colleges including, sixth form colleges, specialist colleges and adult education institutes. FE Colleges are state run and as such, those members of the EU joining can benefit from free education. There is also a competitive fee structure available for non-EU international students.

### **University - foundation courses**

From age 17, international students can opt to study one-year foundation programmes, instead of A-levels or IB. These courses lead to private examinations that are an alternative to A-levels. Foundation courses at colleges are recognised by universities with which they have partnerships. Some universities also offer foundation courses that lead onto their own degree programmes.

### **B. Find English equivalents in the text above to the Russian ones:**

1) быть частью чего-либо; 2) список обязательных предметов; 3) выбрать предметы, которые интересны; 4) сдавать единый вступительный экзамен; 5) экзаменационная сессия; 6) осуществлять переход в другой класс; 7) пропуск во все учебные заведения; 8) обязательные предметы; 9) способности и предпочтения; 10) получить

сертификат; 11) поступление в университет; 12) стремиться получить образование; 13) интенсивный курс; 14) сдавать экзамены по каждому изучаемому предмету; 15) достичь 16-летнего возраста; 16) признаются всеми университетами; 17) разные уровни обучения; 18) письменные экзамены; 19) развивать свои навыки и добиваться успехов; 20) совершенствовать свои знания английского языка; 21) краеугольный камень образования; 22) индивидуальный подход; 23) бесплатное образование; 24) конкурентоспособная структура гонораров; 25) быть альтернативой уровню А.

**Task 8. Get ready with the answers to the questions concerning the system of education in Russia.**

1. What is the system of education in Russia?
2. What education is compulsory in Russia?
3. Where are Russian children from the age of 3 to the age of 6 accommodated?
4. When do Russian children begin attending a primary school?
5. When do they transfer to a secondary school?
6. Do they need to pass any exam for the transition to a secondary school?
7. When does the school year begin in Russia?
8. How many vacations a year have Russian pupils? What are they?
9. What can you say about the curriculum of a primary school in Russia?
10. What crafts do pupils learn in a primary school in Russia?
11. What is the curriculum of a secondary school in Russia?
12. What exams do Russian pupils pass?

**Task 9. A. Look at the table. Answer the question:**

**How important are these items in education?**

**Mark your answer on the scales.**

<b>teacher</b>	1	2	3	4	5
<b>pen &amp; copy book</b>	1	2	3	4	5
<b>laptop</b>	1	2	3	4	5
<b>microscope</b>	1	2	3	4	5

<b>handbook</b>	1	2	3	4	5
<b>encyclopaedia</b>	1	2	3	4	5
<b>dictionary</b>	1	2	3	4	5
<b>black board &amp; chalk</b>	1	2	3	4	5
<b>white board</b>	1	2	3	4	5
<b>Internet</b>	1	2	3	4	5
<b>TV</b>	1	2	3	4	5

**B. Work in group. Discuss the following:**

1. What role does/can/ each of the items play in education?
2. Which /of (item/s) is/are the most important for effective learning?
3. Which subjects can these items help us with? In what way?
4. Could a good encyclopaedia be enough to learn everything you need?
5. What is more important: a good textbook or a good teacher? Why?
6. Can television be educational or does it play a negative role in education?
7. How could the Internet be used in education? Have you used it yourself?
8. When translating difficult texts, do you use a dictionary or online translators?
9. Are there any advantages of a white board over a regular black board?
10. Is there a difference between looking at a living organism under a microscope and viewing it online? Why?

**Task 10. Read the text Online Education. Translate it in written form.**

Thousands of people have turned to online teaching them to complete their education to rise to the high level in their jobs and them to take qualifying courses or improve their level of education. It helped a lot of people who could not come to the seat of education. It gives us a chance to develop technology skills for teachers and students. Online education is believed to be not for all people, or for the inflexible instructors, and, of course, there is a difference between online education and traditional one.

It is highly important to say that learning is no longer confined within the four walls of a classroom. The instructor, armed with a textbook, is no longer the sole source of educational experience. Information resources are



known to be everywhere, often separated from the learner by time and space. Online Education defines the process of connecting learners with these remote resources. No one can deny that learning is a lifelong pursuit where training and retraining become a success strategy for both the individual and the company.

It is noted that there are a variety of online education solutions for every educational need. The online education is thought to have come a long way and opened new vistas in the field of education. Some researchers are still questioning the value of learning through nontraditional means. Whatever is the case, there are various opinions to be considered and they are all true in their own right.

No one can deny that online education has merits and demerits.

It is of paramount importance to mention the advantages and disadvantages of on-line education in order to utilize the advantages and avoid disadvantage in the soon future to develop the educational systems a whole:

***Let us talk about the advantages:***

These advantages of online education include the following:

It gives us to develop technology skills for teachers and students ;

It also gives us access to World Resources and experts through Internet connection and Internet resources;

It states for an increase in access to education for those who otherwise have no other chances because of the labor, family or financial constraints;

-It states greater elasticity to schedule education students can select the time and location of 'class time';

-Learners can participate courses being at home or office, at campus or library;

-It facilitates greater learner instructor interaction, it also increases interaction with classmates;

-It facilitates pedagogic individual development of instructor, produces a carryover effect into the regular classroom of improved pedagogic techniques;

-Finally, it has the ability to equalize access to education.

*Now we will talk about the disadvantages to be avoided in order to reach our own target to develop and upgrade the educational system:*

- It provides us with sentiments of solitude from time to time;
- Is likely to be less group uphold for educated resulting to isolation and potential non-completion of the program;\*
- It requires a great voltage to establish and maintain the technological infrastructure. It also requires considerable effort and cost to develop suitable materials;
- The education design for group activities and group interaction is noted to require on a teacher;
- It is also noted that learner should be more proactive and self-directed in online education environment;
- It depends on individual motivation and initiative;
- One of the big disadvantages of online education is time and frustrations participate learning how to access online for beginner.

\*\*\*

program – Am.

programme – Br.

**Task 11. Grammar Drills. Find and write out from the text above (Task 10) the Infinitive Constructions and all the verbs in the Infinitive (active and passive). Translate them.**

**Task 12. Be ready to discuss the following topics. Prepare your list of reference words and expressions. Use online translator, if necessary. Use the phrases below to express your opinion.**

1. Schools educate much more effectively if teachers didn't have to give grades.
2. School should not only give you factual knowledge but teach life and social skills as well.
3. Private education is better than state one.
4. The advantages of online classes drown out the disadvantages.
5. Should teenagers work, e.g. take up part-time jobs, in order to earn some money of their own?

### Use the expressions:

It seems to me that... – *Я думаю, что...*

I believe that ... – *Я полагаю, что ...*

In my opinion, they should... – *На мой взгляд, они должны ...*

That may be true, but ... – *Возможно, это так, но ...*

I'm not sure I agree with you/ it. – *Я не уверен, что согласен с вами.*

I can't agree with you there. – *Я не могу согласиться с вами.*

You can't be serious. – *Вы не можете быть серьезным*

That's exactly what I think. – *Именно это я и думаю.*

I agree entirely. – *Полностью согласен.*

## LESSON 3

### READING

#### *The University of Oxford*

**Task 1. Here are some Proper Nouns. Look up their meaning on the Internet. Put them down in your vocabulary. Mind their pronunciation.**

Oxford; Nobel Prize; the Rhodes Scholarship; Theobald of Étampes; Gerald of Wales; Emo of Friesland; Cambridge; the Trent, the Irish and the Welsh; King Edward III; William Grocyn, John Colet; the English Reformation; the Roman Catholic Church; Renaissance; the Age of Enlightenment; Archbishop of Canterbury; the Bodleian Library; Sir Christopher Wren; Eton, Winchester, Shrewsbury, Harrow; George Granville Bradley; T.H. Green, Edward Stuart Talbot; Christ Church.

**Task 2. Read the text A The University of Oxford. The Preamble. Get the main idea.**



*Aerial 2022 panorama of the university*

**A. The University of Oxford** is a collegiate research university in Oxford, England. There is evidence of teaching as early as 1096, making it the oldest university in the English-speaking world and the world's second-oldest university in continuous operation.

The foreigner who visits Oxford sometimes asks, 'But where is the University?' It is not an easy question to answer. The visitor is thinking of the universities in his home country, compact, square, self-contained buildings easily identifiable for what they are. In this sense there is no 'University' in Oxford. The nearest one to it is the fine series of buildings that reaches from the eastern end of Broad Street, down Cattle Street, to the High Street. This is indeed the heart of the heart of Oxford, containing some of Oxford's noblest buildings, of varying dates and yet all living harmoniously together. Thus, there is no a single building as 'the University', there is a group of buildings, containing most of the central functions of the University.

The university is made up of thirty-nine semi-autonomous constituent colleges, five permanent private halls, and a range of academic departments which are organised into four divisions. All the colleges are self-governing institutions within the university, each controlling its own membership and with its own internal structure and activities. All students are members of a college. It does not have a main campus, and its buildings and facilities are scattered throughout the city centre. Undergraduate teaching at Oxford consists of lectures, small-group tutorials at the colleges and halls, seminars, laboratory work and occasionally further tutorials provided by the central university faculties and departments. Postgraduate teaching is provided predominantly centrally.

Oxford operates the world's oldest university museum, as well as the largest university press in the world and the largest academic library system nationwide.

Oxford has educated a wide range of notable alumni, including 30 prime ministers of the United Kingdom and many heads of state and government around the world.

As of October 2022, 73 Nobel Prize laureates, 4 Fields Medalists, and 6 Turing Award winners have studied, worked, or held visiting fellowships at the University of Oxford, while its alumni have won 160 Olympic medals.

Oxford is the home of numerous scholarships, including the Rhodes scholarship, one of the oldest international graduate scholarship programmes.

**Task 3. Answer the questions to the text A.**

1. What does the University of Oxford represent?
2. How many colleges does the university consist of?
3. What is the structure of the colleges?
4. What does the Undergraduate teaching at Oxford consist of?
5. What does the University operate?
6. How many Nobel Prize laureates were in the University in the year 2022?
7. What is the Rhodes scholarship?



*Balliol College, one of the university's oldest constituent colleges*

**Task 4. Read the text B The University of Oxford. Foundation. Translate the text. Write down new words in your vocabulary.**

**B.** The University of Oxford's foundation date is unknown. It is known that teaching at Oxford existed in some form as early as 1096, but it is unclear when the university came into being. The scholar Theobald of Étampes lectured at Oxford in the early 1100s.

It grew quickly from 1167 when English students returned from the University of Paris. The historian Gerald of Wales lectured to such

scholars in 1188, and the first known foreign scholar, Emo of Friesland, arrived in 1190.

After disputes between students and Oxford townsfolk in 1209, some academics fled from the violence to Cambridge, later forming the University of Cambridge. The two English ancient universities share many common features and are jointly referred to as *Oxbridge*.

The head of the university had the title of chancellor from at least 1201, and the masters were recognised as a *universitas* or corporation in 1231.

The students associated together on the basis of geographical origins, into two 'nations', representing the North (*northerners* or *Boreales*, who included the English people from north of the River Trent and the Scots) and the South (*southerners* or *Australes*, who included English people from south of the Trent, the Irish and the Welsh).

In later centuries, geographical origins continued to influence many students' affiliations when membership of a college or hall became customary in Oxford.

In 1333–1334, an attempt by some dissatisfied Oxford scholars to found a new university at Stamford, Lincolnshire, was blocked by the universities of Oxford and Cambridge petitioning King Edward III. Thereafter, until the 1820s, no new universities were allowed to be founded in England, even in London; thus, Oxford and Cambridge had a duopoly, which was unusual in large western European countries.

**Task 5. Complete the following sentences using the text B.**

1. It is known that ... at Oxford existed in some form as early as 1096.
2. The ... Theobald of Étampes ... at Oxford in the early 1100s.
3. It grew quickly from 1167 when English ... returned from the University of Paris.
4. After ... between students and Oxford townsfolk in 1209, some ... fled from the violence to Cambridge, later forming the University of ... .
5. The two English ancient ... share many common features and are jointly referred to as ... .
6. The head of the university had the title of ... from at least 1201, and the masters were recognised as a ... or corporation in 1231.

7. The students associated together on the basis of ... origins.
8. In 1333–1334, an attempt by some dissatisfied Oxford ... to found a new university at Stamford, Lincolnshire, was blocked by the universities of Oxford and Cambridge ... King Edward III.
9. Until the 1820s, no new ...were allowed to be ... in England, even in London.
10. Oxford and Cambridge had a ..., which was unusual in large western ... countries.

**Task 6. Read the text C The University of Oxford. Renaissance Period. Translate the text. Write down new words in your vocabulary.**



*An engraving of Christ Church, Oxford, 1742*

C. The new learning of the Renaissance greatly influenced Oxford from the late 15th century onwards. Among university scholars of the period were William Grocyn, who contributed to the revival of Greek language studies, and John Colet, the noted biblical scholar. With the English Reformation and the breaking of communion with the Roman Catholic Church, recusant scholars from Oxford fled to continental Europe, settling especially at the University of Douai. The method of teaching at Oxford was transformed from the medieval scholastic method to Renaissance education, although institutions associated with the university suffered losses of land and revenues. As a centre of learning and scholarship, Oxford's reputation declined in the Age of Enlightenment; enrolments fell and teaching was neglected.

In 1636, William Laud, the chancellor and Archbishop of Canterbury, codified the university's statutes. These, to a large extent, remained its governing regulations until the mid-19th century. Laud was also responsible for the granting of a charter securing privileges for

the University Press, and he made significant contributions to the Bodleian Library, the main library of the university. From the beginnings of the Church of England as the established church until 1866, membership of the church was a requirement to receive the BA degree from the university and "dissenters" were only permitted to receive the MA in 1871. The university was a centre of the Royalist party during the English Civil War (1642–1649), while the town favoured the opposing Parliamentary cause. From the mid-18th century onwards, however, the university took little part in political conflicts.

Wadham College, founded in 1610, was the undergraduate college of Sir Christopher Wren.

Wren was part of a brilliant group of experimental scientists at Oxford in the 1650s, the Oxford Philosophical Club, which included Robert Boyle and Robert Hooke. This group, which has at times been linked with Boyle's "Invisible College" held regular meetings at Wadham under the guidance of the college's Warden, John Wilkins, and the group formed the nucleus that went on to found the Royal Society.

**Task 7. Replace the Russian phrases in the sentences below with the English equivalents. Find them in the text C above.**

1. (*Новые знания эпохи Возрождения*) greatly influenced Oxford from the late 15th century onwards.
2. (*Среди университетских ученых того периода*) were William Grocyn, who contributed to the revival of Greek language studies, and John Colet, the noted biblical scholar.
3. With the English Reformation and the breaking of communion with the Roman Catholic Church, (*ученые-раскольники из Оксфорда бежали в континентальную Европу*), settling especially at the University of Douai.
4. As a centre of learning and scholarship, (*репутация Оксфорда как центра обучения и учености упала*) in the Age of Enlightenment; (*число студентов сократилось, а преподавание было заброшено*).
5. In 1636, William Laud, the chancellor and Archbishop of Canterbury, (*кодифицировал устав университета*).



6. From the beginnings of the Church of England as the established church until 1866, (*членство в церкви было обязательным условием для получения степени бакалавра*) from the university.
7. The university (*был центром партии роялистов*) during the English Civil War (1642–1649), while the town favoured the opposing Parliamentary cause.
8. From the mid-18th century onwards, however, the university (*практически не принимал участия в политических конфликтах.*)
9. Wren (*был частью блестящей группы ученых-экспериментаторов*) at Oxford in the 1650s, the Oxford Philosophical Club, which included Robert Boyle and Robert Hooke.
10. (*Эта группа ученых сформировала ядро*) that went on to found the Royal Society.

**Task 8. Read the text D The University of Oxford. Modern Period. Translate the text. Write down new words in your vocabulary.**



*Main Quad,  
Worcester College*



*Tom Quad,  
Christ Church*

**D.** To be a member of the university, all students, and most academic staff, must also be a member of a college or hall. There are thirty-nine colleges of the University of Oxford and five permanent private halls (PPHs), each controlling its membership and with its own internal

structure and activities. Not all colleges offer all courses, but they generally cover a broad range of subjects.

Before reforms in the early 19th century, the curriculum at Oxford was notoriously narrow and impractical. Sir Spencer Walpole, a historian of contemporary Britain and a senior government official, had not attended any university. He said, '*Few medical men, few solicitors, few persons intended for commerce or trade, ever dreamed of passing through a university career.*' He quoted the Oxford University Commissioners in 1852 stating, '*The education imparted at Oxford was not such as to conduce to the advancement in life of many persons, except those intended for the ministry.*'

Nevertheless, Walpole argued: *Among the many deficiencies attending a university education there was, however, one good thing about it, and that was the education, which the undergraduates gave themselves. It was impossible to collect some thousand or twelve hundred of the best young men in England, to give them the opportunity of making acquaintance with one another, and full liberty to live their lives in their own way, without evolving in the best among them, some admirable qualities of loyalty, independence, and self-control. If the average undergraduate carried from University little or no learning, which was of any service to him, he carried from it a knowledge of men and respect for his fellows and himself, a reverence for the past, a code of honour for the present, which could not but be serviceable. He had enjoyed opportunities of communication with men, some of whom were certain to rise to the highest places in the Senate, in the Church, or at the Bar. He might have mixed with them in his sports, in his studies, and perhaps in his debating society; and any associations which he had thus formed had been useful to him at the time, and might be a source of satisfaction to him in after life.*'

M. C. Curthoys and H. S. Jones argue that the rise of organised sport was one of the most remarkable and distinctive features of the history of the universities of Oxford and Cambridge in the late 19th and early 20th centuries. It was carried over from the athleticism prevalent at the public schools such as Eton, Winchester, Shrewsbury, and Harrow.

All students, regardless of their chosen area of study, were required to spend (at least) their first year preparing for a first-year examination that was heavily focused on classical languages. Science students found this particularly burdensome and supported a separate science degree with Greek language study removed from their required courses. This concept of a Bachelor of Science had been adopted at other European universities (London University had implemented it in 1860) but an 1880 proposal at Oxford to replace the classical requirement with a modern language (like German or French) was unsuccessful. After considerable internal wrangling over the structure of the arts curriculum, in 1886 the "natural science preliminary" was recognized as a qualifying part of the first year examination.

During the First World War, many undergraduates and fellows joined the armed forces. By 1918, virtually all fellows were in uniform, and the student population in residence was reduced to 12 per cent of the pre-war total. The University Roll of Service records that, in total, 14,792 members of the university served in the war, with 2,716 (18.36%) killed.

During the war years, the university buildings became hospitals, cadet schools and military training camps.

**Task 9. Find English equivalents in the text D above to the following Russian word combinations:**

*-быть известным; - узость и непрактичность; - высокопоставленный чиновник; - пройти через университетскую карьеру; - цитировать мнение членов комиссии; - способствовать продвижению в жизни людей; - недостатки образования; - возможность познакомиться; - преданность, независимость и самообладание; - почтение к прошлому; - кодекс чести; - пользоваться возможностью; - общаться с людьми; - занять высокий пост; - быть полезным; - источник удовлетворения; - отличительная черта; - подготовка к экзамену; -естественные науки; -научная степень; -обязательные курсы; -концепция бакалавриата; -структура учебной программы; -гуманитарные дисциплины; -естественные науки; - стипендиат.*

**Task 10. Read the text E The University of Oxford. Women's Education. First Two Women's Colleges. Translate the text. Write down new words in your vocabulary.**

**E.** The university passed a statute in 1875 allowing examinations for women at roughly undergraduate level. For a brief period in the early 1900s, this allowed the "steamboat ladies" to receive *ad eundem* degrees from the University of Dublin. In June 1878, the *Association for the Education of Women* (AEW) was formed, aiming for the eventual creation of a college for women in Oxford.

Some of the more prominent members of the association were George Granville Bradley, T.H. Green and Edward Stuart Talbot. Talbot insisted on a specifically Anglican institution, which was unacceptable to most of the other members. The two parties eventually split, and Talbot's group founded Lady Margaret Hall in 1878, while T.H. Green founded the non-denominational Somerville College in 1879.

Lady Margaret Hall and Somerville opened their doors to their first 21 students (12 from Somerville, 9 from Lady Margaret Hall) in 1879, who attended lectures in rooms above an Oxford baker's shop.



*Lady Margaret Hall,  
founded in 1878*



*Somerville College,  
founded in 1879*

There were also 25 women students living at home or with friends in 1879, a group that evolved into the Society of Oxford Home-Students and

in 1952 into St Anne's College. These first three societies for women were followed by St Hugh's (1886) and St Hilda's (1893). All of these colleges later became coeducational, starting with Lady Margaret Hall and St Anne's in 1979, and finishing with St Hilda's, which began to accept male students in 2008.

In the early 20th century, Oxford and Cambridge were widely perceived to be bastions of male privilege, however the integration of women into Oxford moved forward during the First World War. In 1916, women were admitted as medical students on a par with men, and in 1917, the university accepted financial responsibility for women's examinations. On 7 October 1920, women became eligible for admission as full members of the university and were given the right to take degrees. In 1927 the university's dons created a quota that limited the number of female students to a quarter that of men, a ruling which was not abolished until 1957. However, during this period Oxford colleges were single sex, so the number of women was also limited by the capacity of the women's colleges to admit students. It was not until 1959 that the women's colleges were given full collegiate status.

In 1974, Brasenose, Jesus, Wadham, Hertford and St Catherine's became the first previously all-male colleges to admit women. The majority of men's colleges accepted their first female students in 1979, with Christ Church following in 1980, and Oriel becoming the last men's college to admit women in 1985. Most of Oxford's graduate colleges were founded as coeducational establishments in the 20th century, with the exception of St Antony's, which was founded as a men's college in 1950 and began to accept women only in 1962. By 1988, 40% of undergraduates at Oxford were female; in 2016, 45% of the student population, and 47% of undergraduate students, were female.

In June 2017, Oxford announced that starting the following academic year, history students might choose to sit a take-home exam in some courses, with the intention that this will equalise rates of firsts awarded to women and men at Oxford. That same summer, maths and computer science tests were extended by 15 minutes, in a bid to see if female student scores would improve.

The detective novel *Gaudy Night* by Dorothy L. Sayers, herself one of the first women to gain an academic degree from Oxford, is largely set in the all-female Shrewsbury College, Oxford (based on Sayers' own Somerville College), and the issue of women's education is central to its plot.

Social historian and Somerville College alumna Jane Robinson's book *Bluestockings: A Remarkable History of the First Women to Fight for an Education* gives a very detailed and immersive account of this history.

**Task 11. Complete the following sentences using the text E.**

1. The university passed a statute in 1875 allowing ... .
2. In June 1878, the Association for the Education of Women (AEW) was formed, aiming for ... .
3. Some of the more prominent members of the association were ... .
4. Lady Margaret Hall and Somerville opened their doors to their first 21 students  
in 1879, who attended ... .
5. In the early 20th century, Oxford and Cambridge were widely perceived to be bastions of male privilege, however the integration of ... .
6. On 7 October 1920, women became eligible for admission as full members of the university and were given ... .
7. In 1974, Brasenose, Jesus, Wadham, Hertford and St Catherine's became the first ... .
8. Most of Oxford's graduate colleges were founded as coeducational establishments in the 20th century, with the exception of St Antony's, which ... .
9. In June 2017, Oxford announced that starting the following academic year, history students might choose to sit a take-home exam in some courses, with the intention that ... .
10. In June 2017, maths and computer science tests were extended by 15 minutes, in a bid to see if ... .

**Task 12. After reading the texts about The University of Oxford, determine which statements (1-16) in the box are (True) to the content of the texts, which ones are (False) or there is (No Information) about it.**

STATEMENT	TRUE	FALSE	NO INFORMATION
1. Oxford University is the oldest university in the English-speaking world and the world's second-oldest university in continuous operation.			
2. The University of Oxford is a collection of colleges			
3. In the fiscal year ending 31 July 2019, the University had a total income of £2.45 billion, of which £624.8 million was from research grants and contracts.			
4. Oxford is the home of numerous scholarships, including the Rhodes scholarship, one of the oldest international graduate scholarship programmes.			
5. At Oxford University, all the students wear long gowns and students' caps.			
6. After disputes between students and Cambridge townsfolk in 1209, some academics fled from the violence to Oxford, later forming the University of Oxford.			
7. Until the 1820s, no new universities were allowed to be founded in England, even in London; thus, Oxford and Cambridge had a duopoly, which was unusual in large western European countries.			

8. As a centre of learning and scholarship, Oxford's reputation declined in the Age of Enlightenment; enrolments fell and teaching was neglected.			
9. Laud was responsible for the granting of a charter securing privileges for the University Press, and he made significant contributions to the Bodleian Library, the main library of the university			
10. Worcester College, founded in 1610, was the undergraduate college of Sir Christopher Wren.			
11. Wren was part of a brilliant group of experimental scientists at Oxford in the 1650s, the Oxford Philosophical Club, which included Robert Boyle and Robert Hooke.			
12. Before reforms in the early 19th century, the curriculum at Oxford was notoriously narrow and impractical.			
13. In 1880, a proposal at Oxford to replace the classical requirement with a modern language like German and French was successful.			
14. At the start of 1914, the university housed about 3,000 undergraduates and about 100 postgraduate students.			



15. During the First World War the University buildings became hospitals, cadet schools and military training camps			
16. In the early 20th century, Oxford and Cambridge were widely perceived to be bastions of male privilege, however the integration of women into Oxford moved forward during the First World War.			

## WRITING

**Task 1.** Be ready with a project on the theme “*The Education System in Russia*”.

## UNIT 5

### LESSON 1

*Active Grammar*

*Non-Finite Forms of the Verb*

*The Gerund*

*The Complex with the Gerund*

*The Verbal Noun*

**Task 1.** Read and learn the rules of the Gerund usage in the sentences and its translation into Russian. See App 20.



**Figure 10**



**Figure 11**

**Task 2. Translate the sentences into Russian. Define the Gerund Simple (active or passive).**

A. 1. Smoking is not allowed here. 2. My greatest pleasure is going to the Bolshoi theatre. 3. The wind stopped blowing only at night. 4. There is a chance of our going to London. 5. We are both fond of playing the piano. 6. We love being challenged. 7. I don't care about being liked by others. 8. Being liked and loved by everyone does make you feel good. 9. Are you still upset about not being invited to the party? 10. We all love being appreciated.

**B. Translate the sentences into Russian. Define the Gerund –Perfect (active or passive).**

1. I regret having told you about it. 2. I remember having seen this film. 3. He is very proud of having passed all the exams. 4. After having left the office he went to the nearest restaurant. 5. We are proud of having invited an Honoured teacher to our conference. 6. I remember seeing you once. 7. He immediately called the police when he found his flat having been robbed. 8. I regret not having been sent to the conference to Moscow. 9. He looks forward to having been received with hospitality. 10. The athlete has admitted having been given steroids.

**Task 3. Complete the following sentences using the Gerund.**

1. Go on ... 2. He stopped ... 3. He couldn't help ... 4. We all enjoyed ... 5. Have you finished ... ? 6. I don't mind ... 7. Her cousin is fond of ... 8. The child is rather good at ... 9. She goes in for ... 10. The poem is worth ... 11. The student doesn't read a sentence without ... 12. You won't go there without...

**Use the prompts:**

**-to read, - to talk, - to smile, - to swim, - to read, - to go to the party, - to take pictures, - to skate, - to dance, - to learn by heart, - to do mistakes, - to receive a personal invitation**

**Task 4. Translate the following sentences into English. Use the Gerund.**

**A.** 1. Прекратите смеяться. 2. Продолжайте петь. 3. Вы не против того, чтобы открыть окно? 4. Я очень люблю рисовать. 5. Мы получили удовольствие от катания на лыжах в лесу. 6. Я не мог не согласиться с ним. 7. Она ушла, не взяв с собой зонт. 8. Моя подруга увлекается танцами. 9. Он ушёл, не попрощавшись. 10. Она бросила курить.

**B.** 1. Я помню, что получил эти данные (*the data*) в нашем предыдущем эксперименте. 2. Мы помним, что нам рассказывали о различных точках зрения (*points of view*) на эту теорию. 3. Я помню, что видел это устройство (*the device*) в супермаркете. 4. Мы с нетерпением ждём, что нам прочитает лекцию (*to give a lecture*) знаменитый профессор. 5. Он любит, когда его приглашают на конференции в ВлГУ.

**Task 5. Replace the adverbial clauses by the Gerund, using the prepositions given in brackets.**

**Model:** *Before we start an experiment, we collect the necessary data.*  
(before)

**Before starting** an experiment, we collect the necessary data.

1. We achieved good results in our work because we used modern equipment. (by)
2. When we were testing the machine, we found that it needed improvements. (on)
3. You will never know English well, unless you work hard at it. (without)
4. Before the students graduate from the university, they write their diplomas. (before)
5. When I complete my essay, I'll read it to you. (on)

**The Complex with the Gerund**

**Task 6. Translate the sentences into Russian. Pay attention to the Complex with the Gerund. See App 20 B.**

1. They are responsible for the plan, being fulfilled in time.
2. He insisted on the problem being included into their plan.
3. His work depended on the project being finished in time.
4. He insisted on the lecture being given by an experienced professor.
5. I was surprised at the answer being sent so quickly.

**Task 7. Translate the Russian parts of the sentences (in brackets) into English using the Complex with the Gerund where necessary:**

1. I don't remember a) (*чтобы я читал эту книгу*);  
b) (*чтобы он читал эту книгу*).
2. He won't be able to translate the text a) (*если ему не дадут словарь*);  
b) (*если вы ему не дадите словарь*).
3. I don't insist on a) (*чтобы он написал мне план проекта*);  
b) (*чтобы план проекта был прислан мне*).
4. We don't object to a) (*чтобы она поехала на конференцию*);  
b) (*чтобы ее послали на конференцию*).
5. I don't remember a) (*чтобы он показал мне этот план*);  
b) (*чтобы я показывал этот план кому-нибудь*).

**Task 8. Complete the following sentences using the correct form of the verb (the Infinitive or the Gerund); add a noun or a pronoun where it is necessary.**

1. The doctor advised \_\_\_\_
2. Parents normally don't allow \_\_\_\_
3. Parents should never let \_\_\_\_
4. Older brother often make \_\_\_\_
5. When all the guests arrived, the host suggested \_\_\_\_

### Use the prompts:

to give up (to smoke) - *бросать курить*  
to go to bed late – *поздно ложиться спать*  
to be aggressive – *быть агрессивным*  
to do odd jobs about the house - *выполнять мелкую работу по дому*  
to play forfeit - *играть в фанты*

### Task 9. Choose the correct form of the verb. In one sentence both forms are correct.

1. Didn't you forget *to turn off / turning off* the TV last night? It was on in the morning.
2. You should stop *to eat / eating* so much if you want to lose weight.
3. When the play started I immediately regretted *to come/ coming to the theatre*.
4. The girls started *to cheer/ cheering* when they saw their famous football team.
5. I remember *to give/giving him* a video game for his last birthday so I must think to buy something else this time.

Answers: 1. infinitive 2. gerund 3. gerund 4. infinitive / gerund 5. gerund

### Task 10. Paraphrase the sentences so that the new sentence has the same meaning but begins with the following words. Use the Infinitive or the Gerund where it is necessary.

Model: 'Shall I bring you a cup of coffee?' asked the waiter.

The waiter offered to bring me a cup of coffee.

1. 'Why don't we go to the club tonight?' said Alex.

Alex asked \_\_\_ (go)

2. Ann stopped going to her computer course.

Ann failed \_\_\_ (finish)

3. 'You must come home before 11 p.m.' said my father.

My father ordered \_\_\_ (stay out after 11 p.m.)

4. When I listen to his stories I always laugh.

I cannot help \_\_\_ (laugh)

5. Thanks to the weather we could spend the whole day outside in the garden.

The good weather enabled \_\_\_ (spend)

### The Verbal Noun

**Task 11. A. Read the rule about the Verbal Noun. See App 22.**

**B. Read the following sentences. Define the Verbal Noun or the Gerund. Translate the sentences.**

1. All their *sayings and doings* did not impress him.
2. His *saying* so did not impress us.
3. He was interrupted by *the ringing* of the telephone.
4. The early *coming* of spring surprised everybody.
5. The telephone stopped *ringing*.
6. "I do not mind the children *playing* in the garden," he said.
7. "The *reading* of today's paper will take you quite a time. There is a lot of interesting material in it," said Ann.
8. His ideas are well worth *listening* to.
9. He liked neither *reading* aloud nor *being* read to.
10. She was watching the *comings* and *goings* in the house.

**Task 12. Translate the Quotable Quotes. Find out the Gerunds, the Verbal Nouns, and the Participles.**

1. A vacation is having nothing to do and all day to do it in.
2. The first rules of holes: when you are in one, stop digging.
3. I am an idealist. I don't know where I am going, but I'm on my way.

4. Truth hurts – not the searching after, the running from.
5. Life is about timing.
6. When guests stay too long, try treating them like members of the family. If they don't leave then, they never will.
7. Instead of giving a politician the keys to the city, it might be better to change the locks.
8. The trouble with jogging is that, by the time you realize you are not in shape for it, but it's too far to walk back.
9. Liberty is the only thing you cannot have unless you are willing to give it to others.
10. Good teaching is one fourth preparation and three fourth theatre.
11. What really flatters a man is that you think him worth flattering.
12. Cooking is at once child's play and adult joy. And cooking done with care is an act of love.

## LESSON 2

### *Lexical Training*

### *Student Life*

### *Expressing One's Opinion and Preferences*

### *Formal Letter Writing*

**Task 1. A. Before reading the text My University, work with the vocabulary. See App 27.**

### **Vocabulary list:**

a first-year student – студент первокурсник

entrance exams – вступительные экзамены

examination session – экзаменационная сессия

to pass the exam – сдавать экзамен

to be expelled – быть отчисленным

educational process – образовательный процесс

practical lessons – практические занятия

the Faculty of Foreign Languages – факультет иностранных языков

to skip a lesson – прогуливать урок

to catch up with the program – наверстывать пропущенные занятия

to communicate with – общаться с кем-либо

to be on good terms with – БЫТЬ В ХОРОШИХ ОТНОШЕНИЯХ С КЕМ-ЛИБО

get acquainted with – ЗНАКОМИТЬСЯ

to mix up with – ОБЩАТЬСЯ (зд. сленг - ТУСОВАТЬСЯ)

to go in for sport – ЗАНИМАТЬСЯ СПОРТОМ

**Task 2. Here is the text My University. Translate Russian phrases into English. To check, find these sentences in the table.**

Firstly, I would like to compare	It is considered to be the best
would like to express my opinion	realized that I should study there
a well-known fact	which is connected with her education
my parents wanted me to enter it	I'm a first-year student
what university to choose and where to study.	which is connected with her education
The first examination session	have passed entrance exams successfully
everything is known in the comparison	it is easier to enter the university than to study here
practical lessons	one skips a lesson
You can get with people closer	teachers treat you like an adult
catch up with the program	Everyone has a good command of teaching
we have to communicate with practically every day.	Concerning my group
I should say that the university changed me greatly	To tell the truth I get on well with everyone
to mix up with people	we don't have to spend much time
leave much to be desired	there is a snack bar, Xerox, bookstalls



it makes the life of every student easier.	To my mind it is needless
to go in for sports	gives many opportunities to a young person

1) I (*хотел/а бы высказать свое мнение*) on the topic “My Study at the University”.

2) It is (*хорошо известный факт*) that this year Vladimir State University is 100 years old. It is a great date and I’ll try to tell you about my University.

3) (*Во-первых, я хотел/а бы сравнить*) my university with other ones of our city. (*Он считается лучшим*) university of our city and one of the best universities of our country.

4) I realized that I (*должен/а учиться здесь*) and (*мои родители хотели, чтобы я поступил/а сюда*). Besides, my brother is the most vivid example what the university can give to a person.

5) Today he has a well-paid job, (*которая связана с его образованием*). So, I didn’t doubt (*какой вуз выбрать и где учиться*).

6) I (*успешно сдал/а вступительные экзамены*) and I study here. Now (*я студент/ка уже второго курса*).

7) As for entrance exams, I had only one exam, it wasn’t difficult, but it was so nervous. (*Первая экзаменационная сессия*) of course, was difficult. So, (*всё познается в сравнении*).

8) Frankly speaking, I simply didn’t know how to pass exams, what to do and that’s why it was difficult. Now I realized that (*легче поступить в университет, чем учиться здесь*), and try not to be expelled.

9) Speaking of the Faculty of Foreign Languages, I can say that it is one of the most difficult faculties of our university. Most of the educational process is (*практические занятия*).

10) Usually groups consist of 10 person and it is very easy to see whoever is working or not. And it is very easy if (*кто-то пропускает урок*). If you missed some classes, it is not so simple (*наверстать пропущенную программу*) later, because practical lessons give much to a person and nobody is going to explain you a new information again.

11) I also think that every student must remember that in the university (*преподаватели обращаются с тобой как со взрослым*) and you should prove it and behave like an adult.

12) Concerning my lecturers, I find them great, because practically all of them are specialists who know more than one foreign language. (*Все хорошо владеют методикой преподавания*). Each of them is different and we treat him/her differently.

13) I think it is the main thing in the university to learn how to get on well with different people, (*с которыми нам приходится общаться практически каждый день*).

14) (*Что касается моей группы*), I should say that everyone in my group is personality and that's why it is very interesting to study in such a small group. (*Вы можете общаться с людьми ближе*) and you try (*быть в хороших отношениях со всеми*). (*По правде говоря, я хорошо лажу со всеми*), but I have some people I spend more time with. We mix up in cinemas, cafés and clubs. 15) In general, (*Я должен/а сказать, что университет сильно изменил меня*). I get acquainted with many interesting people. As for me, it is very important because by nature, (*Я общительный/ ая и люблю общаться с людьми*).

16) As for the university building, I am very glad that all the buildings are situated nearby and (*нам не нужно тратить много времени*) on moving from one building to another. The lecture-rooms of some buildings (*оставляют желать лучшего*), though now some lecture-rooms are under repair. Besides, I can note that in every building (*есть закусочная, ксерокс, книжные киоски*). Without any doubts, (*это делает жизнь каждого студента проще*).

