

Владимирский государственный университет

Л. И. КОЛЕСНИКОВА

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

Учебно-практическое пособие по английскому языку

Владимир 2022

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

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Электронное издание



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Пособие может быть использовано в образовательном процессе студентов-бакалавров 1-го курса для развития необходимых языковых умений и коммуникативных навыков в рамках формируемой общепрофессиональной компетенции соответствующего Федерального государственного стандарта высшего образования.

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PREFACE

Учебно-практическое пособие является составной частью учебно-методического комплекса дисциплины «Иностранный язык» (Английский) и включает в себя семь разделов (юнит). Каждый раздел содержит три урока, это- активная грамматика, лексический тренинг, чтение и письмо.

Целью данного пособия является формирование коммуникативной языковой компетенции, необходимой для осуществления межкультурной коммуникации на иностранном языке (английском) в ситуациях делового и повседневного общения. Для достижения цели решаются следующие частные задачи, направленные на усвоение слушателями:

- 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 переписки на иностранном языке;

- развитие когнитивных и исследовательских умений и информационной культуры студентов;

- развитие любознательности в отношении явлений культуры и жизни в странах изучаемого языка;

- развитие общительности, стремления к установлению и поддержанию контактов на иностранном языке

- расширение кругозора студентов, повышение уровня их общей культуры и образованности.

Пособие содержит тексты, лексико-грамматические упражнения, задания монологического и диалогического характера, грамматический справочник в таблицах, методические указания, задания для самостоятельной работы студентов.

UNIT I

LESSON 1. *Active Grammar: to be, to do*

The Simple Tenses (Active) General & Wh-Questions

Task 1. The verb to be is the basis of English grammar. Match the five forms of the verb to be given in the Present and Past Simple (see Figure 1) with the corresponding pronouns in the box below:

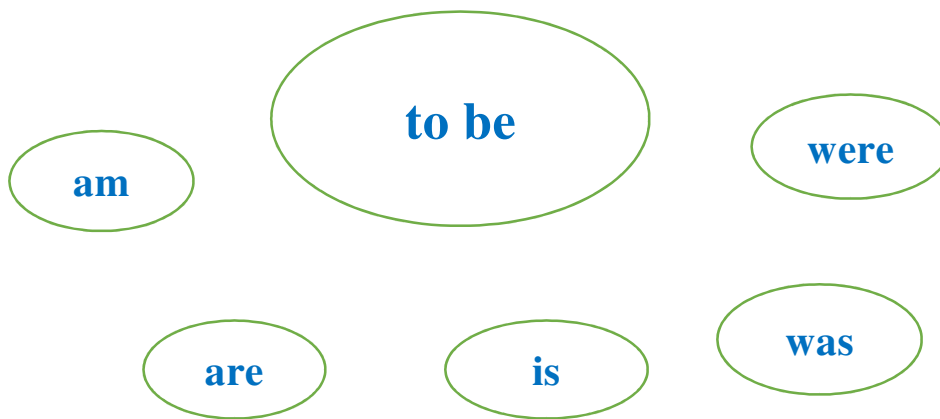


Figure 1

I, you, he, she, it, we, they

Task 2. Learn the rules of the verb to be formation and its usage in a sentence. See App 9

Task 3. Put the correct form of the verb to be in the Present Simple. Write down new words in your vocabulary.

A. 1 We ... Ron and Sid. 2. He ... Bill Sandford. 3. I ... Mike Smith. 4. You ... Ted Brown. 5. They ... Don and Fred. 6. She ... Ann Volkova. 7. It ... a Chinese dog. 8. This ... our professor. 9. This ... the Bolshoi Theater. 10. My sister's name ... Kate/ The name of my sister ... Kate.

B. 1. He ... twelve. 2. They ... three. 3. I ... eighteen. 4. You ... seventeen. 5. They ... sixteen. 6. She ... nineteen. 7. The TV set ... old. 8. It ... one dollar. 9. Kate ... two years old. 10. My Granny ... eighty-five years old.

C. 1. They ... students. 2. He ... a pupil. 3. You ... an engineer. 4. She ... a pensioner. 5. I ... a teacher. 6. We ... workers. 7. He ... a farmer. 8. Nick ... a computer programmer. 9. Kate ... my sister. 10. Don and Fred ... siblings.

D. 1. I ... Russian. 2. She ... Greek. 3. They ... English. 4. My friend American. 5. Mike ... from US. 6. My friend ... from Italy. 7. Their friends ... from Canada. 8. She ... from Russia. 9. Her native town ... Vladimir.

E. 1. We ... at the lesson. 2. Her friends ... in the garden. 3. His brother ... at school. 4. Our teacher ... in the classroom. 5. They ... in the car. 6. I ... at the University. 7. My friends ... in the park. 8. My car ... on the parking place. 9. His uncle ... in England. 10. My father ... in the kitchen.

F. 1. My dog ... white. 2. The trees ... green. 3. They ... good friends. 4. He ... ill. 5. She ... in a good mood. 6. I ... fine, thanks. 7. The weather ... good today. 8. This phone ... a new model. 9. They ... friends of mine. 10. She ... blonde.

Task 4. Form general or wh-questions to which the following statements (above) are the answers.

Notes!

Wh- question – специальный вопрос, начинается с вопросительных слов: who (кто), whose (чей), what (что), when (когда), which (какой), why (почему), where (где) и how (как) и др.

***Who** – прямой порядок слов (вопрос к подлежащему)

Who= 3 лицо, ед. число

See App 33

Models:

A. *Who are you? – We are Ron and Sid.*

B. *How old is he? – He is twelve.*

C. *What are they? - They are students.*

D. *What are you? - I am Russian.*

E. *Where are they? – They are at the lesson.*

F. *Is your dog white? - Yes, my dog is white.*

Who are you?

Кто вы? Ваше имя,
фамилия

What are you? –

Кто вы по профессии
или социальному
положению,
национальности

Task 5. Answer the question:

Where were they yesterday? Put the verb to be in the Past Simple Tense. Write down underlined words in your vocabulary. Translate and learn them.

1. He ... at the University.
2. They ... in the office.
3. My dog... at home.
4. My Granny ... at the doctor's.
5. My sister ... at the party.
6. Our guest ... in a hotel.
7. My friends ... in a café.
8. I ... in Moscow.
9. They ... in the country.
10. We ... on a train.
11. She ... at the dentist's.
12. Our teachers ... in the theatre.
13. My mother ... in Turkiye.
14. My cat ... in the garden.

Task 6. Write a list of answers to the question:

Where were you each day of last week?

Model: On Sunday I was at home.

On Monday I was at the University.

...

Task 7. Give positive and negative answers to the following questions in the

Future Simple Tense:

See App 19

1. Will you be at home in the evening?
2. Will your friend be at the birthday party on Sunday?
3. Will your group mate be at the University on Monday?
4. Will you be free or busy on Friday?
5. Where will you be on Sunday?
6. When will you be free?
7. Will you be at doctor's tomorrow morning?
8. When will you be in Moscow?

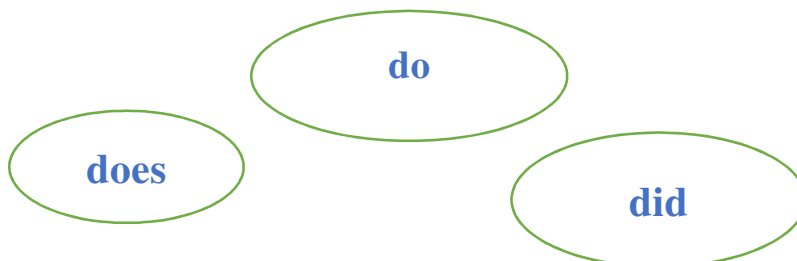


Figure 2

Task 8. The verb to do is the basis of English grammar. Match the three forms of the verb given in the Present and Past Simple (see Figure 2) with the corresponding pronouns in the box below:

I, you, he, she, it, we, they

Task 9. Read and learn the rules of the Present Simple Tense formation.
See App 10

Pay attention to *the Note*:

to do – глагол-помощник, образует
вопросительные и отрицательные формы
Simple Tenses

Task 10. Replace the Infinitive in brackets by the Present Simple. Translate the sentences. Use online translator, if necessary. Write down new words in your vocabulary.

Note: The Infinitive is a base form of a verb. (to) + V = что делать?

A.

1. My friend (speak) Chinese. 2. Professor Ivanova (read) lectures in pedagogics. 3. We (listen to) English songs. 4. I (like) classical music. 5. My father (watch) TV and (read) newspapers. 6. My cat (like) fish. 7. My Granny (get up) early. 8. My brother (play) video games. 9. I (skate) very well. 10. Tom (work) hard. 11. She (live) in New York. 12. Englishmen (drink) tea. 13. He (go) to bed late. 14. I (go) to work by car. 15. The suit (cost) much.

B. Change the statements above into general questions in the Present Simple.

Model: Does your friend speak Chinese?

Task 11. A. Read the notes about the adverbs of frequency:

Notes:

Adverbs of frequency – наречия частотности действия
=**How often?** как часто?

Adverbs of indefinite frequency - наречия неопределенной частоты действия. Располагаются по принципу снижения частоты

always - всегда

usually - обычно

often - часто

sometimes – иногда

occasionally - редко, случайно

rarely - редко, нечасто

hardly ever – очень редко

never - никогда

B. Replace the Infinitive in brackets by the Present Simple. Pay attention to the place of adverb of frequency in the sentence. Translate the sentences into Russian.

1. I always (help) my parents.
2. They usually (go) to blues concerts.
3. He rarely (go) to the dentist.
4. He never (smoke) cigarettes in the bathroom.
5. She (be) often late for work.
6. Susan always (get) up at 6 a.m.*
7. She sometimes (have) a shower in the morning.
8. I usually (have) breakfast at 8 a.m.
9. The classes usually (start) at 8.30 a.m.
10. She occasionally (eat) lunch in a restaurant.
11. He rarely (cook) dinner himself.
12. I always (go) to bed at 10 p.m.*

a.m. - (лат)

«до полудня»,
интервал с 00:00
до 12:00

p.m. – (лат.)

«после
полудня»,
интервал с
12:00 до 00:00

C. Change the statements above into questions in the Present Simple.

Model: *Do you always help your parents?*

Task 12. A. Before you start working at the task read the notes about the second type of adverbs of frequency.

Notes:

Adverbs of definite frequency - наречия определенной частоты действия

Once a day- раз в день, **twice a week**- два раза в неделю, **three times a month**- три раза в месяц, **once a year**- раз в год

Every day- каждый день, **every week**- каждую неделю, **every month**- каждый месяц, **every morning**- каждое утро

*

On Mondays – каждый понедельник, **On Sundays** – каждое воскресенье

B. Replace the Infinitive in brackets by the Present Simple. Translate the sentences. Use online translator, if necessary. Write down new words in your vocabulary.

1. I (visit) my grandparents three times a month.
2. Dan (brush) his teeth twice a day.
3. Once a year they (travel) to the Black Sea.
4. She (learn) English every evening.
5. Cindy (take) a cold shower every morning.
6. Susan (cook) dinner every day.
7. She (buy) *Vogue* magazine every month.
8. They (go) to the village on Sundays.
9. He (go) to the swimming pool on Tuesdays.
10. We (have) English classes on Wednesdays.
11. On Fridays they (finish) work at 3 p.m.
12. On Saturdays he (go) to the library.