17) You can ask me if there is something that I don't like in the University. Of course, there is one. I mean the PT lessons and the fact that we have to attend them for 3 years. (*На мой взгляд, в этом нет необходимости*), because if one really wants (*заниматься спортом*), he will do it, find the way to do it himself.

18) So, you can see my attitude to the University and make sure that Vladimir State University (*предоставляет молодому человеку много возможностей*).

### Task 3. Work in group.

#### How well do you know your group mates?

##### A. Fill in the blanks below with the verbs from the box.

absolutely love	really like	quite like	enjoy
keen on	don't mind	not very keen on	prefer
don't like	can't stand	really hate	to be fond of

1. I \_\_\_\_\_ listening to heavy rock music.
2. I \_\_\_\_\_ going to parties.
3. I \_\_\_\_\_ doing English homework.
4. I \_\_\_\_\_ cockroaches.
5. I \_\_\_\_\_ (eating) fast food.
6. I \_\_\_\_\_ staying in bed late.
7. I \_\_\_\_\_ doing sport.
8. I \_\_\_\_\_ smoking in public places.
9. I \_\_\_\_\_ following fashion.
10. I \_\_\_\_\_ speaking in public.

##### B. Use the verbs from the box and phrases above to express your guess as to your group mate's likes and dislikes.

**Model:** - *I think you really hate listening to heavy rock music.*  
- *No, you're wrong. I absolutely love it, especially ACDC.*

### Task 4. Read the text Normal Day at Lomonosov State University. Translate it. Write down new words in your vocabulary.

*A normal day has passed. Maybe it would interest you to know how one of these entirely normal days look? I will attempt to describe these normal days.*

*Since school always begins at 10 a.m., my alarm clock starts waking me at 08.40 a.m. Before this, I am usually waked up by my roommate's wakeup-call at eight o'clock. The problem is he rarely answers it. He continues sleeping.*

*Well, when my mobile phone (that serves me as a clock) starts ringing I have the possibility to sleep for at least ten more minutes. But in order not to be late for the university, I can't sleep more than those extra ten minutes. With some luck and a show of "mental discipline", I get up and make myself more respectable. As usual, I try to make all morning routines as regular as possible. If I succeed with this, I can manage the morning half-sleeping, but still get through it at reasonable speed.*

*Therefore a normal morning looks like: up — towel — shower — make dry — dress — check contents of my bag (at this point I have to be more or less awake) —(money, mobile phone, student ID, passport, keys) — winter clothes — go out of door. Unfortunately, at least one of these steps takes more time than calculated.*

*Usually I meet up with some friends on the way and we go together to the metro. The walk takes maybe one or two minutes, we go down the escalator and onto the platform, to the left-hand side. If we are unlucky, we have to wait an unbearable 45 seconds (or thereabout) for the next train. Only if we get down so unfortunate, we see a train leave as we arrive. The morning traffic is very busy, you know.*

*When I get off the train three stations away, I usually go to a little "bakery". There I buy a round bread called "lepjoshka". It resembles pita-bread and is filled with chicken or ham and cheese. It is a perfect on-the-fly-breakfast and very cheap (with Swedish standards). When I get to the Centre, I have just finished my breakfast. This will be about ten minutes later. The whole journey, door to door, takes just less than half an hour. On a perfectly normal day, I arrive at the same time as the bell rings.*

*The school day goes on until three o'clock, divided into three lessons. We have a shorter break and a lunch-break. Both are spent in the canteen. This place is marginally cheaper than other places in Moscow. Although there is a big sign outside that says the canteen does not serve anyone but students during lunch-breaks, there are always some military recruits or police officers present. I still like the place, because it gives me a warm meal a day, I do not have to prepare myself.*

*When my day in the center ends, I either go home or to the nearest supermarket.*

*The supermarket is nothing special, very international. It is called "Ostrov" and has most things students need: prefab-food, chilli-sauces, yoghurt and many other essential things.*

*After shopping and if I cannot think of anything else that would be fun to do, I go home. The journey is almost the same as the morning one, with one significant difference. I may have to wait a whole minute or two for the train in the metro. The morning rush is over and things have usually calmed down. I am not sure how I do it, but I am seldom back home until maybe six or seven in the evening. I may go and visit some friends or take a trip to downtown. There is always something to do there: a restaurant to visit, a store to browse, and a street to see. Moscow is a bit chaotic, but quite "nice" city.*

**Task 5. Write a paragraph with the title My Typical Student Day.**

**Use the following phrases:**

1. My typical day starts with *waking up* at ....
2. *Getting up* early is always hard to me, so sometimes I get up late.
3. I get up early in the morning and start the day by *checking* SMS.
4. I can't stand *doing* exercise in the morning, but really like *going* to the gym / to the swimming pool/ with my friends twice a week.
5. I like *jogging/ boxing/ swimming/ dancing/* etc.
6. I don't like *doing* any sport or exercise
7. I /don't /like *having* a lot to eat for breakfast
8. I quite like *meeting* friends and *having* dinner in the café/ in the canteen.
9. I come home, cook dinner and start *doing* homework assignments.
10. I /don't /like *going* to art gallery/ theatre/ cinema/
11. I / don't/ like *chatting* on the phone/ *watching* TV/ *playing* video games
12. I really/ hate/ like/ *going out/ walking/ clubbing/ doing* nothing/ on Saturdays evening

**Task 6. What is appropriate or inappropriate to do in Russia in the following situations? If possible, compare with social norms in other countries you have visited or have read about them online.**

**a. Communicating with people**

- calling strangers by their first names
- shaking hands with people
- staring at other people
- standing close to people
- asking people about their salary

Add more rules...

**b. On public transportation**

- boarding the vehicle
- getting off the vehicle
- giving up your seat to other passengers
- talking on mobile phones
- having conversations with strangers

Add more rules ...

**c. In the classroom**

- eating and drinking
- cheating off other people's work
- raising hand in class

Add more rules...

**d. Visiting other people's home**

- bringing gifts
- arriving late
- taking off your shoes
- eating and drinking
- gossiping about common friends
- complementing the host on their house
- staying late

Your rules...

**Task 7. Discuss in your group. Express your opinion what Russian customs or social norms may surprise a foreigner student.**

**Task 8. Fill in the blanks of a formal letter. See App 30.**

**There is going to be a group of English students coming to your school. On behalf of the organizers of their stay in Russia write a letter and ask about:**

- the dates of arrival and departure
- if there are people who have been to Russia before
- if there are vegetarians or people on a special diet
- if there are any special requests connected with their stay in Russia

*School Exchange*

*Organising Committee*

\_\_\_\_\_  
*Oxford College*

*UK*

\_\_\_\_\_  
Dear Ms. \_\_\_\_\_

*On behalf of the Russian organisers of our schools' exchange programme, I would like to ask for some details concerning your students stay.*

*First, we would like to know \_\_\_\_\_. Another important question is \_\_\_\_.*

*What also interests us is \_\_\_\_\_. Last but not least, \_\_\_\_\_.*

*We would appreciate it if you could send us a reply as soon as possible.*

\_\_\_\_\_,

\_\_\_\_\_  
*Organizer*

**Use the prompts:**

*the exact dates when they arrive/ depart; - any people among them who have been to Russia; - are there any vegetarians or individuals on a special diet; - have they got any special requests and wishes for their stay*

**Task 7. Write a short information notice. See App 31.**

**You are having young visitors from England coming to your school. Write a short information notice on the rules that should be obeyed in a Russian school. Use the following information:**

*-shoes should be changed when entering the school building;  
-each lesson is in a different classroom, students spend break in the hall;  
-you should stand up when a head teacher enters the classroom;  
-you shouldn't talk during the lessons;  
-if you want to ask a question you should raise your hand;  
(add some more rules)...*

**Task 8. You are having young visitors from England coming to your city. Write a short information notice on the rules that should be obeyed while living in a Russian family. Use the information from Task 6(d).**

**Task 9. Write a short informal notice. See App 31.**

**A friend from England is going to live in your house (flat) while you are away. Write a short informal notice in which you remind him/her about some rules concerning:**

- listening to loud music in the evening;*
- letting strangers in;*
- feeding your pet regularly;*
- keeping the flat tidy*

*Your rules...*



**Task 10. Write an informative letter to your friend's parents. They are coming for winter holidays from the USA to Russia. In your letter, give advice what they should bring with them and what is worth seeing in central Russia. Include the following information:**

- *They'll need clothes for cold weather;*
- *It's better to have credit cards and travellers' cheques or cash;*
- *It's worth visiting historic towns and cities of the Golden Ring;*
- *What kind of holidays they want to have.*
- *( add some more advice)*

### **LESSON 3**

#### **READING**

#### *Students' Life in Oxford*

**Task 1. Read the text Living in Oxford. Translate it. Write down new words in your vocabulary.**

Oxford is a young city with 40,000 students from two universities, and with a third of the population aged under 30.

In addition to its educational institutions, Oxford is also home to motor manufacturing, publishing and a large number of science and technology-based companies. As you might expect, there are hundreds of cafes, bars, restaurants, music venues, theatres, shops, pubs and clubs catering to this vibrant and cosmopolitan community.

Oxford is a small city, easily explored on foot or by bike or bus. Importantly, it is also well known as a safe city. It has Purple Flag status and the Complete University Guide ranks Oxford in its top ten safest student cities.

Green spaces abound, ranging from the huge expanses of Port Meadow and Shotover Hill, the University Parks, Christ Church Meadow, South Park (location for many a festival), to miles of tranquil waterside walks and many other peaceful corners.

If it's entertainment you're looking for, then Oxford offers everything from student club nights to stand-up comedy. The city has classical concerts, plays and musicals, several cinemas and an abundance of live-music venues.

### ***Where are the colleges?***

Take a look at the map to see that the University's colleges make up much of Oxford's city centre. There is no central University campus.

A few colleges are slightly further from the centre. Typically, they feel spacious and have large gardens, sometimes running alongside the river. All are within easy distance of the main University buildings, such as the Bodleian Libraries. They may also be conveniently near privately rented student accommodation.

All first year undergraduate students are guaranteed accommodation in their college, and many continue to live in college accommodation for the whole of their degree.

### ***Living in college***

As a first year undergraduate student, you will be offered college accommodation either on the main site of your college or in a nearby college annexe. This means that your neighbours will also be 'freshers' and new to life at Oxford. This accommodation is guaranteed, so you don't need to worry about finding somewhere to live after accepting a place here. All this is organised for you before you arrive.

All colleges offer at least one further year of accommodation for undergraduates and some offer this for the entire duration of your degree. You may choose to take up any option to live in your college for the whole of your time at Oxford, or you might decide to arrange your own accommodation after your first year - perhaps because you want to live with a spouse, or with friends from other colleges.

### ***Living out***

If you choose to 'live out', Oxford has a large selection of privately rented houses and flats available. Living out does tend to be more expensive as

houses are normally rented for the whole year rather than just for term time. However, this does mean that you would have somewhere to stay if you wanted to study out of term or take a holiday job in Oxford.

Students who live out still have use of all their college's facilities including meals and washing machines.

The Oxford University Students Union (Oxford SU) provides guidance on living out and can help you if you have questions or concerns about accommodation.

### ***College life***

Oxford's colleges are at the heart of the Oxford student experience and make the University a very special place to study and live.

There are over 30 colleges and halls and all undergraduate students belong to one.

### ***A ready-made community***

College pride is big, but it doesn't get in the way of intercollege friendship. Each of these academic communities are made up of academic staff, support staff and students. All colleges provide a safe, supportive environment, leaving you free to focus on your studies, enjoy time with friends and make the most of the huge opportunities the University offers. Colleges run lots of their own clubs and societies and you can always set up your own. Intercollege sport and drama can be a fun way to meet people from other colleges. Students mix freely across colleges and you are welcome to have friends over. You will also meet other people not at your college in your department and at University-wide events.

### ***Your college essentials***

Each college is unique, but generally, their facilities are similar. Each one, large or small, has the following essential facilities:

Porter's lodge (a staffed entrance and reception)  
Dining hall  
Lending library (often-open 24/7 in term time)  
Student accommodation  
Tutors' teaching rooms  
Chapel and/or music rooms  
Laundry  
Green spaces  
Common room (known as the JCR)

### ***More about the JCR***

Every college has their own Junior Common Room (JCR). This collectively refers to all the undergraduate students in a college. Elected students form the JCR committee, which organizes lots of events and campaigns on behalf of the students in their college. 'The JCR' also refers to a physical common room in your college, where you can meet friends, get a cup of coffee or watch TV.

### ***Well-being matters***

College academic tutors support your academic development through personalized tutorial teaching but you can also ask their advice on other things. Many other college staff, including welfare officers, help students settle in and are available to offer guidance on practical or health matters. Current students also actively support students in earlier years, sometimes as part of a college 'family' or as peer supporters trained by the University's Counselling Service.

In your college, you are a part of a close-knit community and, as well as your friends, there are other people who are trained to give you friendly and professional help if you need it:

Subject tutors

Students in the year above who have been asked to look out for you (sometimes called 'college parents')

Student welfare reps

Staff welfare officers

Chaplains (whether you have a religion or not)

Doctors

College nurse

College porters

Peer mentors (trained by the Counselling Service)

### ***Can you commute?***

All undergraduates are required to live within six miles of central Oxford, or 25 miles if living with your parents or guardians.

There are some exceptions to this but overall Oxford believes that this adds to the strong community feel within every college.

### ***Links beyond Oxford***

Oxford has excellent transport links. The city is just over 50 miles (92 km) from London and has great train and coach networks, which connect you to international airports at Birmingham, Heathrow and Gatwick.

Situated in central England, Oxford's position makes it perfect for visiting other parts of the UK. You can be in central London or Birmingham within an hour, get to the south coast in two, or travel cross-country to other destinations such as Manchester, Edinburgh or Bristol.

### ***Do what you love***

One of the many myths about Oxford is that there is no time to have fun. Alongside your college community, you will be able to develop your interests, old or new, through over 400 clubs and societies, many of them University-wide.

Taking part in extra-curricular activities is not only lots of fun and great for your social life but also will help you build skills, which will stand you in good stead for the rest of your life and help with your career goals.

### *Freshers' fair*

Many students use the amazing opportunities at Oxford to foster their interests outside of their academic studies - for instance, did you know that Star Wars actors Felicity Jones and Riz Ahmed developed their acting skills in student productions while they were studying here?

Several students have used the University's excellent sporting facilities to help them on their way to becoming Olympians and Paralympians. Other students have focused on politics, journalism, or literature. Many sports and other activities are heavily subsidized.

Oxford is full of possibilities, allowing you to develop your academic work alongside pretty much anything else you could possibly be interested in. It can promise more than beautiful buildings and Quidditch, so it is about realizing the University's potential as much as your own.

**Task 2. Answer the following questions. Find the answers in the text above.**

1. What does the city of Oxford represent?
2. What does Purple Flafstatus mean?
3. Where are the colleges of Oxford University situated?
4. Is there a central campus of Oxford University?
5. What kind of college accommodation do they offer / for freshers? - for undergraduates?
6. Can a student choose to live out of college?
7. Can students who live out use all college facilities? What are they?
8. How can students mix across colleges and make friends?
9. What is JCR?
10. Who supports academic development of every student?
11. Who gives professional help to every student?
12. What are the transport links beyond Oxford?
13. Where can students have fun in Oxford?
14. Where can students develop their interests?

**Task 3. Read the text *Oxford University's Student Union's* ([Oxford SU](#))**

**Translate it. Write down new words and word combinations in your vocabulary.**

Freshers' Fair, held at the start of your first term in October will ensure you know the extent of your options. Whatever your interest, there will be a club or society for you. You can become involved in any one of the over 400 clubs and societies that interests you whatever your experience or background. If you still think something is missing, you are welcome to set up your own, either through your college or University-wide.

### *Campaigning*

Debate and discussion about everything is an essential part of Oxford life: whether this is with friends late into the night over a cuppa in your room, whilst propping up the college bar or during your weekly tutorials.

If good conversation and communication are things you enjoy, you can raise these skills to a completely new level at Oxford.

***Campaign with your Oxford SUAs*** an active member of your student union you can champion causes you feel strongly about. Oxford SU makes sure the student voice is always heard by:

- representing you to the University and the wider community;
- supporting you to bring about change through targeted campaigns;
- organizing events to enhance your time here.

***Some of the Student Union's current campaigns are:***



### *Journalism*

*Class Act*  
*Campaign for Racial Awareness and Equality (CRAE)*  
*International students*  
*It happens here*  
*Women\*s campaign*  
*Disabilities campaign*  
*Suspended students campaign*

Oxford's student newspapers and radio stations have long been the training ground for some of Britain's most successful journalists and broadcasters.

Even if you don't want to be a professional journalist, you can develop your skills and CV by honing your writing, publishing articles, or broadcasting across the airwaves.

***Student Newspapers and Magazines***

Oxford has several student-run newspapers, each offering a different editorial perspective. Editors are always on the lookout for more content and fresh voices, so if you like writing and have something to say, then there will be an outlet for you. Choose from:



- Oxford Student*** - Oxford's independent student newspaper -
- Isis Magazine***: Shortlisted for best website, 2015 Guardian Student Media Awards
- The Oxford Scientist***: A fascinating student science magazine
- ONYX***: Oxford's creative magazine, which displays the voices of British students with African and Caribbean heritage
- The Oxford Blue***  
Start your own blog or college magazine

***Music***



**The University boasts student orchestras of professional caliber:**  
**The Oxford University Orchestra**  
**Oxford University Philharmonia**  
**and the renowned choirs of Christ Church, Magdalen and New College, along with Schola Cantorum.**

The musical world is your oyster when studying in Oxford. From classical to jazz, through indie, rock, drum 'n' bass, grime, folk and electric, all the styles of music you could dream of (and then some) are represented.

Whether you want to sing, perform, DJ, or just listen, you will find what you are looking for here.



### *Classical Music*

There is a wealth of opportunity for classical music lovers. Many colleges have their own choirs, orchestras and bands. Opportunities to participate in classical recitals are numerous. Lunchtime and evening concerts abound, often taking place in spectacular settings such as the Sheldonian Theatre or the Holywell Music Room.

Oxford Philomusica, the University's orchestra in residence, offers all sorts of opportunities in performances, recitals, master classes and coaching.

For those looking for a formal role in the musical life of the University, many colleges offer choral and organ scholarships, with a number also offering instrumental scholarships or repetiteur scholarships.

### *Contemporary Music*

If you are looking for more contemporary styles of music, Oxford truly punches above its weight. Venues such as the city's *O2 Academy* and *New Theatre* regularly draw both national and international acts.

Many smaller venues hold regular jam sessions and 'open mic' nights for the more aspiring among us, and there is a well-established weekly series of both jazz and blues concerts.

If you fancying DJ-ing you could always start out at college parties, or try the student club nights that run open decks.

### *Stage and Screen*

Whether you are drawn to film or theatre, the vibrant drama scene at Oxford offers amazing opportunities for aspiring actors, writers, producers, directors and technicians.

Oxford has a huge choice of theatre spaces - from the 50-seater Burton Taylor Studio, which mounts two student productions every week, to the professional 600-seater Oxford Playhouse, which hosts three large-scale student productions a year.

Many colleges have their own theatres, whilst some student producers also put on summer shows in the gardens or put on plays in night clubs or chapels. You will find about 30 shows performed each term, ranging from new writing, modern drama and classical plays to musical theatre.

## *Oxford on Stage*

If you are into drama then Oxford offers a wealth of different productions, venues and groups to help you develop as an actor, director, designer or technician. There are also many drama and stagecraft related resources for you to use:



*University Drama Officer*  
*Oxford University Dramatic Society*  
*OxBAME Drama*  
*Oxford Imps*  
*Oxford Revue*  
*Tabs Are For Flying*

## *Visiting Professor*

Each year a major theatrical figure is appointed to give a series of lectures and workshops at St Catherine's College. The incoming Visiting Professor of Contemporary Theatre is Adjoa Andoh.

Previous professors include:

*Tom Stoppard, Simon Russell Beale, Stephen Fry, Sir Ian McKellen, Arthur Miller, Meera Syal, Thelma Holt, Diana Rigg.*

## *Art*



*Oxford has a wide range of galleries, art clubs and societies and ways of appreciating and being involved in art.*

Whether you are a casual doodler, an aspiring artist, or you'd just like to meet other art lovers, there are plenty of opportunities in Oxford to experience and create art. There is plenty to satisfy everyone from the most

artistically inclined, to those who want to benefit from the joy and stress relief that art can provide.

### ***How to get involved***

There are a range of clubs and societies for those who want more art in their lives.

### ***Oxford Uni Arts Hub***

Oxford Uni Art Hub is a hub for art, poetry and drama events across the University. It features dozens of events, and opportunities are shared every week, especially calls for participation in zines, poetry and art competitions.

### ***Oxford University Fine Arts Society (OxArt)***

OxArt runs art-related events every week. They organize practical workshops such as oil painting sessions, watercolour, digital art and sketching outside.

The Edgar Wind Society is the Oxford History of Art society. They host guest artists or art historian lectures, organize visits to museums and hold art events.

### ***Oxford University Photography Society (OUPS)***

OUPS organizes photography events every week, including socials, beginner-friendly sessions, tutored lessons, and photography sharing sessions.

### ***Where to see art***

Oxford has several art galleries and hosts a wide range of exhibitions every year.

Home to an amazingly diverse collection of artworks from around the world, *the Ashmolean* is the place to head for a real mix. Here you can see everything from drawings by Raphael, Michelangelo and da Vinci to modern Chinese paintings. The Ashmolean also hosts regular exhibitions of a wide range of major artists.

*Modern Art Oxford* is one of the UK's most exciting contemporary art spaces, and features a regularly changing programme of exhibitions and installations.

**Christ Church Picture Gallery** hosts an incredible collection of Old Master paintings and drawings. You can discover treasures by artists including:

*Filippino Lippi, Veronese, Anthony van Dyck, Leonardo, Dürer, Rubens.*

**The North Wall** is an Arts Centre in Oxford that has been created for the benefit of emerging artists across a range of disciplines. The programme of events places emphasis on new and innovative work.

### ***Opportunities to share your art***

Student groups are always looking for student artists to help with their activities.

### ***The Oxford Student***

This student newspaper has a creative team, which creates illustrations for their articles, comics and other feature items.

### ***The ISIS Magazine***

The ISIS is the longest-running independent student magazine in the UK. Known for its poetry and essays, you can join its vibrant team of student artists.

### ***Onyx Magazine***

Onyx publishes work by Black students: artwork, articles, poetry, music reviews... anything that showcases Black creativity

### ***Oxford University Drama Society***

OUDS run drama and theatre events throughout the year, and urge designers to get in touch with them

### ***Raise and Give***

RAG is Oxford SU's student fundraising group. You can join their design team to create graphics for events and social media. It is a great way to give back to a charitable cause you care about.

### ***Sport***

Oxford is currently ranked among the top British universities for sport thanks to coaching and student commitment. As well as the British Universities and Colleges Sports (BUCS) championships and other tournaments, there are inter-university competitions and college leagues.

You have the use of some of the best sporting facilities of any university, on three main sites:

Iffley Road Sports Centre is where many clubs train and compete. It boasts:



*indoor and outdoor gyms  
a classes studio  
an all-weather running track  
a water-based hockey pitch  
a 25-metre swimming pool  
a rowing tank  
an indoor cricket centre  
two full size sports halls  
a dojo  
football, tennis - grass and  
clay court, squash, rugby un-  
ion, eton fives and rugby fives.*

University Parks sports grounds is where many grass-based sports play – with pitches for cricket, association football, rugby union, rugby league and lacrosse.

Marston Road sports ground and clubhouse is another area for grass pitches and regularly hosts football, cricket and rugby fixtures. Many colleges also have facilities of their own, from squash courts and fitness suites to boathouses, cricket pitches and lively clubhouses. All these grounds form a network of green spaces across the city.

### **Active at Oxford**

Whether it's going for a walk to take a break from your studies or keeping up your individual training to take your place in the starting XV at Twickenham for the famous Varsity Match, everyone can get active at Oxford.

The University's Sports Federation supports more than 80 clubs at the University - from traditional sports to emerging activities, and everything in between - for anyone from the interested beginner to the international athlete. Support includes professional guidance, funding, facility allocations and administration, which is given recognised University sports clubs.

## *Volunteering*



*The University runs volunteering programmes and collaborative projects that support people to participate and thrive in their community, and to bring about systemic change.*

### ***Why volunteer in Oxford?***

#### ***Support local people to thrive***

Be part of system change at a wider level to build an equal city.

Increase your sense of belonging to the city, your wellbeing, and your sense of agency (power to create change in the world)

Develop transferable skills beyond your degree, such as teamwork and leadership

Meet and collaborate with other like-minded students and members of the wider ***Oxford Community***.

#### ***Some current projects***

***Schools Plus*** - Tackle educational inequality by tutoring a local young person, between 7-18 years old, in your preferred subject for one hour a week – or join the Schools Plus Committee to help run the programme behind the scenes.

***Ready Set Go*** - Volunteer as a college ambassador to help break down barriers to getting active in Oxford by helping to fundraise and provide bikes, cycling lessons, and swimming lessons to families in Blackbird Leys.

***FELLOW*** - Help members of the community to build confidence and proficiency speaking English, through informal 1-1 language-sharing meetups and conversation classes, or by helping to run the programme behind the scenes.

#### ***Volunteering for Crankstart & Lloyds Scholars***

Oxford Hub provides a bespoke volunteering support service for Scholars. This includes support through exclusive events, placements, one-on-one support meetings, and high quality programmes that count towards your goal of 25 hours of volunteering a year.



## Wall of Activities



The Wall of Activities shows a small cross section of the hundreds of clubs and societies that you can get involved in as an undergraduate student at Oxford.

Whatever your interests, there will be a club or society for you, from music to sports, performing arts to politics, media to food and drink, as well as loads of faith, national and cultural groups to help you feel at home.

### **Task 4. Find the English equivalents in the text above to the following Russian phrases:**

- стать участником клуба или общества; - дебаты и дискуссии обо всем; - посиделки с друзьями до поздней ночи; - организовывать мероприятия; - студенческие газеты и радиостанции; - площадки для подготовки специалистов; - развить навыки; -оттачивать мастерство; - публиковать статьи; - предлагать свою точку зрения; -представлять все стили музыки; - открыть широкие возможности; - участвовать в концертах; - музыкальные способности; - музыкальная жизнь университета; - международные исполнители; - регулярно проводить вечера; - огромный выбор театральных площадок; - студенческие постановки; - ставить спектакли; -современная драматургия; - крупный театральный деятель; - проведение лекций и семинаров; - начинающий художник; - занятие по душе; -конкурсы поэзии и искусства; -социальные мероприятия; - проводить выставки и инсталляции; - коллекция картин и рисунков старых мастеров; - создавать иллюстрации к статьям и комиксам; - внести свой вклад в благотворительную деятельность; - тренироваться и участвовать в соревнованиях; -

заниматься спортом; -способность к самоорганизации; - работа в команде и лидерство; -стать добровольцем; - активный образ жизни; -волонтерская работа; - чувствовать себя как дома.

## WRITING

**Task 1. Write a personal letter to your American pen friend on the topic “My Student Life”. See App 29.**

## UNIT 6

### LESSON 1

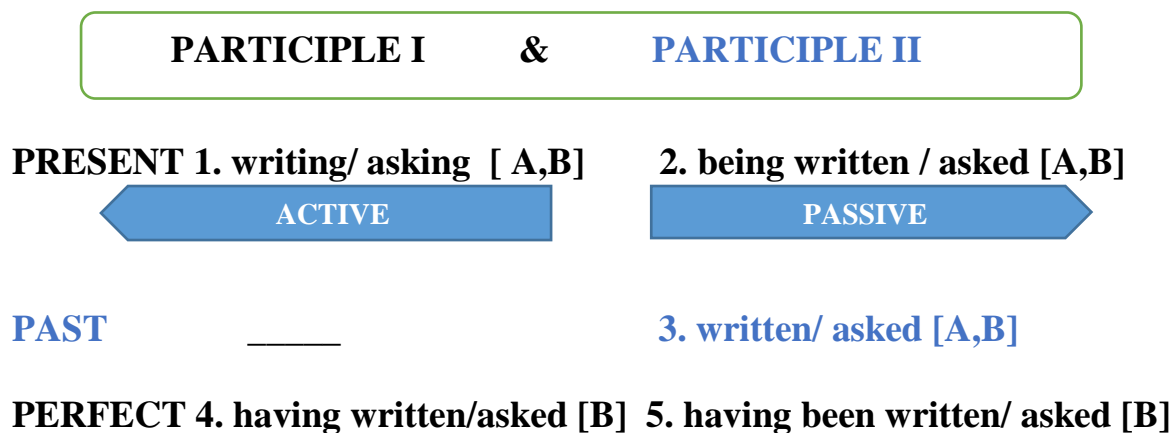
*Active Grammar*

*Non-Finite Forms of the Verb*

*The Participle I and the Participle II*

*The Absolute Participial Constructions*

**Task 1. Read and learn the rules of the Participle I, the Participle II formation and their translation into Russian. See Apps 23, 25.**



\* [A] – в функции определения

\* [B] – в функции обстоятельства

**Figure 12**

**Task 2. Use the Participle I in the Continuous Tenses (active).**



**A. Use the verbs in brackets in the Present Continuous. Make up questions to the sentences.**

1. Look! It (rain) hard. Take your umbrella.
2. Listen! Someone (knock) at the door.
3. Please, be quiet! The students (write) a test.
4. Ann seems to be very busy. She (prepare) her English lesson.
5. Hurry up! The bus (stop) for us.

**B. Use the verbs in brackets in the Past Continuous. Make up questions to the sentences.**

1. When you phoned, I (have) dinner.
2. She (talk) with our tutor when I saw her in the hall.
3. When I got up this morning, the sun (shine) brightly.
4. Yesterday from 10 a.m. till 6 p.m. I (prepare) for my exams.
5. While my mother (cook) dinner, my father (repair) his car yesterday.

**C. Use the verbs in brackets in the Future Continuous. Make up questions to the sentences.**

1. At ten o'clock tomorrow morning she (have) her music lesson.
2. I (wait) for you at the bus stop at the usual time tomorrow morning.
3. It probably (rain) when you get back.
4. If you come before six, I (work) on my project. You can help me.
5. At this time, tomorrow morning I (take) my final English examination.

**Task 3. Use the Participle II in the Perfect Tenses (active).**

**A. Use the verbs in brackets in the Present Perfect. Make up questions to the sentences.**

1. I (speak) to him about it several times.
2. He (make) the same mistake in the
3. We (hear) that story before.
4. She (see) that film three times.
5. She says that she (lost) her new flesh card.

**B. Use the verbs in brackets in the Past Perfect. Make up questions to the sentences.**

1. I asked him why he (leave) the meeting so early.
2. I felt that I (meet) the man somewhere before.
3. He wanted to know what (happen) to his suitcase at the airport.
4. It was clear that he (show) us the wrong way.
5. Ann said that she (not finish) the portrait yet.

**C. Use the verbs in brackets in the Future Perfect. Make up questions to the sentences.**

1. I am sure she (paint) the portrait by the opening of the exhibition.
2. By the time you arrive, the masters (finish) the renovation in our flat.
3. If you don't make a note of the lecture, you (forget) it by the next week.
4. We are sure that Alex (keep) his promise to help us with the charity work.
5. By the end of the term we (read) the novel 'White Fang' by J. London.

**Task 4. Use the verbs in brackets in the Present Perfect Continuous. Make up questions to the sentences.**

1. She (teach) at the University for 35 years.
2. They (wait) here a long time.
3. You (study) English for ten years.
4. It (rain) since morning.
5. He (work) at this project for 5 years.

**Task 5. Replace the verbs in the active voice with a verb in the passive voice in the following sentences. See App 8.**

**Model:** Meteorologists collect weather reports from all parts of the country.

*The weather reports are collected from all parts of the country by meteorologists.*

1. This construction company builds a lot of new houses in our city every year.

2. The teacher will examine the students next week.
3. He wrote that book last year.
4. This construction company is building a new house in our street.
5. We were discussing the problem of ecology when they came in.
6. She has written a grammar test already.
7. Soviet scientists had made wonderful discoveries by the mid-20th century.
8. He will have published his book by the end of the year.

**Task 6. Read and translate the following sentences. Pay attention to the use of participles.**

1. Knowing English well, he read the article without a dictionary.
2. When going home she met her friends.
3. He is taking his exam on Monday.
4. The problem discussed at the conference yesterday is very important.
5. The girl stopped before the closed door.
6. You must learn all the words given by the teacher.
7. This is one of the museums in Vladimir visited by many people.
8. When playing tennis he slipped and broke his leg.
9. I have been working at this problem for two years.
10. The teacher giving a lecture showed many diagrams.

**Task 7. Define the **Participle I** and the **Participle II**. Translate the sentences into Russian.**

1. The students have already written the test.
2. The student being asked by the teacher is a famous football player.
3. The books written by Tolstoy are read with great interest all over the world.
4. You may find such articles in the magazine published monthly by our research Institute.
5. There were a few broken chairs in the room.
6. The task set is very difficult.
7. The hot weather followed by a period of rains did a lot of good to growing crops.
8. The students spoken about at the meeting yesterday are here now.

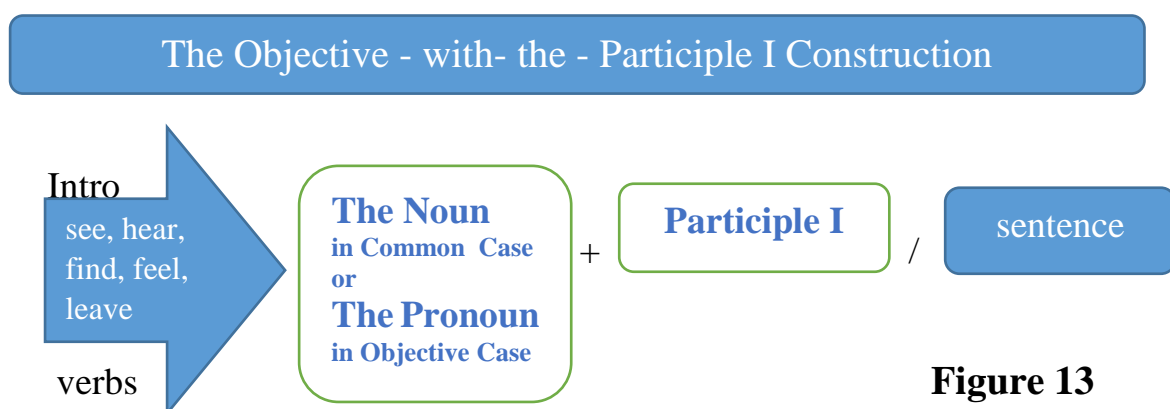
9. The house being built in this street is designed by a well-known architect.
10. The new bridge was build joining two islands.

**Task 8. Here are the sentences with the Participle I. Define the form (1, 2, 4, or 5) of the Participle I in each sentence. See Figure 12. Translate the sentences.**

1. Asking me about it, he smiled.
2. Being asked to take part in the competition, he agreed at once.
3. Having asked the doctor about his mother state, he left the room.
4. Coming home, he rang me up.
5. Running home the boy lost one of his mittens.
6. Having been asked, the students went to the cinema.
7. While learning the pronunciation of these words we learned their meaning.
8. Being interested in this project, he joined our team.
9. Having been shown the wrong direction, the travellers soon lost their way.
10. Having finished his book about nature of Canada, the famous journalist decided to take a long trip to Africa.

**Answers: See -Figure 12**

1-1; 2-2; 3-4; 4-4; 5-2; 6-5; 7-3; 8-2; 9-5; 10-4.



**Figure 13**

**Task 9. A. Read and learn the rules about the Objective-with-the - Participle I Construction. (Complex Object) See App 24 A.**

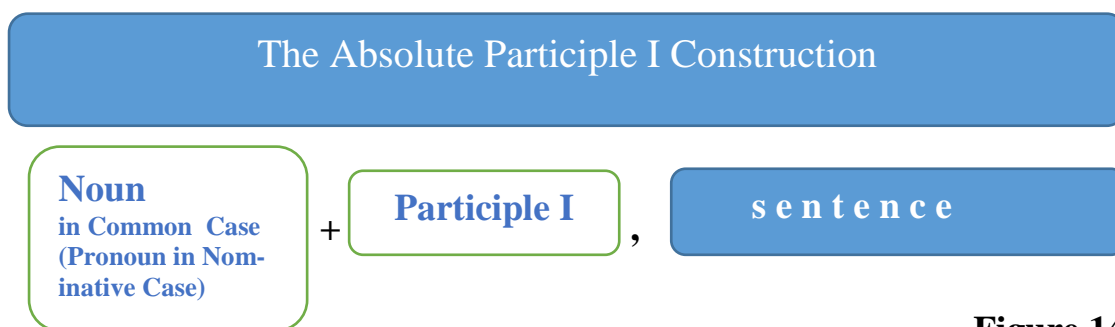
**B. Use the participles given in the box below as parts of the Complex Object.**

*going, dozing, passing, playing, wondering, moving, opening, waiting, rising, looking*

1. Please start the clock \_\_\_\_.
2. We watched children \_\_\_\_ football in the yard.
3. He turned and saw a pair of large dark eyes \_\_\_\_at him through the window of the cab.
4. ‘I just happened to be in the neighbourhood,’ she said, ‘and found myself \_\_\_\_ by.’
5. When they danced, they watched Crisp and Mark's mother \_\_\_\_ about the room.
6. He glanced up to see the door \_\_\_\_.
7. Olga found him \_\_\_\_ under an old oak tree.
8. They left the dog \_\_\_\_outside.
9. The news left me \_\_\_\_ what would happen next.
10. They climbed Mount Sinai to see the sun \_\_\_\_.

**C. Complete the sentences using the **Participle I** as part of the Complex Object.**

1. Did anyone see you (to enter) the house?
2. I last saw him (to go towards) the riverbank.
3. Where is my umbrella? I thought I left it (to hang) with my coat.
4. Did you hear voices (to call) for help?
5. Can you feel something (to burn)?
6. I noticed Tom Wells (to stand) in the shadow of the fountain.
7. Did you see Mary (to look) into a shop window?
8. He found them (to sit together and to talk peacefully).
9. She watched him (to pass the gate and to walk down the street).
10. I saw him (to put) his glasses right here.



**Figure 14**

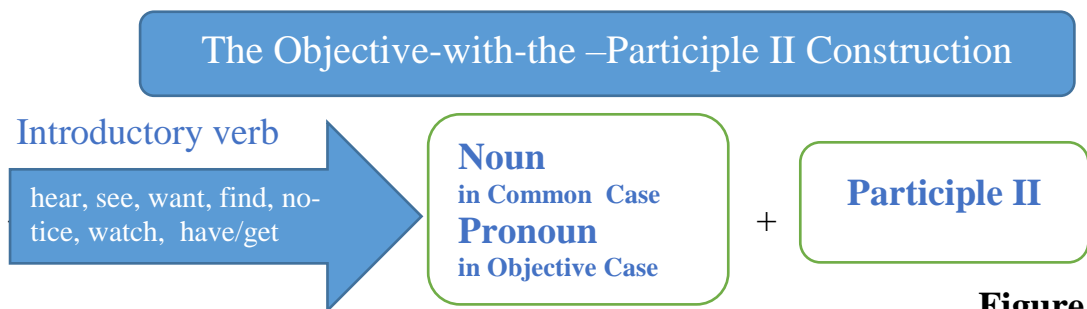
**Task 10. A. Read and learn the rules about the Absolute Participial I Construction. See App 24 B.**

**B. Translate the sentences with the Absolute Participial I Construction into Russian.**

1. The ocean being perfectly calm, they had very chance of reaching the coast.
2. The day being sunny and warm, he could paint a landscape in the plein air.
3. The sun having risen, we continued our way.
4. Thirteen being a difficult age, the teens proved to be more of problem than the teachers had expected.
5. The preparations being completed, we started a lab experiment.
6. With spring coming, many students are very busy preparing for the exams.
7. My friend helps me with maths, I helping him with English.
8. The lesson over, everybody left the classroom.
9. With the experiment having been carried out, they started new investigations.
10. The day being warm, we opened the windows.

**C. Insert ‘there’ or ‘it’. Translate the sentences.**

1. \_\_\_ being very cold, I had to put on my warm coat.
2. \_\_\_ being no time left, we had to start for the theatre without her.
3. The results being different each time, \_\_\_ was important to check everything again.
4. \_\_\_ being no solution for the problem presented, \_\_\_ was difficult to give a certain answer at once.
5. \_\_\_ is no place like home.



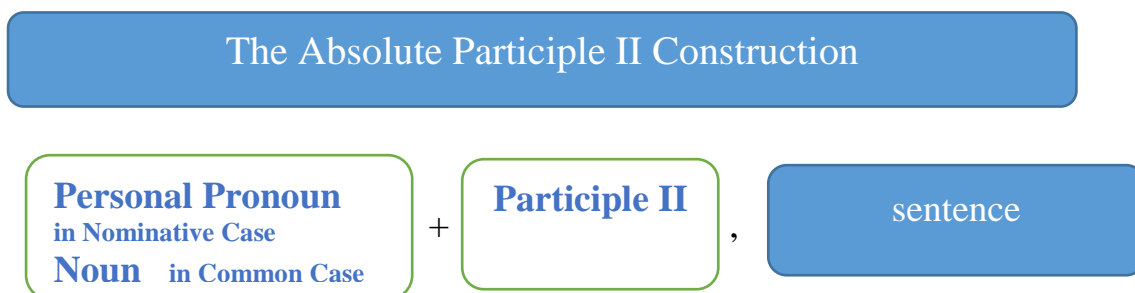
**Figure 15**

**Task 11. A. Read and learn the rules about the Objective -with -the - Participle II Construction. (The Complex Object with PII).**

**See App 26 A.**

**B. Translate the following sentences with Participle II as the Complex Object.**

1. I did not find Mrs. Higgins changed at all.
2. I like to watch a car repaired.
3. We heard these figures mentioned in the report.
4. He found his SMS in WatsApp hacked.
5. You should have Windows on your computer reinstalled.
6. I'm going to have my coat dry cleaned.
7. I saw the programme downloaded.
8. I noticed his hair cut yesterday.
9. Living in St. Petersburg, he likes to observe the bridges drawn.
10. We had the goods packed yesterday.



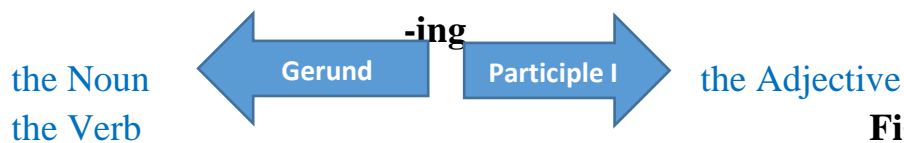
**Figure 16**

**Task 12. A. Read and learn the rules about the Absolute Participial II Construction. See App 26 B.**

**B. Translate the sentences with the Absolute Participial II Construction into Russian.**

1. Pressed for time, I could not even have breakfast.
2. When asked, he answered in the affirmative.
3. When lost alone in the house, Cavin got upset.
4. Though wounded, the soldier did not leave the battlefield.
5. The wall seemed freshly painted.
6. His story told, he leaned back and sighed.
7. The speaker faced the audience, his hand raised for silence.
8. She sat up, her eyes fixed on the distant scene at the lake.
9. A girl stood silent, her lips pressed together.
10. The mission finished, the detachment came back home.

**Task 13. Read about the difference between the Gerund and the Participle I. See App 21.**



**Figure 17**

**Task 14. Define the Gerund or the Participle I. Translate the sentences.**

1. That man buying products at the store seems familiar.
2. Shouting will not do any good.
3. The woman sitting in the garden showed us the way.
4. Reading books is useful.
5. The girl reading the book is my younger sister.
6. Asking him about it was useless.
7. Seeing is believing.
8. I saw teens playing football.
9. The students writing test study the second year.
10. I began reading the novel by Jane Austen yesterday.



## LESSON 2

### *Lexical Training*

### *Education*

### *The Teacher's Work*

**Task 1. A. Read the text about the definition of 'education.' Translate the text. Write down new words in your vocabulary.**

Google's English dictionary gives a definition of the word 'education'-  
*'Education is the process of receiving or giving systematic instruction, especially at school or university.'*

One encounters considerable difficulties in trying to give more or less precise and brief formulation of what education means in general. Not infrequently, education is confused with instruction, but the two terms are by no means synonymous. Authoritative people consider *education* a wider concept than *instruction*. It has its specific features. According to them, education is a definite, purposeful and systematic impact on the mind of an educated person in order to instill in him the qualities desired by the educator.

Educators put into the concept of education such as instilling a definite world outlook, morality and rules of human relationships, fashioning definite traits of character and will, habits and tastes, development of definite physical qualities.

Education is one of the most difficult fields of work. The best teachers consider it a matter not only of science, but also of art.

**B. Read the text The Teacher's Work. Translate it. Write new words in your vocabulary.**

There is a wide variety of work in teaching, from the education of the youngsters to the preparation of the elder young people for the universities. The education of each person is increasingly based on his or her needs, interests, and capacities.

Intellectual development is seen to be one part, though a very important one, of all-round education which must also include the practice and appreciation of music, painting and other kinds of art, the cultivation of

useful skills and crafts and the experience of living and working with others in the school community.

Again, physical education through movement and games, both indoors and outdoors, is an essential part of school life. Nor are school activities limited to what goes on at set times in classrooms, laboratories, workshops, playgrounds or playing fields.

School societies, school journeys and hiking tours, and work which links the school and the community, e.g. through parent –teacher associations, add variety and wide scope to the teacher’s work and call for the exercise of constant sympathy, imagination and enterprise. Both directly in their teaching and indirectly through their personal influence upon the children in the schools teachers have a great responsibility. A teacher should have a liking for children or young people and be able to understand and help them. He should enjoy the contact of his mind with theirs and be likely to find increasing interest in his work as he finds out more about the way young people grow and learn. He will need integrity to win their confidence and enthusiasm to hold their interest.

A teacher must be an educated person in the full sense of the term and a good teacher goes on learning as long as he is teaching. However, he is concerned not only with the content of what he will teach, but also with standards of behavior and taste.

A teacher should have genuine interests of his own which he may perhaps share with the children but which will serve essentially to keep him a balanced person acceptable not only to the children, but to his colleagues and to his adult companions in the wider world.

*‘Here then is an important and worthwhile job. It is also an exacting one, but to those who are well equipped for it teaching can afford a happy and satisfying life.’ (Becoming a teacher, London, 1958)*

**Task 2. Be ready to answer the following questions:**

1. What is education based on nowadays?
2. What features should a contemporary teacher possess?
3. Why should a modern teacher be an educated person?

4. What should a contemporary teacher do to be acceptable to children and his/her colleagues?
5. Do you agree with the statement, ‘...teaching can afford a happy and satisfying life’?

**Task 3. Read the text Teaching Creative Thinking. Translate it. Write down new words in your vocabulary.**

*Recently a very interesting young 15-year-old told me he had decided to leave school and went to work. Knowing high potential, I asked him what had caused him to make such a decision. I shall never forget Bob’s answer. He said, “I’m not getting anything out of it. I am taking five classes and every night I prepare five assignments. It’s memorize pages of this, work two pages of that and outline three pages of something else. See, there is so much to memorize that I never get a chance to ask questions or to think myself about what I read. I want someone to listen to my ideas sometimes, too”.*

In the past twenty years, a common objective of all school programmes has been to develop critical and creative thinking in each individual. Children who are encouraged to think become more and more independent. An independent, thinking child will be able to express himself well. He will learn to face emotional and mental problems.

A dependent child, on the other hand learns to imitate and follow set patterns in life rather than to take the initiative to think through his problems by himself. Our society is full of such imitations as a result of the lack of teaching of creative thinking in the schools.

We do not need any more of the imitators. We need to evaluate our school programmes to be sure we are teaching each child to think creatively. We need to find and encourage the talents of our children. We, too, need to teach creatively, and evaluate our teaching.

*(After James A. Smith)*

**Task 4. Here is an abstract from the dissertation by Aish, Dina “Teachers’ Beliefs about Creativity in the Elementary Classroom” (2014).**

## **A. Read the abstract and get the main idea.**

### **ABSTRACT (Part I)**

Today creativity is considered to be an essential life skill, which needs to be fostered by the education system, because it has the potential to solve a range of social, political, and economic problems.

Creative industries, in the United States and around the world, are part of a leading economic sector that is developing at a pace greater than other economic sectors, and creative thinking is regarded as a key commodity of human capital, as well as a source of many marked benefits for healthy social and emotional wellbeing.

Based on socioeconomic demands and on learning theories (such as those of Bruner, Dewey, Piaget, and Vygotsky), fostering of students' creative thinking is regarded today as a key education target, albeit it a challenging one, by a number of education systems around the world.

### ***Statement of the Problem***

Teachers' role in the development of elementary school students' creativity is very important because they act as role models and mentors and spend a considerable amount of time with students. The importance of providing creative learning opportunities in the regular classroom is well established.

However, many teachers mistakenly believe that creativity is an extremely rare trait of gifted youngsters, even though several theories of creativity have emphasized that all of us can fulfill our creative potential if we are given the appropriate means and opportunities.

Additionally, teachers have been found to connect creativity with the arts, and subjects such as music or drama education, and see it as irrelevant in "rigorous" subjects such as science or mathematics, even though research has shown that students' creative thinking can be fostered in all school subjects and curriculum areas.

In sum, teachers may have a narrow and stereotypic view of creativity, and hold misconceptions about creativity and implicit theories

(generalizations from personal experience) which are problematic and can lead to inhibiting students' creative thinking.

Teachers who have a clear understanding of the nature of creativity are able to avoid negative stereotypes and misconceptions about creativity and thereby, make room for creativity in their curriculum.

**B. Find the English equivalents of the following word combinations in the text above. Write down them in your vocabulary.**

*- важный жизненный навык; - способен решить ряд проблем; - развиваться быстрыми темпами; - человеческий капитал; - социальное и эмоциональное благополучие; - социально-экономические требования; - развитие творческого мышления; - ключевая цель образования; - учащиеся начальной школы; - выступать в качестве ролевых моделей и наставников; - связывать творчество с искусством; - редкая черта одарённых детей; - реализовывать свой творческий потенциал; - предоставить средства и возможность; - узкий и стереотипный взгляд на творчество; - придерживаться неправильных представлений; - обобщение на основе личного опыта; - подавление творческого мышления учащихся; - иметь чёткое представление о чём-либо; - освободить место для творчества.*

**Task 5. Read the second part of the abstract from the dissertation by Aish, Dina “Teachers’ Beliefs about Creativity in the Elementary Classroom.” Translate it. Write down new words in your vocabulary.**

**Definition of Terms (Part II)**

In order to clarify meaning, definitions of relevant terms in this study are included below. These listed definitions inform the meanings referred to in the present study.

**Creativity:** the activity (both mental and physical) that occurs in a specific time space, social and cultural framework and leads to a tangible or intangible outcome(s) that is original and useful... (Kampylis et al., 2009, p. 18)\*

***Creative thinking***: a type of higher order thinking that requires students to generate ideas, to elaborate and refine ideas, but also to evaluate critically their ideas and to argue about the effectiveness and appropriateness of their proposed ideas (Andiliou & Murphy, 2010, p. 217).

***Beliefs***: ideas, doctrines, tenets, etc. that are accepted as true on grounds which are not immediately susceptible to rigorous proof (University of Southern California Library, 2013).

***Implicit creativity theory***: a latent but existing theory (including beliefs or values, images or metaphors, and biases) that an individual has developed and uses in identifying, describing, and evaluating creativity, both in themselves and in others, and that governs expectations and guides certain behaviors (Kampylis, 2010, p. 50; Kercz, 1992, Sternberg, 1985).

***Explicit creativity theories***: scholarly theories of creativity based mainly on relevant psychological theories such as psychoanalytic, behaviorist, developmental, systems, and cognitive theories (Kampylis, 2010, p. 36).

Creativity is an ability that all humans have, and their creative potential can be fulfilled or constrained through education and schooling. All students should be provided with the opportunities and means to express their creative potential to the maximum degree.

Teachers play a key role in the fulfillment—or not—of students' creative potential. Teachers need appropriate initial education and in-service training as well as support in practical and theoretical issues to carry out their significant role of fostering students' creative thinking.

Teachers' beliefs and implicit theories of creativity greatly influence their everyday classroom practices and determine whether, to what degree, and how they endeavor to foster students' creative thinking. A clearer understanding of teachers' beliefs on creativity can facilitate both the planning and evaluation efforts to foster creativity.

Our world is undergoing continuous changes and facing numerous urgent problems that require creative approaches and solutions. By nurturing students' creative potential, we offer them more opportunities to become creative adults who can adapt and contribute to our continuously changing world.

\* Kampylis et al., 2009, p. 18 – (фамилия автора, и другие, год, страница)

**Task 6. Before reading a survey, work with the vocabulary.**

**A. Vocabulary list:**

survey – опрос, исследование

outcome – результат

novel – новый

to be responsible for – отвечать за кого-то ( что-то)

well-trained – хорошо подготовленный

achievement – достижение

subject – предмет

school- environment – школьная среда

competition – конкуренция, соревнование

conformity – соответствие, соблюдение

academic – академический

opportunity – возможность

improvisation – импровизация (= придумывание, фантазия)

knowledge – знание

appropriate – уместный, соответствующий

rare – редкий

phenomenon – явление

**B. Translate the following verbs. Find out what verb is regular or irregular. Give three forms of the following irregular verbs. See App 32.**

-to define; -to give; -to feel; to describe; - to consider;-to support; -to keep; to manifest; - to teach,- to emphasize; - to enhance;- to develop; - to promote; - to require; - to possess; - to inhibit; - to solve

**Task 7. Here is a survey on the topic Teaching Creative Thinking taken from dissertation by Aish, Dina “*Teachers’ Beliefs about Creativity in the Elementary Classroom*” (2014).**

**A. Answer the following questions. In questions about school students, please respond having your experience in mind.**

1. How would you define creativity? Please give your own short definition.
2. Please, provide an example of creativity as manifested by you or one of your classmates.

3. Complete the sentence: *Creative is the person who...*
4. List the top five characteristics that you feel best describe the creative student.
5. What percentage of your classmates do you consider to be highly creative?
6. List activities and strategies you can use in the classroom to support creativity.
7. What barriers may keep you from effectively promoting student creativity in the classroom?

**B. Read each statement carefully and put the mark appropriately:  
 1 strongly disagree; 2 disagree; 3 neutral (e.g., *I don't know*);  
 4 agree; 5 strongly agree**

Students have enough time to manifest their creativity in the classroom.	1	2	3	4	5
For an outcome to be creative, it must be novel.					
A regular classroom teacher is responsible for helping students develop creativity.					
Creativity can be taught.					
I feel well-trained to recognize creative achievements of my future students in many subjects					
State standards allow for the manifestation of creativity in the classroom					
The school is the best environment for students to manifest their creativity.					
Student creativity can be developed in the classroom.					
A school environment which emphasizes competition, evaluation, and conformity discourages the manifestation of students' creativity					
Creativity is essential for enhancing student academic learning					



Creativity can be developed in everybody.					
Students have many opportunities in school to manifest their creativity					
Promoting creativity in students requires improvisation by the teacher					
Teachers should have knowledge about creativity.					
Student creativity can be manifested in any school subject					
For an outcome to be creative it must also be appropriate					
Creativity depends on possessing a high level of prior knowledge					
Teachers can inhibit creativity in students.					
I feel well- trained to promote creativity in my future students.					
Creative thinking is different from the thinking required to solve problems in school.					
Creativity is a characteristic of all students and is not a rare phenomenon.					
Some school subjects are more creative than others are.					

**C. Select the school subject or subjects in which you consider a student can manifest his/her creativity (choose one or more).**

Algebra, Geometry, Physics, Chemistry, Biology, Botany, Geography, History, Literature, Foreign language, Russian, Art, Technical drawing, Computering, Sport, Labour training, Social Study

**Task 8. Draw a conclusion from what you have read in the abstract and survey; write an essay “My Attitude to Creativity in the Classroom”. See – Recommendations for students.**

**Task 9. A. Read and translate the dialogue. Play it in roles.**

A.: Hallo, Boris!

B.: Hallo, Alex.

A: Oh, you've just left college, haven't you?

B.: Yes, I have.

A.: What are going to do?

B.: Er ... Well, it looks like a choice between teaching or going into an office and ... I think, I'd much prefer to go in for teaching, because ... well you get long holidays.

A.: But, Boris, wouldn't you get bored with the same routine year after year teaching the same material to the children. And... a sense of responsibility you need... all those children, all those parents.

B.: Oh, look, it wouldn't be as boring as working in an office. Teaching is terribly stimulating. There is something new every day. I'm sure I'd enjoy it.

A.: But I mean, there's so much variety in office work! Look at my job; I'm dealing with people and their problems. There're new situations to cope with all the time.

B.: yes, that's quite true, but I think there's a number of differences between teaching and office work, and, well, I think I'll go for teaching because... well, really attracts me.

**B. Explain the grammatical meaning of the underlined words with ing-forms in the dialogue above.**

**Task 10. Read the Teacher's Address to Students, Future Teachers. Get the main idea.**

*Many young people consider teaching as a career. It's not surprising: after your parents, your teacher may be the most important person in your life. With the entire teacher you meet, you think there is not anything you don't know about the work. That is where you are wrong, since only those who are in it can appreciate it. Have you ever asked yourself why most teachers are so devoted to their work and privately think, though they may not like to admit it openly, that they serve*

*humanity doing the most vital job of all? Those of us who spend our days in schools know how rewarding the job is. At the same time, it is not easy and a real challenge to your character, abilities and talent, as teaching is a constant stream of decisions.*

*Children in your classroom are not just boys and girls. Everyone is a unique individual who has never been before and will never again exist. If you like people, you will love teaching. To be a good teacher you must be genuinely interested in what you are doing.*

*The most important things in the world are awareness and learning – wanting to know every day of your life more and more. Because every time you learn something new, you change yourself. An ignorant teacher teaches boringly, but a good teacher awakens in his students the burning desire for knowledge.*

*What an incredible responsibility to be the guardians of the human spirit and the human mind! That is the reason why humanity has the deepest respect for teachers.*

*I would never stop teaching and I am sure that you, having chosen it for your career, feel the same way. If you do not feel that way then, please, for all our sakes, get out! The human mind and the human spirit are too wonderful to destroy. But if you are prepared to accept the responsibility, wish you all the luck in the world.*

*Teacher*

**B. Express your opinion on the teacher's appeal. Use the following expressions.**

1. That's exactly what I think .../ what I wanted to say.
2. I couldn't agree more.
3. I agree entirely.
4. In my opinion ...
5. I think that...
6. That may be true, but...
7. Perhaps, but don't you think that ...
8. I can't agree with ...

**Task 11. Read the text Acting & Teaching. Get the main idea.**

***What is the Teaching job?***

Teaching is an occupation and a platform to show the idea of how someone teaches a student. It is a job where a teacher is sharing knowledge and experience. Teaching is also a powerful tool to teach the children the things which they need to know. Teachers are those people who willingly teach knowledge but they also nurture and teach the children good manners and discipline.

It is an achievement for them to see that their students are growing in knowledge and in good manners. People also consider them as the parents of their children because they have the heart to nurture and mold them. They treat all their students as a family. Many people also give respect to them. They are not only trustworthy but they are persons who you will respect and salute.

***What is the similarity between acting and teaching jobs?***

Acting and teaching jobs both need an audience, actors and teachers should both know how to engage them in their teaching or playing. Both jobs require voice, emotions, and the ability to do a certain task. Both of them are playing a role that their audience can relate to and be engaged in. Acting and teaching are both platforms that they can show their ability and talent to do their respective job. Teachers and actors are those people who make their arts interesting and attractive to the people in front of them. Meaning, both of them address the message to their audience. So, teaching and acting have similarities on the other part of their job.

***What are the differences?***

We all know that these two jobs are not totally connected to each other. They have their own differences. Teachers focus on the growth of their students, and unlike acting, actors focus only on how they will engage and satisfy their audience.

Although both are required heart and use of humor, they are still different. They are both studying, learning and memorizing their scripts during their whole working life. Teachers always spend a lot of time preparing for their lessons and actors spend their time preparing some props and memorizing their lines.

Both processes are great: while the actors are taking training and workshop or classes to become a better actor, the teachers are also taking some professional educational training to develop their skills in teaching.

It is obvious to see the differences between these two jobs or careers. They are both have different standards. In acting and teaching, there are some certain topics that they can both show and teach but there are some things that inappropriate for the teacher to show it in a class but appropriate to show in the play or film like green jokes, bad words, seducing picture or body language and etc.

Meaning, teaching is sensitive to some things that can affect the education of their students as their audience, while acting is very open to express anything that can help their play, role, or film for them to be more connected to their audience. Teaching has more limitations in some aspects than acting. Although teaching also has freedom to demonstrate many things, which their students need to know, teachers are much more focused on how the children will learn good manners and gain knowledge.

**B. Insert the proper words in the following sentences. Use the text above.**

1. Teaching is an occupation and a platform where a teacher is sharing ...,  
....
2. Teachers are those people who willingly teach knowledge but they also ... and teach the children good .... and ... .
3. They are not only ... but they are persons who you will ... and ... .
4. Acting and teaching jobs both need an ..., actors and teachers should both know how to .... them in their teaching or playing.
5. Both jobs require ..., ..., and the ... to do a certain task.
6. Teachers focus on the ... of their students, and unlike acting, actors focus only on how they will ... and ... their audience.
7. Teachers always spend a lot of time preparing for their ... and actors spend their time preparing some ... and memorizing their ... .
8. Both processes are great: while the actors are taking ... and ... or .... to become a better actor, the teachers are also taking some professional ... .. to develop their ... in teaching.

9. There are some things that inappropriate for the teacher to show it in a class but appropriate for an actor to show in the play or film like ..., ..., ... picture or ... language and etc.

10. Teaching also has ... to demonstrate many things, which their students need to know, teachers are much more focused on how the children will learn good ... and gain ... .

**Task 12. A. Read the following quotes about a teacher's work.**

**Translate them in Russian.**

1. *A teacher's job is never over, even after the class is over.*

2. *A teacher has to encourage each child to reach his or her potential.*

3. *A teacher has to find ways to make learning fun, easy, and inspiring.*

4. *Teachers have to explore various methods of instruction to enable higher learning. Tools merely assist the teacher. They cannot teach by themselves.*

5. *"I've come to believe that a great teacher is a great artist and you know few great artists there are in the world. Teaching might even be the greatest of the arts since its medium is the human mind and the human spirit."* (John Steinbeck)

5. *"Most of us end up with no more than five or six people who remember us. Teachers have thousands of people who remember them for the rest of their lives."* (Andy Rooney)

6. *"Teachers are expected to reach unattainable goals with inadequate tools. The miracle is that at times they accomplish this impossible task."* (Haim G. Ginott)

7. *"Teachers don't impact for a year, but for a lifetime."*

8. *"Leading a child to learning's treasures, gives a teacher untold pleasures."*

9. *"Teachers open the door. You enter by yourself."* (Chinese proverb)

10. *"I have been maturing as a teacher. New experiences bring new sensitivities and flexibility."*

11. *"I swear...to hold my teacher in this art equal to my own parents; to make him partner in my livelihood; when he is in need of money to share mine with him; to consider his family as my own brothers and to teach*

*them this art, if they want to learn it, without fee or indenture.”*

(Hippocrates)

12. *“Life is amazing: and the teacher had better prepare himself to be a medium for that amazement.”* (Edward Blishen)

**B. List the qualities of a good teacher mentioned in the quotes. Write out the verbs from the statements, which describe the teacher's work.**

### LESSON 3

#### READING

#### *The Great Educators*

**Task 1. Read the text about The Great Dutch Humanist. Translate it. Write down new words in your vocabulary.**



**Erasmus, in full Desiderius Erasmus**

**(1469- 1536), Rotterdam, Holland.**

Dutch humanist who was the greatest scholar of the northern Renaissance, the first editor of the New Testament, and also an important figure in patristics and classical literature.

**Erasmus of Rotterdam**, the great Dutch Humanist, one of the “titans of the Renaissance”, as Engels called him, was born in 1469. He spent the first nine years of his life in a small Dutch town; first contact with humanist thought was at the school run by the Brothers, where he was sent by his father to continue his studies.

Erasmus would remember this school only for a severe discipline intended, he said, ‘to teach humility by breaking a boy’s spirit.’

When he was thirteen years old, his parents died and he had to enter a monastery. In 1492, he left the monastery and took a post of a secretary to a bishop. He had money problem most of his life, and only in 1495 he could enter the University of Paris. He met there a number of prominent humanists and began to publish his writings. Among them, there are his treatises on educational problems and methods, and textbooks for schools.

His later writings include two of his most important educational works – his well-known “Colloquies” a textbook of Latin conversations on contemporary life, and a treatise “On the Liberal Education of Boys from the Beginning”, his most complete exposition of the principles of humanistic education.

Erasmus entered into the problems of method in detail and with great practical wisdom. Two points of Erasmus’ philosophy of education are worthy to note:

1). Erasmus distinguishes three factors in individual progress – Nature, Training and Practice. For him the greatest is Training. Nature is strong but Training together with Practice is stronger. Erasmus never forgets the differences of individuality: one man is inclined to mathematics another to poetry. But he thinks that any subject can be studied when right method is used and Training and Practice go hand in hand.

2). The second point is the recognition of the social implications of education; education is a matter of social and of individual concern. Erasmus speaks about the parent’s duty to community and says to the father that his children are born not to himself alone but to his country. He thinks that the ancients were right when they believed that the basis of right education is the training, which the child receives in the home of his parents.

In his work “On the Liberal Education of Boys from the Beginning” Erasmus insisted on the importance of beginning a child’s education from the earliest years. He advises that the child should be taught reading, writing and drawing by means of games and stories, that after this first education he should receive instruction from an experienced teacher.

He saw the badness of the school of his day but he did not know how to improve it. Erasmus was considered to be the most learned man of his time



in Europe. His industry and talent earned him the deepest respect in the whole world among the monarchs, the men of art and literature. He published Greek classics, translated into Latin, taught ancient languages and philology, studied Italian culture, wrote many works and treatises.

**Task 2. Check up your knowledge of the Reading by answering these questions:**

1. When was Erasmus of Rotterdam born?
2. Where did he study?
3. What are Erasmus' the most important educational works?
4. What are two points of Erasmus' 'philosophy of education'?
5. What are the main factors in individual progress?
6. What is the role of family and community in the education?
7. When did Erasmus advise to begin a child's education?
8. What means should a child be taught by?
9. Why was Erasmus considered the most learned man of his time?
10. What gave him the deepest respect in the whole world among the monarchs, the men of art and literature?

**Task 3. Read the text about The Author of the Great Didactic.**

**Translate the text. Write down new words in your vocabulary.**



**John Amos Comenius**

(1592 – 1670)

A Moravian philosopher, pedagogue and theologian who is considered the father of modern education.

**John Amos Comenius** is the man, who has most often been called the first modern educator. He was born in Moravia. After four years at a poor village school, he went at the age of 15 to study Latin at the grammar school. This school was probably no worse than most schools of that kind,

but Comenius was older than the other pupils were and could realize the defects of the teaching.

Boys in the splendid years of youth had to study languages without proper books, wasting their time in memorizing of grammatical rules. At the age of 22, after the University, he returned to his native place and become master of the school.

He wrote many works on education. His most prominent achievement was his writing of the first textbook “The World in Pictures” to employ pictures as a teaching device. Here the beginner in Latin was helped to understand Latin words by having the printed words accompanied by pictures illustrating their meaning. “The World in Pictures” was a particular example of Comenius’s conception of the teacher’s method.

In his monumental, the “Great Didactic” he laid down the genial rule that everything should be taught by the medium of the senses. Comenius advised the teacher to start with the senses because they present stand nearest to the child’s state of understanding. To begin with the senses is to go from the easy to the difficult. Therefore, after a sense impression the teacher may proceed to memorization, from memorization to comprehension, and then to judgement.

John Amos Comenius recognized the importance of Latin, but he refused to regard the learning of the classics as the central interest of the educator. For him education meant the preparation for life not through languages but through all the facts about the universe to which languages opened the door. He said that education was the right of every man, not the privilege of the limited ruling class. He wrote that ‘children in all cities, towns and villages should be sent to school. Institution must be fitted to the child, not the child to the institution.’

Comenius introduced a number of educational concepts and innovations including pictorial textbooks written in native languages instead of Latin, teaching based in gradual development from simple concepts to more comprehensive ones, lifelong learning with a focus on logical thinking over dull memorization, equal opportunity for impoverished children, education for women, and universal and practical instruction. Besides his native Moravia, he lived and worked in other regions of the Holy Roman

Empire, and other countries: Sweden, the Polish–Lithuanian Commonwealth, Transylvania, England, the Netherlands and Hungary.

For the greater part of the 18<sup>th</sup> century and early part of the 19<sup>th</sup>, there was little recognition of his relationship to the advance in educational thought and practice. However, the importance of the Comenian influence in education has been recognized since the middle of the 19<sup>th</sup> century.

He was first a teacher and an organizer of schools, not only among his own people, but later in Sweden, and to a slight extent in Holland. In his *Didactica Magna* (Great Didactic), he outlined a system of schools that is the exact counterpart of the existing American system of kindergarten, elementary school, secondary school, college, and university.

**Task 4. Answer the following questions upon the Reading:**

1. What were the defects of the teaching at school of the Comenius time?
2. What works on education did Comenius write?
3. What was his conception of the teacher's method?
4. What general rule of education did he lay down?
5. Where did he lay down his general rule?
6. What did education mean for him?
7. Whose privilege was the education in his mind?
8. Where did he live and work besides his native town?
9. When did he receive recognition of his relationship to the advance in educational thought and practice?
10. In what country does the exact counterpart of his school system exist nowadays?

**Task 5. Read the text about The Famous Swiss Educator. Translate the text.**

**Write down the new words in your vocabulary.**



### **Johann Heinrich Pestalozzi**

(1746 – 1827) -

A Swiss pedagogue and educational reformer.

His motto was “Learning by head, hand and heart.”

**Johann Heinrich Pestalozzi**, the famous Swiss educator, was one of the greatest men in the educational history. With exceptions like Comenius’s textbook “*The World in Pictures*”, little or nothing had been done to show the teacher how to put the educational ideas into practical operation in the classroom. Progress along this line was the great contribution of Pestalozzi.

He was born in Zurich in Switzerland. His father died when he was 5 years old, and he owed his upbringing to his mother. This fact had a decisive influence on his character and his view of life. It led him to a higher appreciation of the part played by the mother and the life of the home in the early education of children.

In 1761, Pestalozzi attended the Gymnasium (Collegium Humanitatis) and received instruction from educators Johann Jakob Bodmer, who taught history and politics, and Johann Jakob Breitinger, who taught Greek and Hebrew.

On holidays, Pestalozzi would visit his maternal grandfather, a clergyman in Höngg. Together they would travel to schools and the houses of parishioners. It was through these visits that Pestalozzi learned the poverty of country peasants. He saw the consequences of putting children to work in factories at an early age and he saw how little the Catechism schools did for them. Their ignorance, suffering and inability to help themselves left an impression on Pestalozzi, an impression that would guide his future educational ideas.

The next great influence came to him at the University of his Native Town, where he studied until the age of 19. Guided by teachers of revolutionary tempo he read Rousseau’s work and compared the education, which he had received at home with that of Rousseau’s demands.

His most important work was a didactic novel called "*Leonard and Gertrude*." The story was about the village life that Pestalozzi showed so well. Gertrude, a wise mother, keeps her children busy working and trains their minds and characters by her motherly talks about the circumstances of their lives. Her method of teaching is quite simple. She instructs them in arithmetics, for example, by making them count the steps across the room, the number of windows, etc. In the same way she leads them to distinguish 'long' and 'short', 'narrow' and 'wide', 'round' and 'angular', and encourages them to observe all the things around them, such as the action of fire, water, air and smoke.

Pestalozzi was able to do much in the way of systematic education. He succeeded in creating a school after the pattern of the home, and tried many experiments. According to Pestalozzi, the teacher has always to begin with sense impressions of the object of the lesson. Only after the time of these impressions the teacher should proceed to the naming of the object. Once named, the object had to be studied as to its form, could be discussed and compared. The essence of Pestalozzi's method is teaching everything through number, form and language.

Formerly the teacher had called children up to the desk one, two or three at a time to hear them recite their lessons. All this was changed in the classroom run according to Pestalozzian principles. There the teacher taught the whole group at one. Standing before them, he framed his questions about the object.

One of his principals was to go from simple to the complex. Thus children were introduced to reading by first learning their letters, next by putting letters together into syllables, then syllables into words, words into phrases, and finally words and phrases into sentences. It took the teacher some time to recognize that to go from the simple to the complex does not necessarily mean to begin with the logically simple, for the logically simple is often quite complex to the child. The teacher should start with psychologically simple, that is, with what is already known to the child.

Pestalozzi said that 'the pupil's interest in his work was largely a matter of a teacher. Therefore, if the teacher failed to interest a child or even hold

his attention he should first look into himself for the explanation, and certainly, he should not resort to punishment.'



*The Burgdorf Castle where Pestalozzi ran his institute from 1800 to 1804.*

In October 1800, Pestalozzi decided to open a school in Burgdorf, the "Educational Institute for the Children of the Middle Classes", in the Burgdorf Castle. Here, two educators joined Pestalozzi, Johann Georg Tobler and Johann Christoff Büss. During this time, Pestalozzi systemized and codified many of his methods and ideas about education.

Pestalozzi for the second time in his literary career attracted a wide circle of readers after publishing *How Gertrude Teaches her Children*. The book had a profound impact on the opinion and practice of education. It is written in the form of fourteen letters from Pestalozzi to his friend Heinrich Gessner, a bookbinder in Berne. The first three letters describe how he, Krüsi, Tobler, and Büss came to their present situation at Burgdorf. Letters four to eleven are his reflections and experience in pedagogical instruction and educational theory. The twelfth letter is about physical education while the last two letters talk about moral and religious education. Pestalozzi's purpose in these letters was to show that, by reducing knowledge to its elements and by constructing a series of psychologically ordered exercises, anybody could teach their children effectively.

Because of this literary success, people from all parts of Switzerland and Germany came to see the school in Burgdorf.

**Task 6. Pick out from the text the answers to the following questions:**

1. What was the contribution of Pestalozzi into education?
2. Who influenced him in his green years?
3. What was his didactic novel about?
4. What kind of school did Pestalozzi create?

5. What is the essence of his method?
6. What is the main principle of his method of teaching?
7. What is the role of a teacher according to Pestalozzi?
8. During what period of his life did Pestalozzi systemize and codify his methods and ideas about education?
9. Which Pestalozzi's book had a profound impact on the opinion and practice of education?
10. What form was the book 'How Gertrude Teaches her Children' written in?
11. What was Pestalozzi's purpose in those letters to his friend?

## **WRITING**

**Task 1. Be ready with a project. Tell the group about any great educator of our time or the past time using the following plan:**

1. The time and place of the educator's birth.
2. Some facts of his biography.
3. Educational problems, which the educator enters.
4. His theory of education.
5. His most important writings.

## CONCLUSION

Пособие «Practical Course of English for Second Year Students» («Практический курс английского языка для студентов второго года обучения») является составной частью учебно-методического комплекса дисциплины «Иностранный язык» (английский) и представляет собой продолжение курса первого года обучения, учебный материал которого изложен в пособии «Practical Course of English for First Year Students».

Иностранный язык изучается не как лингвистическая система, а как средство межкультурного общения и инструмент познания культуры определенной национальной общности, в том числе лингвокультуры.

Пособие состоит из шести разделов, каждый раздел содержит три урока. Уроки имеют схожую структуру и алгоритм решения коммуникативных задач. Лексико-грамматический материал, учебные тексты и письменные задания отражают типичные ситуации общения и содержат соответствующие решаемым задачам методические приемы работы с языковым и речевым материалом.

Сочетание всех видов речевой деятельности в рамках каждого занятия позволяет не только активно усваивать лексико-грамматический материал, но и формировать иноязычную коммуникативную компетенцию.