C. Put the questions to the statements above. Start with - *How often?*

Model: *How often do you visit your grandparents?*

Note:

***Who** – прямой порядок слов (вопрос к подлежащему)

Who= 3 лицо, ед.число

Who plays *video games?*

Task 13. Read the questions below; try to understand them without a dictionary. Ask your groupmates questions and write down their answers. Say, who of your groupmates does / does not do the following: Find out - *Who*:

1. - <i>never reads a newspaper</i> - <i>usually reads in bed</i> - <i>sometimes reads in English</i>	5. - <i>usually stays at home during the holidays</i> - <i>never goes abroad</i> - <i>hardly ever sunbathes</i>
2. - <i>never buys things in shops</i> - <i>usually buys food at a supermarket</i> - <i>always shops on the Internet</i>	6.- <i>hardly ever goes to the theatre</i> - <i>often goes to the cinema</i> - <i>never watches horror films</i>
3. - <i>often wears a hat</i> - <i>usually wears jeans</i> - <i>hardly ever wears a dress</i>	7. - <i>never goes to a club</i> - <i>usually eats in a canteen</i> - <i>sometimes has lunch at a fast food restaurant</i>
4. - <i>usually eats fast food</i> - <i>never drinks alcohol</i> - <i>hardly ever drinks coffee</i>	8.- <i>never travels by plane</i> - <i>always walks to school</i> - <i>hardly ever rides a bike</i>

Task 14. Answer the questions. Give positive or negative short answers. Use contracted forms.

A.

1. Do you live in a big city?
2. Do you drink a lot of coffee?
3. Does your mother/father speak the English language?
4. Do you play a musical instrument?
5. Does it rain a lot where you live?
6. Do you like hot weather?
7. Does your father watch football?
8. Do you do morning exercises?
9. Do you study German?
10. Do you watch news on TV?
11. Does your grandmother cook pies?
12. Does your friend know English?

B. Change the general questions above into **wh-questions.**

Work in pairs.

Model: - *Where do you live?* - *I live in a big city.*

Task 15. A. Read and learn the rules of the Past Simple Tense formation.

See App 20

Pay attention to *the Notes*:

The Past Simple Tense

Regular verb – V+ ed

Irregular verb – V 3 form See App 40

did

глагол -помощник для всех лиц
образует вопросительные и
отрицательные формы Past Simple

B. Replace the Infinitive in brackets by the Past Simple. Translate the sentences. Use online translator, if necessary. Write down new words in your vocabulary.

1. He (graduate) from the University in 2004.
2. Our scientists (make) these experiments in March last year.
3. He (leave) for St. Petersburg two days ago.
4. We (translate) this article last week.
5. I (attend) the lectures on psychology twice a week last term.
6. He (enter) the room, (take) off his coat and (set) to work.
7. He (learn) these rules all day long yesterday.
8. Yesterday he (work) in his office from morning until late at night.
9. I (go) to bed before 10.30 p.m. yesterday.
10. Last week my friends (have) a wonderful holiday.

Past Simple =
last, ago,
in ... (year, month)
yesterday

C: Change the statements above into wh-questions in the Past Simple.

Model: *What did he graduate from in 2004?*

Task 16. A. Read and learn the rules of the Future Simple Tense formation.

See App 19

Pay attention to *the Notes*:

The Future Simple Tense

will + V (глагол)
shall + V

B. Put the verbs in brackets into the Future Simple. Translate the sentences, use online translator; write new words into your vocabulary.

1. I think we _____ two return tickets. (to buy)
2. I know Kate _____ twenty tomorrow. (to be)
3. My aunt _____ to Canada next summer. (to go)
4. I _____ you in the evening. (to call)
5. I am sure our 3-day tour _____ more than 5000 roubles. (to cost)

C. Insert will or won't.

1. It's sunny today. It _____ rain.
2. Kelly is eleven today. She _____ be twelve until next year.
3. This month is May. It _____ be June next month.
4. Jenny: 'Mum, the bus is late. I _____ be home until eight o'clock'.
5. I think the parcel from China _____ arrive in a day.

D. Put the verbs in brackets into the Future Simple. Change the affirmative sentences into interrogative and negative.

1. I (to do) morning exercises.
2. We (to work) part-time.
3. Mike (to be) a student.
4. Helen (to have) a car.
5. It (to be) difficult to remember everything.

E. Offer your help; use the Future Simple.

Model: It's hot in here. Shall I open the window?

1. I am thirsty/ bring some water
2. These boxes are heavy/ to carry
3. The windows are dirty/ to clean
4. I haven't (got)* any money/ to lend
5. The cat is hungry/ to feed

LESSON 2. *Lexical Training.*

Meeting a Person

Family & Me

Relatives & Friends

Professions

Task 1. Read the Speech Etiquette expressions. Learn and use them in your speech.

Notes:

Good morning! – Доброе утро (05.00 -12.00)
Good afternoon! – Добрый день! (12.00-17.00)
Good evening! – Добрый вечер! (17.00-24.00)
Hello! – Привет!

Meeting a person

How do you do?	Здравствуйте.
Glad/nice to meet you.	Рад вас видеть.
Glad/ nice to hear it.	Приятно/ рад это слышать.
Glad/nice/pleasant to meet you.	Рад познакомиться с вами.
Who is that girl/ boy?	Кто эта девушка? Этот парень?
Shall I introduce you?	Вас представить?
Let me introduce myself to you.	Разрешите представиться.
Yes, please.	Да, пожалуйста.

Task 2. A. Read the following dialogues and translate them.

1) -Hello, Mike. How are you?

-Hello, I am fine, thanks. And you?

-Fine too. Look, Mike. Who is that girl?

-Oh, it's Gretchen Klein. She is from Germany.

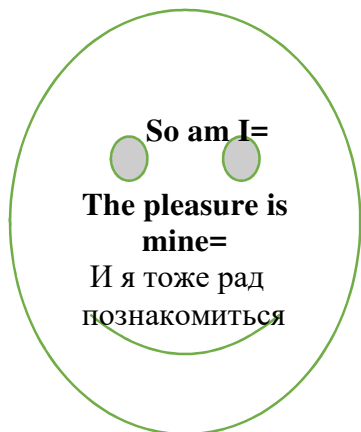
-Shall I introduce you?

-Yes, please.

2) - Excuse me, are you Kate Sandford?

- Yes, I am. Are you Bill Turner?

- No, I am not. Bill Turner is my friend,
but my name is Sam Brown.



- Oh, sorry, Sam.
- He is Bill Turner.
- Are you Bill Turner?
- Yes, I am.
- Hello, Bill. I am Kate Sandford.
- Nice to meet you.
- **So am I.***

- 3) - Hello, Betty. How are you?
 - I am fine, thanks Mike.
 - Betty, this is my friend, Sam. Sam is our interpreter.
 - Nice to meet you, Sam. My name is Betty.
 - **The pleasure is mine.***

B. Role -play the dialogues. Work in pairs.

Task 3. Read the Speech expressions of Greetings. Learn and use them in your speech.

How are you? How are things? What's the news? What's new? What is the matter? What's wrong?	Реплики приветствия: Как Вы поживаете? Как идут Ваши дела? Как поживаешь? Какие новости? Что слышно? Что новенького? Что у Вас / у тебя случилось? Что стряслось?
How is your family? How are things at home? /in your office?	Реплики, касающиеся семейных и служебных дел: Как твоя семья? Как дома? Как дела на работе?
How are things? How are you? (Is) everything all right /OK?	Непринужденные вопросы: Ну, что у тебя? Ну, как ты? Как ваше здоровье? У тебя все в порядке? Все хорошо?

<p>Fine, thanks. I'm OK, thanks. Very well. Glad to hear it. Fine. Real fine, thanks.</p> <p>Not too/ so bad. All right.</p> <p>Not too/ so well (good) So- so.</p> <p>Pretty bad. Worse than ever.</p>	<p>Ответные реплики: <i>Если дела идут хорошо:</i> Хорошо, спасибо Нормально Все хорошо Рад(а) это слышать. Прекрасно.</p> <p><i>Реплики скромные:</i> Неплохо Жаловаться не на что.</p> <p><i>Если дела идут не хорошо не плохо:</i> Как Вам сказать? Так себе.</p> <p><i>Если дела идут плохо:</i> Плохо. Хуже некуда.</p>
<p>Sorry, I am in a hurry. So long. / See you soon. Say Hello to your family. I will. Take care/ Bye-bye! Good bye, take care.</p>	<p>Реплики прощания: Извините, я спешу. Пока. До скорого свидания. Передавай привет семье. Обязательно передам. Пока! До свидания. Береги себя.</p>

Task 4. Insert the missing lines and play the dialogues in roles. Make up your own dialogues and role-play them.

1)

- _____?

- I'm fine, thanks. And how is your sister?

_____, thank you.

- Glad to hear it.

- _____.

2) - Good _____, Mrs Smith.

- _____, Mr.Parker.

- _____?

-Thanks, _____.

Sorry, I am in a hurry.

- Say Hello to your _____.

- _____.

to be in a hurry

- спешить,
торопиться

to be tired

- БЫТЬ УСТАВШИМ

to be hungry

- БЫТЬ ГОЛОДНЫМ

3) - _____.

- _____ to see you.

- How _____?

- _____.

-Oh, I am sorry to hear it.

Task 5. Let's talk about Routines (things you do every day) and Habits (things you do often).

A. Read the following verb phrases in the box below; translate them.

<i>chat on the phone</i>	<i>listen to music</i>	<i>get up early</i>	<i>go to bed late</i>
<i>stay in bed late</i>	<i>have breakfast/lunch/ dinner/ a snack</i>	<i>watch TV</i>	
<i>play video games</i>	<i>check your messages</i>	<i>go for a walk</i>	<i>drink tea/coffee</i>
<i>do nothing</i>	<i>learn English</i>	<i>read books</i>	<i>go in for sport</i>

B. Look again at the verb phrases in the box above and answer the questions:

1. What things do you do every day?
2. What things do you only do at weekends?
3. What things do you sometimes do?
4. What things do you never do?

C. Recall more verb phrases of things you do -

- every day;
- only at weekends;
- only during holidays.

Use prompts:

<i>go clubbing with friends</i>	<i>have dinner in a café with friends</i>		
<i>go for a picnic with a family or friends</i>	<i>visit another city</i>		
<i>go to the gym</i>	<i>go fishing</i>	<i>go to the forest</i>	<i>go camping</i>
<i>go for a walk</i>	<i>take a dog for a walk</i>	<i>ride a bicycle/ a bike</i>	

D. Compare your examples with a partner. Work in pairs.

Do you do the same things?

Task 6. Match the questions in the left column to the answers in the right column.

1. What time do you get up?	About eight hours.
2. What time do you have breakfast?	At about 7 a.m.
3. What time do you go to bed?	At about 11 p.m.
4. Do you have a snack before bed?	At about 7.30 a.m., after I have a shower.
5. What do you do to help fall asleep?	I'm often a bit tired after classes.
6. How many hours do you sleep at a time?	I usually have one in the morning.
7. How do you feel when you wake up?	I always have a lie-in on Sundays.
8. Do you have a shower in the morning or the evening?	No, I don't. I never have time.
9. Do you have a nap during the day?	I don't usually eat before bed.
10. Do you ever have a lie-in?	I sometimes listen to music on my phone.

Task 7. Define the difference in meaning between the following pairs.

Write down in your vocabulary.

1. to wake up/ to get up
2. to sleep/ to fall asleep
3. to have a snack/ to have breakfast

Task 8. Discuss your sleeping habits in your group. For your answers use prompts in the box below and Task 6.

1. Do you have any problem with your sleep?
2. What do you do to help fall asleep?
3. Do you have a snack before bed?
4. Do you play video games until midnight?
5. How often do you remember your dreams?
6. Do you have any favourite dreams?

Use prompts:

*I sleep a lot. Sleep is a waste of time. I sleep only on a hard bed.
I try to have a nap in the day. I don't eat before I go to bed.
I stay in bed and read something. It's the most important meal of the day.*

Task 9. Discuss this question with a partner:

Which of the following things do you do to relax?

*watch TV play video games online do yoga talk to a friend dance
do sport play football sing songs have a bath close my eyes and
breathe deeply listen to music have a massage
go to a swimming pool play with a pet your example*

Task 10. It will be Sunday tomorrow. Say what you and your family will do; use the prompts in the box below.

Begin like this: *I think I will go for a picnic with my family.*

Prompts:

*go to the park walk out a dog read an interesting book
play video games listen to music visit my granny cook dinner
go to the cinema go to my friend's birthday party go to the theatre
go to the club your examples*

Task 11. Let's talk about your *Likes & Dislikes*

A. Read and learn the following verb phrases, after which the Gerund is demanded. (verb+ ing) See more App 28

Write down the phrases in your vocabulary and learn them.

I really like – мне действительно нравится

I absolutely love – я очень люблю

I quite like - мне очень нравится

I'm not very keen on – я не увлекаюсь/ мне не очень нравится

I'm quite keen on – я увлекаюсь/мне очень нравится

I really hate – мне совсем не нравится

I don't mind – я не возражаю/ я не против чего-либо

B. We asked two students about their typical Saturday.

Read what they said. Try to understand it without a dictionary.

(David Bowie, US)

I don't like getting up early at the weekends so I usually stay in bed late – sometimes until about 11 a.m. I absolutely love having a big breakfast on Saturdays. I'm not very keen on going to the gym or doing morning exercise but I sometimes go for a walk in the afternoon. I quite like meeting friends in the park or just lying on the grass and doing nothing. I really hate going out on Saturday evening. I stay in, play video games online and get a take-away pizza.

(Kate Sanders, London, UK)

I really hate doing nothing so I get up early on Saturdays and start the day by checking messages. I really like meeting friends and having lunch in a café. After lunch, my friends and I sometimes go to an art gallery or local museum. I'm quite keen on most kinds of art so I don't mind going to any gallery, but my friends really hate modern art.

I do different things on Saturday evenings. Sometimes I go clubbing with friends or stay in, watch TV or read a book.

C. Complete the sentences about David and Kate. Point who likes and dislikes doing the following:

Model: *Kate likes getting up early on Saturdays.*

1. ____ likes having a lot to eat for breakfast.
2. ____ does not usually have breakfast at home on Saturdays.
3. ____ doesn't like doing any sport or exercise.
4. ____ likes doing nothing in the park.
5. ____ likes going to an art gallery and local museum.

6. ____ likes chatting on the phone on Saturday evening.
 7. ____ likes watching TV in the evening.
 8. ____ likes playing video games online and get a take-away pizza on Saturday evening.

D. Tell the group about your typical Saturday or Sunday and what you like and don't like to do.

E. Work in pairs. How well do you know your partner?

absolutely love	really like	quite like
keen on	don't mind	not very keen on
don't like	can't stand	really hate

Model: - *I think you really hate listening to heavy rock.*
 - *No, you are wrong. I absolutely love it, especially ACDC early in the morning.*

- I _____ listening to heavy rock music.
 I _____ going to parties.
 I _____ doing English homework.
 I _____ snakes.
 I _____ fast food.
 I _____ sunbathing.
 I _____ staying in bad late.
 I _____ doing sport.
 I _____ babies.
 I _____ speaking in public.
 I _____ following fashion.



Task 12. Let's talk About Family, Friends and Yourself.

A. Learn the following words denoting the relations and marital status. Consult online translator, if necessary. Write down the words into your vocabulary.

family relatives parents mother father wife husband spouse
 child (children) son daughter sister brother only child twin (twins)
 grandparents grandmother (grandma, granny) grandfather (grandpa,
 granddad) grandchildren great-grandparents great-grandchildren aunt
 uncle godfather godmother stepmother / father adopted child
 foster family the folks/ kin nephew niece cousin male/female
 mother-in-law father-in-law brother-in-law sister-in-law
 marital status single married marriage engagement divorced
 ex-husband/ wife

B. Read the dialogue in roles; using the dialogue as an example tell the group about your family.

B: -Tell me about your family, Kate.

K: -I have got a sister Helen, and a brother called Jack. I have got one aunt and one uncle. Rose is my mother's sister and my uncle's name is Ted. Their daughter, Lucy, is my cousin. I have got one cousin.

B:- That's not a very big family.

K:- No, but we are all very close. Oh, what is this?

B:- This is a picture of me with my wife Elizabeth and my children. My son's name is John, and my daughter's name is Joanne.

K:- And who is this?

B:- It's Joanne's boyfriend, Robert.

K:- How old is he?

B:- He is twenty- four.

K:- I think I know him from somewhere.

B:- You will meet him and the rest of my family tomorrow at our dinner party.

Would you like to come?

K:- Yes, it sounds lovely. Thank you.

B: - You are welcome.

See you tomorrow then.

K: - All right. See you.

Выражение -
mother's sister –
 это саксонский
 родительный
 падеж в ед.числе,
 имеют
 существительные,
 от-носящиеся к
 людям **App 6**

Task 12.

A. Learn the following words denoting people's profession and social status. Use online translator, if necessary. Write down the words in your vocabulary.

*accountant actor/actress architect baker brick layer bus driver carpenter
chef/cook cleaner dentist designer doctor dustman electrician IT - engineer
factory worker farmer fireman fisherman florist gardener hairdresser
journalist judge lawyer lecturer librarian mechanic model musician military
officer optician painter pensioner pharmacist photographer pilot plumber
politician policeman/woman postman PR specialist real estate agent
receptionist scientist secretary student shop assistant soldier tailor taxi
driver teacher traffic warden travel agent veterinary doctor (vet)
waiter/waitress window cleaner*

B. Answer the following questions; give an argumentative answer.

1. What profession would you most/least like to do? Why?
2. What professions will not exist in the coming future? Why?

Use the expressions:

I think that ... - Я думаю, что ...

It seems to me that... - Мне кажется, что ...

I believe that... - Я полагаю, что ...

In my opinion ... - По моему мнению,...

Task 13.

A. Before you start working at the text Story about Ann practice the following words and word combinations. Write down them into your vocabulary.

schoolmate – школьный товарищ (fellow-student – сокурсник)

to be keen on – быть увлеченным чем-либо

to be fond of – любить что-либо

naughty - непослушный

to be eager – очень хотеть

to be against smth- быть против чего-либо

to go jogging- бегать трусцой

It takes smb ... minutes – это занимает ... минут (времени)

to work hard enough - работать достаточно усердно

to go out together – выходить куда-либо (гулять) вместе

to share so many things together – иметь много общего

to spend a holiday together – проводить каникулы вместе

accommodation problems – проблемы с жильем/ размещением

B. Read the story about Ann.

Ann: - "My name is Ann. My full name is Anna Smirnova. I am nineteen. I am a student of Vladimir State University. I live with my family. My mother is a doctor. She works in the hospital. My father is a military officer. We live not far from the center of Vladimir. I also have a sister who lives in Moscow. Our grandparents live apart in their own house in the village. They are pensioners.

My sister, Olga, is twenty-eight. She is married to her schoolmate, Oleg Ivanov. My brother-in-law, Oleg, is an IT engineer. My sister is a teacher of English. They have only one child, Denis. He is my nephew. Denis is five. He is keen on computers already. Sometimes he is naughty. He is fond of birds and animals. Now he has white mice, two parrots and a rabbit in his house. Now Denis is eager to have a dog. But his mother is against it, they have no peace because of his pets.

As for me, I am not married. I usually get up at about six a.m. and go jogging. Then I have breakfast- coffee or tea and some sandwiches. After this, I go to my University. It takes me fifteen minutes to get to the University. I try to learn English, but I think that my English is not good because I don't work hard enough as my sister says.

I have a boyfriend. His name is Roman. He is twenty-one. He is a musician. He plays guitar in a rock band. We met a year ago at our friend's party and began going out together. Roman always invites me to his concerts of rock music. I like listening to his playing guitar.

We share so many things together. Roman and I are fond of swimming and skiing. On weekends we go out to the cinema or to see our friends.

Last winter Roman and I decided to spend a holiday together. We planned to go to Saint- Petersburg. But we didn't go there because of accommodation problems. All the hotels are very expensive and unfortunately, we don't have any friends or relatives there. So, we spend a week with my grandparents who live in a village. We skied a lot. In the evening we had dinner with grandparents and watch TV. We had a very good time."

C. Answer the questions:

1. How old is Ann?
2. Where does she live?
3. What is her mother/ sister/ brother-in-law/ boy-friend?
4. What are her grandparents? Where do they live?
5. Who is Denis?

6. What kind of animals does Denis have?
7. Why is his mother against a dog?
8. What is Denis keen on?
9. Does Ann know English well? Why?
10. How old is Ann's boyfriend?
11. When and where did Ann meet her boyfriend?
12. What things do Ann and Roman share together?
13. Where did they plan to go on their holiday?
14. Why didn't they go to Saint Petersburg?
15. Where did they spend their holiday?

Task 14. Read the Proverbs and Quotations; translate them. Find Russian equivalents.

A.

1. Many hands make light work.
2. Fine words dress ill deeds.
3. Time and tide wait for no man.
4. Fine feathers do not make fine birds.
5. He laughs best who laughs last.
6. East or West, home is best.
7. Knowledge, too, is itself a power./ Francis Bacon/
8. Better three hours too soon than a minute too late./ W. Shakespeare/

B. Read and translate these proverbs and quotations. Find Russian equivalents. Comment on the use of the Past Simple. Point out regular and irregular verbs (underlined), give three forms.

1. The pot called the kettle black.
2. When Queen Anne was alive.
3. Since Adam was a boy.
4. When I lent I had a friend; when I asked he was unkind.
5. Faint heart never won fair lady.
6. Curiosity killed a cat.
7. I came, I saw, I conquered. (*J. Caesar*)
8. Too much curiosity lost Paradise.
9. He who never climbed never fell.
10. His tongue failed him.

LESSON 3.

READING

The British Royal Family



Task 1. Before reading the texts about the British Royal Family learn the following words and word combinations. Write them down in your vocabulary.

to be born – быть рожденным, родиться

to be married - быть женатым /замужней

to be divorced - быть разведенным

to be delighted with (at) – восхищаться кем-то/ чем-то

to be grateful to smb for smth – быть благодарным кому-либо за что-то

to be pleased with– радоваться чему-либо, быть довольным

to be possible – быть возможным

to be well-known – быть известным

to be responsible for – быть ответственным за что-л.

to be popular with – быть популярным среди кого - либо

to prevent smb from doing smth – помешать кому-л. сделать что-то

to acquire smb's enthusiasm for – проникнуться любовью к чему-л.

to take part in – принять участие в чем-л.

to pursue a career – делать карьеру

Task 2. Grammar drills. Translate the following verbs. Find out what verb is regular or irregular. Give three forms of the irregular verbs. Write them down in your vocabulary.

- to represent, -to support, - to pursue, - to grow, - to regard, - to say, - to greet, -to make, - to carry, - to bring, -to study, - to learn, -to ride, to acquire, - to grow, -to begin, - to take, - to come, -to start, -to stop, -to know, -to celebrate, - to serve, -to find, -to call, -to enjoy, -to kill, -to concern, -to spend, -to leave

Task 3. Here are some Proper Nouns, which are used in the texts about the royal family. Work with the words. Find out the meaning of these nouns in the Internet; learn their pronunciation, use online translator.

United Kingdom, Lord Chamberlain, George VI, Duchess, Chancellor, London, Commonwealth, York, Wales, Wessex, Kent, Gloucester, Sussex, Edinburgh, Westminster Abby, Christmas, Snowdon, St. Paul's Cathedral, Cambridge, Mountbatten, Windsor, Wetherby School, Ludgrove School, Eton College, University of St Andrews, Scotland, the Earthshot Prize

Task 4. Read the text The British Royal Family. Translate it.

The British royal family consists of Queen Elizabeth II and her close relations. Many members represent the British monarchy. They support the monarch in undertaking public engagements and often pursue charitable work and interests. British people regard the royal family as British cultural icons.

The monarch head of the United Kingdom and 14 other Commonwealth realms is Queen Elizabeth II. She is the head of the royal family. She has four children, eight grandchildren, and twelve great-grandchildren.

The Lord Chamberlain's "List of the Royal Family" mentions all of George VI's descendants and their spouses (including Sarah, Duchess of York, who is divorced), along with the Queen's cousins with royal rank and their spouses. The Lord Chamberlain's list* applies for the purposes of regulating the use of royal symbols and images of the family.