Методический аппарат каждого урока дает возможность студенту выполнить задания как в аудитории с преподавателем, так и самостоятельно.



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## RECOMMENDATIONS FOR STUDENTS

### 1. Рекомендации по использованию онлайн переводчика.

Онлайн переводчик – это программа, которая позволяет переводить тексты в режиме онлайн, не скачивая их на компьютер, что позволяет сэкономить много времени. Цель создания этой программы заключается в том, чтобы позволить потребителю без знаний иностранного языка, размыть и уменьшить влияние языкового барьера.

Главная тенденция последних лет – системы перевода стали бесплатными и доступны онлайн.

Современные студенты всеми силами пытаются облегчить свою учёбу в учебных заведениях. Использование переводчиков является одним из основных способов выполнения заданий по английскому языку. Онлайн– переводчики являются прототипом словарей, которые за считанные секунды могут перевести не только слово, но и целый текст. Слова, тексты, картинки можно сфотографировать, и переводчик всё переведет. Кроме того, он может перевести голосовое сообщение.

Для того чтобы понять эффективность и качество переводов в онлайн – переводчиках и сделать правильный вывод о них, было проведено исследование. Для этого взяли несколько популярных онлайн-переводчиков: «Yandex Translator», «Google Translator», «PROMT.One», и на примере отрывка из известного романа М. Ю. Лермонтова «Герой нашего времени» сравнили результаты переводов с оригиналом.

Был сделан вывод, что все механические переводы допускают ошибки как лексические, так и грамматические. Поэтому стоит пользоваться переводом таких машин только при необходимости, но если все – таки потребуется автоматизированная помощь, то наиболее качественный перевод показал «Yandex Translator». Этот переводчик потребует наименьшего редактирования со стороны человека. У человека будет возможность посмотреть более подробную словарную статью с синонимами, значением слов и примерами их употребления. Разработчики машинного перевода еще не пришли к полному ус-

вершенствованию своих программ, и эти программы имеют некие погрешности.

Проанализировав разные сайты, исследователи сделали вывод, что с помощью этих сервисов можно выучить новые слова английского языка, но для более точного изучения все-таки придется обратиться к другим источникам информации, например, таким как учебник, газеты, фильмы с субтитрами, аудирование и словари.

## **2. Рекомендации по изучению английского языка с помощью онлайн-переводчиков:**

- попробуйте несколько переводчиков, чтобы определить какой наиболее точно сможет переводить ваш текст;
- с помощью аудирования слов в переводчике стоит корректировать свое произношение и учиться воспринимать слова на слух;
- учите английский, переводя песни;
- учите английский, переводя диалоги в фильмах;
- при осуществлении русско-английского перевода старайтесь в поле переводчика писать предложения в варианте, свойственном для английского языка.

Помните, что русский язык – синтетический, т.е. слова в предложении крепятся за счет флексий, а английский язык – аналитический, где связь слов в предложении осуществляется за счет фиксированного порядка слов, предлогов и глаголов-помощников.

## **3. Методические рекомендации по выполнению письменных работ.**

### **Написание эссе:**

**а) Структура эссе с аргументацией «за» и «против»:**

**Введение:** начните с общего представления темы (In today's world... It is important... )

**Основная часть:** представьте аргументы «за» (In its favor) и затем, аргументы «против» (However, critics are quick to point out).

**Заключение:** четко подведите итог сказанному (All in all)

**b) Структура эссе с элементами рассуждения по теме:**

Введение: начните с перефразирования проблемы, заявленной в теме, используя, например, поговорку или афоризм (All work and no play... /traditions remind us about real needs, old pieces of wisdom are right).

Основная часть: четко обозначьте различные аспекты проблемы (As it is usually spent on traveling ...it helps widen one's intellectual horizons...)

Заключение: так как такое эссе носит философский характер, в заключительном абзаце следует обобщить высказанное.

При написании эссе особое внимание обратите на то, что каждый абзац должен быть написан соответствующим образом (первое предложение выражает основную мысль абзаца).

При проверке языковой правильности обратите внимание на то, как вы выразили свое мнение. Постарайтесь использовать больше безличных структур.

1. All in all, I believe...
2. In my opinion...
3. What I would also like to mention is...
4. It cannot be denied...
5. It is surprising that...
6. To begin with...

#### **4. Как работать над чтением текста и составлением аннотации прочитанного материала:**

Для получения общего представления о содержании текста.

Внимательно прочитайте задание к тексту. Во время просмотрового чтения старайтесь понять основное содержание, не обращая внимания на незнакомые слова. Следите за развитием главной темы по ключевым словам, которые часто повторяются в тексте. Особенно внимательно прочтите первый и последний абзацы текста, в которых обычно формулируется основная мысль автора.

Для поиска конкретной информации.

При поисковом чтении быстро пробегайте глазами текст, не отвлекаясь на «лишнюю» информацию. Вдумчиво и внимательно прочтите текст, отмечая незнакомые слова, если они мешают пониманию тек-

ста. Посмотрите значение слов в разделе «Vocabulary list» или в словаре. Прочитав текст, проверьте свое понимание по вопросам или другим заданиям после текста, стараясь не заглядывать в текст.

Изучающее чтение предполагает полное и адекватное понимание прочитанного текста, что предполагает умение пользоваться разными словарями.

Работая над таким текстом, вдумчиво и внимательно прочтите его, отмечая незнакомые вам слова. Посмотрите их значения по словарю, выберите значение слова, подходящее по контексту и выучите его. Закончив чтение текста, проверьте свое понимание по вопросам и другим заданиям, которые вы найдете после текста.

1. Прочитайте заглавие и определите, о чем (ком) будет идти речь в данном тексте.
2. Прочтите первые предложения абзацев и определите вопросы, которые будут рассматриваться в тексте.
3. Прочтите текст, разделите его на смысловые части.
4. Определите основные темы повествования.
5. Найдите в тексте предложения, выражающие основные положения текста, и предложения, детализирующие основные положения.
6. Перечислите вопросы, освещенные в тексте.
7. Просмотрите текст и назовите слова, которые употребляются для обобщения, сказанного или указывают на выводы.
8. Выпишите из текста предложения, которые передают основное содержание текста.
9. Подберите из текста ключевые слова к каждому предложению.
10. Пользуясь ключевыми предложениями и словами, передайте основное содержание текста.

## **5. Рекомендации для проведения тематических дискуссий и бесед.**

Тематические дискуссии активно применяются на занятиях по иностранному языку при обсуждении теоретических и практических проблем, являясь базовым элементом на завершающем этапе изучения как грамматических, так и разговорных тем.

Для проведения дискуссии необходимо составить план ее организации:

- несколько узловых вопросов и блоки (по 3-4 дополнительных, частных вопроса к каждому узловому), с помощью которых охватывается основное содержание темы;
- вступление, направленное на завязку дискуссии;
- основные аргументы и тезисы, которые будут главным ориентиром в ходе обсуждения;
- задания обучающимся с высоким уровнем знаний для выполнения роли оппонентов по ряду ключевых позиций.

Дискуссия имеет определенную динамику, в которой отчетливо выделяются три этапа: завязка, коллективное обсуждение, подведение итогов.

#### **6. Рекомендации по подготовке к беседе.**

- Подготовьте список опорных слов и выражений по теме (при необходимости используйте словарь).
- Заучите фразы для поддержания беседы.

#### **7. Рекомендации по подготовке проекта**

Учебный проект предполагает самостоятельную творческую деятельность, направленную на разрешение конкретной исследовательской проблемы с помощью иностранных языковых и вспомогательных средств.

Начинать проект следует с этапа планирования действий по разрешению проблемы. Наиболее важной частью плана является поэтапная разработка проекта, в которой обучающиеся вместе с преподавателем намечают перечень конкретных действий с указанием сроков. Результатом работы над проектом является продукт, который создается в ходе разрешения поставленной задачи (устное выступление). Представлением готового продукта с обоснованием, что это наиболее эффективное средство решения поставленной проблемы, является презентация продукта и защита самого проекта.

## Типы проектов

Исследовательский проект характеризуется хорошо продуманной структурой, обозначением целей, предмет исследования интересен для всех участников проекта. Такой проект является научным исследованием.

Творческий проект предполагает соответствующее оформление результатов проекта, например, в виде видеofilmа или презентации.

Требования к подготовке презентаций в рамках проектной деятельности:

Исследовательские и творческие проекты сопровождаются оформлением презентаций в программе MS Power Point.

Презентация как документ представляет собой последовательность сменяющих друг друга слайдов. Количество слайдов адекватно содержанию и продолжительности выступления (например, для 5-минутного выступления рекомендуется использовать не более 10 слайдов).

Презентация создается индивидуально. Работа должна быть представлена в электронном варианте.

Первый слайд обязательно должен содержать Ф.И.О. обучающегося, название учебной дисциплины, тему презентации, Ф.И.О. преподавателя. Используйте одну из двух стратегий:

Стратегия -1: на слайды выносятся опорный конспект выступления и ключевые слова с тем, чтобы пользоваться ими как планом для выступления. В этом случае к слайдам предъявляются следующие требования:

- объем текста на слайде – не больше 7 строк;
- маркированный / нумерованный список содержит не более 7 элементов;
- отсутствуют знаки пунктуации в конце строк в маркированных и нумерованных списках;
- значимая информация выделяется с помощью цвета, начертания, эффектов анимации.

Особое внимание необходимо уделить проверке текстов на наличие ошибок и опечаток. Основная ошибка при выборе данной стратегии



состоит в том, что выступающие заменяют свою речь чтением текста со слайдов.

Стратегия - 2: на слайды помещается фактический материал (таблицы, графики, фотографии и пр.), который является уместным и достаточным средством наглядности, помогает в раскрытии стержневой идеи выступления. В этом случае к слайдам предъявляются следующие требования:

- выбранные средства визуализации информации (таблицы, схемы, графики и т.д) соответствуют содержанию;
- использованы иллюстрации хорошего качества (высокого разрешения), с четким изображением;
- максимальное количество графической информации на одном слайде – 2 рисунка (фотографии, схемы и т.д.) с текстовыми комментариями (не более 2 строк к каждому)

## **8. Рекомендуемые издания:**

I. Грамматика: Сборник упражнений: /Голицынский Ю.Б. - СПб: КАРО, 2013  
<http://www.studentlibrary.ru/book/ISBN9785992501759.html>

## II Периодические издания

1. Российская газета на английском языке:

The Moscow Times                      <https://themoscowtimes.com>

## APPS

### APP 1      **English. Speech Etiquette (1)**

Английский язык. Речевой этикет.

<p>Чаще всего для привлечения внимания используются следующие формы: Простите Извините за беспокойство.</p> <p>- является общепринятой формулой при обращении к незнакомому человеку с просьбой объяснить, как пройти или проехать куда-либо, дать разъяснения по какому-либо вопросу и т.п.</p> <p>-является одновременно и вежливой формой обращения, и извинением за беспокойство, которое Вы можете причинить своими действиями.</p>	<p>Excuse me, ...</p> <p>I'm sorry to trouble you, but...</p> <p>-Excuse me, ...</p> <p>-I say! I say, ...</p> <p>-Hi!</p> <p>-Hey!</p> <p>-Look (here)! See here!</p>
<p>Имя (первое имя) Второе имя Фамилия</p>	<p>Name, first name Second name/ middle name Surname, family name, last name</p>
<p>Обращение к неизвестному адресату. Официальная форма обращения к женщине – <b>госпожа, мадам</b></p> <p>Официальная форма, которая употребляется в письменной и разговорной речи при обращении к незамужней женщине – <b>госпожа, мисс</b></p> <p>Употребляется в разговорной и письменной речи перед фамилией замужней женщины – <b>госпожа, миссис</b> Эту форму употребляют, когда не хотят подчеркивать (или не знают) статус дамы (замужем она или нет) – <b>госпожа, мисс</b></p>	<p><b>Madam</b> Good morning, madam, can I help you?- Доброе утро, мадам, чем могу помочь?</p> <p><b>Miss – [mis]</b> This is new manager, Miss Jones.- Это новый менеджер, мисс Джонс.</p> <p><b>Mrs - [misiz]</b> Good morning, Mrs. Stevens. Доброе утро, миссис Стивенс.</p> <p><b>Ms –[ miz]</b> I'm looking for Ms. Brown. – Я ищу мисс Браун.</p>

<p>Обращение к мужчине Официальное обращение, употребляемое особенно в тех случаях, когда не зная фамилии и имени мы хотим выразить своё уважение (в магазине, в официальном письме) – господин, сэр Эту форму употребляют перед фамилией мужчины при официальных встречах - мистер</p>	<p><b>Sir</b> I'm sorry sir, we're not open yet.- Извините, сэр, но магазин ещё закрыт.</p> <p><b>Mr</b> And this is Mr. Clark, our new chairman. – Это мистер/ господин Кларк, наш новый директор.</p>
<p>Следующие обращения в отличии от русского в английском языке употребляются только по отношению к родственникам: Бабушка! Дедушка!</p>	<p>-Grandma! -Grandpa!</p>
<p>Официальные обращения: Господин, полицейский!</p>	<p>-Officer!</p>
<p>Обращения к медицинскому персоналу:</p>	<p>-Dr (Doctor) + фамилия , Doctor, -Mr. + фамилия -Sister!  -Nurse! (к санитарке в больнице)</p>
<p>Обращение к аудитории: Уважаемые коллеги! Дамы и господа!</p>	<p>-Ladies and gentlemen, esteemed colleagues! -Ladies and gentlemen!</p>
<p>По фамилии обычно обращается учитель к ученику, офицер к солдату, обращаясь же к рабочему или служащему, Вышестоящий начальник всегда скажет + фамилия:</p>	<p>-Mr. + фамилия -Mrs. + фамилия мужа -Miss + девичья фамилия -Mr. Smith -Mrs. Gordon. Miss Gordon, -Ms. Gordon</p>

<p>Правила хорошего тона не предусматривают знакомство без посредника. Но если уж так случилось, что рядом не оказалось никого, кто мог бы Вас представить, то можно прибегнуть к одной из предложенных формул, стилистически нейтральным:</p> <p>Я хочу с Вами (с тобой) познакомиться.  Я хотел бы с Вами (с тобой) познакомиться.  Мне хочется с Вами (с тобой) познакомиться.  Мне хотелось бы с Вами (с тобой) познакомиться.</p>	<p>-Hello, my name is Mrs. Jones (Peter Evans, Jane)  -I've been looking forward to meeting you.</p> <p>-I am Jane Morrison  -I've always wanted to meet you.  -I've been looking forward to meeting you. My name is...</p>
<p>Более непринужденными являются формы:  Давай познакомимся!  Давай(те) знакомиться!  Будем знакомы!</p>	<p>-Good evening. I am Peter Hopkins.  -Hello! My name's Susan.</p>
<p>Официальными, стилистически повышенными, являются формы:  Разрешите представиться. Доцент Московского университета Пирогов. Я занимаюсь теми же вопросами что и Вы. Нам полезно было бы поговорить.</p> <p>Позвольте познакомиться. Актер драматического театра Леонид Мухин.</p>	<p>-May I introduce myself (to you).  -Let me introduce myself (to you).  -Allow me to introduce myself.  My name is Victor Popov. I'm a reader at Moscow University. I understand we're working in the same field and I was hoping we could discuss certain problems.  -May I introduce myself? I'm Leonid Mukhin, an actor of the drama theatre.</p>
<p>Знакомство (главным образом в неофициальной обстановке) может начинаться с вопроса к собеседнику:</p> <p>Как Вас (тебя) зовут?  Как ваша (твоя) фамилия?  Как ваше имя-отчество?  Как ваше (твое) имя?</p>	<p>-What is your name?  -What is your name/surname?  -What shall I call you?  -How do you want me to call you?  -What is your name?</p>

<p>Стилистически сниженные вопросы:</p> <p>(A) Вас как (тебя) зовут?  (A) как Вас (тебя) зовут?  (A) как ваша (твоя) фамилия?  (A) как ваше имя-отчество?  (A) как ваше (твое) имя?</p>	<p>-And may I ask your name?  -And what is your name?  -And how shall I call you?  -And how do I call you?  -And how would you like me to address/call you?  -And how do I address you?</p>
<p>В официальных условиях — заполнение анкеты, запись в поликлинике и т.п. — также происходит как бы своеобразное представление личности. При этом задаются краткие вопросы:</p> <p>Фамилия:  Имя:  Год рождения</p>	<p>-Surname?  -First name?  -Date of birth?</p>
<p>При знакомстве через посредника соблюдается принцип подчеркнутого уважения, который требует, чтобы мужчину представляли женщине, молодую женщину — женщине старшего возраста, молодого мужчину — мужчине старшего возраста, сотрудника — руководителю. Как правило, посредник называет фамилию лица, которому представляют гостя, посетителя или нового сотрудника, а затем уже фамилию представляемого лица.</p> <p>Познакомьтесь, пожалуйста, (фамилия) с...  Знакомьтесь! Это...</p>	<p>Mr./Mrs./Miss + фамилия,  may I introduce Mr./Mrs./Miss +  ..., this is...  ..., I don't think you've met...  ..., you haven't met..., have you?  ..., have you met...?  ..., meet...</p>
<p>Выражение желания познакомиться собеседников:</p> <p>Я хочу познакомиться Вас...  Я хотел бы познакомиться Вас с...  Мне хочется познакомиться Вас с...  Мне бы хотелось познакомиться Вас...</p> <p>Я хочу представить Вас...</p> <p>Я хочу представить вам...</p>	<p>-I'd like you to meet  Mr./Mrs./Miss + фамилия  -Allow me to introduce you to...  -I'd like to introduce you to...  -I'd like you to meet...  -I want you to meet...</p> <p>-Allow me to introduce (to you to)...  -I'd like to introduce (to you)...  -May I introduce...?  -I'd like you to meet...  -This is...</p>

<b>Asking a favor</b> <i>Попросить об одолжении</i>	
<p>- Could you do me a favor?</p> <p>- Would you do me a favor</p> <p><b>Could you please + V?</b></p> <p>-Could you please lend me \$10?</p> <p><b>Could you possibly + V?</b></p> <p>-Could you possibly help me to find it?</p> <p><b>Could I bother you to + V?</b></p> <p>-Could I bother you to give me a lift? <b>Could I trouble you to + V?</b></p> <p>-Could I trouble you to pass me that book?</p> <p><b>Would you mind + Ving?</b></p> <p>-Would you mind opening the door?</p> <p><b>Do you mind my + Ving?</b></p> <p>-Do you mind my coming on Monday?</p> <p><b>Do you mind if I + V?</b></p> <p>-Do you mind if I take this pen?</p> <p><b>Can you give me a hand with smth?</b></p> <p>Can you give a hand with my homework?</p> <p><b>I wonder if you could help me with smth./to do smth.</b></p> <p>I wonder if you could help me with this translation.</p> <p><b>Would you be so kind to help me with smth.</b></p> <p>Would you be so kind to help me with the cleaning up.</p>	<p><i>-Могу ли я попросить Вас об одолжении?</i></p> <p><i>-Не могли бы Вы сделать мне одолжение?</i></p> <p><i>Не могли бы Вы одолжить мне 10 долларов?</i></p> <p><i>-Вы случайно не могли бы мне помочь найти это?</i></p> <p><i>-Не затруднит ли Вас подвести меня?</i></p> <p><i>-Не затруднит ли Вас передать мне ту книгу</i></p> <p><i>Не могли бы Вы открыть дверь?</i></p> <p><i>Вы не возражаете, если я приду в понедельник?</i></p> <p><i>Вы не возражаете, если я возьму эту ручку?</i></p> <p><i>Можешь ли ты мне помочь с моим домашним заданием?</i></p> <p><i>Можете ли Вы мне помочь с этим переводом?</i></p> <p><i>Будь так любезен, помоги мне, пожалуйста, с уборкой.</i></p>

<b>Granting a favor</b>	
<b>Оказание услуги</b>	
<ul style="list-style-type: none"> <li>- No problem</li> <li>- I'd be happy to help you</li>   <li>- I'd be glad to help out (it would be) my pleasure</li> <li>- Sure</li> <li>- OK, certainly</li> <li>- Yes, of course. Just a minute.</li> </ul>	<p><i>Без проблем</i></p> <p><i>С радостью помогу</i></p> <p><i>Буду рад помочь</i> <i>Не за что/рад помочь</i></p> <p><i>Конечно</i></p> <p><i>Хорошо, конечно</i></p> <p><i>Да, конечно. Подождите минутку.</i></p>
<p>На вопросы с <b>mind</b> — Would you mind/Do you mind — если вы хотите удовлетворить просьбу, то нельзя отвечать «Yes», так как дословно «mind» означает «возражать».</p> <ul style="list-style-type: none"> <li>- Would you mind opening the door?</li> </ul> <p>Ответ - Yes</p> <p>ОТВЕТИТЬ МОЖНО:</p> <ul style="list-style-type: none"> <li>-of course not/ - not at all</li> </ul>	<p><i>Вы возражаете/ Вы против того, чтоб открыть окно? будет означать, что Вы возражаете.</i></p> <p><i>- нет, конечно ( не возражаю)</i></p>

<b>Refusing a favor</b>	
<b>Отказ в услуге</b>	
<ul style="list-style-type: none"> <li>- I'm afraid I can't</li> <li>- Sorry, but I'm unable to</li> <li>-Unfortunately, I'm not able to</li> <li>-I'm sorry, I'm afraid I can't.</li> </ul>	<p><i>Боюсь, я не могу</i></p> <p><i>Извините, но я не могу</i></p> <p><i>К сожалению, я не могу</i></p> <p><i>Мне жаль, но я не могу</i></p>

<b>How to offer smth</b> <b>Как что-то предложить</b>	
<p><b>Как предложить</b></p> <ul style="list-style-type: none"> <li>- Shall I get you a glass of water?</li> <li>- May I help you with that suitcase?</li>   <li>- Let me do it for you.</li> <li>- Would you like me to wash up?</li> <li>- Do you think I could help you with it?</li> </ul>	<p><i>Вам принести стакан воды?</i>  <i>Могу ли я помочь вам с чемоданом?</i></p> <p><i>Позвольте мне сделать это за вас.</i>  <i>Хотите, я помою посуду?</i>  <i>Думаете, я смогу вам помочь?</i></p>
<p><b>Как отклонить предложение</b></p> <ul style="list-style-type: none"> <li>- It's/ That's OK, thanks.</li> <li>- No, thanks, it's all right.</li> <li>- Thank you very much, but I'll manage.</li> <li>- That's very kind of you, but I can do it myself.</li> <li>- Thanks for offering but I'll be all right.</li> </ul>	<p><i>Все в порядке (хорошо) спасибо.</i>  <i>Нет, спасибо, все в порядке.</i>  <i>Спасибо большое, но я справлюсь.</i></p> <p><i>Вы очень добры, но я могу сделать это сама.</i>  <i>Спасибо за предложение, но я справлюсь.</i></p>
<p><b>Как принять предложение</b></p> <ul style="list-style-type: none"> <li>-Thank you very much.</li> <li>-Thanks a lot.</li> <li>-That's very kind of you, thanks.</li>   <li>-Well, if you insist. It's very kind of you.</li> <li>-How kind, but you don't have to.</li> </ul>	<p><i>Спасибо большое.</i>  <i>Огромное спасибо.</i>  <i>Очень любезно с вашей стороны, спасибо.</i></p> <p><i>Ну, если вы настаиваете. Это очень мило с вашей стороны.</i>  <i>Как мило, но вы не обязаны это делать.</i></p>



Английский глагол имеет сложную систему выражения видовременных отношений.

Время глагола – это грамматическая категория, которая выражает отношение действия, названного глагола, к моменту речи.

**Настоящее время (реальное)** - отрезок времени, включающий момент речи. Отрезок времени может иметь разнообразную протяженность: от периода, измеряемого минутами (в прямой речи, до бесконечного временного пространства.

**Прошедшее время** – это предшествующий настоящему отрезок времени, не включающий момента речи.

**Будущее время** – это отрезок времени, который последует после настоящего и тоже не включает момент речи.

Такому делению реального времени (**Time**) в английском языке соответствуют три **грамматические времени** глагола (**Tenses**): настоящее время (the **Present Tense**), прошедшее время (the **Past Tense**) и будущее время (the **Future Tense**).

В пределах каждого грамматического времени в английском языке существуют формы, указывающие на время действия или состояния, обозначенного глаголом. Этих форм 6. Если их расположить в хронологическом порядке от прошлого к будущему, то это выглядит так:

**Past Perfect** (предпрошедшее) - **Past Simple** (прошедшее)- **Present Perfect** (преднастоящее) – **Present Simple** (настоящее) – **Future Perfect** (предбудущее) – **Future Simple** (будущее)

Формы глагола, указывающие на характер протекания действия, относятся к формам грамматического вида. Грамматическая категория вида (**Aspect**) делится на общий (**Common**) и длительный (**Continuous**). Времена группы **Indefinite (Simple)** и **Perfect** относятся к общему виду.

Времена группы **Continuous (Progressive)** и **Perfect-Continuous** относятся к длительному виду.

В английском языке есть еще видовременные глагольные формы, которые указывают на будущие действия, рассматриваемые с точки зрения прошлого (Future – in – the - Past) будущее в прошедшем времени.

Этому времени нет соответствия в русском языке.

В английском языке есть три наклонения: (Indicative Mood) - изъявительное, (Imperative Mood) - повелительное, (Subjunctive Mood) сослагательное.

**Изъявительное** наклонение рассматривает действие с точки зрения говорящего как реальный факт в настоящем, прошедшем и будущем.

**Повелительное** наклонение передаёт побуждение к действию (приказ, просьбу, совет и т.д.)

**Сослагательное** наклонение показывает, что говорящий рассматривает действие не как реальный факт, а как предполагаемое или желательное.

Английский глагол имеет 2 залога: действительный (Active Voice) и страдательный (Passive Voice). Формы залога показывают, совершает ли подлежащее действие или действие совершается над подлежащим.

## APP 4

## A. THE PRESENT SIMPLE (INDEFINITE) TENSE

<p><b>Общая формула образования группы PRESENT SIMPLE:</b>  <b>V</b> (без частицы <i>to</i>) для всех лиц  <b>V + s</b> для 3 лица, единственного числа</p>		
<p><b>Несовершенный вид (что делать?) постоянно, иногда, всегда, редко</b></p>		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (we, you, they) ask. He (she, it) asks.	I am asked. He/ she is asked. We (you, they) are asked.
ВОПРОСИТЕЛЬНОЕ	<b>Do</b> I (we, you, they) ask? <b>Does</b> he (she, it) ask?	Am I asked? Is he/she asked? Are (we, you, they) asked?
ОТРИЦАТЕЛЬНОЕ	I (we, you, they) <b>do not</b> ask. (don't) He (she, it) <b>does not</b> ask. (doesn't)	I am not asked ('m not) He/ she (it) is not asked. (isn't asked) We/ you/ they are not asked. (aren't asked)

<p align="center"><b>СЛУЧАИ УПОТРЕБЛЕНИЯ</b>  <b>THE PRESENT SIMPLE (INDEFINITE) TENSE ACTIVE</b></p>		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Обычное, регулярно повторяющееся действие в настоящем (часто со словами <b>every day</b> каждый день, <b>usually</b> обычно, <b>often</b> часто, <b>always</b> – всегда, <b>never</b> никогда, <b>seldom</b> - редко, <b>sometimes</b> - иногда, <b>hardly ever</b> - почти никогда, <b>nearly –always</b> -почти всегда, <b>generally</b> - как правило и т.д.)	The lectures and classes at the University <b>begin</b> at 8.30 a.m. – <i>Лекции и занятия в университете начинаются в 8.30 утра.</i>

2.	Общеизвестные факты, неопровержимая истина	Water <b>freezes</b> at zero. <i>Вода замерзает при 0 градусов.</i> The Earth and other planets <b>rotate</b> around the Sun. – <i>Земля и другие планеты вращаются вокруг Солнца.</i>
3.	Ряд последовательных действий в настоящем (часто со словами <b>at first</b> сначала, <b>then</b> затем, <b>потом</b> , <b>after</b> после и т. П.)	I get up early, do morning exercises, check my emails, and have breakfast, then leave for the college. - <i>Я встаю рано, делаю утреннюю зарядку, проверяю электронную почту, завтракаю, затем отправляюсь в колледж.</i>
4.	В придаточных предложениях времени и условия после союзов: <b>if</b> если, <b>when</b> когда, <b>as soon as</b> как только, <b>before</b> прежде чем и др. вместо <i>Future Indefinite</i>	If the weather is good we will go for a picnic. - <i>Если будет хорошая погода, мы поедem на пикник.</i> -
5.	Единичное, конкретное действие в будущем (обычно намеченное к выполнению, запланированное, с указанием времени в будущем, часто с глаголами, обозначающими движение)	When <b>does</b> the conference <b>take place</b> ? <i>Когда состоится конференция?</i>
6.	Действие, совершающееся в момент речи, с <u>глаголами</u> , не употребляющимися во временах группы <b>Continuous</b> ( <i>to see, to hear, to recognize, to want, to understand</i> и др.)	<b>I want to attend the art gallery in Moscow.</b> - <i>Я хочу посетить художественную галерею в Москве.</i>

**B.**

**THE PAST SIMPLE (INDEFINITE) TENSE**

*Общая формула образования группы PAST SIMPLE:*

**V (глагол правильный) + ed** (call- called)

**V (глагол неправильный) – 2 форма** ( go -went)

**THE PAST SIMPLE (INDEFINITE) TENSE**

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) went/ asked.	I(he, she, it) was asked We (you, they) were asked.
ВОПРОСИТЕЛЬНОЕ	<b>Did</b> I (he, she, it, we, you, they) go/ ask?	Was I (he, she, it) asked? Were (we, you, they) asked?
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) <b>did not /go/ask. (didn't)</b>	I (he, she, it) was not asked. We, you, they were not asked.

№	<b>THE PAST SIMPLE (INDEFINITE) TENSE</b> СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в прошлом, произошедшее в какой-либо указанный момент	Yesterday I <b>went to the art gallery.</b> <i>Вчера я ходил в художественную галерею.</i>
2.	Регулярно повторяющееся действие в прошлом (часто со словами <b>every day</b> каждый день, <b>often</b> часто, <b>at first</b> сначала и т. Д.)	He <b>called</b> his parents every day. <i>Он звонил родителям каждый день.</i>
3.	Для выражения повторяющегося прошлого действия часто вместо <b>Past Simple</b> употребляется сочетание <b>used to</b>	He <b>used to play</b> tennis.- <i>Раньше он играл в теннис.</i>

	+ <b>инфинитив</b> , которое переводится - <i>имел обыкновение, обычно, раньше бывало</i>	
4.	Последовательные действия в прошлом	Yesterday I stayed in, got a take-away pizza and watched an interesting film. - <i>Вчера я остался дома, заказал пиццу и смотрел интересный фильм.</i>
5.	Действие, охватывающее период времени, с такими словами, как <b>from...till, for (в течение), all day long, the whole month (week, morning)</b> , когда интересуется <u>факт</u> совершения действия, а не его длительность.	Yesterday he <b>worked</b> hard at his project <b>from</b> morning <b>till</b> late at night. <i>Вчера он усердно работал над своим проектом с утра до поздней ночи.</i>

### C. THE FUTURE SIMPLE (INDEFINITE) TENSE

<i>Общая формула образования группы <b>FUTURE SIMPLE</b>:</i>		
<b>will + V</b> ( глагол без частицы to)		
<b>ТИП ПРЕДЛОЖЕНИЯ</b>	<b>ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ</b>	<b>СТРАДАТЕЛЬНЫЙ ЗАЛОГ</b>
<b>УТВЕРДИТЕЛЬНОЕ</b>	I (he, she, it, we, you, they) <b>will</b> ask.	I (he, she, it, we, you, they) <b>will be</b> asked.
<b>ВОПРОСИТЕЛЬНОЕ</b>	<b>Will</b> I (he, she, it, we, you, they) ask?	<b>Will</b> I (he, she, it, we, you, they) <b>be</b> asked?
<b>ОТРИЦАТЕЛЬНОЕ</b>	I (he, she, it, we, you, they) <b>will not</b> ask. ( <b>won't</b> )	I (he, she, it, we, you, they) <b>will not be</b> asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ THE FUTURE SIMPLE (INDEFINITE) TENSE		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие, которое совершится или будет совершаться в будущем. Это время может обозначать как однократное, так и повторяющееся действие (часто с такими обстоятельствами времени, как <b>tomorrow</b> завтра, <b>in a week</b> через неделю, <b>next month</b> в следующем месяце и т. Д.)	He <b>will return</b> to Moscow in a few days. <i>Он вернется в Москву через несколько дней</i>
2.	Выражает ряд последовательных действий в будущем	They <b>will come</b> home, <b>have</b> their <b>dinner</b> and then <b>go</b> to the theatre. – <i>Они придут домой, пообедают, а затем пойдут в театр.</i>
3.	Общеизвестные факты, являющиеся неопровержимой истиной, сообщающие о том, что будет верно всегда, при всех условиях, в любой момент будущего	Winter <b>will follow</b> autumn.- <i>За осенью (по)следует зима.</i>
<b>Shall</b> - употребляется:		
4.	Когда вы предлагаете кому-то что-то или задаёте уточняющий вопрос.	Shall I open the window? – <i>Мне открыть окно?</i>

## APP 5

## THE CONTINUOUS TENSES

**Общая формула образования времен группы Continuous to be (в соответствующей форме) + причастие I (V+ing)**

<p style="text-align: center;"><b>Несовершенный вид- Что делать?</b>  <b>(сейчас, в конкретный момент речи, в определенный временной интервал)</b></p>		
<p style="text-align: center;"><b>А.</b>  <b>THE PRESENT CONTINUOUS TENSE</b></p>		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
<b>УТВЕРДИТЕЛЬНОЕ</b>	I <b>am</b> asking. He (she, it) <b>is</b> asking. You (we, they) <b>are</b> asking	I <b>am being</b> asked. He (she, it) <b>is being</b> asked. You (we, they) <b>are being</b> asked
<b>ВОПРОСИТЕЛЬНОЕ</b>	<b>Am</b> I asking? <b>Is</b> he (she, it) asking? <b>Are</b> you (we, they) asking?	<b>Am</b> I <b>being</b> asked? <b>Is</b> he (she, it) <b>being</b> asked? <b>Are</b> you (we, they) <b>being</b> asked?
<b>ОТРИЦАТЕЛЬНОЕ</b>	I <b>am not</b> asking. He (she, it) <b>is not</b> asking. You (we, they) <b>are not</b> asking.	I <b>am not being</b> asked. He (she, it) <b>is not being</b> asked. You (we, they) <b>are not being</b> asked.

<p style="text-align: center;"><b>СЛУЧАИ УПОТРЕБЛЕНИЯ</b>  <b>THE PRESENT CONTINUOUS TENSE</b></p>		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в развитии, незаконченное, происходящее в момент речи	I <b>am writing</b> a letter to my sister now, don't bother me. <i>Я сейчас пишу письмо сестре, не беспокойте меня.</i>
2.	Действие в ближайшем будущем (обычно с обстоятельством времени)	My wife <b>is coming</b> in a minute. <i>Моя жена придет через минуту.</i>



### Примечание!

Глаголы чувственного восприятия (*to hear*- слышать, *to see*- видеть), умственной деятельности (*to know*- знать, *to understand* -понимать, *to remember*-помнить, *to forget* - забывать), чувств (*to like*-нравиться, *to love*-любить, *to hate* -ненавидеть), желания (*to want* -хотеть, *to wish* -желать), принадлежности (*to belong* -принадлежать, *to possess* - владеть и глагол- *to be* - быть, как правило, не употребляются во временах группы Continuous. Значение длительности процесса, происходящего в настоящий момент, эти глаголы передают формами Present Simple (Indefinite).

### СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ **TO BE GOING TO**

СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
Намерение совершить действие в будущем, близость которого зависит от того, насколько далеко заходят планы говорящего	<b>I am going to leave.</b> Я собираюсь уехать.
Личное мнение какого-то лица о намерениях другого лица или о предстоящих событиях	<b>She's going to be showing</b> some of the latest things, I think. Я думаю, он собирается показывать кое-что из новинок.

### В.

### THE PAST CONTINUOUS TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it) <b>was</b> asking. You (we, they) <b>were</b> asking.	I (he, she, it) <b>was being</b> asked. You (we, they) <b>were being</b> asked.
ВОПРОСИТЕЛЬНОЕ	Was I (he, she, it) asking?	<b>Was</b> I (he, she, it) <b>being</b> asked?

	Were you (we, they) asking?	<b>Were</b> you (we, they) <b>being</b> asked?
<b>ОТРИЦАТЕЛЬНОЕ</b>	I (he, she, it) <b>was not</b> asking. You (we, they) <b>were not</b> asking.	I (he, she, it) <b>was not being</b> asked. You (we, they) <b>were not being</b> asked.