The royal family's guidelines on greeting a member of the royal family say they should be greeted with "Your Royal Highness". The status of *Royal Highness* is restricted to children of a monarch, male-line grandchildren of a monarch, the children of the eldest child of the Prince of Wales, and their wives.

The core of the royal family is made up of Queen Elizabeth II; Charles, Prince of Wales; Camilla, Duchess of Cornwall; Prince William, Duke of Cambridge; Catherine, Duchess of Cambridge; Anne, Princess Royal; Prince Edward, Earl of Wessex; and Sophie, Countess of Wessex. They carry out royal duties full-time.

Lower profile relatives who perform some duties are Prince Edward, Duke of Kent; Princess Alexandra; Prince Richard, Duke of Gloucester; and Birgitte, Duchess of Gloucester.

Other members of the royal family with royal rank who do not carry out official duties are Prince Andrew, Duke of York; Prince Harry, Duke of Sussex; Meghan, Duchess of Sussex; Princess Beatrice; Princess Eugenie; Katharine, Duchess of Kent; and Prince and Princess Michael of Kent.

Task 5. A. Read the text Her Majesty.



The Queen Elizabeth II was born on the 21st of April, 1926

When the Queen was born, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle brought her father to the throne as King George VI.

As a child, she studied constitutional history and law as well as art and music. In addition, she learned to ride and acquired her enthusiasm for horses.

As she grew older, she began to take part in public life, making her first broadcast at the age of 14.

The marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh took place in November 1947. She came to the throne after her father's death in 1952 and was crowned in Westminster Abbey in June 1953.

Among Queen Elizabeth's many duties are the regular visits she makes to foreign countries, and especially those of the Commonwealth, whose interests and welfare are very important to her. The Queen allowed the BBC to make a documentary film about the everyday of the royal family. She also started the tradition of the "**walkabout**", an informal feature of an otherwise formal royal visit, when she walks among the public crowds and stops to talk to some people.

The Queen is widely known for her interest in horses and horse racing. She is president of the Save the Children Fund, Chancellor of the University of London and carries out many public engagements.

The annual Christmas broadcast made by the Queen on radio and television is a traditional and popular feature of the season, and there were widespread celebrations and special programmes of events in 1977 to mark her Silver Jubilee.

The Queen Mother, the widow of the late King George VI, celebrated her one hundred birthday in 2 000 and died in 2002.

The Queen's only sister is Princess Margaret, Countess of Snowdon. She is well-known for her charity work.

The Queen's husband, Duke of Edinburgh, was born in 1926 and served in the Royal Navy. He takes a great deal of interest in industry, in the achievements of young people (he founded Duke of Edinburgh's Award Scheme in 1956) and in saving raise wild animals from extinction.

B. Fill in the blanks in the sentences below with one of the word or word combination given in the table. For checking the results find these sentences in the text *Her Majesty*.

grandfather	the Commonwealth
to take part	constitutional history and law
acquired her enthusiasm	broadcast
the throne	took place
duties	Westminster Abbey
heir	walkabout
Christmas broadcast	horses and horse-racing

1. When the Queen was born, her ..., King George V, was on the throne and her uncle was his
2. As a child, she studied ... and ... as well as art and music.
3. She learned to ride and for horses.
4. She began in public life, making her first ... at the age of 14.
5. The marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh in November 1947.
6. She came to ... after her father's death in 1952 and was crowned in... .. in June 1953.
7. Among Queen Elizabeth's many ... are the regular visits she makes to foreign countries, and especially those of the

8. She also started the tradition of the ... , an informal feature of an otherwise formal royal visit.
9. The Queen is interested in ... and
10. The annual made by the Queen on radio and television is a traditional and popular feature of the season.

Task 6. Read the text The Queen's Children; get the main idea of the text.

A. The Queen's eldest son and first heir to the throne is Charles, Prince of Wales, who was born in 1948. The Prince of Wales is well-known as a keen promoter of British interests.

Prince Charles was married to Diana Spencer in 1981 in St. Paul's Cathedral in London. His wife Diana, Princess of Wales, was born in 1961, into a very wealthy and aristocratic family.

Even though the spouses had two children, William and Harry, Diana and Charles soon became unhappy together. Diana was a very modern woman who enjoyed pop music, romantic novels and charity work. Princess Diana (often called in mass media Princess Di), won the affection of many people by her modesty, shyness and beauty. Charles enjoyed many different interests, but their age difference and mentalities clashed. After a very public separation in 1989, an equally public divorce followed in 1996. As a single woman, Diana put all of her energy into her two sons and her charity work. Unfortunately, she was killed in a car crash in Paris, in August 1997.

The second child and the only daughter of Queen Elizabeth is Princess Anne, who was born in 1950. Anne, Princess Royal, has got a reputation of an arrogant person, but she is quite popular with the general public. She is a president of the Save the Children Fund. But she has no her own family.

The third royal child, Prince Andrew, Duke of York, born in 1960. He served as a helicopter pilot in the Royal Navy. He is now responsible for international relations at the Royal Diplomacy Section of the Royal Navy. As far as his private life is concerned, in 1986 he married Miss Sarah Ferguson and has two daughters. But his marriage to Sarah ended with divorce in 1996 after ten years.

Now he is a patron of many charity organizations and is a major contributor of 'Fight for Sight,' which is a funded research, aimed at preventing blindness and eye diseases. He is also a capable golfer and skier, as he spends much of his money and time on golfing and skiing.

The youngest of the Queens sons is Prince Edward, born in 1964. Prince Edward is keen on the theatre. This interest began while he was at university. He left the Royal Marines and pursued a career with a theatrical company. He is the owner of his own film production company. In 1999, he married to Sophie Rhys-Jones, a PR specialist, who also has her own firm. The spouses have a son and a daughter.

B. Look through the text The Queen's Children once again and decide whom of the royal members these statements belong to:

1. The Queen's eldest son and first heir to the throne is
2. was married to Diana Spencer in 1981 in St. Paul's Cathedral in London.
3. was a very modern woman who enjoyed pop music, romantic novels and charity work.
4. was born in 1961, into a very wealthy and aristocratic family.
5. Unfortunately, ... was killed in a car crash in Paris, in August 1997.
6. The second child and the only daughter of Queen Elizabeth is
7. has got a reputation of an arrogant person, but she is quite popular with the general public.
8. is now responsible for international relations at the Royal Diplomacy Section of the Royal Navy.
9. is also a capable golfer and skier, as he spends much of his money and time on golfing and skiing.
10. is keen on the theatre. This interest began while he was at university.

Task 7. Find the English equivalents in the text The Queen's Children above to the following sentences in Russian given below. Write them down in your vocabulary.

-быть увлеченным чем-либо; - благополучная семья,- быть современным человеком; -увлекаться поп-музыкой,- романтическими новеллами; - благотворительная деятельность; - средства массовой информации; - снискать уважения множества людей; -скромность, застенчивость и красота; - интересоваться разными вещами; -разница в возрасте и в мышлении; -повод для конфликта; -публичный развод;- репутация высокомерной личности;- быть ответственным за что-либо;- частная

жизнь;- тратить деньги на что-либо;- самый младший сын;- делать карьеру

Task 8. Read the text Prince William; get the main idea.



**Prince William, Duke of
Cambridge, William
Arthur Philip Louis; born
21 June 1982**

Prince William is a member of the British royal family. He is the elder son of Charles, Prince of Wales, and Diana, Princess of Wales. He is the second person in the line of succession to the British throne.

William was educated at Wetherby School, Ludgrove School and Eton College. He spent parts of his gap year in Belize and Chile before earning a Scottish Master of Arts degree in geography at the University of St Andrews in Scotland.

William then trained at Royal Military Academy prior to serving with the Blues and Royals. In April 2008, William graduated from Royal Air Force College Cranwell, joining RAF Search and Rescue Force in early 2009. He served as a full-time pilot with the East Anglian Air Ambulance from July 2015 for two years.

The Duke performs official duties and engagements on behalf of the Queen. He holds patronage with over 30 charitable and military organizations, including the Tusk Trust, Centrepont, and London's Air Ambulance Charity. He undertakes projects through The Royal Foundation, with his charity work revolving around mental health, conservation, and emergency workers.

In December 2014, he founded the "United for Wildlife" initiative, which aims to reduce worldwide illegal wildlife trade. In April 2016, the Cambridges and Prince Harry initiated the mental health awareness campaign "Heads Together" to encourage people to open up about their mental health issues. In

October 2020, William launched the Earthshot Prize, a £50 million initiative to incentivise environmental solutions over the next decade.

In 2011, William was made Duke of Cambridge preceding his marriage to Catherine Middleton. The couple have three children: Prince George, Princess Charlotte, and Prince Louis of Cambridge.

The Prince likes to be active and loves sport, especially swimming, tennis, skiing, rowing and cycling.

As a British prince, William does not use a surname for everyday purposes. For formal and ceremonial purposes, children of the Prince of Wales use the title "prince" or "princess" before their forename and follow it with their father's territorial designation.

Although the name of the Royal House is Windsor. The surname *Mountbatten-Windsor* belongs to all the children and male-line descendants of Queen Elizabeth II and Prince Philip.

Task 9. Replace the Russian phrases in the sentences below with the English equivalents. Find them in the text Prince William.

1. Prince William is (*старший сын*) of Charles, Prince of Wales, and Diana, Princess of Wales.
2. He is (*второе лицо*) in the line of succession to the British throne.
3. William (*получал образование*) at Wetherby School, Ludgrove School and Eton College.
4. He (*провел*) parts of his gap year in Belize and Chile.
5. In April 2008, William (*окончил*) from Royal Air Force College Cranwell.
6. He (*служил в качестве*) a full-time pilot with the East Anglian Air Ambulance.
7. The Duke (*исполняет служебные обязанности*) and engagements (*от имени*) of the Queen.
8. He (*осуществляет проекты*) through The Royal Foundation, with his (*благотворительная деятельность*) revolving around mental health, conservation, and emergency workers.
9. In 2011, William (*стал герцогом*) preceding his marriage to Catherine Middleton.
10. (*У пары трое детей*): Prince George, Princess Charlotte, and Prince Louis of Cambridge.

11. The Prince likes to be active and loves sport, especially (*плавание, теннис, лыжный спорт, гребля и езда на велосипеде*).

12. The (*фамилия*) Mountbatten-Windsor belongs to all the children and (*потомки по мужской линии*) of Queen Elizabeth II and Prince Philip.

Task 10. Watch the video film. Answer the question:

What Does The British Royal Family Actually Do?

<https://yandex.ru/video/preview/?text=The%20British%20Royal%20Family>

WRITING

Task 11. Write a personal letter to your friend about yourself and your family. See the sample App 37

UNIT 2

LESSON 1

Active Grammar:

Introductory - there

Pronouns- some, any, no

Formal subjects – it, one

Simple Passive Voice

Task 1. Study the rules about a sentence with introductory there.

See App 15

Task 2. Look at the Figure 3.

A. Use the word combinations given in the box below and make up sentences with the introductory there in the Present and Past Tenses.

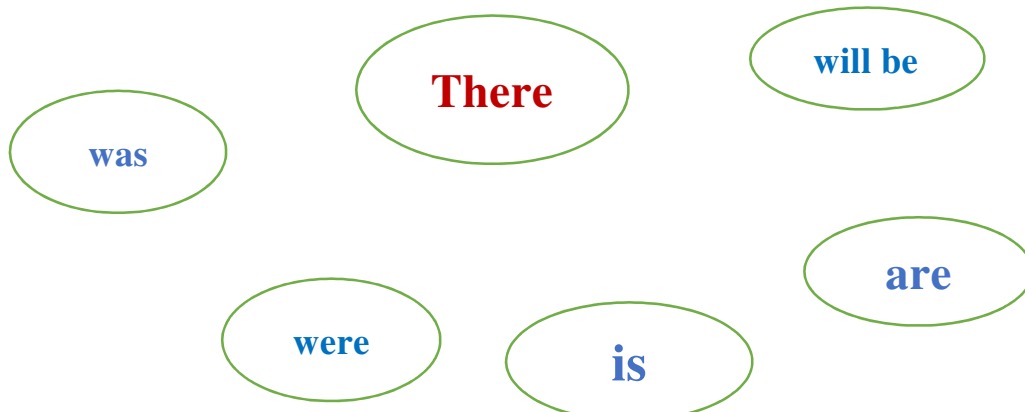


Figure 3

books/ cup/ knife/ plates/ magazine/clock/ some notebooks/ some milk/
cat/ ball/ some apples/ new hotels/ beautiful flowers / sharks/ monkeys/
bright stars/

*on the shelves/ in the cupboard/ on the table/ in the bookstall/ on the
wall/ on sale/ in the fridge/ on the sofa/ in the corner/ in the basket/
in our city/ on the picture/ near the coast/ in the Zoo/ in the sky*

B. Make the composed sentences (above) with introductory there interrogative and negative.

Task 3. Make up sentences with There are...

A. Choose the right number: 7, 8, 9, 11, 13, 26, 28, 33, 50, a lot of

- Model: 1. (days / a week) *There are seven days in a week.***
2. (stripes / the flag of the USA)
 3. (planets/ the solar system)
 4. (letters/ the English alphabet)
 5. (days/ February in a leap-year)
 6. (states/ the USA)
 7. (letters/ the Russian alphabet)
 8. (players/ a football team)
 9. (players / a baseball team)
 10. (stars/ in the sky)

B. Ask questions, begin with How many?

Model: *How many days are there in a week?*

Task 4. Vladimir- town is not large. Look at the information in the box and make up positive or negative sentences.

There is (no) ... in the town.

There are (no) ... in the town.

Model: *There is no tube in the town.*

There are city squares with fountains in the town.

Swimming- pools	Yes (19)
Steel plant	No
Hospitals	Yes
Cinemas	Yes
State University	Yes (1)
Disney park	No
Underground/ tube	No
Grand Hotel	No
Cathedrals	Yes (2)
Churches	Yes (83)
Supermarkets	Yes
International airport	No
Monuments	Yes

Task 5. Put in there is/are, there isn't/ aren't/ is/ are there?

1. Vladimir is a very old town. There ... many cathedrals and churches.
2. Look! a photograph of the Dmitrievsky Cathedral in the newspaper!
3. Excuse me, a supermarket near here?
4. How many learning campuses in Vladimir State University?
... .. 11 learning campuses.
5. Vladimir is not large town. Underground in it.
6. a steel plant in the town? No,
7. a river in the town? Yes, It is the Klyasma.
8. churches in the town? Yes, 83 churches in the town
9. monuments to Grand Prince, Vladimir Monomakh in the town.
- 10... .. any historical places in Vladimir town? Yes,

Предлоги места

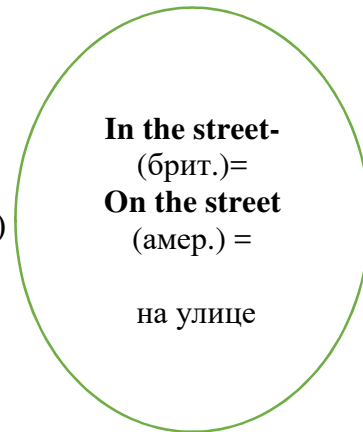
in – в; **on** – на; **over**- над;
under- под; **by** - у, **near, next to**- рядом,
beside-возле, **in front of**- перед; **behind**-
сзади, **at**- у,в,на,
between- между

Task 6. A. Learn the prepositions of place.

See - <https://study-english.info/preposition.php>

B. Put in is or are into the gaps and translate the word combinations with prepositions of place into English. Write down new word in your vocabulary.

1. There ... a new mall (на нашей улице).
2. There ... children ... (в саду).
3. There ... a calendar ... (на стене).
4. There ... a lot of cars (напротив нашего дома).
5. There ... a gas station (рядом с супермаркетом)
6. There ... a garage (между домами).
7. There ... a cat (на дереве).
8. There ... a fruit garden (позади дома).
9. There ... a fountain (напротив театра).
10. There ... a bridge (над рекой).



Task 7. Read about pronouns some, any, no. See App 16

Местоимения
some any no
в конструкции there is (are)

Task 8. Put is or are into the gaps in the following sentences.

1. There ___ some bread in the kitchen.
2. ___ there any rice in the packet?
3. ___ there any books on the shelf?
4. There ___ some pictures on the wall.
5. There ___ no dog in the cabin.
6. There ___ no apple trees in the garden.
7. ___ there any messages for me today?
8. There ___ no place like home.
9. ___ there any stars in the sky?
10. There ___ some fish in the aquarium.

Task 9. What is in the box?

Ask questions, begin with Is there ...? and Are there?

Model: *Are there any books in the box?*



Use prompts:

1. (any sweets?)
2. (any clothes?)
3. (any gifts?)
4. (any coffee?)
5. (any oranges?)
6. (any flowers?)
7. (any photos?)
8. (*your example*)

Task 10. Put in there was/wasn't was there?/were there?/there were/weren't

1. We didn't visit the Bolshoi Theater. seats to an opera.
2. I am sorry. I am late. a lot of traffic.
3. I found a wallet in the street but any money in it.
4. 'In Egypt we stayed at a nice hotel'. 'Did you? a swimming –pool?'
5. an interesting film on TV last night but I didn't watch it.
6. any messages for me from my brother?
7. After a long journey we were hungry but anything to eat.
8. 'We were in Chinese garden.' '... .. any exotic flowers there?'
'Yes,They are beautiful.'

Task 11. Put in will be and translate word combinations in brackets in English. Use prompts in the box below. Write down new words in your vocabulary.

A.

1. Do you think there (будет много студентов) at the conference on Friday?
2. I suppose there (будет большой урожай) of apples next summer.
3. Tomorrow there (будет полнолуние) in the sky.
4. They say there (будет теплое лето) this year.
5. According to weather forecast there (будет много снега) in March.
6. There (будут деньги) in my account on Monday.
7. There (будет много подростков) in *Artek* camp on the Black Sea.
8. There (будет много рыбы) in this lake next year.

Prompts:

a lot of students, a large harvest, full moon, a warm summer, much snow, some money, many adolescents, a lot of fish

B. Change the sentences above into negative. Use - **no, not any, not much/many**

Model: *There will be not many students at the conference on Friday?*

It or There

there is/are – находится

it is – указание – это...

Task 12. Put in **there or **it** in the following sentences. Translate them.**

1. ___ is a train at 5.30 p.m. to Moscow. Is ___ an express train?
2. 'What's wrong?' '___ is something in my eye'.
3. ___ is a car in front of the house. Is ___ your car?
4. 'Is ___ anything on TV?' 'Yes, ___ is a concert at 7.15 p.m.'
5. '___ is a packet with photos on the table. Is ___ yours?'
6. ___ is a museum of crystal in our town. ___ is near the theatre.
7. ___ is a fruit garden behind our house in the village. ___ is large.
8. ___ is a book on the table. Is ___ an English book?

Task 13. Transform the following sentences as in the model. Translate them into Russian. Write down new words in your vocabulary.

Model: *There was a heavy fall of rain yesterday.*

It rained hard yesterday.

1. There was a heavy fall of snow in February.
2. There was thaw yesterday.
3. There was a flash of lightning.
4. There was a dense fog yesterday.
5. There was a strong wind two days ago.
6. There was a severe frost last winter.
7. There was mist yesterday.
8. There was a clap of thunder during the rain.

It is - когда говорим: *который час, какой день недели, какое расстояние, какая погода или когда даём оценку действия* - *easy/ difficult/ impossible/ nice/ good/ wonderful/ expensive/ etc.*
+ *to do smth*

App 12 B

Task 14. Put in it or there. Translate the sentences. Write down new words in your vocabulary.

1. ... rains a lot in winter.
2. What time is ...?
3. 'Is ... cold out?' 'Yes, put on your coat.'
4. 'What day is ... today?' '... .. Thursday?' 'No ...is Friday.'
5. '... was a storm last night. Did you hear it?'
6. I do not believe it! ... is impossible!
7. ... is a long way from here to the nearest shop.
8. ... is a polar bear in the Zoo.

Task 15. Translate the following sentences into English. Use online translator, if necessary. Write down new words in your vocabulary.

1. Зима.
2. Тепло.
3. Сейчас пять часов вечера.
4. В сентябре часто идет дождь.
5. Приятно гулять, когда погода хорошая и нет ветра.
6. Легко понять его, потому что он говорит по-английски медленно.
7. В прошлом году было очень тепло зимой, и реки полностью не замерзли.
8. Ему бесполезно говорить об этом.
9. Отсюда до станции два километра.
10. Вчера шел сильный снег.
11. До Владивостока далеко.
12. Была зима.
13. Стемнело.
14. Невозможно долго находиться в ледяной воде.
15. Лучше всего ловить рыбу на рассвете.

one / ones – **служит как формальное подлежащее**
или заменяет ранее упомянутое существительное *App 16 B*

Task 16. Read and translate the sentences with –one. Pay attention to the underlined word combinations; name the degree of comparison of adjectives and adverbs in the sentences. See App 7 (for revision)

1. The magazines you gave me last week are much more interesting than those ones.
2. One knows very well a familiar saying –‘East or West –home is best.’
3. One sees other people’s faults sooner than one’s own.
4. When one does not know grammar, most likely one makes mistakes.
5. This film is worse than that one.
6. This grammar exercise is easy, but the one we did yesterday was the most difficult of all.
7. This new textbook is much better than the old one.

Task 17. Read the rule of the Simple Passive Voice formation. See App 21

**SIMPLE
PASSIVE VOICE
to be + Participle II**

**Task 18. Change the form of the verbs in the sentences from the Active into the Passive Voice. See the list of irregular verbs App 40
Make the sentences with the Passive Voice interrogative.**

A. Model: *Usually children make a snowman in winter.*

Usually a snowman is made by children in winter.

Is a snowman usually made in winter (by children)?

1. People watch TV every evening.
2. We always learn grammar rules by heart.
3. I feed my cat two times a day.
4. The forests surround our village.
5. Native speakers teach us French and English.
6. They produce juices from fresh fruits not from contaminated ones.
7. Ann often takes her younger sister to the park for a walk.
8. People grow potatoes in many countries.

B. Model: *I wrote the essay yesterday.*

The essay was written yesterday.

Was the essay written yesterday?

1. The students finished their translation in time.
2. The strong wind opened the window of the house.
3. They told her the truth only yesterday.
4. The waitress brought in the coffee.
5. We finished this work in time last week.
6. They built the house in 1961.
7. I didn't leave the windows open.
8. My friend painted a beautiful picture last year.

C. Model: *I'll invite my friends for my birthday party.*

My friends will be invited to my birthday party.

Will my friends be invited to my birthday party?

1. They will meet me at the station.
2. My parents will call a mechanic to repair their washing machine.
3. They will pay you enough for this job.
4. He will speak to you later.
5. They will speak about your novel after the conference.
6. People will elect some politicians soon.
7. They will build a new block of flats in our street.
8. I will paint something new and extraordinary for the contest.

Task 19. Read the Proverbs and Quotations; translate them. Find Russian equivalents.

1. The road to hell is paved with good intentions.
2. A man is known by the company he keeps.
3. A fox is not taken twice in the same snare.
4. Old birds are not caught with chaff.
5. Never ask pardon before you are accused.
6. A liar is not believed when he tells the truth.
7. Advice when most needed is least heeded.
8. Desires are nourished by delays.
9. Forewarned is forearmed.
10. A threatened blow is seldom given.
11. Danger foreseen is half avoided.