**СЛУЧАИ УПОТРЕБЛЕНИЯ**  
**THE PAST CONTINUOUS TENSE**

<b>№</b>	<b>СЛУЧАЙ УПОТРЕБЛЕНИЯ</b>	<b>ПРИМЕР</b>
1.	Действие в развитии, незаконченное, происходившее в определенный момент в прошлом	Yesterday at 6 o'clock, I <b>was writing</b> a letter. <i>Вчера в 6 часов я писал письмо.</i>
2.	Действие, протекавшее в момент, когда произошло какое-либо другое действие, выраженное в <b>Past Simple</b> (в придаточных предложениях, обычно начинающихся со слова <b>when</b> -когда)	He <b>was reading</b> a book when I <i>entered</i> the room. <i>Он читал книгу, когда я вошел в комнату</i>
3.	Параллельные действия в прошлом (в придаточных предложениях времени, обычно начинающихся со слова <b>while</b> - пока, в то время как)	I <b>was watching</b> TV while he <b>was looking</b> through the magazines. <i>Я смотрел телевизор, в то время как он просматривал журналы.</i>
4.	Действие, протекавшее в ограниченный период (когда в предложении подчеркивается длительность процесса), часто со словами <b>from ... till, all day long</b> весь день, <b>the whole month</b> целый месяц	I <b>was talking</b> to him from 7 till 8 o'clock last night. <i>Я разговаривал с ним вчера вечером с 7 до 8 часов.</i>

**С.**

<b>THE FUTURE CONTINUOUS TENSE</b> Формула образования: <b>will be + PI</b> ( причастие настоящего времени)		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) <b>will be</b> asking. <i>(I (we) shall be asking.)</i>	Не существует
ВОПРОСИТЕЛЬНОЕ	<b>Will</b> I (he, she, it, we, you, they) <b>be</b> asking? <i>(Shall I (we) be asking?)</i>	Не существует
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) <b>will not be</b> asking. <i>(I (we) shall not be asking.)</i>	Не существует

<b>СЛУЧАИ УПОТРЕБЛЕНИЯ</b> <b>THE FUTURE CONTINUOUS TENSE</b>		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в развитии, незаконченное, происходящее либо в определенный момент в будущем, либо в течение целого периода в будущем	<b>I'll be waiting</b> for you at 5 o'clock. <i>Я буду ждать вас в 5 часов.</i> <b>I'll be translating</b> this article all day long tomorrow. <i>Завтра я целый день буду переводить эту статью</i>
2.	Действие, которое будет совершаться, протекать в тот момент, когда произойдет другое действие, выраженное глаголом в форме <b>Present Simple</b> (в придаточных предложениях времени, начинающихся со слова <b>-when</b> -когда)	<b>I'll be working</b> when you come. <i>Я буду работать, когда вы придете.</i>

3.	Параллельные действия в будущем, т. е. протекающие в одно и то же время (в придаточных предложениях времени, начинающихся со слова <b>while</b> - пока, в то время как)	<b>He will be reading</b> while the children will be sleeping. <i>Он будет читать, пока дети будут спать.</i>
4.	Выражает намерение совершить действие в будущем или уверенность в его совершении.	<b>I'll be working</b> tonight. - <i>собираюсь поработать сегодня вечером.</i> <b>I'll be visiting him tomorrow.</b> - <i>Завтра я собираюсь навестить его.</i>

APP 6

## THE PERFECT TENSES

<p><b>Общая формула образования времен группы Perfect:</b>  <b>to have</b> (в соответствующей форме) + <b>причастие II</b> = (V+ ed)  = (V3)  <b>Совершенный вид = Что сделать? (результат действия)</b></p>
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A.

THE PRESENT PERFECT TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (we, you, they) <b>have</b> asked. He (she) <b>has</b> asked.	I (we, you, they) <b>have been</b> asked. He (she) <b>has been</b> asked.
ВОПРОСИТЕЛЬНОЕ	<b>Have</b> I (we, you, they) asked? <b>Has</b> he (she) asked?	<b>Have</b> I (we, you, they) <b>been</b> asked? <b>Has</b> he (she) <b>been</b> asked?

<b>ОТРИЦАТЕЛЬНОЕ</b>	I (we, you, they) <b>have not</b> asked. He (she) <b>has not</b> asked-	I (we, you, they) <b>have not been</b> asked. - He (she) <b>has not been</b> asked.
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<b>СЛУЧАИ УПОТРЕБЛЕНИЯ THE PRESENT PERFECT TENSE</b>		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие, совершившееся в прошлом, но имеющее непосредственную связь с настоящим моментом. Без уточнения времени	<b>I have written</b> this letter. <i>Я написал это письмо.</i>
2.	Действие, совершившееся в истекший период в настоящем (с такими словами, как <b>today</b> сегодня, <b>this week</b> на этой неделе, <b>this month</b> в этом месяце и т. Д.)	This week I <b>have called</b> her twice. <i>На этой неделе я дважды звонил ей.</i> <b>I have visited</b> him today. <i>Сегодня я навестил его.</i>
3.	С наречиями неопределенного времени: <b>never</b> никогда, <b>ever</b> когда-либо, <b>yet</b> еще, <b>already</b> уже, <b>lately</b> недавно (за последние дни или месяцы), <b>recently</b> недавно (за последние месяцы или годы); со словом <b>since</b> с, с тех пор	<b>I haven't seen</b> him since spring. <i>Я не видел его с весны.</i>
4.	В придаточных предложениях времени и условия после союзов <b>after</b> после того как, <b>if</b> если, <b>when</b> когда, <b>as soon as</b> как только, <b>before</b> прежде чем - вместо <b><u>Future Perfect</u></b>	I'll go to the Crimea after I <b>have taken</b> my exams. <i>Я поеду в Крым после того, как сдам экзамены</i>
5.	Действие или состояние, не законченное к моменту речи, переводится <b><u>глаголом настоящего времени</u></b>	<b>I have known</b> him for many years. <i>Я знаю его много лет.</i>

**В.**

<b>THE PAST PERFECT TENSE</b>		
<b>ТИП ПРЕДЛОЖЕНИЯ</b>	<b>ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ</b>	<b>СТРАДАТЕЛЬНЫЙ ЗАЛОГ</b>
<b>УТВЕРДИТЕЛЬНОЕ</b>	I (we, you, they, he, she) <b>had asked</b> .	I (we, you, they, he, she) <b>had been asked</b> .
<b>ВОПРОСИТЕЛЬНОЕ</b>	<b>Had</b> I (we, you, they, she, he) <i>asked</i> ?	<b>Had</b> I (we, you, they, he, she) <b>been asked</b>
<b>ОТРИЦАТЕЛЬНОЕ</b>	I (we, you, they, he, she) <b>had not asked</b> .	I (we, you, they, he, she) <b>had not been asked</b> .

**СЛУЧАИ УПОТРЕБЛЕНИЯ  
PAST PERFECT TENSE**

<b>№</b>	<b>СЛУЧАИ УПОТРЕБЛЕНИЯ</b>	<b>ПРИМЕР</b>
1.	Действие или состояние, завершившееся до определенного момента в прошлом. Этот момент определяется либо обстоятельством времени с <u>предлогом by</u> -к, либо другим действием или состоянием в прошлом, которое произошло позже и выражается <u>глаголом в Past Simple</u>	Yesterday by 7 o'clock, I <b>had translated</b> the text. <i>Вчера к 7 часам я перевел текст.</i> I <b>had had breakfast</b> before he came. <i>Я позавтракал до того, как он пришел</i>

**С.**

**FUTURE PERFECT TENSES**

**Формула образования:**

**will have + PII (причастие прошедшего времени)**

<b>ТИП ПРЕДЛОЖЕНИЯ</b>	<b>ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ</b>	<b>СТРАДАТЕЛЬНЫЙ ЗАЛОГ</b>
<b>УТВЕРДИТЕЛЬНОЕ</b>	I (he, she, it, we, you, they) <b>will have asked</b> .	I (he, she, it, we, you, they) <b>will have been asked</b> .

<b>ВОПРОСИТЕЛЬНОЕ</b>	<b>Will</b> I (he, she, it, we, you, they) <b>have asked?</b>	<b>Will</b> I (he, she, it, we, you, they) <b>have been asked?</b>
<b>ОТРИЦАТЕЛЬНОЕ</b>	I (he, she, it, we, you, they) <b>will not have asked.</b>	I (he, she, it, we, you, they) <b>will not have been asked.</b>

### СЛУЧАИ УПОТРЕБЛЕНИЯ FUTURE PERFECT TENSE

СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
Действие, которое будет завершено до определенного момента в будущем, который определяется обстоятельством времени с <u>предлогом by</u> к, до	<b>I'll have translated</b> this text by 2 o'clock tomorrow. <i>Я переведу этот текст завтра до 2 часов.</i>
Действие, которое завершится до другого действия в будущем, выраженного <u>глаголом в Present Simple</u> (с <u>предлогом by</u> к, до)	<b>I'll have written</b> my composition by the time you ring me up. <i>Я напишу сочинение до того, как ты мне позвонишь.</i>

#### APP 7

### THE PERFECT CONTINUOUS TENSES

*Общая формула образования времен группы Perfect Continuous:*  
**to have** (в соответствующей форме) **been + P I** (причастие настоящего времени= V + ing)

**Совершенный вид = Что сделать? (в течение определенного периода времени)**

**A.**

### THE PRESENT PERFECT CONTINUOUS TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
<b>УТВЕРДИТЕЛЬНОЕ</b>	I (you, we, they) <b>have been asking.</b>	<b>Не существует</b>

	He (she, it) <b>has been asking.</b>	
<b>ВОПРОСИТЕЛЬНОЕ</b>	<b>Have I (you, we, they) been asking?</b> <b>Has he (she, it) been asking?</b>	<b>Не существует</b>
<b>ОТРИЦАТЕЛЬНОЕ</b>	I (you, we, they) <b>have not been asking.</b> He (she, it) <b>has not been asking.</b>	<b>Не существует</b>

**СЛУЧАИ УПОТРЕБЛЕНИЯ**  
**PRESENT PERFECT CONTINUOUS TENSE**

<b>СЛУЧАИ УПОТРЕБЛЕНИЯ</b>	<b>ПРИМЕР</b>
Действие или состояние, начавшееся до настоящего момента, длившееся в течение некоторого периода времени и продолжающееся в момент речи или закончившееся непосредственно перед моментом речи. При этом указывается либо весь период действия (обычно с <u>предлогом for в течение, уже</u> ), либо начальный момент (обычно с <u>предлогом since с, с тех пор как</u> )	<b>I have been watching</b> TV for 2 hours. - <i>Я смотрю телевизор уже 2 часа.</i> <b>I have been waiting</b> since yesterday morning. - <i>Я жду со вчерашнего утра.</i>

**В.**

**THE PAST PERFECT CONTINUOUS TENSE**

<b>ТИП ПРЕДЛОЖЕНИЯ</b>	<b>ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ</b>	<b>СТРАДАТЕЛЬНЫЙ ЗАЛОГ</b>
<b>УТВЕРДИТЕЛЬНОЕ</b>	I (you, we, they, he, she, it) <b>had been asking.</b>	<b>Не существует</b>
<b>ВОПРОСИТЕЛЬНОЕ</b>	<b>Had I (you, we, they, he, she, it) been asking?</b>	<b>Не существует</b>



ОТРИЦАТЕЛЬНОЕ	I (you, we, they, he, she, it) <b>had not been asking.</b>	Не существует
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**СЛУЧАИ УПОТРЕБЛЕНИЯ  
PAST PERFECT CONTINUOUS TENSE**

СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
Выражает длительное действие или состояние, которое началось ранее другого действия или состояния, выражаемого обычно формой <u>Past Simple</u> , и при наступлении этого действия или состояния все еще некоторое время продолжалось или было прервано. При этом указывается либо весь период действия или состояния (обычно с <u>предлогом for-</u> в течение, уже), либо начальный момент (обычно с <u>предлогом since</u> - с)	<p>I <b>had been writing</b> a letter for 2 hours when he came. <i>Я писал письмо уже 2 часа, когда он пришел.</i></p> <p>I <b>had been reading</b> this book since 3 o'clock when he came. <i>Я читал эту книгу с 3 часов, когда он пришел.</i></p>

С.

**THE FUTURE PERFECT CONTINUOUS TENSE**

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, you, we, they) <b>will have been asking.</b>	Не существует
ВОПРОСИТЕЛЬНОЕ	<b>Will</b> I (he, she, it, you, we, they) <b>have been asking?</b>	Не существует
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, you, we, they) <b>will not have been asking.</b>	Не существует

**СЛУЧАИ УПОТРЕБЛЕНИЯ**  
**FUTURE PERFECT CONTINUOUS TENSE**

№	СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	<p>Действие или состояние, которое начнется до определенного момента в будущем и будет продолжаться вплоть до этого момента (либо продолжающееся в этот момент), с указанием всего периода действия или состояния (обычно с <u>предлогом for в течение</u>) или с указанием начального момента действия (обычно с <u>предлогом since с</u>)</p>	<p>By the end of September, she <b>will have been living</b> here for 7 years. <i>К концу сентября она будет здесь жить уже 7 лет.</i></p>

APP 8

**PASSIVE VOICE**

**Страдательный залог**

Значение действительного и страдательного залогов в английском языке совпадает со значением соответствующих залогов в русском языке. Глагол в действительном залоге (**Active Voice**) показывает, что действие совершает лицо и предмет, выраженный подлежащим.  
Dan often asks questions. – Дэн часто задаёт вопросы.

Глагол в страдательном залоге (**Passive Voice**) означает, что действие направлено на предмет или лицо, выраженное подлежащим.

Dan is often asked questions. – Дэну часто задают вопросы.

Количество видовременных форм в страдательном залоге меньше, чем в действительном.

Все формы страдательного залога образуются аналитически, при помощи вспомогательного глагола – to be в соответствующей форме и Participle II знаменательного глагола.

**Сводная таблица видовременных форм английского глагола в страдательном залоге (для 3 лица, единственного числа)**

Общий вид – Simple, Perfect

Длительный вид- Continuous			
Время	Вид	Неперфектные формы Simple, Continuous	Перфектные формы Perfect
<i>настоящее</i>	общий	It is translated	It has been translated
<i>настоящее</i>	<b>длительный</b>	It is being translated	<b>нет</b>
<i>прошедшее</i>	общий	It was translated	It had been translated
<i>прошедшее</i>	<b>длительный</b>	It was being translated	<b>нет</b>
<i>будущее</i>	общий	It will be translated	It will have been translated
<i>будущее</i>	<b>длительный</b>	<b>нет</b>	<b>нет</b>
<i>Будущее в прошедшем</i>	общий	It would be translated	It would have been translated
<i>Будущее в прошедшем</i>	<b>длительное</b>	<b>нет</b>	<b>нет</b>

<p>При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим.</p> <p>Если вспомогательных глаголов 2 (как в формах Future), то перед подлежащим ставится первый вспомогательный глагол.</p> <p>В отрицательной форме отрицание следует за первым вспомогательным глаголом.</p>	<p>When <b>was</b> the doctor <b>sent for</b>? – <i>Когда послали за доктором?</i></p> <p>When <b>will</b> the doctor <b>be sent for</b>? – <i>Когда пошлют за доктором?</i></p> <p>Why <b>has</b> the doctor <b>been sent for</b>? – <i>Почему послали за доктором?</i></p> <p>The doctor <b>has not</b> been sent for. – <i>За доктором ещё не послали.</i></p>
<p>Лицо (или предмет), производящее действие, выраженное глаголом в страдательном залоге, передаётся существительным в общем падеже или личным местоимением в</p>	<p>The SMS was written by me, not by my sister. - <i>Это сообщение написала я, а не моя сестра.</i></p>

<p>объектном падеже с предлогом <b>by</b> + предложное дополнение.</p>		
<p>В английском языке, как и в русском, страдательный залог употребляется в тех случаях, когда тот, кто совершает действие не имеет в данной ситуации значения или неизвестно. Поэтому чаще всего это лицо не упоминается. Но если нужно указать на то, кем совершено действие, то либо употребляется действительный залог, либо вводится предложное дополнение с предлогом – <b>by</b>.</p>	<p>St. Petersburg was founded in 1703.- <i>Санкт-Петербург был основан в 1703 году.</i></p> <p>Peter I founded St. Petersburg in 1703. <i>Пётр I основал Санкт-Петербург в 1703 году.</i></p> <p>St. Petersburg was founded by Peter I in 1703. - <i>Санкт-Петербург был основан Петром I в 1703 году.</i></p>	
<p><b>Способы перевода предложений с глаголом в страдательном залоге на русский язык.</b></p>		
<p><b>№</b></p>	<p><b>Способ перевода</b></p>	<p><b>Пример</b></p>
<p>1.</p>	<p>Предложение с глаголом с страдательном залоге переводится полностью аналогичным предложением.</p>	<p>One of the best Pushkin’s poems “I remember a wonderful moment” was written in 1825. - <i>Одно из лучших стихотворений Пушкина "Я помню чудное мгновенье" было написано в 1825 году.</i></p> <p>It has been translated into 210 languages. – <i>Оно было переведено на 210 языков.</i></p>
<p>2.</p>	<p>Глагол в страдательном залоге переводится на – ся</p>	<p>All Pushkin’s plays are often staged in the theaters.- Все пьесы Пушкина часто <b>ставятся</b> в театрах.</p>

		Children are usually taken great care of. – <i>О детях обычно очень заботятся.</i>
3.	Глагол в страдательном залоге переводится глаголом в <u>действительном залоге</u> в <u>неопределённо-личном предложении</u>	<u>I have been told</u> that you are writing poetry. – <u>Мне сказали</u> , что ты пишешь стихи.
4.	Предложения, если действующее лицо не указано, переводятся неопределённо-личными предложениями с глаголом в действительном залоге.	The student was given some interesting work. - <i>Студенту дали интересную работу.</i> This book was much spoken of. - <i>Об этой книге много говорили.</i>
5.	Если же производитель действия указан, то в русском языке это предложение будет с глаголом в действительном залоге.	I was shown the way by GPS. – <i>Мне показал дорогу навигатор.</i> (Дорогу мне показал навигатор)

## APP 9

## Construction “have something done”

<b>have + object + past participle</b>	
<b>have</b> — изменяемая часть	
<b>object</b> — то, над что направлено наше действие	
<b>past participle</b> — причастие прошедшего времени ( 3 форма основного глагола)	
<b>Мы можем сделать отрицательное или вопросительное предложение, изменив "have".</b>	
<b>Sentence type</b>	<b>Have smth done</b>
Positive	She <b>has</b> her hair <b>cut</b> .
Negative	She <b>doesn't have</b> her hair <b>cut</b> .
Question	<b>Does</b> she <b>have</b> her hair <b>cut</b> ?

Мы также можем поставить "have something done" в любое время, которое нам нужно. Все, что вам нужно сделать, это перевести "have" в это время. Объект и причастие прошедшего времени, остается неизменным.

Verb Tense Form	Have* smth done
Present Simple	I <b>have</b> my door <b>painted</b> .
Present Continuous	I <b>am having</b> my door <b>painted</b> .
Present Perfect	I <b>have had</b> my door <b>painted</b> .
Present Perfect-Continuous	I <b>have been having</b> my door <b>painted</b> .
Past Simple	I <b>had</b> my door <b>painted</b> .
Past Continuous	I <b>was having</b> my door <b>painted</b> .
Past Perfect	I <b>had had</b> my door <b>painted</b> .
Past Perfect-Continuous	I <b>had been having</b> my door <b>painted</b> .
Future Simple	I <b>will have</b> my door <b>painted</b> .
Future Continuous	I <b>will be having</b> my door <b>painted</b> .
Future Perfect	I <b>will have had</b> my door <b>painted</b> .
Future Perfect-Continuous	I <b>will have been having</b> my door <b>painted</b> .

Можно сочетать "**have something done**" с модальными глаголами (**should, must, might...**) и глаголами, требующими после себя частицу "to" (to be going to, want to, need to и т.д.). В этом случае глагол "have" оставляем в форме инфинитива.

Doctor says you should have your eyes tested two times a year.

*(Доктор говорит, что тебе необходимо проверять глаза два раза в год.)*

Обратить внимание

Основной глагол, стоящий в причастии прошедшего времени, идет после объекта. Обратите внимание на порядок слов!

Our neighbours are having a new house **built**.

*(У наших соседей сейчас строится новый дом)*

Можно использовать глагол **get** вместо **have**. Смысл будет тот же, но звучать будет менее формальным.

I need to get my nails done. = I need to have my nails done.

*(Мне надо сделать маникюр)*

Конструкция "have something done" используется в негативном смысле:  
 = что-то плохое было сделано кому-то другим человеком.  
Jason has his wallet **stolen**. – (У Джейсона украли кошелек).

APP 10

## All Types of Questions

Все виды вопросительных предложений			
№	Типы вопросов	Правило	Примеры
1.	<p><b>The General Question</b>  <b>Общий вопрос</b></p> <p>Обратный порядок слов</p> <p>Образуют вспомогательные глаголы  <b>to do</b>  <b>to be</b>  <b>to have</b></p> <p>+ модальные глаголы</p>	<p>Задается с целью получить на него подтверждение или отрицание; ответом может быть либо «да», либо «нет».</p> <p>Общий вопрос начинается с вспомогательного или модального глагола, который ставится перед подлежащим.</p> <p>Если в составе сказуемого больше одного вспомогательного глагола, то перед подлежащим ставится только первый вспомогательный глагол</p> <p>Может иметь <b>отрицательную форму</b>, которая образуется при помощи частицы <b>not</b> и выражает <b>удивление</b>.        Сокращенная форма употребляется в разговорной речи.        Переводится вопросительным предложением, которое начинается со слов –<b>разве, неужели</b>.</p>	<p><b>Do you know him?</b>  <i>Вы знаете его?</i></p> <p><b>Does she speak English?</b> <i>Она говорит по-английски?</i></p> <p><b>Did you send him a message?</b>  <i>Вы послали ему сообщение?</i></p> <p><b>Can you answer my question?</b>  <i>Вы можете ответить на мой вопрос?</i></p> <p><b>Have you been to school today?</b> <i>Ты сегодня был в школе?</i></p> <p><b>Have you been translating this text long?</b> <i>Вы давно уже переводите этот текст?</i></p> <p><b>Did you not read English well?</b>        =  <b>Don't you speak English well?</b>        (разг.)  <i>Разве (неужели) вы не читаете хорошо по-английски?</i></p>

2.	<p><b>The Special Question</b>  <b>Специальный вопрос</b></p> <p>Обратный порядок слов</p> <p>Вопрос образуют специальные слова:</p> <p>who- кто?  who(m)- кого?  whose- чей?  what- что?  какой?  when-когда?  where-где?  why- почему?  how- как?  how much/  many- сколько?  how long- как долго?  how often- как часто?</p>	<p>Задается с целью получения более подробной или более точной информации о событии, явлении, известном собеседнику. Начинается вопрос с вопросительного местоимения или наречия. Порядок слов тот же, что и в общем вопросе, т.е. обратный, вспомогательный или модальный глагол, или глагол-связка стоят перед подлежащим, но после вопросительного слова.</p> <p><b>НО:</b> вопрос, начинающийся со слов- <b>who?</b> (кто?), <b>what?</b> (что?) -к подлежащему, имеет прямой порядок слов, т.е. порядок повествовательного предложения. Сами эти слова в предложении являются подлежащими и согласуются с глаголом- сказуемым в единственном числе 3-го лица.</p> <p><u>Ответ на вопрос к подлежащему</u> обычно состоит из подлежащего и вспомогательного или модального глагола. В разговорной речи эти глаголы могут быть опущены.</p> <p>В вопросе к <u>определению</u> к подлежащему употребляется также прямой порядок слов. Вопрос к определению начинается с вопросительного местоимения (what, which, how much/many) и непосредственно предшествует подлежащему.</p>	<p><b>Where do you live?</b> <i>Где ты живешь?</i>  <b>What can you tell me?</b> <i>Что вы можете мне сказать?</i>  <b>When will you come?</b> <i>Когда ты придёшь?</i>  <b>What are you reading?</b> <i>Что вы читаете?</i>  <b>Why have you done it?</b> <i>Почему ты сделал это?</i></p> <p><b>Who likes roses?</b>  <i>Кто любит розы?</i>  <b>Who has done it?</b> <i>Кто это сделал?</i>  <b>Who is playing the guitar now?</b> <i>Кто сейчас играет на гитаре?</i>  <i>-My sister is. = My sister-  Моя сестра играет.</i>  <i>-What is it? Что это?</i>  <i>-It is a pen. =A pen. Ручка.</i></p> <p><b>Which colour is better, red or black?</b> <i>Какой цвет лучше- красный или черный?</i>  <b>How many children</b> are playing in the garden? <i>Сколько детей играет в саду?</i></p> <p><b>-Who(m) did you see yesterday?</b> <i>Кого вы вчера видели?</i>  <i>- I saw our professor. = Our professor.  Я видел нашего профессора. =</i></p>
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		<p>Вопрос к <u>дополнению</u>, лицо, на которое направлено действие, вводится местоимением <b>who(m)- кого</b>. Ответом может быть полное или неполное предложение.</p> <p>Вопрос к <u>определению</u> начинается с вопросительных слов <b>what-какой, which-который, whose- чей, how much (many)- сколько</b> – ставятся непосредственно перед определяемым существительным или перед другим определением к нему. Ответом на специальный вопрос может быть полное предложение. В разговорной речи чаще употребляется неполный ответ.</p>	<p><i>Нашего профессора.</i></p> <p><b><u>What pictures</u> did he show you?</b> <i>Какие фото он тебе показал?</i></p> <p><b><u>-How many colour pictures</u> did he show you?</b> <i>Сколько цветных фото он тебе показал?</i></p> <p><b><i>-He showed us ten colour pictures= Ten.</i></b> <i>Он показал десять цветных фото.</i> <i>=Десять (разг.)</i></p>
3.	<p><b>The Alternative Question</b> <b>Альтернативный вопрос</b></p> <p>Структура вопроса = две части общего вопроса, соединенных союзом - <b>or- или</b></p>	<p>задаётся, когда предлагается сделать выбор, отдать предпочтение чему-либо. Как правило, вторая часть альтернативного вопроса (второй общий вопрос) имеет усеченную форму, в которой остаётся (называется) только та часть, которая обозначает собственно выбор (альтернативу).</p> <p>Ответом на альтернативный вопрос служит повествовательное предложение, соответствующее одной из частей вопроса</p>	<p><b><u>Are you a student or a teacher?</u></b> <i>– Вы студент или учитель?</i></p> <p><b><u>Can you skate or ski?</u></b> <i>Ты умеешь кататься на коньках или на лыжах?</i></p> <p><b><u>Are you reading or writing now?</u></b> <i>Ты сейчас читаешь или пишешь?</i></p> <p><b><u>-Is it your book or mine?</u></b> <b><i>- It's mine. =Mine.</i></b> <i>-Это твоя книга или моя?</i> <i>- Это моя. =Моя. (разг.)</i></p>

4.	<p><b>The Disjunctive Question</b> Разделительный вопрос</p> <p>2 части = повествовательная + вопросительная (переспрос)</p>	<p>Задаётся, когда говорящий хочет получить подтверждение тому, что высказано в повествовательной части. Вопросительная часть это - общий вопрос, состоящий из подлежащего-местоимения и вспомогательного или модального глагола, или глагола-связки.</p> <p>Местоимение соотносится с формой глагола и указывает на подлежащее в повествовательной части, а вспомогательный или модальный глагол является частью сказуемого.</p> <p>Если сказуемое повествовательной части выражено смысловым глаголом в <b>Present</b> или <b>Past Simple</b>, то в вопросительной части употребляется вспомогательный глагол <b>to do</b> в соответствующей форме.</p> <p>Если повествовательная часть разделительного вопроса содержит утверждение, то в вопросительной части глагол употребляется в отрицательной форме, и, наоборот, если в повествовательной части глагол-сказуемое употребляется в отрицательной форме, то в вопросительной части глагол ставится в положительной форме.</p>	<p><b><u>He is a student, isn't he?</u></b> <i>Он студент, не так ли?</i></p> <p><b><u>You are looking for something, aren't you?</u></b> <i>Вы что-то ищете, не правда ли?</i></p> <p><b><u>I can go now, can't I?</u></b> <i>Я могу теперь идти, не так ли?</i></p> <p><b><u>You live with your parents, don't you?</u></b> <i>Ты живёшь с родителями, да?</i></p> <p><b><u>Your brother lives in Moscow, doesn't he?</u></b> <i>Твой брат живет в Москве, не так ли?</i></p> <p><b><u>Your brother doesn't live in Moscow, does he?</u></b> <i>Твой брат не живет в Москве, верно ведь?</i></p> <p><b><u>You haven't been to Paris yet, have you?</u></b> <i>Ты до сих пор так и не была в Париже, не так ли?</i></p> <p><b><u>I am not ill, am I?</u></b> <i>Я ведь не болен, не так ли?</i></p>
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		<p><b>Но:</b> глагол <b>to be</b> в 1 лице ед.числа в отрицательной вопросительной части имеет форму <b>aren't</b></p> <p>Утвердительная повествовательная часть говорит о том, что говорящий ожидает утвердительного ответа, а отрицательная повествовательная часть предполагает отрицательный ответ.</p> <p>Ответом на разделительный вопрос может быть краткий ответ, содержащий - <b>yes</b> да или <b>no</b> нет.</p> <p>Возможен и неожиданный ответ -</p>	<p><b>Но:</b> <b><u>I am busy, aren't I?</u></b> <i>Я занят, верно ведь?</i></p> <p><b><u>-Jack works hard, doesn't he?</u></b> <i>Джек много работает, не так ли?</i></p> <p><b>-Yes, he does.</b> <i>-Да.</i></p> <p><b><u>-Jack doesn't work hard, does he?</u></b> <i>-Джек не работает много.</i></p> <p><b>-No, he doesn't.</b> <i>-Нет.</i></p> <p><b>-But he does.</b> <i>-Но он работает.</i></p>
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APP 11

## INDIRECT QUESTIONS

### *Непрямые вопросы в английском языке*

Непрямой вопрос или **Indirect Question** задаётся для придания вежливости

<i>Direct question</i> <i>Прямой вопрос</i>	<i>Indirect question</i> <i>Непрямой вопрос</i>
<p><b>Where is the university?</b> - <i>Где университет?</i></p> <p><b>What do you know about it?</b> - <i>Что ты знаешь об этом?</i></p>	<p><b>Do you know where the university is?</b> - <i>Вы знаете, где находится университет?</i></p> <p><b>Could you tell me what you know about it?</b> - <i>Вы не могли бы сказать мне, что Вы знаете об этом?</i></p>

<p><b>Where have you been?</b> - <i>Где вы бывали?</i></p>	<p><b>I'd like to know where you have been.</b> - <i>Я бы хотел знать, где вы бывали.</i></p>
<p>Прямой вопрос звучит несколько грубовато. Чтобы звучать вежливее, надо добавить вводную фразу «Could you tell me...».</p> <p>При построении непрямого вопроса помните о двух простых правилах: В начале indirect question стоит вводная фраза.</p> <p>В не прямых вопросах НЕ используются вспомогательные глаголы - do, does, did.</p> <p>В не прямых вопросах ПРЯМОЙ порядок слов (как в утвердительных предложениях).</p>	
<p><i>Структура построения, следующая:</i>  <b>Вводная фраза +вопросительное слово +подлежащее+ сказуемое (глагол ставим в нужную форму)</b></p> <p><i>Рассмотрим примеры вводных фраз (использующихся в начале предложений):</i></p>	<p>Do you know +when+ he +came?          Could you tell me + where + this company + is?  <b>Can you tell me ... — Не могли бы Вы подсказать...?</b>  <b>Could you tell me ... — Не могли бы Вы подсказать...?</b>          (Could = делает фразу еще более вежливой и формальной).  <b>Can I ask you ...— Могу я спросить Вас...?</b>  <b>Do you know ...— Вы знаете...?</b>  <b>Do you happen to know ...— Вы случайно не знаете...?</b>  <b>I wonder ...— Интересно...</b>  <b>I was wondering ...— Интересно ...</b>  <b>Would you mind telling me — Вы не возражаете сказать мне...?</b>  <b>Do you mind me asking — Вы не возражаете, если я спрошу...?</b></p>
<p>Общие не прямые вопросы (без вопросительных слов)</p>	

Когда строим непрямым общий вопрос (общие вопросы — это те, которые требуют ответа да или нет, то есть не имеют вопросительных слов), после вводной фразы ставится *if* или *whether*:

Вводная фраза + *If/whether* + подлежащее + сказуемое + дополнение (если есть) **Do you know+ if+ they +have+ free wi-fi +here?**

*Сравним прямые и не прямые общие вопросы.*

<i>Direct Question</i>	<i>Indirect Question</i>
<p><b>Is there a metro station near here?</b> -Есть ли станция метро поблизости?</p> <p><b>Will you come? - Ты придёшь?</b></p>	<p><b>Do you know if there is a metro station near here?</b> - Вы знаете, есть ли поблизости станция метро?</p> <p><b>I'd like to know whether you will come.</b> - Я бы хотела знать, придёте ли вы.</p>

**Нужно ли ставить вопросительный знак в конце непрямого вопроса?** В некоторых случаях ставится вопросительный знак, а в конце некоторых предложений вы можете увидеть точку.

От чего же зависит выбор того или иного знака? Смотрим на вводную фразу. Если она представляет из себя вопрос, то будет ставиться вопросительный знак в конце, в ином случае — точка.

<b>Вопросительный знак</b>	<b>Точка</b>
<p><i>Can you tell me where the museum is?</i></p> <p><i>Could you tell me what time it is now?</i></p> <p><i>Would you mind telling me if you like this color?</i></p>	<p><i>I wonder which color you like.</i></p> <p><i>I was wondering how many children you have.</i></p> <p><i>I would like to know where you bought it.</i></p>

## Правило согласования (последовательности) времен

Правило согласования (последовательности) времен применяется только в дополнительных придаточных предложениях.

**В русском языке согласования времен нет.**

Правило согласования времен в английском языке заключается в том, что употребление времени глагола-сказуемого в придаточном дополнительном предложении зависит от времени глагола-сказуемого главного предложения.

Если глагол-сказуемое главного предложения стоит в одной из форм настоящего или будущего времени, то глагол-сказуемое в придаточном дополнительном предложении может стоять в любом времени в зависимости от смысла.

Главное предложение		Придаточное дополнительное	
I	know think suppose	that	he plays tennis well. he played tennis in his childhood. he will play tennis at the championship.

Перевод:

<i>Я</i>	<i>знаю думаю предполагаю (полагаю)</i>	<i>что</i>	<i>он хорошо играет в теннис. он играл в теннис в детстве. он будет играть в теннис на чемпионате.</i>
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Если глагол-сказуемое в главном предложении стоит в одной из форм прошедшего времени, чаще всего в Past Simple (Indefinite), то глагол-сказуемое придаточного дополнительного предложения употребляется только в одной из форм прошедшего времени.

Формы **Past Simple (Indefinite)** и **Past Continuous** в дополнительном придаточном предложении обозначают действия, одновременные с действием глагола –сказуемого главного предложения.

I	<b>knew supposed said</b>	that	he painted well. he was painting in his studio.
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**Перевод:**

<i>Я</i>	<i>знал предполагал сказал</i>	<i>что</i>	<i>он хорошо рисует (пишет). он рисует (пишет) в своей студии сейчас.</i>
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Формы **Past Perfect** и **Past Perfect Continuous** в дополнительном придаточном предложении обозначают действия, предшествующие действию глагола-сказуемого главного предложения. Они переводятся на русский язык глаголом в прошедшем времени.

I	knew supposed said	that	he had painted his brother's portrait. he had been drawing this portrait for a month before he showed it to us.
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**Перевод:**

<i>Я</i>	<i>знал предполагал сказал</i>	<i>что</i>	<i>он написал портрет своего брата. он писал портрет целый месяц, до того, как показал его нам.</i>
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Формы **Future-in-the-Past** в дополнительном придаточном предложении передают действия, которые следуют за действием, выраженным глаголом-сказуемым в главном предложении. Они переводятся на русский язык в будущем времени.

I	<b>knew</b> <b>supposed</b> <b>said</b>	that	he would paint a new portrait. he would be painting all day long. he would have painted the portrait by the end of the month.
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**Перевод:**

<i>Я</i>	<i>знал предполагал сказал</i>	<i>что</i>	<i>он будет писать новый портрет. он будет писать весь день. он напишет портрет к концу этого месяца.</i>
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## ИСКЛЮЧЕНИЯ

из правила согласования времен

### Правило согласования времен не соблюдается в следующих случаях:

1.	Если <b>дополнительное</b> придаточное предложение передает <b>общеизвестную истину, закон.</b>	<b>The pupils <u>learnt</u> at the lesson that water <u>boils</u> at 100 degrees centigrade.</b> - На уроке учащиеся узнали, что вода кипит при температуре 100 градусов Цельсия. <b>The students <u>knew</u> that water <u>consists</u> of oxygen and hydrogen.</b> – Студенты знали, что вода состоит из кислорода и водорода.
2.	В модальном сказуемом в придаточном дополнительном предложении модальный глагол – <b>must</b> – не меняется, если глагол-сказуемое в главном стоит в одном из прошедших времен	<b>She said that she <u>must</u> hurry.</b> – Она сказала, что должна торопиться.
3.	Согласование не происходит, когда описывается <b>привычное часто повторяемое действие, чья-то характеристика, а также в политической речи.</b>	<b>I <u>asked</u> when the first train usually <u>leaves</u>.</b> – Я спросил, когда обычно отправляется первый поезд. <b>He <u>said</u> that Ann <u>is always late</u>.</b> - Он сказал, что Анна всегда опаздывает. <b>The delegate <u>said</u> that people <u>want peace</u>.</b> – Делегат сказал, что люди хотят мира.
4.	Согласование времен не происходит, если в сложноподчиненном предложении используются <b>определительные придаточные предложения,</b>	<b>Yesterday I <u>bought</u> a book, which <u>is believed</u> to be a bestseller.</b> – Вчера я купил книгу, которая считается бестселлером. ( <i>определение</i> ) <b>Paul <u>didn't go</u> to the party last night</b>



<p>придаточные предложения причины, результата, сравнения.</p>	<p><b>because he <u>will have</u> exams in two days.</b> – Пол не пошел на вечеринку прошлым вечером, потому что через два дня у него экзамены. <i>(причина)</i></p> <p><b>He studied so much last week that he still has a headache.</b> – Он так много учился на прошлой неделе, что у него до сих пор болит голова. <i>(результат)</i></p>
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## APP 13      **DIRECT & INDIRECT SPEECH**

### Прямая и косвенная речь

**Direct Speech** -Прямая речь -это непосредственные слова говорящего, передаваемые без изменения. На письме прямая речь заключается в кавычки, которые в английском языке ставятся вверху строки:

**The teacher says, “The lesson is over”** -Учитель говорит: «Урок окончен».

Слова автора, вводящие прямую речь, могут предшествовать ей или следовать за ней. В обоих случаях они отделяются от нее запятой.

**“The lesson is over”, the teacher said.** - «Урок окончен», -сказал учитель.

**Indirect Speech** – Косвенная речь передает речь говорящего не слово в слово, а лишь по содержанию в виде дополнительных придаточных предложений.