12. Little thieves are hanged, but great ones escape.
13. What is done cannot be undone.
14. Rome was not built in a day.
15. Fingers were made before forks.
16. Acorns were good till bread was found.
17. The fish will soon be caught that nibbles at every bait.
18. Ask no questions and you will be told no lies.
19. Wisdom is only found in truth. (J. W. Goethe)
20. When Thales was asked what was most difficult, he said, "To know on one's self." And what was easy, "To advise another." (Diogenes)
21. What is written without effort is in general read without pleasure. (S. Johnson)

LESSON 2. *Lexical Training.*

*ENVIRONMENT
NATURE
MY HOME IS MY CASTLE
HOUSEHOLD DUTIES*

Task 1. Here are some expressions referring to the city life or to the country life. Translate and write them down in your vocabulary.

Shopping centres, car parks, suburbs, forests, rush hour, wildlife, fields, footpaths, fumes, housing estates, blocks of flats, open space, crops, traffic jams, factories and plants, museums, cinema, theatres

- *Name the expressions which refer to the city life, and which ones refer to the country life;*
- *Which of them describe the area of your living;*
- *Which of them evoke some positive associations and which - negative ones.*

Task 2. Read the word combinations in the box below. Translate and write them down in your vocabulary. Use online translator, if necessary.

Answer the questions:

1. *What are the advantages and disadvantages of living in the city / in the country?*

Model: *There are plenty of educational institutions in the city.*

Use constructions there is (are) and it is where necessary.

Advantages	Disadvantages
<p><u><i>In the city</i></u></p> <p><i>plenty of educational institutions;</i> hospitals equipped with the latest technology; public transportation run regularly; a lot of fun activities to your interest; unique dining and shopping centres; a lot of options of interests: art galleries, theatres, clubs, concert halls, parks, zoo, restaurants; central heating in flats; Internet in flats/ apartments; easy to look after; give you a chance to learn and develop;</p>	<p><u><i>In the city</i></u></p> <p>factory pollution damages life; to produce smoke; to cause lung illnesses, allergy; litter around; loud noise from traffic makes people ill; to get to sleep at night; to take pills to keep calm; to wear earplugs; leaving rubbish in the streets; become nervous and upset; to reduce your privacy; to lack of green spaces; no time for rest; to be either at work or at home;</p>
<p><u><i>In the country/ in the village</i></u></p> <p>to go for a walk in the forest; to gather flowers and mushrooms; to go fishing, hiking, camping; to make a fire for a picnic; to go swimming in the river or lake; to eat healthy food; to breath fresh air; to have fruit garden of one's own; to grow vegetables, domestic animals; a lot of agricultural work; private life</p>	<p><u><i>In the country/ in the village</i></u></p> <p>less medical equipment, services and personnel; no higher educational institutions; no fun activities; difficult to look after ;</p> <p>no Internet; no gas; no asphalt pavement; no paved roads</p>

2. Where do you live? Describe the advantages and disadvantages of your dwelling place. Use the list of them in the box above.

3. Where would you prefer to live? Why? Give your arguments.

Task 3.

A. Read the list of places located in the city. Translate and write them down in your vocabulary.

Supermarket, church, petrol station, museum, cinema, library, department store, hotel, post office, café, florist's shop, hospital, bus stop, greengrocer's, newsagent's, bank, chemist's, cathedral, stadium, restaurant, swimming pool, baker's, gallery, Zoo, bridge, city park, circus

B. Translate the description of the town centre into English. Use the construction there is/are.

- Это центр города. Большой супермаркет находится напротив почты. Рядом с супермаркетом располагается кафе. За кафе находится цветочный магазин. Аптека – между кинотеатром и больницей. Автобусная остановка – напротив кинотеатра. Овощной магазин находится рядом с мясным магазином, с левой стороны. Киоск с газетами стоит перед банком. Магазин «Парфюмерия» и автобусная остановка находятся рядом с банком.

C. Describe the centre of your native town/ city.

D. Use the list of places located in a city (the box A) and answer the questions:

1. What do people use these places for?

Use the prompts:

to buy - food, things, pills, fruits and vegetables, newspapers and magazines, stationary, bread, cakes and buns, flowers
to pray to God

to see works of arts and pictures
to watch - films, football matches, wild animals, performances of artists and trained animals
to get to know about ancient frescoes and works of arts
to borrow money from the bank
to have dinners, hold parties and celebrate holidays
to swim during cold periods of weather
to stay and live for some days
to send and receive parcels and registered letter
to drink coffee and tea
to go for treatment
to wait for a bus
to go for a walk, to breathe the air

2. Which of them do you visit most often? What do you do there?
3. Which three of them do you consider the most important? Why?

Task 4. Read the dialogues Asking about the way in roles.

A.

1. – Excuse me. How do I get to the post office?
 - Go straight on for 100 metres and turn left.
2. - Excuse me. Where is the station?
 - Take the first street on the right and go straight on.
3. – Excuse me. Show me the way to the hospital.
 - Turn left and then go straight on and then turn right
 ... but ask again.
4. – Excuse me. Is there a cinema near here?
 - Yes. It is over there, on the left.
5. – Excuse me. How do I get to the centre?
 - Take the bus 5 and get off at the Golden Gates. (in Vladimir town)

Go straight
 Идите прямо
Turn left/right
 Поверните
 налево/ направо
Take the bus
 Сядьте на
 автобус

B. Make up your own dialogues; play them in roles with your groupmates.

Task 5. Read the examples of some types of houses. Translate them; write down new words in your vocabulary.

A.

block of flats detached house terraced house cottage bungalow
country mansion caravan houseboat

B. Which of these houses would you like to live in? Why? Give an argumentative answer. Use the following criteria:

comfortable – uncomfortable
expensive – cheap
easy to look after – difficult to look after
quiet – noisy
dark – light
cold – warm
spacious – tiny/small

The ground floor
(Br.) – первый этаж
The first floor (Br.)
– второй этаж

The first/ second floor (US.) -
первый/второй этаж

C.

Which of the following things have advantages or disadvantages when you buy or rent a house/ a flat?

- central heating; - balcony; - a study; - windows overlooking a busy street; - living room overlooks a park; - furnished/ unfurnished; - terrace/ patio; - garden; - lift; - garage; - quiet area/ neighbourhood, - shopping centre nearby; - fitted kitchen; - attic; - basement; - bathroom; - in a good condition; – in a bad condition/ needs renovating; -ground floor; -the first/second/ third floor; the suburbs

Task 6. A. Here are two boxes with the list of rooms (1) and of furniture/necessary things/ machines (2). Read the following words and word combinations, translate them; put them down into your vocabulary. Continue the list of furniture and machines.

Box 1

kitchen living room bathroom bedroom study hall basement

Box 2

-sofa, - food processor, - bed, - desk, - washing machine, - kettle, -socket, - washbasin, - cooker, -microwave oven, -hoover/ vacuum cleaner, -fridge,- iron, -hair dryer, - bookshelf, -chest of drawers, - wardrobe, - towel, -freezer, - oven, - printer,- sink, - mirror,- pillow, -carpet, -frying pan, -hi-fi, -curtains, - computer,-coffee machine, - bath-tub, -kitchen cabinets, -blanket, -painting, - arm-chair, -table, - built-in furniture, -coffee table, -bedside table, -shower, - fireplace, -dustbin, -TV-set, -cupboard, -bicycle, - etc.

B. Answer the questions:

1. What pieces of furniture, necessary things and machines listed in the box 2 are usually in the rooms - in the box 1?
2. What pieces of furniture and machines are there in the rooms of your flat/ house/ rental room? Describe your room. Use the construction - **there is (are)**.

Task 7. Read the dialogue. Get the main idea. Write down new words in your vocabulary.

A.

- Where do you live, Bob?
- I live in Kensington.
- Uh huh. Do you live in an apartment or a house? Oh, you don't say 'apartment' in Britain, do you? You say 'flat'.
- That's right. But it isn't.
- It is not a flat. It is a house.
- A house?
- Yes.
- How large is it? I mean, how many rooms are there in it?
- Well, downstairs there is a small kitchen, a beautiful dining room, and two sitting rooms.
- Two sitting rooms! And upstairs?
- Upstairs there are two large bedrooms and two small bedrooms.
- That's four bedrooms! Wow!

- Mm... and there are two bathrooms, and a toilet. Oh, yes, and there's a toilet downstairs too.
- Hey! You've got a very big house! Is there a garden?
- A garden? In Kensington! No, there is not. Have you got a garden?
- Yes, I have.
- Oh, you are lucky.

B. Make up a dialogue about your flat or house. Work in pairs.

Task 8. Read the dialogue Renting a Flat. Get the main idea. Write down new words in your vocabulary.

(on the phone)

- Hello, is this 774 389?
- Yes, you are right. Who's calling?
- It's Jane Meadow. I read your advertisement in the Internet about renting a flat.
- Yes, I have an apartment to let.
- Where is it?
- It's in Action Town, in West London.
- How much is the rent?
- 60 pounds a week in advance every week. The electricity and heating bills are extra. There is a separate meter in the flat.
- I see. When can I come and have a look at it?
- Will tomorrow morning be all right?
- Yes, of course. I'll be at 10 a.m. What's your address?
- It's 85 Mildred Road.
- Which floor is the flat on?
- It's on the first floor. I'll expect you at 10 a.m. then.
- Yes, thank you. See you tomorrow.

(next day)

- Good morning. I called you about the flat yesterday.
- Oh, yes, Ms Jane Meadow?
- Right.
- Come in, please. I'll show you around.
- This flat is large! How many rooms are there?

- Four. There is a living room, two bedrooms and a study. Here you can see a pantry near the kitchen and a balcony. The flat also has central heating and air conditioning.
- It's very spacious. The living room is very cosy. I like it very much, especially this modern sofa and the coffee table.
- If you like the living room so much I can leave you the furniture here.
- That's very kind of you. I didn't expect to find such a large and comfortable flat in this neighbourhood. I'll rent it from you. Let's talk about the rent once again.

B. Make up a dialogue about your renting a flat in your town/city. Work in pairs. Use the vocabulary:

rental fee – арендная плата
pay in advance – оплата вперед/ авансом
leave a deposit – оставлять задаток
parking space – стоянка авто
private/ shared bathroom – личная/ общая ванная
 комната

Task 9. Make up questions and answers. Work in pairs.

A. You want to rent a flat.

- *какого размера квартира;*
- *есть ли там мебель;*
- *как оборудована кухня;*
- *спокойный ли это район;*
- *есть ли стоянка напротив дома;*
- *условия сдачи квартиры (плата, порядок оплаты, задаток)*

B. You want to rent a room for a year.

- *насколько комната светлая и просторная;*
- *какой там вид из окна;*
- *есть ли поблизости зеленая зона;*
- *есть ли в комнате балкон;*
- *можно ли пользоваться кухней;*

- есть ли отдельная ванная;
- тихая ли комната (т.к. вы будете заниматься дома);
- разрешается ли прожить питомцу в комнате

Task 10. Read the text Frontier House. Get the main idea. Use online translator, if necessary. Write down new words in your vocabulary.

A. *Frontier House* is a historical reality television series that originally aired on the Public Broadcasting Service (PBS) in the United States from April 29 to May 3, 2002. The series followed three family groups that agreed to live as homesteaders did in Montana Territory on the American frontier in 1883. Each family was expected to establish a homestead and complete the tasks necessary to prepare for the harsh Montana winter. At the end of the series, each family was judged by a panel of experts and historians on their likelihood of survival. Three families were chosen to be on the show.

One of them was the Clune family. It consisted of Gordon (age 40), his wife Adrienne (age 39), their daughter Aine (age 14), son Justin (age 12), son Conor (age 8), and Gordon's niece, Tracy (age 15).

Gordon owned an aerospace and defense manufacturing firm, and the family was very well off financially. Gordon Clune said that his family was best suited for the show because they had dinner together every night, conversed well, Adrienne was an excellent cook, and Gordon and the boys enjoyed hiking and were good sharpshooters.

B. Work in pairs. Try to predict what each family member will find difficult about being in Frontier house: *father (age 40), mother (age 39), teenage girls (aged 14-15), boys (aged eight and twelve)*.

Use:

too	with adjectives and adverbs
too much	with uncountable nouns
too many	with countable nouns
(not) enough	after adjectives and adverbs
(not) enough	before nouns

Prompts:

1. He was **too weak** to do all the physical work.
2. They were **not strong enough** to do all the physical work.
3. They had **too much** time.
4. They often didn't have **enough** food.
5. There were **too many** things to do.

Task 11. Read the dialogue: Two people talking about the reality television series *Frontier House*, about the Clunes.

A. ...

- *What happened?*
- Three families had to live like Wild West settlers from the 1880s. They didn't have any modern things, devices and machines. No TV, no phone, no shampoo, very few clothes and the nearest store was 16 kilometres away. One family, the Clunes from California, had a very difficult time.
- *Why? What did they find difficult?*
- Gordon, the father, did a lot of hard physical work and he lost a lot of weight. He chopped down trees and built the house when they first got there and he worked very hard all the time.
- *What about the mother?*
- She had a hard time too. She wore the same clothes every day and she hated not wearing make-up. She cooked, cleaned the house, washed clothes, etc., all without any machines. And the members of the family were always hungry.
- *Did the children enjoy it?*
- Their children, at first, complained that there was too much to do. They helped with the animals, cooking, chopping wood. The teenage girls missed shopping and their friends and the younger boys missed the TV and skateboarding.
- *Did they change over the six months?*
- Yes. They all changed. Near the end of the six months, Tracy, who was 15, said she did not care about make-up and clothing... They are happy to be with their family.
- *So what happened when they returned home to their modern life?*
- Back in California, they loved seeing their friends again and wearing different clothes and stuff. But the children, especially the teenagers, were really bored. They realized there is more to life than make-up, TV and clothes. They really missed having all the jobs to do.

B. Answer the questions:

1. What is the programme *Frontier House* about?
2. What did the Clunes find difficult? Why?
3. What did they all miss?
4. How did the experience change them?
5. Would you like to be in a TV programme like this? Why? Why not?

Task 12. Work in pairs. Answer the following questions:

1. Which machines/ devices do you have? Make up a list of them.
2. How often do you use them? What for?
3. Which of them do you find necessary? / could you do without?
4. How did people manage when the machines/devices did not exist?
5. Do all your machines and devices save your time? What for?

Notes!

The TV/ tap is not working properly.-

Телевизор/ кран не работает как следует.

There is something wrong with the cooker. -

Что-то не в порядке с плитой.

to be out of order – не работать, испортиться

Употребляется в отношении вещей (оборудования)

общественного пользования:

public toilet – общественный туалет,

drink machine – автомат для напитков, **lift**- лифт

Task 13. Discuss in the group:

1. *Household duties (doing the washing-up, cleaning, hoovering etc) are relaxing and give us pleasure and satisfaction. Do you agree?*
2. *What household duties are you responsible for?*

Use the vocabulary:

What we have to do at home

to clean – чистить	to mend – ремонтировать, чинить
to do the washing – стирать	to mop – протирать шваброй
to do the washing-up – мыть посуду	to put the washing on the line – развесить бельё сушиться
to dust – вытирать пыль	to sweep – подметать
to Hoover – пылесосить	to tidy up – убирать
to iron – гладить	to stain – пачкать
to wipe – вытирать	to break – разбить, поломать
to polish – полировать	to spill – проливать
to brush – чистить щёткой	

Things and tools used at home for housework

brush – щётка	electric drill – электродрель
bucket – ведро	hammer – молоток
dustbin – мусорное ведро	nail – гвоздь
iron – утюг	screwdriver – отвертка
ironing board – гладильная доска	tool kit – набор инструментов
mop – швабра	

/ your example

Task 14. Read the Sayings and Proverbs with **there is (are), translate them. Use online translator, if necessary. Find Russian equivalents.**

There is no ... like + существительное ... — Нет ничего лучше..., чем ...

There is nothing like + существительное ... — Нет ничего лучше, чем ...

There is nothing to do but + глагол ... — Нечего делать, кроме как ...

1. There is no time like the present.
2. There is no place like home.
3. There is no effect without cause.
4. There is no rose without a thorn.
5. There is nothing to do but walk.
6. There is no rule without an exception.

7. There is no smoke without fire.
8. There is a black sheep in every flock.
9. There is many a slip between the cup and the lip.
10. There is no use crying over the spilt milk.

LESSON 3

READING

Buckingham Palace *Main Types of Homes in the UK*

Task 1. Here are some Proper Nouns, which are used in the texts about the royal palace. Work with the vocabulary. Find out about these famous people in the Internet; learn the pronunciation of their names, use online translator.

Duke of Buckingham, King George III, Queen Charlotte, John Nash and Edward Blore, Rembrandt, van Dyck, Rubens and Vermeer, Queen Victoria and Prince Albert, Tsar Nicholas I of Russia, Emperor Napoleon III of France, Sir Charles Long, King Edward VIII

Task 2. A. Read the text Buckingham Palace and fill in the gaps (a-j) with appropriate phrases from the box below (1-10) so that the text will be logically correct.



Nowadays

Buckingham Palace is the official residence of a)_____. When Her Majesty is in residence the b) _____ flies over the east front of Buckingham Palace.

The ceremony of the c)_____at Buckingham Palace is a great tourist attraction. It takes place daily in the forecourt at 11.30 a.m. and lasts half an hour.

To the sound of music, the guardsmen in their d) _____ arrive and give the palace keys to another group.



History

Originally known as **Buckingham House**, the building at the core of today's palace was a e) _____ built for the Duke of Buckingham in 1703 on a site that had been in private ownership for at least 150 years. It was acquired by King George III in 1761 as a private residence for Queen Charlotte and became known as The Queen's House.

During the 19th century it was enlarged, principally by architects John Nash and Edward Blore. They constructed three wings around a central courtyard.

Buckingham Palace became the f) _____ of the British monarch on the accession of Queen Victoria in 1837.

The last major structural additions were made in the late 19th and early 20th centuries, including the East Front, which contains the g) _____ on which the British royal family traditionally greets crowds.

A German bomb destroyed the palace chapel during the Second h) _____ the Queen's Gallery was built on the site and opened to the public in 1962 to exhibit works of art from the Royal i) _____.

The staterooms, used for official and state entertaining, are j) _____ each year for most of August and September and on some days in winter and spring.

1. Collection – коллекция
2. Changing of the Guard- смена караула
3. traditional bearskins- традиционные медвежьи шапки
4. the Royal Standard – королевский штандарт
5. London residence – резиденция в Лондоне
6. open to the public – открыт для публики

7. a large townhouse – большой особняк
8. World War – вторая мировая война
9. Her Majesty the Queen and her family- её величество королева и её семья
10. well-known balcony- знаменитый балкон

B. Before reading the text Interior of Buckingham Palace pay attention to the vocabulary:

the piano nobile – (архит. итал.)- бельэтаж, второй этаж

facade – фасад, внешняя сторона

ornate suite – богато украшенный люкс, апартаменты

large bow – большая арка

to flank – граничить, располагать(ся) сбоку

a huge anteroom – огромная приемная

the Throne Room – тронный зал

chimney-piece - дымоход

quadrangle – четырёхугольник

porcelain – фарфор, фарфоровые изделия

pagoda – (архит. Китай) – пагода- многоярусный навильон с многочисленными украшениями и карнизами

C. Read the text Interior of Buckingham Palace. Get the main idea.

The front of the palace measures 355 feet (108 m) across, by 390 feet (120 m) deep, by 80 feet (24 m) high and contains over 830,000 square feet (77,000 m²) of floor space. There are 775 rooms, including 188 staff bedrooms, 92 offices, 78 bathrooms, 52 principal bedrooms and 19 staterooms. It has also a post office, cinema, swimming pool, doctor's surgery and jeweler's workshop.

The principal rooms are located on the *piano nobile* behind the west-facing garden facade at the rear of the palace. The centre of this ornate suite of staterooms is the Music Room. Its large bow is the dominant feature of the facade. Flanking the Music Room are the Blue and the White Drawing Rooms. At the centre of the suite, serving as a corridor to link the staterooms, is the Picture Gallery, which is top-lit and 55 yards (50 m) long. In the Gallery there are numerous works including some by Rembrandt, van Dyck, Rubens and Vermeer.



The other rooms leading from the Picture Gallery are

the Throne Room (left) and **the Green Drawing Room** (right).

The Green Drawing Room serves as a huge anteroom to the Throne Room, and is part of the ceremonial route to the throne from **the Guard Room** at the top of



the Grand Staircase.

The Guard Room contains

white marble statues of Queen Victoria and Prince Albert. These very formal rooms are used only for ceremonial and official entertaining but are open to the public every summer.



Opening from **the Marble Hall**, these rooms are used for less formal entertaining, such as luncheon parties and private audiences. Some of the rooms are named and decorated for particular visitors, such as the **1844 Room**, decorated in that year for the state visit of Tsar Nicholas I of Russia, and the 1855 Room, in honour of the visit of Emperor Napoleon III of France.



This suite is **the Bow Room**, through which thousands of guests pass annually to the Queen's garden parties.

Between 1847 and 1850, when Blore was building the new east wing, the Brighton Pavilion was once again plundered of its fittings. As a result, many of the rooms in the new wing have a distinctly oriental atmosphere.



The red and blue Chinese Luncheon Room with a large oriental chimney-piece is designed by Robert Jones and sculpted by Richard Westmacott.

At the centre of this wing is the famous balcony with the Centre Room behind its glass doors. Running the length of the piano nobile of the east wing is



the Great Gallery, modestly known as **the Principal Corridor**, which runs the length of the eastern side of the quadrangle. It has mirrored doors and mirrored cross walls reflecting porcelain pagodas and other oriental furniture from Brighton. The Chinese Luncheon Room and



Yellow Drawing Room (left) are situated at each end of this gallery, with **the Centre (Balcony) Room** (right) in between. When paying a state visit to Britain, foreign heads of state are usually entertained by the Queen at Buckingham Palace.

D. After reading the text, determine which statements (1-15) in the box are (True) to the content of the text, which ones are (False) or there is No Information about it in the text.

STATEMENT	TRUE	FALSE	NO INFORMATION
1. There are 775 rooms, including 188 staff bedrooms, 92 offices, 78 bathrooms, 52 principal bedrooms and 19 staterooms in the palace.			
2. The palace has also a post office, cinema, swimming pool, doctor's surgery and jeweler's workshop.			
3. The principal rooms are located on the <i>piano nobile</i> behind the east-facing garden facade at the rear of the palace			
4. Flanking the Music Room are the Blue and the White Drawing Rooms.			
5. In the Gallery there are numerous works including some by Rembrandt, van Dyck, Rubens and Vermeer.			
6. The other rooms leading from the Picture Gallery are the Blue Drawing Room and the White Drawing Room.			

7. The Green Drawing Room is part of the ceremonial route to the throne from the Guard Room at the top of the Grand Staircase.			
8. The Guard Room contains white marble Statues of Queen Victoria and Prince Albert, in Roman costume, set in a tribune lined with tapestries.			
9. Opening from the Marble Hall, these rooms are used for less formal entertaining, such as luncheon parties and private audiences.			
10. The 1844 Room, decorated in that year for the state visit of Tsar Nicholas I of Russia.			
11. Thousands of guests pass through the Bow Room annually to the Queen's garden parties			
12. The Queen uses a smaller suite of rooms in the north wing			
13. The red and blue Chinese Luncheon Room is made up from parts of the Brighton Banqueting and Music Rooms.			
14. Running the length of the <i>piano nobile</i> of the west wing is the Great Gallery, modestly known as the Principal Corridor.			
15. Electricity was first installed in the Ball Room of Buckingham Palace in 1883 and today there are around 40,000 light bulbs in the Palace.			

Task 3. A. Read the text Different types of houses in UK. Get the main idea.