## ПЕРЕВОД ПРЯМОЙ РЕЧИ В КОСВЕННУЮ

При переводе прямой речи в косвенную необходимо соблюдать следующие правила:		
<b>1.</b>	Глагол <b>to say</b> всегда употребляется с <u>предлогом to</u> . Глагол <b>to tell</b> – <i>говорить, сказать</i> – вводит косвенные утверждения, отрицания и побуждения и употребляется с косвенным дополнением <u>без предлога</u> .	<b>I <u>say to him</u>, “I am busy.”</b> – Я говорю ему: «Я занят».  <b>I <u>told him</u> (that) I was busy.</b> – Я сказал ему, что я занят.
<b>2.</b>	При переводе прямой речи в косвенную <i>личные и притяжательные местоимения</i> меняются по смыслу:	<b>He says, “I am busy.”</b> – Он говорит: «Я занят». <b>He says (that) he is busy.</b> – Он говорит, что он занят.
<b>3.</b>	Если смысловой глагол употреблен в одном из прошедших времен, то в косвенной речи действует правило согласования времен. См. <i>Sequence of Tenses App 9</i> .	<b>He <u>said</u>, “I <u>am</u> busy.”</b> ~ <b>He <u>said</u> (that) he <u>was</u> busy.</b>
<b>4.</b>	Указательные местоимения и наречия места и времени в косвенной речи меняются, если смысловой глагол употреблен в одном из прошедших времен	<b>He <u>said</u>, “I am busy <u>now</u>.”</b> ~ <b>He <u>said</u> (that) he <u>was</u> busy <u>then</u>.</b>
<p><b>Замена местоимения и наречия по смыслу:</b></p> <p><b>here</b> здесь ~ <b>there</b> там</p> <p><b>ago</b> тому назад ~ <b>before</b> до того, раньше</p> <p><b>today</b> сегодня ~ <b>that day</b> в тот день</p> <p><b>yesterday</b> вчера ~ <b>the day before</b> накануне</p> <p><b>tomorrow</b> завтра ~ <b>the next day</b> на следующий день</p> <p><b>last night</b> вчера вечером ~ <b>the previous night</b> накануне вечером</p>		

**Повествовательные предложения вводятся в косвенной речи следующими глаголами:**

<b>Прямая речь</b>	<b>Косвенная речь</b>
to say – говорить, сказать	to say (to smb) that...
to tell - говорить, сказать	to tell smb that ...
to add – добавить	to add that ...
to announce –объявлять	to announce that...
to answer- отвечать	to answer ( to smb) that...
to decide – решать	to decide that...
to declare – заявлять	to declare that ...
to explain – объяснять	to explain (to smb) that...
to inform – сообщать	to inform (smb) that ...
to promise – обещать	to promise (smb) that...
to remark – замечать	to remark that ...
to reply – отвечать	to reply that ...
to state – заявлять	to state that ...
to suppose – предполагать	to suppose that ...
to think - думать	to think that ...

### **ПРЯМЫЕ И КОСВЕННЫЕ ВОПРОСЫ**

**В косвенном вопросе порядок слов всегда прямой, как в повествовательном предложении.**

В зависимости от типа прямого вопроса косвенный вопрос вводится разными союзами или союзными словами.

**Общий вопрос** в косвенной речи вводится союзами **If** или **whether**.

**Специальный вопрос** в косвенной речи вводится местоимениями или наречиями, соответствующими вопросительным местоимениям или наречиям в прямом вопросе.

### **ОБЩИЙ ВОПРОС**

<b>Прямая речь</b>	<b>Косвенная речь</b>
He asked me, “ <b>Do you know French?</b> ” – Он спросил меня: «Ты знаешь французский язык?»	He <u>asked</u> me <b>if (whether)</b> I <u>knew</u> French.
He asked me, “ <b>Have you seen the</b>	He <u>asked</u> me <b>if</b> I <u>had seen</u> the new film.

<p><b>new film?”</b> – Он спросил меня: «Ты видел новый фильм? »</p>	
<p><b>СПЕЦИАЛЬНЫЙ ВОПРОС</b></p>	
<p><b>Прямая речь</b></p>	<p><b>Косвенная речь</b></p>
<p><b>He asked me, “<u>When did you see the new film?</u>”</b> – Он спросил меня: «Когда ты смотрел новый фильм?»</p> <p><b>He asked me, “<u>Where will you go for holidays?</u>”</b> Он спросил меня: «Куда ты поедешь отдохнуть?»</p>	<p><b>He asked me <u>when I had seen the new film.</u></b></p> <p><b>He asked me <u>where I would go for holidays.</u></b></p>
<p><b>Для передачи вопросов в косвенной речи употребляются чаще всего следующие глаголы:</b></p> <p><b>to ask (smb)</b>– спрашивать кого-л.  <b>to wonder-</b> интересоваться, желать знать  <b>to be interested to know</b> – интересоваться  <b>I’d ( we’d, ...) like to know</b> – я ( мы, ...) хотел(и) бы знать</p>	

<p><b>ПРЯМЫЕ И КОСВЕННЫЕ ПОВЕЛИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ</b></p> <p>Косвенные приказания и просьбы передаются <b><u>инфинитивом глагола</u></b>, который в прямом приказании или просьбе употребляется в повелительном наклонении.</p>
<p><b>Косвенные приказания и просьбы вводятся глаголами:</b></p> <p><b>to ask</b> - просить  <b>to tell</b> – велеть, приказывать  <b>to beg</b> – умолять  <b>to advise</b> – советовать  <b>to allow</b> – разрешать  <b>to order</b> – приказывать</p> <p>После этих глаголов употребляется инфинитивная конструкция, где местоимение в объектном падеже или существительное в общем падеже выражают лицо, которое побуждают совершить действие.</p>

<b>Прямая речь</b>	<b>Косвенная речь</b>
He <u>said</u> to me, " <u>Tell</u> me the truth." <i>Он сказал мне: «Скажи мне правду!»</i>	He <u>asked</u> me <u>to tell him</u> the truth.
<b>Отрицательные повелительные предложения передаются сочетанием отрицания <b>not</b> с инфинитивом</b>	
<b>Прямая речь</b>	<b>Косвенная речь</b>
She <u>said</u> to me, " <u>Don't open</u> the window!" <i>Она сказала мне: «Не открывай окно!»</i>	She <u>told me</u> <u>not to open</u> the window.

APP 14

## COMPOSITE SENTENCES

### Сложные предложения

Сложное предложение – это предложение, которое состоит из двух и более простых предложений, соединенных в одно целое по смыслу и интонационно. Сложное предложение содержит две и более грамматические основы. Простые предложения ( <b>clauses</b> ) могут соединяться в сложные следующим образом:	
1. Без союза, при помощи интонации – бессоюзное предложение.	Love me, love my dog. = Любишь меня, люби мою собаку. (Человека узнают по его друзьям)
2. При помощи союза и интонации – союзные предложения:	It's a nice house, but it has not got a garden. - Этот дом хороший, но нет сада.
Союзные предложения делятся на 2 типа: сложносочиненные и сложноподчиненные	
<h3>COMPOUND SENTENCES</h3> <p><b><u>Сложносочинённые предложения -</u></b> предложения, в которых простые предложения равноправны и связаны сочинительными союзами.</p>	

Схема сложносочиненного предложения:		
<u>It never rains</u>	←- but-→	<u>it pours.</u>
<p>В сложносочиненном предложении простые предложения могут соединяться союзами. На письме они обычно отделяются запятой. Для соединения простых предложений в сложносочинённом предложении употребляются:</p>		
1. Сочинительные союзы: <b>and-</b> и, <b>as well as</b> – так же как и, <b>not only ... but also</b> не только ... но и, и др	The car stopped and the driver got out.- <i>Машина остановилась, и водитель вышел.</i>	
2. Противительные союзы - <b>but</b> но, да, <b>while, whereas</b> а, в то время как, и др	Tom is a pupil, while his brother is a student.- <i>Том –ученик, а его брат – студент.</i>	
3.Разделительные союзы: <b>or</b> или , <b>either...or</b> или ... или, <b>otherwise</b> иначе.	Do you want to play tennis or are you too tired? – <i>Хочешь поиграть в теннис или ты устал?</i>	
4. Причинно-следственные союзы: <b>for</b> ибо, <b>so</b> поэтому и др.	The days became longer, for it was now spring time. - <i>Дни стали длиннее, потому что (ибо) была весна.</i>	

APP 15

## COMPLEX SENTENCES

### Сложноподчиненные предложения

Сложные предложения, в которых одно простое предложение подчинено главному и соединено с ним подчинительным союзом или союзным словом, называются сложноподчинёнными.

Разница между союзами и союзными словами заключается в том, что **союз** как служебная часть речи не может выполнять функцию члена предложения, его функция – связывать простые предложения в составе сложного.

**Союзными словами** могут быть местоимения и наречия, т.е. знаменательные части речи, которые помимо связующей роли, имеют грамматическую функцию члена предложения.

В сложноподчиненном предложении одно предложение –главное (the main clause), а другое (другие) – придаточное (subordinate clause). Придаточное предложение присоединяется к главному при помощи подчинительных союзов или союзных слов или бессоюзно, с помощью интонации. Следовательно, в сложноподчиненном предложении главное и придаточное предложения неравноправны и соединяются на основе подчинения.

### Схема сложноподчиненного предложения

**Never put off till tomorrow**



*what you can do today*

Придаточное предложение может соединяться с главным без союза или союзного слова.

The book she gave me is very interesting. – *Книга, которую она мне дала, очень интересная.*

### ТИПЫ ПРИДАТОЧНЫХ ПРЕДЛОЖЕНИЙ

1. **Придаточные предложения подлежащие** (Subject Clauses) – выполняют в сложном предложении функцию подлежащего и отвечают на вопросы: Who? -Кто? What? -Что?

Они соединяются с главным предложением союзными словами: **who (whom)**- кто (кого), **whose** чей, **what**- что, какой, **which** -который, **when** -когда, **where**- где, **why**- почему, **how**- как и союзами **that**- что, **whether, if** -ли

**That he is a good friend is well known.** - *То, что он хороший друг, хорошо известно.*

**What is done cannot be undone.** - *Что сделано, того не изменишь.*

<p>Придаточные подлежащие часто стоят после сказуемого, в этом случае перед сказуемым стоит местоимение it.</p>	<p><b><u>It is uncertain</u> when we'll go abroad.</b> – <i>Неизвестно, когда мы поедем за границу.</i></p>
<p><b>Придаточные предложения- подлежащие не отделяются запятой от главного предложения.</b></p>	
<p><b>2. Придаточные предикативные предложения</b> (Predicative Clauses)  В сложном предложении выполняют функцию <u>именной части составного сказуемого</u> и отвечают на вопросы: <i>what is the subject?</i> Каково подлежащее? Что оно такое? <i>What is the subject like?</i> Что подлежащее собой представляет?</p>	
<p>Они соединяются с главным предложением теми же союзами и союзными словами, что и придаточные предложения подлежащие.</p>	<p><b>The suggestion was that no one should interfere.</b> – <i>Предложение было, чтобы никто не вмешивался.</i>  <b>The summer's weather is not what it was last year.</b> – <i>Погода этого лета не такая, как была прошлый год.</i></p>
<p><b>3. Придаточные предложения дополнительные</b> (Object Clauses) в сложном предложении выполняют функцию прямого или предложного косвенного дополнения. Они отвечают на вопросы: what? -что? about what? -о чём? for what? - за что?</p>	
<p>Они соединяются с главным предложением теми же союзами и союзными словами, что и придаточные предложения подлежащие и предикативные.</p>	<p><b>I don't know where you live.</b> – <i>Я не знаю, где ты живёшь.</i></p>
<p><b>Дополнительные придаточные предложения не отделяются запятой от главного предложения.</b></p>	
<p>В придаточных предложениях, подлежащих, предикативных и дополнительных, начинающихся словами <b>whose, whom, which, what, when, where, why, how-</b> употребляется прямой порядок</p>	<p><b>How did she do it?</b> – <i>Как она это сделала?</i>  <b><u>How she did it</u> is impossible to explain.</b> – <i>Невозможно объяснить, как она это сделала.</i></p>



<p>слов, т.е. порядок повествовательного предложения. Обратный порядок слов употребляется только в самостоятельном вопросительном предложении.</p>	<p>(придаточное подлежащее)  <b>That's how she did it.</b> – Вот как она это сделала.  (придаточное предикативное)  <b>She told me how she had done it.</b> – Она сказала мне, как она это сделала.  (придаточное дополнительное)</p>
<p><b>4. Придаточные предложения определительные (Attributive Clauses)</b> в предложении выполняют функцию определения и отвечают на вопросы What? Which? - Какой?</p>	
<p>С главным предложением соединяются союзными словами: <u>местоимениями</u> <b>who</b> -который (<b>whom</b> -кого), <b>whose</b>- чей, которого, <b>which, that</b>- который и <u>наречиями</u> <b>when</b> - когда, <b>where</b> - где, куда, <b>why</b> – почему и др.</p>	<p><b>The man who was at the exhibition yesterday is a famous painter.</b> - Мужчина, который был вчера на выставке, знаменитый художник.</p>
<p><b>Определительные придаточные предложения делятся на два типа:</b></p> <p><b>Defining Relative Clauses-</b> (уточняющее придаточное) это форма придаточного предложения, характеризующего/определяющего свойства/характеристики местоимения, существительного, выступающих в роли дополнений к основному предложению или же подлежащему. Суть этого оборота: предоставить читателю, слушателю информационные сведения, без которых невозможно понять основную мысль фразы/предложения.</p> <p><i>Придаточное предложение Defining Relative Clauses не выделяется запятыми, так как без данного отрывка контекст фразы полностью теряется, а основной смысл невозможно понять без дополнительных уточняющих вопросов. В конструкции предложения является его неотъемлемой частью.</i></p> <p><b>Non-defining Relative Clauses – (дополняющее придаточное)</b>  Основная суть этой разновидности придаточного предложения — привнесение в контекст фразы дополнительных сведений о дополнении/подлежащем, не оказывающей прямого влияния на общий смысл изречения.</p>	

<p>Non- defining Relative Clauses обеспечивают беглость произношения английских предложений без необходимости повторений и использования простых предложений для дополнительных характеристик подлежащего, о котором идет речь. <i>Отделяется запятыми, указывающими на то, что без изложенной информации можно обойтись, а контекст фразы/предложения не изменится.</i></p>	
<p><b>Defining Relative Clauses</b> ( уточняющее придаточное) В <u>неформальной речи</u> можно видоизменить <b>«which», «who»</b> на <b>«that»</b> без изменения контекста сказанного.</p>	<p><b>Pupils who studies well can go to the Artek in the Crimea.</b> – Ученики, кто учится хорошо могут поехать в Артек, в Крым.</p> <p><b>This is the ticket which my mother gave me for New Year</b> — Это билет, который моя мама подарила мне на Новый год.</p>
<p><b>Non-defining Relative Clauses</b> (дополнительное придаточное) В отличие от Defining Relative Clauses, здесь <b>не используется</b> местоимение <b>«that»</b>, а вспомогательная часть обязательно отделяется паузами в разговоре или чтении текста.</p>	<p><b>In the street I saw teens, who played the football.</b> - На улице я видел подростков, которые играли в футбол.</p> <p><b>The movie by Steven Spielberg, which I have just seen, impressed me.</b> — Фильм Стивена Спилберга, который я недавно посмотрел, впечатлил меня.</p>
<p><b>Относительные местоимения</b>, использующиеся при Relative Clauses При построении придаточных предложений Relative Clauses, чаще всего используется 6 относительных местоимений:</p> <p><b>Who</b> Это относительное местоимение употребляется «в паре» с одушевленными предметами (любыми живыми существами), но только теми, с которыми лично знаком рассказчик.</p> <p><b>Which</b> Местоимение используется только при условиях идентификации неодушевленных предметов.</p> <p><b>That</b> Данное местоимение «универсально», поэтому может использоваться с живыми и неживыми предметами. Но есть нюанс — «that» чаще всего употребляется в разговорной речи при живом общении. В письменной речи относительное местоимение заменяется другими: «which», «who».</p>	

**Where**

Местоимение употребляется в Non-defining Relative Clauses и в Defining Relative Clauses.

Если рассказчик желает предоставить дополнительную информацию о подлежащем/дополнении, могут использоваться два варианта: where или предлог местонахождения (on, in, at) + which

**When**

Местоимение позволяет уточнить сведения о пройденном промежутке времени, поэтому используется как в Non-defining, так и в Defining Clauses.

**Whom**

Является объектным падежом местоимения «who». Дословно переводится, как «которого», «с которым», «которому» и взаимосвязан с предлогом. Применим только для характеристики одушевленных подлежащих (людей, детей, домашних питомцев и т.д.).

### Основные отличия

<b>Defining Relative Clauses</b> Уточняющее придаточное	<b>Non-defining Relative Clauses</b> Дополняющее придаточное
1. Придаточное предложение отображает основную информацию о дополнении/подлежащем, без которой невозможно полноценное восприятие контекста предложения в устной или письменной речи.	1. Указывает дополнительную информацию об объекте, которой в контексте разговорной/письменной фразы можно пренебречь.
2. При вычеркивании из предложения полностью убирается смысл сказанного/написанного	2. С легкостью убираются из предложения, так как не несут полноценной смысловой нагрузки
3. Для построения фразы, используется три относительных местоимения: who, which, that	3. При создании предложений, применяется только два местоимения: who, which
4. Не отделяется запятыми в письме	4. Как дополнительный фрагмент, обязательно отделяются запятыми
5. Не выделяются паузами при разговорной речи	5. Всегда выделяются небольшими паузами при разговоре
6. Разрешается не употреблять объектное относительное местоимение	6. Невозможно обойтись в диалоге без относительного местоимения

**Употребление фразовых глаголов и устойчивых сочетаний в определительном придаточном предложении.**

Игнорирование предлогов, которые связывают глаголы с именами существительными во фразовых глаголах и устойчивых сочетаниях, считается грубейшей ошибкой.

*Чтобы не допускать такой ошибки, рекомендуется запомнить основные фразовые глаголы (например, «wait for», «look for» и т.д.) и другие устойчивые сочетания на английском.*

**This is the house I told you about.**

- Это тот дом, о котором я тебе говорил.

**It is a village I used to live in.**

- Это деревня, где я когда-то жил.

**That was the girl I was going out with.**

- Это девушка, с которой я встречался.

Пример формальной позиции предлога:

**The girl at whom I am looking is speaking with my friend.**

— Девушка, на которую я смотрю, разговаривает с моим другом.

Пример неформальной позиции предлога:

**The girl who I am looking at is speaking with my friend.**

— Девушка, за которой я наблюдаю, разговаривает с моим другом.  
(множество вариантов перевода)

**5. Придаточные предложения обстоятельственные (Adverbial Clauses)**

- выполняют функции различных обстоятельств.

По своему значению они делятся на обстоятельственные придаточные **времени, места, причины, следствия, образа действия, уступительные, цели, условия**

**Обстоятельственные придаточные предложения, в отличие от русского языка, отделяются запятой только в том случае, если стоят перед главным предложением.**

<p><b>а) придаточные времени- (of Time)</b></p> <p>отвечают на вопросы <b>when?</b> – когда? <b>since when?</b> – с каких пор? <b>how long?</b> - как долго?</p> <p>Соединяются с главным предложением <u>союзами</u>: <b>when</b> – когда, <b>whenever</b> – всякий раз когда, <b>while</b> – в то время как, когда, пока, <b>after</b> – после того как, <b>before</b>- до того как, <b>till, until</b> – пока, до тех пор пока ... не, <b>as soon as</b>- как только, <b>as long as</b> –пока, <b>since</b> – с тех пор как, <b>by the time (that)</b> – к тому времени когда, <b>as</b> – когда, в то время как, и др.</p> <p><b>В придаточных времени глагол в будущем времени не употребляется!</b></p> <p><b>Только в настоящем времени!</b></p>	<p><b>While there is life, there is hope.-</b> <i>Пока есть жизнь, есть надежда</i></p> <p><b><u>When I come back, I will call you.</u> -</b> <i>Когда я вернусь, я тебе позвоню.</i></p>
<p><b>б) придаточные места (of Place)-</b> отвечают на вопросы <b>where?</b> куда? <b>from where?</b> откуда?</p> <p>Они соединяются с главным предложением <u>союзными словами</u> <b>where?</b> где, куда? <b>wherever</b>- где бы ни, куда бы ни</p>	<p><b>He went where the commander sent him. –</b> <i>Он поехал туда, куда направил его командир.</i></p>
<p><b>с) придаточные причины (of Cause) -</b> отвечают на вопрос <b>why?</b> – почему? Соединяются с главным предложением союзами: <b>because</b> – потому что, <b>as</b> – так как,</p>	<p><b><u>Now that he is here, he can explain his absence.</u> –</b> <i>Теперь, когда</i></p>

<p><b>since</b> – так как, поскольку, <b>for-</b> так как, <b>now that</b> – теперь, когда, поскольку и др.</p>	<p><i>(поскольку) он здесь, он может объяснить своё отсутствие.</i></p>
<p><b>d) придаточные образа действия (of Manner)</b> - отвечают на вопрос <b>how? - как?</b> каким образом? Соединяются с главным предложением <u>союзами</u>: <b>as</b> – как, <b>as if (as though)</b> – как будто, как если, <b>that-</b> что <b>придаточные сравнительные (of comparison)</b> – они соединяются с главным при помощи <u>союзов</u>: <b>than-</b> чем, <b>as ... as</b> – так (такой) же... как, <b>not so...as</b> – (не) так (такой)... как</p>	<p><b>He played the violin so well that everybody admired him.</b> – Он играл на скрипке так хорошо, что все восхищались им.</p> <p><b>The movie is not as interesting as advertised.</b> - Фильм не такой интересный, как его рекламировали.</p>
<p><b>e) придаточные цели (of Purpose)</b> – указывают, с какой целью совершается действие главного предложения, отвечает на вопросы: <b>what for?</b> зачем? для чего? <b>for what purpose?</b>- с какой целью? Соединяются с главным предложением <u>союзами</u>: <b>so that, so, in order that</b> – для того чтобы. Самым распространенным является союз – <b>so that</b>. Союз - <b>so</b> – характерен для разговорной речи.</p>	<p><b>Usually he speaks English slowly so that children may understand him.</b> – <i>Обычно он говорит по - английски медленно, чтобы дети могли понимать его.</i></p>
<p><b>f) придаточные условия (of Condition)</b> - соединяются с главным предложением союзами:</p>	<p><b>If I see him tomorrow, I'll ask him about the exam.</b> – Если я его увижу завтра, я спрошу его об экзамене.</p>

<p><b>if-</b> если, <b>in case</b> – в случае, <b>unless</b> – если ... не, <b>providing (that), on condition (that)</b> - при условии если/ что и др.</p>	<p><b>He won't go to the party unless he is invited.</b> - <i>Он не пойдет на вечеринку, если его не пригласят.</i></p>			
<p><b>g) придаточные следствия (of Result)</b> – выражают следствие, вытекающее из содержания главного предложения. Они соединяются с главным предложением союзом <b>so that</b> - так что, вместо которого в разговорной речи часто употребляется <b>so</b>.</p>	<p><b>A huge broken tree was blocking the way so (that) one could not pass.</b>-<i>Огромное сломанное дерево преграждало дорогу, так что нельзя было проехать.</i></p>			
<p><b>h) придаточное уступительное (of Concession)</b> указывают на обстоятельство, вопреки которому совершается действие главного предложения. Соединяются с главным союзами: <b>though (although)</b> –хотя, <b>in spite of the fact that</b> –несмотря на то, что</p>	<p><b>Although he is tall, he was not accepted into basketball team.</b> – <i>Несмотря на то, что он высокий ростом, его не приняли в баскетбольную команду.</i></p>			
<p><b>В литературе часто встречаются сочетания:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: middle; padding-right: 20px;"> <p><b>If</b> <b>When</b> <b>While</b> <b>Although</b> <b>Though</b> <b>Where</b> <b>However</b></p> </td> <td style="font-size: 4em; vertical-align: middle; padding-right: 20px;">}</td> <td style="vertical-align: middle;"> <p><b>предлог+ существительное/ прилагательное/ причастие</b></p> </td> </tr> </table>		<p><b>If</b> <b>When</b> <b>While</b> <b>Although</b> <b>Though</b> <b>Where</b> <b>However</b></p>	}	<p><b>предлог+ существительное/ прилагательное/ причастие</b></p>
<p><b>If</b> <b>When</b> <b>While</b> <b>Although</b> <b>Though</b> <b>Where</b> <b>However</b></p>	}	<p><b>предлог+ существительное/ прилагательное/ причастие</b></p>		
<p>По содержанию в английском языке такие сочетания соответствуют обстоятельственным</p>	<p><b><u>When</u> a boy, he liked to play tennis</b> (When he was a boy, he ...) - <i>Когда он был мальчиком, он любил играть</i></p>			



<p>придаточным предложениям, в которых пропущено подлежащее, совпадающее с подлежащим главного предложения, и личная форма глагола to be (в роли смыслового глагола, глагола связи или вспомогательного глагола) в том же времени, что и глагол - сказуемое.</p> <p>Такие сочетания переводятся, как правило, на русский язык обстоятельственными придаточными предложениями. Иногда возможен перевод их деепричастным оборотом.</p>	<p><i>в теннис.</i></p> <p><b><u>While in St. Petersburg last summer, they visited the Hermitage.</u></b> (= While they were in St. Petersburg, they ...) – <i>Пока они находились в Санкт-Петербурге прошлым летом, они посетили Эрмитаж.</i></p> <p><b><u>Although very busy, he never refuses to help us.</u></b> (=Although he is very busy, he...) – <i>Хотя он занят, он никогда не отказывается помочь нам.</i></p> <p><b><u>When heated, the metal expands.</u></b> (= When the metal is heated, it expands). <i>Когда металл нагревается (нагревают), он расширяется.</i></p>
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APP 16

### Фразы для аннотирования статьи на английском языке

ANNOTATION PLAN	
<p><b>1. The title of the article.</b></p>	<p>The article is headlined...</p> <p>The headline of the article I have read is...</p> <p>As the title implies the article describes ...</p>
<p><b>2. The author of the article, where and when the article was published.</b></p>	<p>The author of the article is...</p> <p>The author's name is ...</p> <p>Unfortunately the author's name is not mentioned ...</p> <p>The article is written by...</p> <p>It was published in ... (<i>on the Internet</i>).</p> <p>It is a newspaper (scientific) article (published on <i>March 26, 2023 / in 2023</i>).</p>



<p><b>3. The main idea of the article.</b></p>	<p>The main idea of the article is...  The article is about...  The article is devoted to...  The article deals (<i>is concerned</i>) with...  The article touches upon the issue of...  The purpose of the article is to give the reader some information on...  The aim of the article is to provide the reader with some material on...</p>
<p><b>4. The contents of the article.</b>  <b>Some facts, names, figures.</b></p>	<p>The author starts by telling (the reader) that...  The author (of the article) writes (<i>reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i>  Much attention is given to...  According to the article...  The article goes on to say that...  It is reported (<i>shown, stressed</i>) that ...  It is spoken in detail about...  From what the author says it becomes clear that...  The fact that ... is stressed.  The article gives a detailed analysis of...  Further the author reports (<i>writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i>  In conclusion the author writes (<i>reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes</i>) that... / <i>draws reader's attention to...</i>  The author comes to the conclusion that...  The following conclusions are drawn: ...</p>
<p><b>5. Your opinion.</b></p>	<p>I found the article (rather) interesting (important, useful) <i>as / because</i> ...  <i>I think / In my opinion</i> the article is</p>

	(rather) interesting (important, useful) <i>as / because...</i> I found the article too hard to understand / rather boring <i>as / because...</i>
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APP 17

## Non-Finite Forms of the Verb

### Неличные формы глагола

В английском языке 4 неличных формы глагола: (the Infinitive) инфинитив, (the Gerund) герундий, причастие I (Participle I) и причастие II (Participle II).

Неличные формы глагола отличаются от личных тем, что не имеют лица, числа, времени, наклонения и не употребляются в предложении в функции простого глагольного сказуемого.

Неличная форма глагола является только частью сложного сказуемого или частью аналитической формы в простом сказуемом. Неличная форма глагола всегда связана с личной.

APP 18

## THE INFINITIVE

### Инфинитив

**Инфинитив (the Infinitive)** – это неличная форма глагола, которая называет действие в общем виде. Инфинитив считается основой (или первой) формой глагола и представляет глагол в словаре. Показатель инфинитива – частица **to** перед глаголом, которая опускается в следующих случаях:

- после вспомогательных глаголов – shall, will
- после модальных глаголов – can (could), may (might), must, should, would
- после глаголов – to see, to hear, to let и др.
- после выражений – had better, would rather

Инфинитив в английском языке имеет 6 форм: **2** временные формы (**перфектный и неперфектный инфинитив**), видовые формы (**общий и длительный**) и две залоговые формы (**Active, Passive**) для переходных глаголов и

**4** формы для непереходных глаголов.

### Формы инфинитива переходного глагола **to translate - переводить**

Инфинитив <b>Infinitive</b>	Вид / Залог > <b>Tense/ Voice &gt;</b>	Действительный <b>Active</b>	Страдательный <b>Passive</b>
Неперфектный <b>Simple</b>	^ Общий	to translate	to be translated
<b>Continuous</b>	Длительный	to be translating	-----
Перфектный <b>Perfect</b>	Общий	to have translated	to have been translated
<b>Perfect-Continuous</b>	Длительный	to have been translating	-----

### Формы инфинитива непереходного глагола **to go – идти, ехать**

Инфинитив <b>Infinitive</b>	Вид / Залог > <b>Tense/ Voice &gt;</b>	Действительный <b>Active</b>	Страдательный <b>Passive</b>
Неперфектный <b>Simple</b>	^ Общий	to go	-----
<b>Continuous</b>	Длительный	to be going	-----
Перфектный <b>Perfect</b>	^ Общий	to have gone	-----
<b>Perfect-Continuous</b>	Длительный	to have been going	-----

<p><b>Неперфектный инфинитив</b> выражает действие, одновременное с действием глагола-сказуемого (или следующего за ним).</p>	<p>I <b>am glad</b> <u>to study</u> at the University. – <i>Я рад, что учусь в университете.</i></p> <p>My brother <b>was glad</b> <u>to study</u> at the University. - <i>Мой брат был рад учиться в университете.</i></p> <p>I <b>am going</b> <u>to study</u> at the University.- <i>Я буду (собираюсь) учиться в университете.</i></p>
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<p><b>Перфектный инфинитив</b> выражает действие, предшествующее действию, выраженному глаголом - сказуемым</p>	<p><b>I am glad to have studied</b> at the University. – <i>Я очень рада, что училась в этом университете.</i></p> <p><b>I'll always be glad to have studied</b> at the University. – <i>Я всегда буду рада тому, что училась в университете.</i></p>
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## ОСОБЕННОСТИ УПОТРЕБЛЕНИЯ ФОРМ ИНФИНИТИВА

№	МОЖЕТ ВЫРАЖАТЬ	ПРИМЕР
<b>SIMPLE INFINITIVE</b>		
1.		
	<p>Действие (или состояние), одновременное с действием, обозначенным личной формой глагола (сказуемым)</p>	<p>We want <b>to learn</b>. <i>Мы хотим <b>учиться</b>.</i></p>
	<p>Действие (или состояние) безотносительно к моменту его совершения</p>	<p>We know aluminium <b>to be</b> one of the lightest metals. <i>Мы знаем, что алюминий один из самых легких металлов (= <b>является</b> одним из...).</i></p>
	<p>Действие, относящееся к будущему времени, после модальных глаголов <b>may, must, should, ought</b>, а также после глаголов <b>to expect</b> <i>ожидать, предполагать, to intend</i> <i>намереваться, to hope</i> <i>надеяться, to want</i> <i>хотеть</i> и ряда других</p>	<p>You must <b>leave</b> tomorrow. <i>Вы должны <b>уехать</b> завтра.</i></p> <p>I intend <b>to begin</b> the experiment. - <i>Я намереваюсь <b>начать</b> эксперимент.</i></p>
2.		
<b>CONTINUOUS INFINITIVE</b>		
	<p>Действие в его развитии, происходящее одновременно с действием, обозначенным глаголом в личной форме</p>	<p>I knew him <b>to be writing</b> an article. <i>Я знал, что он <b>пишет</b> статью.</i></p>

### PERFECT INFINITIVE

3.

	<p>Действие, предшествовавшее действию, выраженному глаголом в личной форме</p>	<p>I know him <b>to have written</b> this article last night.</p> <p><i>Я знаю, что он <b>написал</b> эту статью вчера вечером.</i></p>
	<p>После прошедшего времени глаголов <b>to intend, to hope, to expect, to mean</b> выражает действие, которое <b>не совершилось</b> вопреки ожиданию, надежде, намерению или предположению</p>	<p>I meant <b>to have done</b> it.</p> <p><i>Я предполагал <b>сделать</b> это.</i></p>
	<p><b>Предположение</b> о том, что действие <b>уже совершилось</b>. В сочетании с модальными глаголами <b>must</b> и <b>may</b> переводится глаголом в прошедшем времени со словами "вероятно, должно быть, возможно"</p>	<p>My watch must <b>have stopped</b> during the night.</p> <p><i>Мои часы, должно быть, <b>остановились</b> ночью.</i></p>
	<p>После модальных глаголов <b>should, would, could, might, ought</b> и <b>was (were)</b> выражает <b>сожаление</b> или <b>упрёк</b> по поводу действия, которое должно было или могло совершиться, но в действительности <b>не совершилось</b>. Переводится на русский язык глаголом в сослагательном наклонении со словами "следовало бы" и т. п.</p>	<p>You might <b>have asked</b> me about it.</p> <p><i>Вы могли бы <b>спросить</b> меня об этом (но не спросили - <b>упрек</b>).</i></p>

4.

### PERFECT CONTINUOUS INFINITIVE

	<p>Выражает действие, совершавшееся в течение некоторого периода, <b>предшествовавшего</b> действию, выраженному глаголом в личной форме</p>	<p>I know him <b>to have been writing</b> this article for 2 hours.</p> <p><i>Я знаю, что он <b>писал</b> эту статью в течение 2 часов.</i></p>
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Инфинитив в сочетании с существительным или местоимением образует ряд конструкций.

### А.

#### САМОСТОЯТЕЛЬНЫЙ ИНФИНИТИВНЫЙ ОБОРОТ

В английском языке встречается оборот, состоящий из **существительного в общем падеже** и **инфинитива**. В таком обороте существительное обозначает лицо или предмет, совершающий действие, выраженное инфинитивом, или подвергающийся этому действию. Оборот называют **самостоятельным инфинитивным оборотом**. Он стоит в конце предложения и отделен запятой, на русский язык переводится предложением с союзом "причем", в котором глагол выражает *долженствование*.

Самостоятельный инфинитивный оборот чаще встречается в юридических текстах и в коммерческих документах (контрактах и т. д.):

The sellers offered the buyers 5,000 tons of oil, delivery to be made in October.

*Продавцы предложили покупателям 5000 тонн нефти, причем поставка должна была быть произведена в октябре.*

The buyers requested the sellers to keep them informed of the position of the vessel, the communications to be addressed to their agents.

*Покупатели просили продавцов держать их в курсе местонахождения судна, причем сообщения должны были направляться их агентам.*

### В.

#### СЛОЖНОЕ ДОПОЛНЕНИЕ

Конструкция **сложное дополнение** (объектный инфинитивный оборот) **The Objective-with-the-Infinitive Construction** / Complex Object представляет собой сочетание **существительного в общем падеже или личного местоимения в объектном падеже с инфинитивом**. Эта конструкция строится по следующей схеме:

<b>ПОДЛЕЖАЩЕЕ</b>	<b>СКАЗУЕМОЕ</b> (в действительном залоге)	<u>Существительное</u> в общем падеже или личное <u>местоимение</u> в объектном падеже + <u>инфинитив</u>
We Мы	expect надеемся,	<b>him to do</b> it in time. <i>что он сделает это вовремя.</i>

### СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ «СЛОЖНОЕ ДОПОЛНЕНИЕ»

№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕРЫ
1.	После <u>глаголов чувственного восприятия</u> : <b>to hear</b> слышать, <b>to see</b> видеть, <b>to watch</b> наблюдать, смотреть, <b>to feel</b> чувствовать, <b>to observe</b> наблюдать, <b>to notice</b> замечать и др. в <u>действительном залоге</u> . После этих <u>глаголов инфинитив</u> употребляется <u>без</u> частицы <b>to</b>	<b>I watched her approach.</b> <i>Я смотрел, как она приближается</i>
	После <u>глаголов чувственного восприятия</u> используется только <b>Simple Infinitive Active</b> . Для действия в страдательном залоге, используется <b>причастие II</b>	<b>I saw the fire slowly conquered.</b> <i>Я видел, как пожар постепенно потушили.</i>
2.	После <u>глаголов, обозначающих умственную деятельность</u> : <b>to know</b> - знать, <b>to think</b> - думать, <b>to consider, to believe, to suppose</b> - думать, полагать, <b>to expect</b> - ожидать, <b>to imagine</b> - представлять, <b>to find</b> - находить, узнавать,	<b>He considers this question to be of great importance.</b>  <i>Он считает этот вопрос очень важным (= что этот вопрос является очень важным).</i>

	<p><b>to trust</b> - верить,  <b>to assume</b> - допускать, предполагать и др. в действительном залоге. После этих глаголов в составе конструкции очень часто используется глагол <b>to be</b></p>	
3	<p>После глаголов со значением <b>заявления</b>:  <b>to pronounce</b> - произносить, говорить,  <b>to declare</b> - заявлять,  <b>to report</b> - докладывать</p>	<p>The surgeon pronounced <b>the wound to be</b> a slight one.          Врач <u>сказал</u>, что <b>рана лёгкая</b> (= <b>рана является лёгкой</b>).</p>
4	<p>После глаголов, обозначающих <b>чувства и эмоции</b>:  <b>to like</b> - нравиться, <b>to dislike</b> - не нравиться, <b>to love</b> - любить,  <b>to hate, cannot bear</b> не мочь терпеть, ненавидеть и др.</p>	<p>I <u>hate</u> <b>you to talk</b> in this way.          Я <u>терпеть не могу</u>, когда <b>вы так говорите</b> (= <b>вы говорите</b> таким образом).</p>
5	<p>После глаголов, обозначающих <b>приказ, разрешение, принуждение</b>:  <b>to order</b> приказывать,  <b>to allow, to permit</b> позволять,  <b>to suffer</b> неохотно позволять,  <b>to have</b> распоряжаться,  <b>to make, to have, to get, to force, to cause</b> - распоряжаться, приказывать, заставлять и др. в действительном залоге</p>	<p>She <u>suffered</u> <b>Mr. Smith to go</b> her back into her room.          Она <u>неохотно позволила</u>, чтобы <b>мистер Смит проводил</b> ее в комнату.</p> <p>She <u>caused</u> <b>a telegram to be sent</b> to him.          Она <u>распорядилась</u>, чтобы <b>ему послали телеграмму</b> (= чтобы <b>телеграмма была отправлена</b> ему).</p>

### С.

<p><b>СЛОЖНОЕ ПОДЛЕЖАЩЕЕ</b></p>
<p>Конструкция <b>сложное подлежащее</b> (субъектный инфинитивный оборот. The Nominative-with-the-Infinitive Construction/ <b>Complex Subject</b> представляет собой сочетание <b>существительного в общем падеже или личного местоимения в именительном падеже</b>, выполняющего в предложении функцию подлежащего, <b>с инфинитивом</b>. Эта конструкция строится по следующей схеме:</p>



ПОДЛЕЖАЩЕЕ ( <u>существительное</u> в общем или <u>местоимение</u> в именительном падеже)	СКАЗУЕМОЕ (обычно глагол в страдательном залоге)	ИНФИНИТИВ
He Он,	<i>is known</i> как известно,	<u>to go</u> to work to Africa. <i>поедет работать</i> в <i>Африку.</i>

Особенность этой конструкции в том, что она не выступает как единый член предложения: именная часть конструкции является в то же время подлежащим предложения, а инфинитив представляет собой часть составного глагольного сказуемого

СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ «СЛОЖНОЕ ПОДЛЕЖАЩЕЕ»		
	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	С глаголами <b>чувственного восприятия</b> : <b>to hear</b> слышать, <b>to see</b> видеть, <b>to watch</b> наблюдать, смотреть, <b>to feel</b> чувствовать, <b>to observe</b> наблюдать, <b>to notice</b> замечать и др. в страдательном залоге. В данной конструкции, после этих глаголов инфинитив употребляется с частицей <b>to</b>	<b>Bob</b> <u>was heard</u> <b>to laugh</b> heartily. <i>Было слышно, как Боб смеялся от всего сердца</i>
2	С глаголами, обозначающими <b>умственную деятельность</b> : <b>to know</b> - знать, <b>to think</b> - думать, <b>to consider, to believe,</b> <b>to suppose</b> - думать, полагать, <b>to expect</b> - ожидать, <b>to imagine</b> - представлять, <b>to find</b> - находить, узнавать,	<b>Philip</b> <u>was known</u> <b>to be</b> a bachelor. <i>Знали, что Филипп был холостяком.</i>

	<p><b>to trust</b> - верить,  <b>to assume</b> - допускать,  <i>предполагать</i> и др.  в <b>страдательном</b> залоге.  После этих <u>глаголов</u> в составе  конструкции часто используется  глагол <b>to be</b></p>	
3	<p>С глаголом <b>to make</b>- <i>заставлять</i>  (в <b>страдательном</b> залоге).</p>	<p>Little <b>Bob</b> <u>was made to put on</u> some  warm clothes.  <i>Маленького Боба заставили</i>  <i>надеть теплую одежду.</i></p>
4	<p>С глаголами в  значении <b>сообщения</b>:  <b>to say</b> - говорить,  <b>to report</b> - сообщать,  <b>to state</b> - утверждать  в <b>страдательном</b> залоге.</p>	<p><b>He</b> <u>is said to have gone</u> to work to  Africa.  <i>Говорят, что он уехал работать</i>  <i>в Африку.</i></p>
5	<p>В <b>действительном</b> залоге с  глаголами:  <b>to seem</b> - казаться  (<i>по-видимому</i>),  <b>to happen</b> - случаться  (<i>случается, случилось</i>),  <b>to prove</b> - доказывать  (<i>оказывается, оказалось</i>),  <b>to be likely</b> - вероятно,  <b>to be unlikely</b> - вряд ли,  <b>to be sure, to be certain</b> - быть  уверенным (<i>наверняка</i>),  <b>to turn out</b> - оказываться  (<i>оказалось</i>) и т. п.</p>	<p><b>They</b> <u>are unlikely to come</u> in time.  <i>Они вряд ли придут вовремя.</i></p> <p><b>The work</b> <u>proved to be</u> difficult.  <i>Работа оказалась сложной.</i>  (= <i>Работа, как</i>  <i>оказалось, была сложной</i>).</p> <p><b>They</b> <u>seemed to have</u>  <b>forgotten</b> her.  <i>Они, казалось, забыли её.</i></p>

#### D. ИНФИНИТИВНЫЙ ОБОРОТ С ПРЕДЛОГОМ FOR

<p><b>The For-to-Infinitive Construction</b></p>
<p>Конструкция - инфинитивный оборот с предлогом for -  оборот <b>for + существительное (местоимение) + инфинитив</b></p>

представляет собой сочетание существительного в общем падеже или личного местоимения в объектном падеже с инфинитивом при помощи предлога **for**:

	<b>FOR</b>	<b>СУЩЕСТВИТЕЛЬНОЕ</b> (в общем падеже) или <b>ЛИЧНОЕ</b> <b>МЕСТОИМЕНИЕ</b> (в объектном падеже)	<b>ИНФИНИТИВ</b>
Here is the book	<b>for</b>	<b>you</b>	<b>to read</b>
<i>Вот книга, которую вам надо прочитать.</i>			

При переводе существительное или местоимение такой конструкции становится подлежащим, а инфинитив - сказуемым. Инфинитив при этом может употребляться как в действительном, так и в страдательном залоге.

Конструкцию можно переводить: 1) инфинитивом, 2) существительным, 3) придаточным предложением.

APP 20

## THE GERUND

### Герундий

**Герундий (the Gerund)** – неличная форма глагола, которая обладает свойствами как глагола, так и существительного. Герундий образуется от основы глагола с помощью суффикса – **ing**; to translate – translating, to go – going. В русском языке соответствия нет.

Герундий, как и глагол, называет действие и имеет категории перфекта и залога. Герундий, образованный от переходных глаголов, имеет **четыре** формы, а от непереходных – **две**. Пример: переходный глагол – **to translate** – переводить что-то и непереходный глагол – **to go** -идти

#### ФОРМЫ ГЕРУНДИЯ

	ACTIVE	PASSIVE
<b>SIMPLE</b> (неперфектный)	<b>translating</b> <b>going</b>	<b>being translated</b> -----
<b>PERFECT</b> (перфектный)	<b>having translated</b> <b>having gone</b>	<b>having been translated</b> -----

В русском языке нет форм, соответствующих формам герундия, ввиду чего изолированно, вне предложения, они не могут быть переведены на русский язык.

№ п/п	<b>СХОДСТВО ГЕРУНДИЯ С ГЛАГОЛОМ</b>	
1.	<p>Значение залога у герундия то же, что и у глагола в личной форме. <b>Герундий имеет залог (действительный и страдательный)</b></p>	<p>I like <b>writing</b> letters. <i>Я люблю писать письма.</i> The baby likes <b>being spoken</b> to. <i>Ребенок любит, когда с ним разговаривают.</i></p>
2.	<p><b>Имеет простую и совершенную формы.</b> <i>Простая форма</i> герундия обозначает действие, <u>одновременные с действием, выраженным глаголом – сказуемым.</u>  <i>Совершенная форма</i> герундия, обозначают действие, которое произошло <u>ранее действия, выраженного глаголом – сказуемым.</u></p>	<p>I know of his <b>coming</b> to Moscow. <i>Я знаю, что он приезжает в Москву.</i>  I know of his <b>having come</b> to Moscow. <i>Я знаю, что он приехал в Москву.</i></p>
3.	<p><u>Неперфектный герундий</u> также может передавать действие, предшествующее действию, выраженному глаголом-сказуемым, если он употребляется после глаголов <b>to remember-помнить- to thank - благодарить, to forget - забывать, to excuse-прощать</b> и др. и после предлогов - <b>on, after, before,</b></p>	<p><b>Thank you for helping me.</b> – <i>Спасибо, что помог мне.</i> <b>I remember seeing him once.</b> - <i>Я помню, что однажды видел его.</i>  <b>He came in without knocking.</b> – <i>Он вошел не постучав.</i></p>

	<b>without</b>	
4.	Глагольные свойства герундия выражаются в следующем: Герундий может иметь <u>прямое дополнение</u> и может определяться обстоятельством, выраженным <u>наречием</u>	<b>I remember <i>reading</i> <u>this book</u>.</b> - Я помню, что читал эту книгу.  <b>I like <i>walking</i> <u>slowly</u>.</b> Я люблю ходить <u>медленно</u>
5.	<b>ПРИМЕЧАНИЕ</b> После глаголов <b>to want</b> – нуждаться, требовать, <b>to need</b> – нуждаться, <b>to require</b> – требовать и прилагательного- <b>worth</b> – стоящий, заслуживающий - герундий в <u>страдательном залоге не употребляется</u> . Его значение передаётся герундием действительного залога.	<b>The baby wants <i>washing</i>.</b> – Ребёнка надо помыть.  <b>The novel is worth <i>reading</i>.</b> –Этот роман стоит прочитать.

№ п/п	<b>СХОДСТВО ГЕРУНДИЯ С СУЩЕСТВИТЕЛЬНЫМ</b> Обладая свойствами существительного, герундий выполняет в предложении те же функции, что и существительное.	
1.	Может иметь <u>определение</u> , выраженное притяжательным местоимением или существительным в притяжательном или общем падеже	I know of <b><u>your</u> reading</b> . Я знаю, что вы много читаете.
2.	Может сочетаться с <u>предлогом</u>	I insist <b><u>on</u> your going</b> there now. Я настаиваю на том, чтобы вы пошли туда сейчас.

*В предложении герундий может быть переведен неопределённой формой глагола, или отглагольным существительным, или деепричастием, а также его значение может быть передано при помощи придаточного предложения с глаголом –сказуемым в личной форме.*

А.

### УПОТРЕБЛЕНИЕ ГЕРУНДИЯ

Обладая свойствами глагола и существительного, герундий может употребляться в функции всех членов предложения, кроме простого сказуемого. В сложном сказуемом герундий может быть только смысловой частью.

№	Функция герундия	Пример	Перевод
1.	Подлежащее	<b>Playing</b> chess is my favourite occupation.	<i>Играть в шахматы – моё любимое занятие.</i>
2.	Часть составного именного сказуемого	My favourite occupation is <b>playing</b> chess.	<i>Моё любимое занятие - играть в шахматы.</i>
3.	Часть составного глагольного сказуемого	I <b>began playing</b> chess when I was six.	<i>Я начал играть в шахматы лет в шесть.</i>
4.	Дополнение	I enjoy <b>listening</b> to classical music.	<i>Я получаю удовольствие, когда слушаю классическую музыку.</i>
5.	Определение	He has a bad habit <b>of playing</b> video games at night.	<i>У него плохая привычка играть в видео игры по ночам.</i>
6.	Обстоятельство	<b>In writing</b> the test the student made a lot of mistakes.	<i>При написании теста студент допустил много ошибок.</i>

Герундий чаще всего употребляется в функции прямого дополнения, особенно после глаголов, с которыми прямое дополнение не может быть выражено инфинитивом.

Это глаголы: *to avoid*- избегать, *to burst out* - разразиться, *to deny* - отрицать, *to enjoy* – наслаждаться, получать удовольствие, *to excuse* - извиняться, *to forgive* - прощать, *to give up* - отказываться и др.

**I burst out** laughing. – *Я рассмеялся.*

**We avoided** asking her questions. – *Мы избегали задавать ей вопросы.*

Герундий в качестве дополнения преимущественно употребляется с глаголами, имеющими предложное управление: -to thank for, - to feel like, -to look like, -to prevent from, - to think of, -to rely on, - to look forward to, и др. **См. списки глаголов ниже.**

**I feel like** going to the theater. – *Мне хочется пойти в театр.*

**I insisted on** watching this film. – *Я настоял на том, чтобы посмотреть это фильм.*

Герундий в функции определения употребляется с различными предлогами (чаще всего с предлогом – **of**)

After numerous absences from classes he had no chance of passing the exams excellently.

*После многочисленных пропусков занятий, у него не было шансов сдать экзамены на отлично.*

В функции обстоятельства герундий всегда употребляется с предлогами в зависимости от смысла и вида обстоятельства:

С предлогами **on (upon)**- по, после, **after** – после, **before** – перед, **in** – в то время как для выражения времени:

**Before** having breakfast I do my morning exercises.

*До завтрака я делаю утреннюю зарядку*

**On** coming home from university, I have dinner.

*Придя домой из университета, я обедаю.*

С предлогами **by** – путём, при помощи, **without** – без помощи для выражения образа действия:

You must learn the words by repeating them several times.

*Вы должны заучивать слова, повторяя их несколько раз.*

I translated the text without using a dictionary.	<i>Я перевел текст, не пользуясь словарем.</i>
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**Наиболее часто употребляемые глаголы, за которым следует герундий или герундиальный оборот без предлога:**

<b>to avoid – избегать</b>	<b>to go on - продолжать</b>
<b>to delay – откладывать</b>	<b>to keep (on) – продолжать</b>
<b>to deny – отрицать</b>	<b>to mention - упоминать</b>
<b>to dislike – не нравится</b>	<b>to miss - скучать</b>
<b>to enjoy – наслаждаться</b>	<b>to mind - ( в вопрос. и в отриц. предложениях) - возражать</b>
<b>to excuse - оправдываться</b>	<b>to practice - заниматься</b>
<b>to finish – закончить</b>	<b>to put off - отложить</b>
<b>to forgive – проститься</b>	<b>to need - нуждаться</b>
<b>to give up – отказаться</b>	<b>to want – хотеть</b>

**to be busy – быть занятым**  
**to be worth – быть стоящим ( достойным)**  
**can't help – не возможно удержаться от ...**  
**it's no use – бесполезно**

He avoids meeting us.	<i>Он избегает встречаться с нами.</i>
She enjoys skating.	<i>Она любит кататься на коньках.</i>
He gave up smoking long ago.	<i>Он давно бросил курить.</i>
The film is worth seeing.	<i>Этот фильм стоит посмотреть.</i>

**Глаголы, после которых могут употребляться и герундий, и инфинитив в одинаковых значениях:**

<b>to advise – советовать</b>	<b>to encourage – поощрять</b>
<b>to allow – позволять, разрешать</b>	<b>to intend - намереваться</b>
<b>to begin – начинать</b>	<b>to permit - разрешать</b>
<b>to bother – беспокоить</b>	<b>to propose - предлагать</b>
<b>to continue – продолжать</b>	<b>to start - начинать</b>

We began <i>translating</i> (to translate) this document an hour ago.	<i>Мы начали переводить этот документ час назад.</i>
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<p>В английском языке существует ряд глаголов, после которых может использоваться как герундий, так и инфинитив.          При этом значение предложения меняется.          К этим глаголам относятся: <b>stop, remember, forget, regret, try, go on, prefer.</b></p>	
<b>Gerund</b>	<b>Infinitive</b>
<p><b>Stop</b>          He stopped smoking. — <i>Он бросил курить.</i> (т.е. действие прекратилось.)</p>	<p><b>Stop</b>          He stopped to smoke. — <i>Он остановился, чтобы закурить.</i> (Инфинитив выражает цель.)</p>
<p><b>Remember/Forget</b>          Do you remember switching the lights off? — <i>Ты не забыл выключить свет?</i></p> <p>Did you forget speaking to him? — <i>Ты забыл о своем разговоре с ним?</i></p> <p>(Оба действия обращены к прошлому)</p>	<p><b>Remember/Forget</b>          Remember to switch off the lights! — <i>Не забудь выключить свет!</i></p> <p>Don't forget to call me on your arrival. — <i>Не забудь позвонить мне по прибытию.</i></p> <p>(Оба действия обращены в будущее.)</p>
<p><b>Regret</b>          I regret speaking about that. — <i>Мне жаль, что я заговорил об этом.</i> (Выражает сожаление о произошедших событиях.)</p>	<p><b>Regret</b>          We regret to inform you that your application has been declined. — <i>Мы с сожалением сообщаем вам, что ваша заявка была отклонена.</i></p> <p>(Используется для сообщения неприятных известий в сочетании с глаголами говорения.)</p>
<p><b>Prefer</b>          I prefer walking. — <i>Я предпочитаю прогулки.</i> (в целом, вообще)</p>	<p><b>Prefer</b>          I prefer to walk. — <i>Я предпочту пройтись.</i> (В конкретной ситуации)</p>
<p><b>Try</b>          You should try eating more fruit. — <i>Тебе нужно попробовать есть</i></p>	<p><b>Try</b>          You should try to eat more fruit. — <i>Тебе следует есть больше</i></p>

больше фруктов. (т.е. проверить, поможет ли это)	фруктов. (т.е. начать что-то делать)
<b>Go on</b> He went on working. — Он продолжил работать. (До этого он тоже работал, но его прервали)	<b>Go on</b> She went on to become a doctor. — Она продолжила обучение, чтобы стать доктором. (До этого она занималась чем-то другим.)
Среди глаголов, с которыми можно использовать как инфинитив, так и герундий есть и глагол <b>like</b> . Разница между двумя вариантами очень тонкая:	
I like singing. — Я люблю пение. (Важно само действие)	I like to sing when I'm alone. — Я люблю петь, когда я одна. (Важна привычка, предпочтение согласно определенным условиям «when I'm alone»)
Если глаголы <b>like, love, prefer</b> встречаются в сочетании с <b>would</b> , нужно использовать инфинитив.	
	Would you like a cup of tea? — Вы бы хотели чаю?

<b>Глаголы, причастия и прилагательные</b> , требующего определенного предлога, после которого употребляется герундий:	
<ul style="list-style-type: none"> <li>to dream –</li> <li>to hear –</li> <li>to inform –</li> <li>to know –</li> <li>to speak –</li> <li>to think –</li> <li>to be afraid –</li> <li>to be capable –</li> <li>to be fond –</li> <li>to be proud –</li> </ul>	<ul style="list-style-type: none"> <li>to get used -</li> <li>to look forward -</li> <li>to object -</li> </ul> <p style="text-align: right;">} to</p> <ul style="list-style-type: none"> <li>to assist -</li> <li>to consist -</li> <li>to result -</li> <li>to succeed -</li> <li>to be interested -</li> </ul> <p style="text-align: right;">} in</p>
of	

to count –  
to depend –  
to insist –  
to rely -

} on

to be disappointed -  
to be astonished -  
to be surprised -

} at

See more: <http://study-english.info/>

## B. СЛОЖНЫЕ ЧЛЕНЫ ПРЕДЛОЖЕНИЯ С ГЕРУНДИЕМ

### Complexes with the Gerund

В сочетании с существительным в притяжательном падеже (или общем) или притяжательным местоимением герундий образует **герундиальную конструкцию**, которая на русский язык обычно переводится придаточным предложением, вводимым словами **то, что (чтобы)** в любом падеже - с предлогом и без предлога; **в том, что; о том, что; на том, чтобы ...**

We objected to his going there.

-Мы возражали против того, чтобы он поехал туда.

Do you mind my coming late?

- Ты не против того, что я приду поздно?

Everybody insisted on this experiment being made once more.

-Все настаивали на том, чтобы этот опыт был проделан еще раз.

## APP 21 GERUND & PARTICIPLE I

Обратите внимание на возможность одинакового перевода Герундия в роли обстоятельства времени и образа действия (которому обязательно в этих функциях предшествует предлог) и Причастия.

In coping ( gerund)

➤ this text he made a few mistakes

При списывании этого текста (списывая этот текст), он сделал несколько ошибок.

Coping (participle I)

<p>After finishing ( <i>gerund</i> )</p> <p>Having finished (<i>participle 1</i>)</p>	<p>➤ the test they discussed the results.</p>	<p><i>После окончания (по окончании) теста (закончив тест), они обсудили результаты.</i></p>
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APP 22

## VERBAL NOUN

### Отглагольное существительное

Отглагольное существительное совпадает по форме с причастием I и герундием, но имеет только одну форму (**to read –reading, to write – writing**). Не имея глагольных признаков, оно вместо прямого дополнения требует после себя существительного с предлогом **of**.

Являясь существительным, оно может помимо предлогов, притяжательных местоимений и существительных в притяжательном падеже (свойственных герундию) иметь артикли (the, a), форму единственного и множественного числа и определяться прилагательным.

**The reading of this novel took me two weeks.** – *Чтение этого романа заняло у меня две недели.*

**All these comings and goings disturb me.** – *Эти хождения действуют мне на нервы.*

APP 23

## PARTICIPLE I

### Причастие I (настоящего времени)

Причастия в английском языке подразделяются на причастие I (причастие настоящего времени) - **Participle I** и причастие II (причастие прошедшего времени) - **Participle II**

Причастие I (Participle I) – неличная форма глагола, обладает свойствами глагола, прилагательного и наречия. Причастие I соответствует формам причастия и деепричастия в русском языке.

Как и глагол, **причастие I** имеет формы перфекта и залога: для переходных глаголов – 4 формы, а для непереходных глаголов – только 2.

Причастие / Залог <b>Participle / Voice</b>	Действительный <b>Active</b>	Страдательный <b>Passive</b>
Неперфектное Participle I	translating going	being translated -----
Перфектное Participle I Perfect	having translated having gone	having been translated -----

**Неперфектное причастие I** обозначает действие, одновременное с действием глагола- сказуемого:

**While translating** difficult texts we use online translator.

*При переводе сложных текстов мы используем онлайн-переводчик.*

**While translating** difficult texts they used a dictionary.

*При переводе сложных текстов они пользовались словарем.*

**While translating** difficult texts they will use AI (Artificial Intellect).

*При переводе сложных текстов будут использовать ИИ.  
(искусственный интеллект)*

**Перфектное причастие I** обозначает действие, предшествующее действию, выраженному глаголом- сказуемым:

**Having read the book I return it to the library.**

( - действие предшествует действию глагола – сказуемого, относящемуся к настоящему)

*Прочитав книгу, я возвращаю ее в библиотеку.*

**Having read the book I returned it to the library.**

( - обозначает действие, предшествующее действию глагола-сказуемого, относящемуся к прошлому)

*Прочитав книгу, я возвратил ее в библиотеку.*

**Having read the book I'll return it to the library.**

( - действие предшествует действию глагола- сказуемого, относящемуся к будущему)

*Прочитав книгу, я возвращу ее в библиотеку.*

**ПРИМЕЧАНИЕ**

Неперфектное причастие I от глаголов *to see* - видеть, *to hear* - слышать, *to arrive* - приехать, *to come* -приходить, *to enter*- входить и др. - также может обозначать действие, предшествующее действию глагола- сказуемого.

***Hearing the news, I told my parents immediately.***

*Услышав новость, я немедленно сообщил родителям.*

Обладая свойствами наречия, причастие I служит обстоятельством, которое определяет действие, выраженное глаголом- сказуемым. В этом случае причастие I соответствует русскому деепричастию и употребляется как самостоятельно, так и с зависимыми от него словами:

***Smiling he greeted her.***

*Улыбаясь, он поприветствовал её.*

***Smiling happily, he greeted her.***

*Счастливо улыбаясь, он поприветствовал её.*

**ФУНКЦИИ ПРИЧАСТИЯ I В ПРЕДЛОЖЕНИИ**

№	ФУНКЦИЯ	ПРИМЕР
1.	<p><b>Определение</b></p> <p>Употребляется перед определяемым <u>существительным</u> (левое определение) или после него (правое определение). На русский язык такое <u>причастие</u> переводится причастием действительного залога настоящего времени. Правое определение часто бывает выражено причастием I с относящимися к нему словами и в этом случае переводится на русский язык причастным оборотом</p>	<p><b>growing</b> trees –<i>растущие деревья</i></p> <p>Look at the trees <b>growing</b> in our garden. - <i>Посмотри на деревья, растущие в нашем саду.</i></p>
2.	<p><b>Обстоятельство</b></p> <p>Употребляется в начале или в конце предложения. В этом случае <u>причастие</u> I обычно переводится на русский язык деепричастием, оканчивающимся на - <b>(а)я</b></p>	<p><b>Reading</b> an English book he wrote out many new words.- <i>Читая английскую книгу, он выписал много новых слов.</i></p>

3.	<p style="text-align: center;"><b>Часть сказуемого</b></p> <p>В этом случае <u>причастие I</u> вместе с <u>глаголом to be</u> является сказуемым предложения в одном из времен группы <b>Continuous</b>. Такие сказуемые переводятся на русский язык <u>глаголом</u> в личной форме в соответствующем времени</p>	<p>They <i>will be working</i> at that time tomorrow.-  <i>Они будут работать завтра в это время.</i></p>
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APP 24

### The Objective- with –the Participle I Construction

#### A. Объектный падеж с причастием I

Конструкция Объектный падеж с причастием I - аналогична конструкции «объектный падеж с инфинитивом» см App  
 Она состоит из личного местоимения в объектном падеже или существительного в общем падеже, которые называют лицо, производящее действие, выраженное причастием I.

*В этой конструкции употребляется только одна форма причастия I – неперфектное, действительного залога.*

Эта конструкция употребляется в функции сложного дополнения после глаголов чувственного восприятия: **to see**- видеть, **to watch** - следить, **to hear** - слышать, **to feel** - чувствовать и др.

**I saw her crossing the street.**

*Я видел, как она переходит улицу.*

*Конструкция «Объектный падеж с причастием I» употребляется в том случае, когда говорящий хочет подчеркнуть, что действие, выраженное причастием, не завершено и протекает в момент речи.*

#### B. The Nominative Absolute Participial I Construction

#### Абсолютный причастный оборот

В английском языке существует конструкция, в которой **причастие I** выражает действие, не связанное с действием, обозначенным глаголом-сказуемым предложения.

Это – **абсолютный самостоятельный причастный оборот.**

Он состоит из сочетания существительного в общем падеже (реже местоимения в именительном падеже) и причастия I. Действие,

<p>выраженное причастием, относится к этому существительному (или местоимению).</p> <p><i>Абсолютный причастный оборот характерен для письменной речи и почти не употребляется в разговорной.</i></p> <p>В предложении он выступает в роли различных обстоятельств и на письме всегда отделяется запятой от остальной части предложения. На русский язык переводится соответствующим придаточными предложениями.</p>	
<p><b><u>It being very cold</u>, we could not go skating.</b></p> <p><b><u>The sun having risen</u>, we continued our way.</b></p> <p><b><u>The weather permitting</u>, we'll go for a picnic.</b></p> <p><b>He was given two articles on this topic, <u>the latter being more interesting</u>.</b></p>	<p><i>Так как было очень холодно, мы не смогли пойти кататься на коньках.</i></p> <p><i>После того как солнце взошло, мы продолжили свой путь.</i></p> <p><i>Если погода позволит, мы поедem на пикник.</i></p> <p><i>Ему дали на эту тему две статьи, причем последняя была интереснее.</i></p>
<p>В самостоятельном причастном обороте, в пассивных формах, причастие глагола- <b>to be</b> может опускаться.</p>	
<p><b>The conference <u>(being)</u> over, the delegates left the room.</b></p>	<p><i>Так как (когда) конференция закончилась, делегаты вышли из аудитории.</i></p>
<p>Самостоятельному причастному обороту может предшествовать предлог – <i>with</i></p>	
<p><b><u>With spring coming</u>, most people are very busy growing vegetables in their gardens.</b></p>	<p><i>С наступлением весны люди заняты выращиванием овощей в своих садах.</i></p>
<p>Обратите внимание на перевод <b>there being (there is)</b> и <b>it being (it is)</b> на русский язык.</p>	
<p><b><u>There being</u> little <u>time</u> at our disposal, we had to take a taxi.</b></p> <p><b><u>It being</u> very <u>dark</u>, I could see nothing there.</b></p>	<p><i>Так как в нашем распоряжении было мало времени, нам пришлось взять такси.</i></p> <p><i>Так как было совсем темно, я не мог там ничего увидеть.</i></p>



## Причастие II

Причастие II, (причастие прошедшего времени) — это третья основная форма глагола, имеет одну неизменяемую форму со страдательным значением. Соответствует в русском языке причастию страдательного залога.

Причастие II правильных глаголов имеет ту же форму, что и Past Simple, и образуется при помощи прибавления суффикса – ed к основе глагола-  
translate – **translated**

Причастие II неправильных глаголов - это третья основная форма глагола

(см. Список неправильных глаголов) **App**

Причастие II употребляется для образования аналитических глагольных форм:

1. Страдательного залога – Passive Voice ( to be + P II)

2. Перфектных форм - Perfect Tense ( to have + PII)

Причастие II обладает свойствами глагола, прилагательного и наречия. Как и глагол он обозначает действие. В английском языке существует только одна форма причастия II, а время его действия определяется временем действия глагола- сказуемого.

На русский язык будет переводиться разными формами страдательного причастия, оканчивающиеся на (-нный, - емый, - ющий (ся), - вший (ся).

Как и прилагательное, причастие II может быть определением и употребляться самостоятельно или с зависимыми от него словами. В качестве определения оно может стоять перед определяемым существительным или после него.

**The broken cup was on the floor.**

*Разбитая чашка лежала на полу.*

**The cup broken by the cat was on the floor.**

*Чашка, разбитая кошкой, лежала на полу.*

Причастие II, кроме определения, может быть частью сказуемого и обстоятельством.

**The door is locked.**

*Дверь заперта.*

(именная часть составного именного сказуемого)

**He has just come.**

*Он только что пришёл.*

(часть простого сказуемого)

<b><u>When given</u> time to think, they always answered well.</b> (обстоятельство)	<i>Когда давали время подумать, они всегда хорошо отвечали.</i>
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## APP 26 The Objective-with-the Participle II Construction

### A. Конструкция «объектный падеж с причастием II»

<p>Конструкция «объектный падеж с причастием II» отличается от аналогичной конструкции с причастием I и инфинитивом тем, что в ней причастие II называет действие, направленное на лицо или предмет, которые выражаются личным местоимением в объектном падеже или существительным в общем падеже. Это конструкция выступает в роли сложного дополнения и переводится на русский язык в основном придаточным дополнительным предложением.</p> <p>Конструкция «Объектный падеж с причастием II» употребляется:</p>	
<p>1. после глаголов чувственного восприятия: <b>to see, to hear, to watch, to feel</b></p>	
<p><b>I saw <u>the work done</u>.</b></p> <p><b>I heard <u>her name mentioned</u> several times.</b></p>	<p><i>Я видела, что эта работа была сделана.</i></p> <p><i>Я слышал, как её имя упоминали несколько раз.</i></p>
<p>2. После глаголов, выражающих желание: <b>to want, to wish</b> и др.</p>	
<p><b>She wishes <u>the work done</u> well.</b></p>	<p><i>Она хочет, чтобы работа была сделана хорошо.</i></p>
<p>3. Конструкция с глаголами <b>to have, to get</b> показывает, что действие произведено не лицом (в роли подлежащего), а кем-то другим за него или для него. Эта конструкция характерна для разговорной речи.</p>	
<p><b>I had (got) <u>my hair cut</u> yesterday.</b></p> <p><b>I'll have <u>my photo taken</u>.</b></p>	<p><i>Я вчера подстригся (меня подстригли).</i></p> <p><i>Я сфотографируюсь.</i></p>

### B. The Nominative Absolute Participial II Construction

#### Абсолютный причастный оборот с причастием II

<p>Абсолютный причастный оборот с причастием II состоит из 2-х частей. Первая часть выражена <u>личным местоимением</u> в именительном падеже или <u>существительным</u> в общем падеже, которое обозначает лицо, на</p>
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которое направлено действие, и вторая часть выражена причастием II. В предложении конструкция употребляется в функции различных обстоятельств и на русский язык переводится соответствующим обстоятельством предложением.

My task finished, I went to bed.

*Когда задание было выполнено, я пошла спать.*

Обороты с причастием II могут вводиться союзами:  
**when** (когда), **though** (хотя)

When lost alone in the house, the dog began to howl.

*Когда собаку оставили дома одну, она начала выть.*

## APP 27 “EDUCATION”

### VOCABULARY

#### **Pre-School Education** - “Дошкольное образование”

nursery (school) – ясли

kindergarten – садик

play group (playschool) – дошкольная группа в садике

#### **School Education** - “Школьное образование”

school – школа

primary school – начальная школа

secondary school – средняя школа

gymnasium – гимназия

lyceum – лицей

an English language school – школа с углубленным изучением английского языка

boarding school – школа-интернат

state (maintained) school – государственная школа (финансируется с государственного бюджета)

private school частная школа – (финансируется частными лицами или организациями)

headmaster (headmistress) – (так говорят британцы) директор школы

Principal – (так говорят американцы) директор школы

(school) teacher – учитель (учительница)  
class (form) teacher – классный руководитель  
staff meeting – педагогическая рада  
schoolchildren – школьники  
school boy (girl) – школьник, школьница  
pupil – ученик  
grade – (все параллельные классы) класс  
class, lesson – урок (занятие)  
crèche – продленка  
10A form (class) – класс 10 “А”  
to go to school – учиться в школе  
to leave school / graduate from – заканчивать школу  
school-leaving certificate – аттестат зрелости  
to attend school – посещать уроки  
to miss school – прогуливать уроки  
curriculum – программа обучения  
eleven-plus – государственная аттестация после 4-го класса  
GCSE (General Certificate ) – Аттестат о среднем образовании  
of Secondary Education)  
school- leaving exams – выпускные экзамены  
school- leaving party – выпускной вечер  
to call the roll – вызывать по списку  
to make a mistake – указать на ошибку  
to correct a mistake – исправить ошибку  
to test – контролировать  
to give a mark – поставить оценку  
to put down homework – записать домашнее задание  
to write a test – писать контрольную  
to get / receive a mark – получить оценку  
to do homework / task (assignment -am.) – выполнять домашнюю работу  
student – студент

**Expressions about education -** Выражения об образовании

to be on time – быть во-время  
to be late for the lesson – опаздывать на урок  
to be present at the lesson – присутствовать на уроке

to be absent – отсутствовать  
to be ready for the lesson – быть готовым к уроку  
to use cribs – пользоваться шпаргалками  
to pass exam with distinction – сдать экзамен на отлично  
to fail an exam – провалить экзамен  
to teach – обучать  
to educate – давать образование  
to learn – учиться  
to learn by heart – учить наизусть  
to study – изучать  
top pupil – лучший ученик  
repeater – второгодник  
bright — способный  
ignorant – неуч, невежественный  
to be quick at... – иметь большие способности к...  
to lag behind – отставать  
to be at the top of the class – быть в числе лучших  
to be at the foot (bottom) of the class – быть в числе худших  
well-disciplined – дисциплинированный  
ill-behaved – недисциплинированный  
to be at school – быть на занятиях

### **School Subjects** - “Школьные дисциплины (образование)”

*В английском языке названия школьных дисциплин пишутся с большой буквы.*

Maths / Mathematics – математика

Algebra – алгебра

Geometry – геометрия

Physics – физика

Chemistry – химия

Biology – биология

Botany – ботаника

Geography – география

History – история

Literature – литература

Native – родной

Foreign language – иностранный язык

English – английский

Russian – русский

Linguistics – лингвистика

Art – изо

Technical drawing – черчение

Computering – информатика

Sport – физкультура

Labour training – труд

**Further (Specialized Secondary) - “Среднее специальное образование”**

vocational school – профессионально-техническое училище

art school (college) – художественное училище

technical school – техникум

college of education – педагогическое училище

**Higher Education. Position. “Высшее образование. Должность.”**

Rector (President) – ректор

Vice-rector – проректор

Dean – Декан

Full professor – профессор

Associate professor – доцент

Assistant professor – старший преподаватель

Instructor – преподаватель

Department secretary – ст. лаборант кафедры (секретарь)

Assistant secretary – лаборант кафедры (помощник секретаря)

Lab (laboratory) assistant – лаборант (отвечает за оборудование в лаборатории)

Tutor — куратор (группы)

**University Structure - “Структура университета”**

Senate – ученый совет университета

Department board – кафедра

head of (the) department – заведующий кафедры

department meeting – заседание кафедры

department – отделение  
full-time department – дневное отделение (стационар)  
part-time department – вечернее отделение  
evening courses – вечерние курсы  
correspondence department – заочное отделение  
distant learning department – отделение дистанционного обучения  
faculty – факультет, преподавательский состав  
staff – штат  
research institute – научно-исследовательский институт  
researcher – исследователь  
scientist – ученый в отрасли естественных наук  
scholar – ученый в отрасли гуманитарных наук

### **Levels of Study** - “Уровни обучения (образование)”

Undergraduate level (course) – уровень бакалавра  
graduate level (course) – уровень специалиста (магистра)  
postgraduate level (course) – аспирантура  
senior doctorate level (course) – докторантура  
a third-year project – курсовая работа (например, на 3-м курсе)  
bachelor’s Thesis – квалифицированная работа бакалавра  
master’s thesis – квалифицированная работа магистра  
a PhD dissertation – кандидатская диссертация  
a senior doctoral dissertation – докторская диссертация

### **Degrees** - “Академическая и научная степени”

Bachelor – бакалавр (4 года обучения)  
Master – магистр (1 год обучения после получения степени бакалавра)  
Specialist – специалист (1 год обучения после получения степени бакалавра)  
PhD (Doctor of Philosophy) – кандидат наук  
DLitt – доктор наук (в отрасли гуманитарных наук)  
DSc – доктор наук (в отрасли естественных наук)  
University students – обучение в университете  
to apply to university – поступать (пытаться поступить) в университет  
to take competition entrance examinations – сдавать вступительные конкурсные экзамены

to pass competition entrance examinations – сдать вступительные конкурсные экзамены

to admit / accept to university – зачислить в университет

to have class (lectures, classes, seminars) – иметь занятия (лекции, практические, семинары)

leave of absence – академический отпуск

tutorial – консультация

grade – оценка

grade point average (GPA) – средний балл успеваемости

graduate from university – заканчивать университет

### **Academic Year Structure** “Структура учебного года”

academic year – учебный год

session= academic year – учебный год

term – семестр

mid-sessional exam (examinations) – зимняя или весенняя экзаменационная сессия

sessional exam – летняя экзаменационная сессия

Christmas vacation – рождественские каникулы

Easter vacation – пасхальные каникулы

summer vacation – летние каникулы

### **Forms of Teaching** - “Формы обучения”

lecture – лекция

class – практическое занятие

seminar – семинар

tutorial – консультация

freshman ( am) – первокурсник

sophomore ( am.) – второкурсник

junior – младшекурсник

senior – старшекурсник

graduator – выпускник

post-graduate – аспирант

graduate-school – аспирантура

to do research / to be engaged in – заниматься научными исследованиями

scientific advisor / supervisor – научный руководитель



science – наука  
scientific research – научное исследование  
to investigate – исследовать  
scientist – ученый  
semester – семестр  
end-of- semester exams – экзаменационная (семестровая) сессия  
test – зачет  
student's record book – зачетка  
preliminary exam – зачет в середине курса  
exam – экзамен  
degree exam – государственный экзамен  
viva – защита квалифицированной работы (бакалавра или магистра)  
vacation – каникулы  
to take exams – сдавать экзамены  
to pass exams – сдать экзамены  
to fail exams – провалить экзамены  
to make up exams – пересдавать экзамены

**Student's Accommodation** - “Студенческое помещение”

hall of residence, student hostel — общежитие  
rented room / flat — наемная комната / квартира  
shared flat — наемная (вместе с другими студентами) квартира

**Forms of Financial Aid** - “Формы финансовой помощи студентам”

grant – стипендия  
scholarship – именная стипендия  
award – премия

**Характерные черты сочинения- повествования****Структура**

1. Введение: - раскрытие (актуальности) темы

2. Основная часть: - формулировка мнения по теме и аргументы к ней

3. Окончание: -логически завершает повествование

4. Язык и стиль: -

Избегайте риторических вопросов. Не пишите слишком много, выберите самые значимые аргументы и факты.

Используйте некоторые вводные слова по теме и фразы-клише:

a) *To my mind...*» (переход к своей позиции).

b) «*Firstly...*», «*Furthermore...*», «*Finally...*» (перечисление аргументов).

c) «*In conclusion...*» (выводы).

Это стандартные конструкции, которые разделяют структурные части работы.

**Личное/ Неформальное письмо  
Структура**

*Your address*  
*Date*

**Адрес отправителя**  
**Дата (справа)**

*Dear / Hi Carol,*

*I haven't heard from you for  
some time but I hope your exams are  
over now and you can start relaxing!*

*I've just passed all my exams in  
my University and I'm already  
making plans for the holidays. ...*

*I do hope I'll be able to see you at  
my place in Russia some day!*

*Say Hello to your parents!*

*All the best.*

*Ann*

**Обращение** (после обращения ставится запятая)

**Введение** (короткое предложение, относящееся к адресату)

**Основное содержание** (используются краткие формы, восклицания)

**Заключение** (приветы другим людям,  
подпись,  
ваше имя)

<b>Фразы и выражения при написании различных писем личного характера</b>	
<p><b>Letter of invitation</b></p> <p>I'm writing to invite you to...  I'm having a party...; Would you like to come?  I hope you'll be able to join us/ to make it.</p>	<p><b>Письмо –приглашение</b></p> <p><i>Я пишу, чтобы пригласить вас на...  Я устраиваю вечеринку...; Не хочешь прийти?  Я надеюсь, что вы сможете присоединиться к нам / сделать это.</i></p>
<p><b>Letter of request</b></p> <p>I'm writing to ask you for your help/ to do me a favour.  I would be so/ really grateful if you could ...</p>	<p><b>Письмо –просьба</b></p> <p><i>Я пишу, чтобы попросить вас о помощи/оказать мне услугу.  Я буду очень признателен, если вы сможете ..</i></p>
<p><b>Letter of apology</b></p> <p>I'm really sorry that I forgot about ...  I'm writing to apologise for...</p>	<p><b>Письмо с извинениями</b></p> <p><i>Мне очень жаль, что я забыл про...  Я пишу, чтобы извиниться за..</i></p>
<p><b>Thank you letter</b></p> <p>I'm writing to thank you so much for...  It was very nice / kind of you to...</p>	<p><b>Благодарственное письмо</b></p> <p><i>Я пишу, чтобы поблагодарить вас за...  Это было очень мило с вашей стороны...</i></p>
<p><b>Congratulation letter</b></p> <p>I'm writing to congratulate you on passing your exams...;  Congratulations on... !  You really were the best...</p>	<p><b>Письмо-поздравление</b></p> <p><i>Я пишу, чтобы поздравить вас со сдачей экзаменов...;  Поздравляю... !  Ты действительно был самым лучшим...</i></p>
<p><b>Letter of information</b></p> <p>This is just to let you know that...;  I'm just writing to tell you that ...  Here's our news at the moment...</p>	<p><b>Письмо-информация</b></p> <p><i>Это просто для того, чтобы вы знали, что...  Я просто пишу, чтобы сказать вам, что ...  Вот наши новости на данный момент...</i></p>

**The STRUCTURE**

Ann Smirnova

Lenin Ave.

Vladimir city, RF

E-mail: annsmirnov@mail.ru

**The name, surname****and address of a sender**

Stay Campus London

17 Charcot Road

London NW 5WU

United Kingdom

Tel.: 0044XXX XXX

E-mail: info@ londoncampus.com

**The address of a receiver**

01 May, 2023

**The date***Dear Sir/ Madam - (1) \****The salutation***Dear Ms. Fillips) – (2)**I am writing to confirm my participation in the**English Language Teachers Conference on August 12, 2023.**Could you please email me a booking confirmation? Thank you!***The body****The complimentary close**

Yours faithfully – (1)\*

- если вам неизвестно имя получателя,

Yours sincerely – (2)

- если вы знакомы с адресатом

*A. Smirnova***The signature**

Ann Smirnova

**Name, surname****Position ( if needed)**

**Внимание!** Не используйте краткие формы, восклицательные и вопросительные знаки или разговорные выражения = (It would be awesome if...).

**Для официальных писем характерно использование союзов и союзных оборотов**

a) purpose (цели) - *in order to, so as to, so that*

b) (consequence) следствия – *as a result, in consequence, consequently*

c) (contrast) противопоставления – *on the other hand, while, whereas, however*

d) (addition) добавления – *first/ second/ third, first of all, besides, moreover, in addition, additionally, furthermore*

**Для ответных писем:**

I am / we are writing in response to... — *Я/мы пишу/пишем в ответ на...*

With reference to your letter of ..., I... — *В связи с вашим письмом от... я...*

In reply to your letter of ..., I... — *В ответ на ваше письмо от ... я...*

I am writing regarding our phone conversation concerning... — *Я пишу в связи с нашим телефонным разговором, касающимся...*

Further to your last email... — *Отвечая на ваше последнее письмо...*

**Для выражения благодарности:**

Thank you for your letter regarding the... — *Спасибо за ваше письмо о...*

Thank you for your letter of 6 May inquiring about... — *Благодарю за ваше письмо от 6 мая с целью уточнения информации о...*

In response to your letter of 25 August, we/I would like to thank you for your interest in... — *В ответ на ваше письмо от 25 августа мы/я хотели/хотел бы поблагодарить вас за ваш интерес...*

**Для формулировки общей цели:**

I am / we are writing to: *Я/мы пишу/пишем с целью:* inform you that...  
*проинформировать вас о... confirm... подтвердить... enquire about... уточнить... complain about... пожаловаться на...*

**Для обращения с просьбой:**

I am writing to ask whether you could... — *Я пишу с целью спросить, не могли бы вы...*

We would appreciate it if you would... — *Мы бы были благодарны, если бы вы...*

Could you please send me... — *Не могли бы вы отправить мне...*

**Для писем-жалоб:**

I am writing to complain about the quality of... — *Я пишу с целью пожаловаться на качество...*

I am writing in connection with my order... which arrived... — *Я пишу в связи с заказом..., который прибыл...*

***Для вложений (файлы, фото/видео):***

Please find the enclosed... — *Пожалуйста, посмотрите сопроводительный документ (для обычных писем)*

Please find the attached... — *Пожалуйста, посмотрите прилагаемый документ (для электронных писем)*

***Для предложения помощи:***

If you require more information, please let me/us know. — *Если вам потребуется больше информации, пожалуйста, дайте мне/нам знать.*

Please do not hesitate to contact me/us if you need any further assistance. —

*Пожалуйста, не стесняйтесь обратиться ко мне / к нам, если вам потребуется дополнительная помощь.*

***Для продолжения общения:***

I am looking forward to hearing from you soon / to meeting you next week. —

*Я с нетерпением жду вашего скорого ответа / встречи с вами на следующей неделе.*

Feel free to contact me by phone or email. — *Не стесняйтесь обратиться ко мне по телефону или электронной почте.*

I should also remind you that the next meeting is on March 10th. — *Я также должен напомнить вам о нашей следующей встрече 10 марта.*

We await your reply with interest. — *Мы ожидаем вашего ответа с заинтересованностью.*

I appreciate any feedback you may have. — *Буду благодарен за любую обратную связь.*

***Для срочных вопросов:***

Please give this matter your immediate attention. — *Пожалуйста, срочно уделите внимание этому вопросу.*

Please contact me as soon as possible. — *Пожалуйста, свяжитесь со мной как можно скорее.*

***Для извинений:***

Once again, I am / we are terribly sorry for taking up so much of your time. — *Еще раз я/мы сожалею/сожалею, что потратили столько вашего времени.*

Once again, I/we apologise for any inconvenience. — *Еще раз я/мы приносим извинения за любые причиненные неудобства.*

**Для благодарности:**

Once again, thanks for your attention and your valuable time. — *Еще раз спасибо за ваше внимание и драгоценное время.*

Thanks again for your assistance, consideration and time. — *Спасибо за вашу помощь, понимание и время.*

**Менее официозные прощания в деловых письмах и сообщениях**

All the best, — *Всего наилучшего*

Best/kind/warm regards, — *С наилучшими/добрыми/теплыми пожеланиями*

Best wishes, — *С наилучшими пожеланиями*

Best regards, — *С уважением*

APP 31 **SHORT MESSAGES WRITING**

**Message of thanks**

**Послание благодарности**

Writing a short message of thanks is an effective way to show you appreciate the help. Below are some useful expressions that you can use to say thanks:

Thanks so much for.....

Thanks a lot for ..... Thanks, I really appreciate.....

Thank you, I couldn't have ..... without your help.

It is important to be specific about why you are thanking someone when you write a message of appreciation. Always write why you are thanking the person.

1. Thanks for helping with the function last night. We couldn't have done it without you.

*Спасибо, что помогли с торжественным собранием вчера вечером. Мы не смогли бы сделать это без вас.*

2. Hi, Bob!  
Just a note to say many thanks for sorting out the problems with the delivery. We really appreciate everything you have done!  
All the best,  
Ann

*Привет, Боб!  
Хочу сказать большое спасибо за решение проблем с доставкой. Мы очень ценим все, что вы сделали!  
Всего наилучшего,  
Энн*





### Finishing a message

Beginning a message with the receiver's name is a polite way to start a message and finishing the message politely is also important. If you have asked someone to do something for you then you should thank the person at the end of your message. Writing your name at the end of a message is also necessary to make sure the receiver knows who wrote the message.

It's Mike here. Am running late. CU\*  
at 9.15 a.m. Thx!

\*CU – see you  
Thx – thanks

*Это Майк. Я опаздываю. Увидимся  
в 9.15 утра. Спасибо!*

Dear Fiona,  
Thank you so much for working late  
last night. It was really busy and you  
did a great job. I hope you are not too  
tired today. Can I take you for lunch  
today to say thanks? Let me know if  
you would like to go.  
Once again, thanks!  
Sincerely,  
Adam  
Adam Smith  
F&B Manager  
The Beach Hotel

*Дорогая Фиона,  
Большое спасибо за работу до  
позднего вечера. Было очень много  
работы, и вы отлично справились.  
Надеюсь, сегодня вы не слишком  
устали. Могу ли я пригласить вас  
сегодня на обед, чтобы сказать  
спасибо? Дайте мне знать, если вы  
хотите пойти.  
Еще раз, спасибо!  
Искренне,  
Адам  
Адам Смит  
Менеджер F&B  
The Beach Hotel*

## APP 32 СПИСОК НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

Начальная форма (Инфинитив) <b>Infinitive</b>	Простое прошедшее время <b>Past Simple</b>	Причастие прошедшего времени <b>Participle II</b>	Перевод
be become	was/were became	been become	быть, находиться становиться

begin	began	begun	начинать(ся)
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
burn	burnt	burnt	гореть, жечь
buy	bought	bought	покупать
catch	caught	caught	ловить
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоить
cut	cut	cut	резать
do	did	done	делать
drink	drank	drunk	пить
eat	ate	eaten	есть
fall	fell	fallen	падать
find	found	found	находить
fly	flew	flown	летать
forget	forgot	forgotten	забывать
freeze	froze	frozen	замерзать
get	got	got	получать
give	gave	given	давать
go	went	gone	идти, ехать
grow	grew	grown	расти, выращивать
have	had	had	иметь
hear	heard	heard	слышать
hold	held	held	держать
keep	kept	kept	хранить
know	knew	known	знать
leave	left	left	покидать, оставлять
let	let	let	позволять
lie	lay	lain	лежать
lose	lost	lost	терять
make	made	made	делать
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
ride	rode	ridden	кататься (верхом)
run	ran	run	бежать
say	said	said	говорить
see	saw	seen	видеть
sell	sold	sold	продавать

send	sent	sent	посылать
set	set	set	ставить, помещать
sing	sang	sung	петь
sleep	slept	slept	спать
speak	spoke	spoken	говорить
spend	spent	spent	проводить, тратить
stand	stood	stood	стоять, выдерживать
swim	swam	swum	плавать
take	took	taken	брать
tell	told	told	говорить кому-то
think	thought	thought	думать
wear	wore	worn	носить
wake	woke/waked	woken/waked	будить
write	wrote	written	писать

**See more and listen:**

<https://www.native-english.ru/grammar/irregular-verbs>

## APP 33 ENGLISH PHRASAL VERBS

### Английские фразовые глаголы

	Глагол	Значение
1	back away	отступать, пятиться
2	back off	1) отступить; 2) притормозить
3	be back	вернуться, возвращаться
4	be off	1) уходить, уезжать; 2) быть свободным, не работающим
5	be out	отсутствовать, не быть дома, на месте
6	be over	окончиться, завершиться
7	be up	1) проснуться; 2) быть бодрствующим; 3) подниматься
8	be up to	1) собираться, намереваться что-л. сделать; 2) зависеть от
9	blow out	1) разбиться вдребезги; 2) гаснуть; 3) взорвать; 4) погасить
10	blow up	1) взорваться; выйти из себя; 2) взрывать
11	break down	полностью расстроиться; сломать(ся)
12	break in	1) вмешиваться в разговор; 2) врывать, вламываться

13	break off	1) прервать отношения; 2) отделить(ся)
14	break out	1) вырваться; 2) вспыхивать; 3) разразиться
15	break up	1) прекращать; 2) расставаться; расходиться
16	burst out	1) воскликнуть; 2) разразиться (смехом и т.п.); 3) вырваться
17	call back	1) перезвонить; 2) позвать назад
18	calm down	спускаться, опускаться; успокаивать(ся)
19	carry on	продолжать заниматься чем-л.
20	carry out	выполнять, осуществлять (план, приказ, обещание и т.п.)
21	catch up	догнать, настичь, наверстать
22	check in	(за)регистрироваться
23	check out	1) проверять, выяснять; 2) выписаться из
24	clean up	чистить(ся), убирать(ся), приводить в порядок
25	come across	натолкнуться на, случайно встретить
26	come along	1) идти вместе, сопровождать; 2) приходить, появляться
27	come back	возвращаться
28	come down	спускаться, опускаться; падать
29	come forward	выходить вперед, выдвигаться
30	come in	1) входить; 2) приходить, прибывать
31	come on	1) давай! пошли! 2) брось! 3) проходить, приходить
32	come out	1) выходить; 2) появляться, возникать; 3) получаться
33	come up	1) появляться, возникать; 2) подниматься, приближаться
34	count on	рассчитывать на что-л., кого-л.
35	cut off	1) отрезать, отсекал; 2) прерывать
36	cut out	1) вырезать; 2) прекращать(ся); 3) пресекать
37	end up	1) закончить, попасть, оказаться, 2) прийти к решению
38	fall down	падать, упасть, рухнуть
39	fall off	1) падать; 2) отпадать, отваливаться
40	figure out	сообразить, выяснить, понять, разобраться
41	find out	выяснить, разузнать, обнаружить, найти
42	get along	1) уживаться, ладить; 2) поживать; 3) справляться с делами
43	get away	1) удрать, ускользнуть; 2) уходить

44	get down	опустить(ся)
45	get in	войти, забраться в, проникнуть, попасть в
46	get off	1) выходить, покидать; 2) уносить, удалять; 3) уходи!
47	get on	1) садиться на (в); 2) приступить к; 3) продолжить
48	get out	1) уходить, уезжать; 2) выходить; 3) вынимать, вытаскивать
49	get over	1) справиться; понять; 2) добраться до; 3) перейти, перелезть, преодолеть
50	get through	1) проходить, проникать через; 2) выдержать, справиться
51	get up	1) вставать, подниматься; 2) просыпаться
52	give up	1) сдать, отказаться; оставить, бросить; 2) отдавать
53	go along	1) соглашаться, поддерживать; 2) идти вместе, сопровождать
54	go around	1) расхаживать повсюду; 2) обойти вокруг; 3) двигаться по кругу
55	go away	уходить, уезжать
56	go back	возвращаться
57	go by	1) проходить/проезжать мимо; 2) проходить (о времени)
58	go down	спускаться, идти, ехать вниз
59	go in	входить
60	go off	уходить, уезжать; убежать, улетать
61	go on	1) продолжай (те)! 2) продолжать(ся); 3) происходить
62	go out	выходить из дома
63	go over	1) подойти, приехать; 2) повторять, перепроверять
64	go through	1) пройти через, сквозь; 2) повторять; 3) тщательно изучать
65	go up	подниматься
66	grow up	вырастать, становиться взрослым
67	hang around	слоняться, бездельничать, болтаться без дела
68	hang on	1) держи(те)сь!; 2) подожди(те)!; 3) цепляться, хвататься
69	hang up	1) повесить, положить трубку; 2) висеть; 3) повесить что-л.
70	help out	помочь, выручить, вывести из затруднит. положения
71	hold on	1) держи(те)сь!; 2) подожди(те); 3) держаться, вцепиться
72	hold out	протягивать, вытягивать

73	hold up	поднимать
74	keep on	продолжать
75	keep up	1) не отставать; 2) продолжать; 3) поддерживать
76	knock down	1) сбить с ног; 2) сносить, разрушать; 3) понижать
77	knock off	1) уничтожить; 2) прекратить; 3) уронить, сбросить
78	knock out	1) оглушить, вырубить; 2) поразить; 3) выбить
79	let in	впускать
80	let out	выпускать
81	lie down	лечь, прилечь
82	line up	выстраивать(ся), становиться в линию, ряд, очередь
83	look back	оглядываться, оборачиваться
84	look down	смотреть, смотреть вниз
85	look for	1) искать, подыскивать; 2) присматривать
86	look forward to	ожидать с удовольствием/с нетерпением
87	look out	1) выглядывать; 2) быть осторожным
88	look over	1) смотреть; 2) просматривать; осматривать
89	make up	1) составлять; 2) сочинять; 3) компенсировать
90	move in	1) въезжать/ поселяться; 2) входить
91	move on	идти дальше; продолжать движение
92	pass out	1) съезжать; 2) выдвигаться, выходить
93	pick up	взять, подхватить, подобрать, поднять (в очень широком смысле слова: любой предмет, человека, сигнал, звук, запах, след и т.п.)
94	point out	1) указывать; 2) подчеркивать; 3) заметить
95	pull off	1) снимать, стаскивать; 2) справиться, выполнить; 3) съехать
96	pull on	1) натягивать (одевать); 2) тянуть (на себя)
97	pull out	1) вытаскивать, вынимать; 2) отъезжать, выезжать
98	put on	1) надевать, одевать; 2) включать, приводить в действие
99	put out	1) вытягивать; 2) выставить; 3) тушить
100	put up	1) поднимать; 2) строить; 3) финансировать
101	run away	убегать, удирать

102	run into	встретить, столкнуться, наскочить
103	run off	удирать, убежать, сбегать
104	run out	1) выбегать; 2) кончатся, истощаться
105	set up	устраивать, организовывать, создавать
106	settle down	1) усаживаться; 2) поселяться; 3) успокаиваться
107	shut up	заставить замолчать, заткнуть
108	sit back	откинуться назад/на спинку сиденья
109	sit down	садиться, усаживаться, занимать место
110	sit up	приподняться, сесть из лежачего положения
111	stand by	1) приготовиться; 2) ждать; 3) поддерживать
112	stand up	вставать, выпрямляться
113	switch off	выключать
114	switch on	включать
115	take away	1) убирать, забирать; 2) отбирать, отнимать
116	take back	1) отдать обратно/назад; 2) взять назад/обратно
117	take off	1) снимать (с себя); 2) уходить, уезжать; 3) взлетать
118	take over	захватить, овладеть, взять под контроль
119	throw up	1) выкинуть, 2) тошнить, рвать; 3) вскинуть, поднять
120	turn around	оборачиваться
121	turn away	отворачиваться
122	turn down	1) отвергать, отклонять; 2) убавлять, уменьшать
123	turn into	превращать(ся) в кого-л. или во что-л
124	turn off	1) выключать; 2) сворачивать, поворачивать
125	turn on	включать
126	turn out	оказаться, получиться, "выйти"
127	wake up	1) просыпаться; 2) будить кого-л.
128	walk around	ходить, бродить повсюду
129	watch out	1) остерегаться, быть начеку; 2) присматривать (for- за)
130	write down	записывать, излагать письменно

See more: <https://www.native-english.ru/grammar>

### Способы словообразования в английском языке

*Сложение слов* — когда из двух и более самостоятельных слов путем сложения образуются новые слова: *fireplace, chess-player*.

При этом новые слова могут писаться слитно (*postman, windowsill, boyfriend*),

через дефис (*copy-book, cinema-goer, holiday-maker*) или раздельно (*stone wall, fire brigade, market place*).

*Конверсия* – когда слово без изменений становится другой частью речи, например, *water* — вода – *to water* — поливать, *milk* – молоко – *to milk* — доить, *picture* – картина – *to picture* — изображать.

*Изменение слова при помощи приставки (префикса) или суффикса.*

### Префиксы

<i>Un- / im- / ir- / il- / dis- / in- / de</i>	отрицательные префиксы. С их помощью образуются слова, противоположные по значению	<i>legal</i> -законный <i>illegal</i> – незаконный, <i>like</i> – любить <i>dislike</i> – не любить, <i>usual</i> – обычный <i>unusual</i> - необычный <i>to deform</i> - исказить
<i>Mis-</i>	этот префикс имеет значение «неправильно, неверно»	<i>misunderstand</i> (от слова <i>understand</i> — понимать) – неправильно понять, <i>misprint</i> ( <i>print-печатать</i> ) - опечатка
<i>Re</i>	– имеет значение «сделать заново, повторно»	<i>rewrite</i> ( <i>write</i> — писать) – переписать, <i>replay</i> ( <i>play-играть</i> ) – заново сыграть



<b>Over-</b>	указывает на чрезмерную степень чего-то	overcook ( <i>cook- готовить</i> ) – пережарить или переварить, overcrowd ( <i>crowd- переполнить</i> )
<b>Under –</b>	имеет значение «под»	underground ( <i>ground- земля</i> ) – метро (подземка), underwear ( <i>wear — носить</i> ) – нижнее белье (то, что носят под одеждой)
<b>Ex-</b>	означает «бывший»	ex-president – <i>бывший президент</i> , ex-girlfriend – <i>бывшая подружка</i>
<b>-Up</b>	вверх, кверху, наверху	upstairs – <i>вверх по лестнице</i>
<b>-Bi</b>	двойной, два, дважды	bilingual – <i>двуязычный</i>
<b>-Con (col, com, cor) и тд в зависимости от последующего звука</b>	Совместимость или взаимность действия	consensus- <i>согласие, единодушие</i> to combine- <i>комбинировать</i>
<b>-Non</b>	Отрицание или отсутствие	nonsense- <i>чепуха, бессмыслица</i>

### Суффиксы существительных

<b>-er / -or</b>	образовывает существительные от глагола и обозначает того, кто осуществляет действие	player ( <i>play- играть</i> ) — игрок, swimmer ( <i>swim- плавать</i> ) — пловец, visitor ( <i>visit — посещать</i> ) — посетитель,
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		speaker ( <i>speak</i> — <i>говорить</i> ) - говорящий, оратор
<b>-ing</b>	отглагольного существительного	beginning ( <i>begin</i> — <i>начинать</i> ) — начало, feeling ( <i>feel</i> — <i>чувствовать</i> ) — чувство

Абстрактные существительные образуются при помощи следующих суффиксов

**-ness** – sleepiness (*sleep* — *спать*) — сонливость, loneliness (*lonely* — *одинокий*) – одиночество, darkness (*dark* — *темный*) — темнота, politeness (*polite* — *вежливый*) — вежливость

**-ment** — movement (*move* — *двигать*) — движение , announcement (*announce* — *объявлять*) – объявление, agreement (*agree* — *соглашаться*) — согласие

**-dom** – freedom (*free* — *свободный*) — свобода, boredom (*bore* — *скучный*) — скука, kingdom (*king* — *король*) — королевство

**-ion/ -tion / -sion / -ssion** – competition (*compete* — *соревноваться*) — соревнование, admission (*admit* — *признавать*) — признание, celebration (*celebrate* — *праздновать*) — празднование, revision (*revise* — *пересматривать*) — пересмотр

**-ure / -ture** — adventure — *приключение*, agriculture – *сельское хозяйство*, nature — *природа*

**-hood** – childhood (*child* — *ребенок*) – детство, brotherhood (*brother* — *брат*) – братство, neighbourhood (*neighbour* — *сосед*) соседство

**-ship** – partnership (*partner*- *партнер*) партнерство, ownership (*owner* — *собственник*) — собственность, hardship (*hard* — *трудный*) — трудность

**-ist** — idealist (*ideal* — *идеал*) — идеалист, artist (*art* — *искусство*) pianist (*piano*- *пианино*) — пианист

**-ance/-ence** – importance (*important* — *важный*) — важность, disappearance (*disappear* — *исчезать*)- исчезновение, presence (*present*- *присутствовать*) – присутствие, silence (*silent* — *безмолвный*) — молчание

## Суффиксы прилагательных

<i>-able / -ible</i>	подходящий, годящийся, обладающий качеством	eatable ( <i>eat</i> — <i>есть</i> ) — съедобный, unbreakable ( <i>un+break</i> — <i>ломать, разбивать</i> ) — небьющийся, changeable ( <i>change</i> — <i>менять</i> ) — переменчивый
<i>-less</i>	обозначает отсутствие, в русском языке часто соответствует приставке <i>без</i>	expressionless ( <i>expression-выражение</i> ) — невыразительный, без выражения, cloudless ( <i>cloud</i> — <i>облако</i> ) — безоблачный, toothless ( <i>tooth</i> — <i>зуб</i> ) — беззубый, careless ( <i>care</i> — <i>забота</i> ) — беззаботный
<i>-ous</i>	наличие качества (от существительного)	dangerous ( <i>danger-опасность</i> ) опасный, famous ( <i>fame</i> — <i>слава</i> ) — знаменитый, vigorous ( <i>vigour</i> — <i>сила, энергия</i> ) — сильный, энергичный
<i>-ful</i>	обладающий качеством,  полное количество чего-л.	forgetful ( <i>forget</i> — <i>забывать</i> ) — забывчивый, watchful ( <i>watch</i> — <i>наблюдать</i> ) — наблюдательный, doubtful ( <i>doubt-</i> <i>сомнение</i> ) — сомнительный; handful — горсть, пригоршня

<b>-ish</b>	обозначает 1) ослабленную степень качества; 2) выражение раздражения или презрения	greenish – <i>зеленоватый</i> , reddish – <i>красноватый</i> ;  childish – <i>ведешь себя, как ребенок</i> , bearish — <i>как медведь</i>
<b>-y</b>	прилагательное от существительного	windy ( <i>wind</i> — <i>ветер</i> ) <i>ветренный</i> , stormy ( <i>storm</i> — <i>буря</i> ) – <i>бурный</i> , soapy ( <i>soap</i> — <i>мыло</i> ) — <i>мыльный</i>
<b>-ic</b>	прилагательное от существительного	philosophic ( <i>philosophy</i> - <i>философия</i> ) — философический, scientific ( <i>science</i> — <i>наука</i> ) — <i>научный</i> , democratic ( <i>democracy</i> - <i>демократия</i> ) — <i>демократический</i>
<b>-ive</b>	прилагательное от существительного	expressive ( <i>expression</i> — <i>выражение</i> ) <i>выразительный</i> , progressive ( <i>progress</i> — <i>прогресс</i> ) — <i>прогрессивный</i> , active ( <i>act</i> – <i>действовать</i> ) – <i>активный</i> (тот, кто много действует)

### Суффиксы наречия

**-ly** — calmly (*calm* — *спокойный*) — *спокойно*, occasionally (*occasional* — *случайный*) *случайно*, quickly (*quick* — *быстрый*) — *быстро*;  
**-ward** – значение направления, обозначенного исходным словом - *backward*- *назад*

## Суффикс глагола

**-en** – образует глагол от прилагательных и существительных, обозначает действие, придающее качество, выраженное в основе weak — *слабый* – weaken — *ослабевать*, hard – *твердый* – harden — *твердеть*, sharp — *острый* – sharpen — *точить*

## TEST for SELF-CONTROL

### Task 1. Find the definition for the word – “intelligent”

- a) active and work hard
- b) good at learning and understanding things
- c) calm and not worried

### Task 2. Translate the sentence into English.

*В нашем городе есть очень интересный музей.*

### Task 3. Choose the correct variant of an article.

Could you give me \_\_\_\_\_ information I asked for in my letter?

- a) -
- b) an
- c) the

### Task 4. Fill in the blank with the appropriate preposition.

Let's meet \_\_\_\_\_ Monday at 5 p.m.

### Task 5. Fill in the blank with the appropriate tense-form of the verb to be.

If the weather \_\_\_\_\_ fine, we will go for a picnic.

### Task 6. Choose the correct tense-form of the verb - to play

My brother ... football on Wednesdays.

- a) is playing
- b) plays
- c) play

**Task 7. Choose the correct tense-form of the verb - to walk**

She met Helen when she \_\_\_\_\_ along the street yesterday.

- a) walked
- b) is walking
- c) was walking

**Task 8. Finish the disjunctive question correctly:**

You are looking for something, \_\_\_\_\_?

**Task 9. Choose the correct modal verb according to the situation:**

*Кто-то закурил там, где запрещено курить:*

You \_\_\_\_\_ smoke here.

- a) shouldn't
- b) couldn't
- c) musn't

**Task 10. Finish the dialogue using the replica that corresponds to the communication situation.**

- Meet my friend. His name is Mike.

- Nice \_\_\_\_\_, Mike!

**Task 11. Put the verb -to download in the appropriate tense-form**

**to match the Russian sentence:** *Я скачал много техно-музыки из Интернета для наших спортивных тренировок.*

I \_\_\_\_\_ lots of techno music from the Internet for our sports workouts.

**Task 12. Fill in the blank with the appropriate pronoun:**

I'm afraid this isn't exactly \_\_\_\_\_ I'm looking for.

- a) which
- b) what
- c) that

**Task 13. Read the text “Just My Cup of Tea”. Choose the correct answer to the question below the text.**

As Gourmet Coffee invades British cafés, clever marketers have found a new concept which to fight it: trendy tea. As Hill-Norton, manager of the t-bar at Baker Street, London, told the Wall Street Journal that they wanted to contemporize tea for a younger generation. While tea is still the national drink in Britain, Hill-Norton says, it lacks the modern qualities needed to attract young customers. The t-bar hopes to change this by serving the drink in brightly coloured cups on steel counters with jazz playing in the background. The t-bar, however, isn't taking any chances: it offers coffee as well.

**Answer the question:**

*“Trendy tea” is a concept introduced in order to:*

- a) stop people drinking coffee
- b) improve people's health
- c) help tea become as popular as coffee

**Task 14. Rewrite the sentence so that the new sentence has the same meaning but begins with the words: *the participants***

They must give the participants more information about the project.

**The participants** \_\_\_\_\_

**Task 15. Choose the best variant of the following sentence translation:**

*One cannot eat one's cake and have it.*

- a) Нельзя съесть пирог и оставить его нетронутым.
- b) Один не может съесть свой пирог и просить еще.
- c) Невозможно делать взаимоисключающие вещи.

**Task 16. Translate the sentence into English:**

Ваш багаж отнесут в ваш номер. \_\_\_\_\_

**Task 17. What does a waiter at the restaurant ask you about?**

**Translate the question into Russian.**

- Are you ready to order?

---

**Task 18. Translate the sentence into Russian, paying attention to the use of tenses in Russian and English.**

*She said that her best friend lived in London.*

**Task 19. Finish the sentence. Insert the appropriate numeral.**

*The United Kingdom of Great Britain and Northern Ireland consists of \_\_\_\_\_ parts.*

**Task 20. Below are passages from different types of texts.**

**Answer the question: Which passage refers to a fairy tale?**

- a) Heavy rain, but also some sunny spells...
- b) Put two tablespoons of sugar, cover and cook for 5 minutes...
- c) Once upon a time there was a king in the Kingdom of...
- d) The company also agreed to pay to the Coca-Cola Foundation...

**Task 21. Read the text. Answer the question below.**

British universities usually keep to the customs of the past. At Oxford University all the students wear long gowns and students' caps. Without his or her gown no student is allowed to call on a tutor, to have dinner in the college dining – room or attend a lecture – where the gowns are rolled up and used as cushions. Undergraduates try to get old gowns so that people would think that they have been at Oxford for years.

**Answer the question:**

***When do the students use their gown as cushions?***

- a) they have dinner in the college dining
- b) they attend a lecture
- c) they call on a tutor



**Task 22. Read the text. Find the answer to the question in the text.**

The University of Oxford is a collection of colleges. Some of these colleges were founded hundreds of years ago. Every college has students of all kinds; it has its medical students, its engineers, its art students, etc. The tutorial system is one of the ways in which Oxford and Cambridge differ from all other English universities. Every student has a tutor who plans his work. Other English universities called “modern” are located in large centres of industry. There are no tutorial system there. These universities rely on lectures.

**Answer the question:**

*In what way do Oxford and Cambridge differ from all other English universities?*

**Task 23. Read the following short messages. Answer the question:**

*What message refers to the expression of appreciation?*

a)

Hi, Bill!

Just a quick note to say many thanks for sorting out the problems with the delivery. We really appreciate everything you have done!

All the best,

Ann

b)

Ann,

Glad to hear that everything went well! Very happy to help you.

Bill

**Task 24. Answer the question:**

**Which of these letters is a personal letter?**

a) ...

On behalf of the Russian organisers of our schools' exchange programme, I would like to ask for some details concerning your stay.

b) ...

I am writing in order to ask for some further information concerning this scholarship.

c) ...

I haven't heard from you some time but I hope your exams are over now and you start relaxing!

**Task 25. Here are the parts of a scientific article.**

**Indicate the part that refers to the annotation of the article.**

a) Traditional schooling is perceived as ineffective and boring by many students. Although teachers continuously seek novel instructional approaches, it is largely agreed that today's schools face major problems around student motivation and engagement (Lee & Hammer, 2011).

b) gamification in education, game design elements, systematic mapping study

c) 1. Anderson, A., Kleinberg, J., et al. (2014). Engaging with massive online courses. In C. W. Chung et al. (Ed.), 23rd International Conference on World Wide Web (WWW '14), (pp. 687–698). Seoul, Korea.

d) Gamification in Education: A Systematic Mapping Study

e) This article presents a study of the published empirical research on the application of gamification to education. The effects of using game elements in specific educational contexts is discussed in the study. It employs a systematic mapping design.

## КЛЮЧИ К ТЕСТУ

№ вопроса	Ответ	№ вопроса	Ответ
1	b) good at learning and understanding things	14	The participants must be given more information about the project.
2	There is an interesting museum in our town.	15	с) Невозможно делать взаимоисключающие вещи.
3	c) the	16	Your luggage (baggage) will be brought to your room
4	on	17	Готовы (ли) вы сделать заказ? (Вы готовы сделать заказ?)
5	is	18	Она сказала, что её лучший друг/ подруга живёт в Лондоне.
6	b) plays	19	Four (4)
7	c) was walking	20	c) Once upon a time there was a king in the Kingdom of...
8	didn't you?	21	b) they attend a lecture
9	c) mustn't	22	The tutorial system is one of the ways in which Oxford and Cambridge differ from all other English universities
10	to meet	23	a)
11	have downloaded	24	c) ... I haven't heard from you some time but I hope your exams are over now and you start relaxing!
12	b) what	25	e) This article presents a study of the published empirical research on the application of gamification to education....
13	c) help tea become as popular as coffee		

## Критерии оценки результатов тестирования

Оценка выполнения тестов	Критерий оценки
1 балл за правильный ответ на 1 вопрос	правильно выбранный вариант ответа (в случае закрытого вопроса); правильно вписанный ответ (в случае открытого вопроса).

*Данный тест по универсальной компетенции включает 25 вопросов, за его прохождение студент может получить не более 25 баллов*

### Критерии оценки сформированности универсальной компетенции:

Недостаточный	Достаточный		
	пороговый	продвинутый	высокий
Менее 14 баллов	14-18 баллов	19-24 балла	25 баллов
1-2 «Неудовлетворительно»	3 «удовлетворительно»	4 «хорошо»	5 «отлично»

*Учебное электронное издание*

КОЛЕСНИКОВА Лариса Игоревна

PRACTICAL COURSE OF ENGLISH  
FOR SECOND YEAR STUDENTS

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*Издается в авторской редакции*

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