№ 1. Detached Houses:



Also included in our list of the different types of houses is the detached house. Detached houses are single houses which are not connected to another house or building and consequently, these houses are viewed as more private. This type of house has both a large front and back garden as well as a driveway, as its space is not restricted by other buildings nearby. These properties are usually extremely expensive but a common choice for those with larger families.

№ 2. Semi-detached Houses:



Another house type that is similar to the popular ‘detached house’, is the semi-detached. Semi-detached houses are simply coupled via a wall on only one side. This saves more space on the given road. These types of houses are often much cheaper than the detached houses due to the house not being as private.

№ 3. Terraced Houses:



This property type is attached, on both sides, to other houses. A terrace house is on a row of comparable houses attached to one another by their sidewalls. These are very popular type of houses in the UK and are especially prevalent in larger cities with denser populations making them a common source of accommodation for the working-class centuries ago. This particular property type saves a lot of space (not as much as a block of flats).

№ 4 End of Terrace House:



It's easy to guess what type of house this is. Correct – the end of a line of terraced houses. This has very similar properties and features to a semi-detached house. This type of house only shares a wall on one side and not on the other.

№ 5. Cottages:



These property types are often seen in more rural areas; on farms and in the countryside. A cottage is a small house, typically quite old-fashioned. These sorts of houses can have either one or two storeys, with the second level usually being smaller than the ground level. This type of property has very thick, strong walls which succeed in enduring the cold in the winter months. In addition, this type of house can often be used as a holiday/summer home for families who wish to spend time in a more rural, natural area – away from the busy cities.

№ 6. Bungalows:



This type of home is quite unique. It is a single-storey house and is also detached from other houses. It is a shorter-looking house due to a lack of a second or third

level. However, occasionally, bungalows have a room or two based in the 'roof'. The origin of the word 'bungalow' comes from the word 'baṅglā' which means 'belonging to Bengal'. This is because bungalows were first built for Europeans who settled in Bengal in the 17th century.

№ 7. Mansions:



A mansion is the largest house of them all. This house is also the most expensive out of all the different types of houses in the UK. This is usually a place full of rich residents. The typical mansion consists of multiple large rooms, many floors and a huge garden, composed of many acres of land. If you are lucky enough to own a mansion, you will most probably have a pool, if not two (indoor and outdoor).

№ 8. Caravan



A **caravan** (travel **trailer, camper**) is a trailer towed behind a road vehicle to provide a place to sleep which is more comfortable and protected than a tent (although there are fold-down trailer tents). It provides the means for people to have their own home on a journey or a vacation, without relying on a motel or hotel, and enables them to stay in places where none is available. However, in some countries campers are restricted to designated sites for which fees are payable. Caravans vary from basic models which may be little more than

a tent on wheels to those containing several rooms with all the furniture and equipment of a home.

Construction of the solid-wall trailers can be made of metal or fiberglass. Travel trailers are used principally in North America, Europe, in the United Kingdom, Australia and New Zealand.

№ 9. Houseboat



A **houseboat** is a boat that is modified to be used primarily as a home. This house on the water that doesn't have a motor or navigation system, commonly docked among other floating homes. Living on a houseboat is often significantly cheaper than a traditional home. A non-cruising houseboat is the most common kind of floating home in London, Paris and Amsterdam.

№ 10. Block of Flats



№ 11 Converted Flats



These types of houses are most popular in more urban/city-like areas such as London and Birmingham. This is because they save a lot of space and provide accommodation for many people within a single building. A block of flats has multiple flats within it, depending on the height and overall size of the building. This type of property is ideal for a smaller family, single person or someone on a lower income.

№ 11. Converted Flats:

This is not your typical 'flat'. It is characteristically an older, larger house which is split into two houses – the top floor and ground floor (also known as a 'period conversion'). Converted flats aren't always split into two, depending on the initial

size of the house, they can be divided into several households. Residing in this kind of property can be extremely noisy. This is because the house was originally built for a whole family and so was not made as soundproof like newer 'blocks' of flats would be.

B. Translate the underlined verbs in the Passive Voice in the text above.

Give three forms of the irregular verbs. See App 40

C. Read the text about the types of houses in UK once again. Decide on what type of houses fits the description:

1. These houses are single houses which are not connected to another house or building, these houses are viewed as more private.
2. It is characteristically an older, larger house which is split into two houses – the top floor and ground floor. They can be divided into several households. Residing in this kind of property can be extremely noisy.
3. This home is most often used to describe a house on the water that doesn't have a motor or navigation system, commonly docked among other floating homes. Living on a houseboat is often significantly cheaper than a traditional home.
4. These property types are often seen in more rural areas; on farms and in the countryside.
5. It is a single-storey house and is detached from other houses. Its name means 'belonging to Bengal'.
6. This house is also the most expensive out of all the different types of houses in the UK. This is usually a place full of rich residents.
7. This house is towed behind a road vehicle and provides a place to sleep for people during their journey or a vacation.
8. This house is on a row of comparable houses attached to one another by their sidewalls. These types of houses are especially prevalent in larger cities for the working-class.
9. These types of houses are most popular in more urban/city. This type of property is ideal for a smaller family, single person or someone on a lower income.
10. These houses are simply coupled via a wall on only one side. These types of houses are often much cheaper than the detached houses due to the house is not private.

D. Answer the question:

What type of a house would you like to live? Why? Give your arguments.

WRITING

Task 4. Choose one of the themes you like and write an essay.

See – Recommendations for students.

Prepare a list of key words and expressions. Use a dictionary, if necessary.

1. “My home is my castle”. (Explain the proverb)
2. “Show me your home and I’ll tell you who you are.” (Explain the saying).
3. “Neighbours are often as important in our life as family. (Do you agree?)

UNIT 3

LESSON 1

Active Grammar:

Participle I (Active)

Continuous Tenses (Active)

to be going to +

The Gerund

Participle I (Active)

Причастие настоящего времени
активная форма

V + ing

Task 1. Read the rules of the Participle I formation and using. See App 22

Task 2. Translate the following sentences, pay attention to the Participle I.

1. Look at the cat *crossing* the road. 2. Look at the trees *growing* in our garden. 3. While *translating* texts we use internet translator. 4. While *translating* difficult texts we will use a dictionary. 5. *Entering* the room, she turned on the light. 6. The boy *playing* in the yard is my brother. 7. *Hearing* the sounds of music, he went into the room. 8. *Running* into the road, the young man stopped a taxi. 9. *Looking through* a journal, he noticed a photo of his classmate. 10. *Travelling* in Central Africa, the explorers met many wild animals.

Task 3. Learn the rules of the Continuous Tenses formation and using.

See App 24

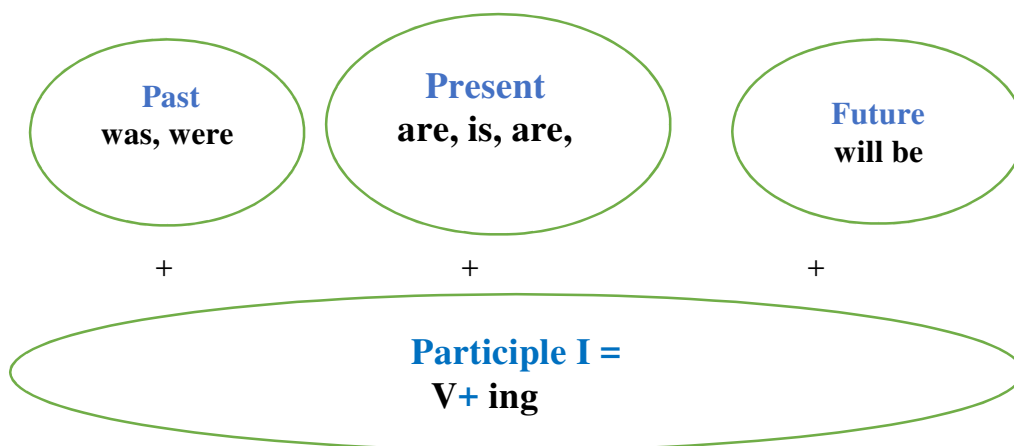


Figure 4

Task 4. Put the verb to be in the correct form, translate the sentences.

A.

1. – Please be quiet. I __ working.
2. – Look! Marry __ wearing her new hat.
3. – Take your umbrella alone. It __ raining outside.
4. – Look! The children __ playing football in the yard.
5. – Don't turn off the television. I __ watching an interesting film.
6. – Listen! Boris __ playing the guitar.
7. – Hurry up! The bus __ coming.
8. – Where are you? – In the kitchen. I __ cooking a meal.
9. – Where is Ann? – She __ taking a shower.
10. – You __ standing on my foot. – Oh, I __ sorry.

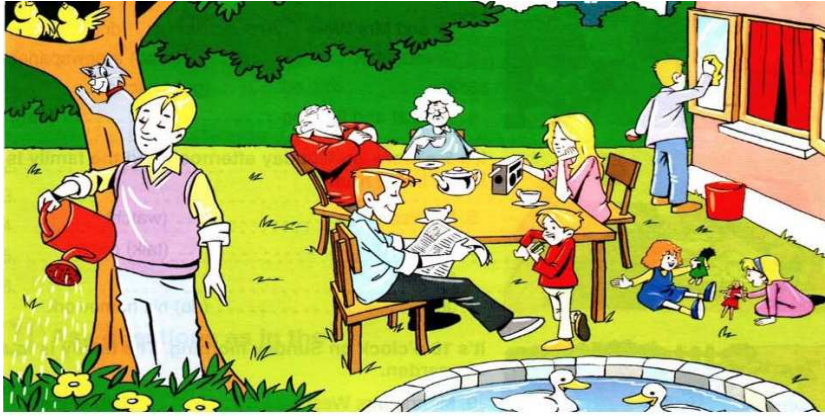
B. What is happening at this moment? Make up true sentences.

Model: *Look! It is snowing/ raining outside.*

Task 5. Look at the picture At the Garden and describe the action of each member of the family. When describing a picture (or a photo) use the Present Continuous Tense.

Use the word combinations in the box below. Write down new words in your vocabulary.

to water flowers, to climb the tree, to sit on the tree, to wash the window,
to listen to the radio, to read the newspaper, to play with dolls, to eat a
chocolate, to drink tea, to sleep, to swim in the pond



B. Write the question ‘What doing?’ with different subjects.

Model: What is the cat doing? – It is climbing the tree.

Personages: Grandmother, grandfather, mother, father, two little daughters, the elder son, the middle son, the younger son, a cat, two birds, two ducks.

Task 6. Give positive or negative short answers -Yes, I am; No, it isn't; etc.

All questions are present.

1. Are you watching TV **now**? ___
2. Are you wearing shoes? ___
3. Are you eating something? ___
4. Are you feeling well? ___
5. Are you drinking coffee? ___
6. Are you sitting on the chair? ___
7. Is it raining/ snowing hard? ___
8. Is the sun shining? ___
9. Are the leaves falling? ___
10. Are you listening to the teacher? ___

Do not use these verbs in the Present Continuous:

want, like, love, hate, need, prefer, depend, know, understand, believe, remember, forget

Use the Present Simple only

Task 7. Use the verbs in brackets in the Present Continuous or in the Present Simple.

1. She (to play) the piano now. 2. I (to read) now. 3. We (to drink) tea with lemon and sweets now. 4. He always (to drink) tea in the morning. 5. I (to like) white coffee for my breakfast. 6. He really (to love) her. 7. I (to prefer) strawberries with whipped cream. 8. I (to have) dinner in the canteen now. 9. It (to rain) outside now. 10. In autumn it (to rain) a lot here.

Task 8. Use the Present Continuous to complete the dialogues.

A: I (1) ___ (wait) in the restaurant on the fourth floor. Where are you?

It is 4:30! What (2) ___ (you/do)?

B: We (3) ___ (sit) on the bus. The traffic is very bad. We (4) ___ (not/move).

A: Hello. I (5) ___ (call) from London.

B: Really? What (6) ___ (you/do) there?

A: Ann and I (7) ___ (stay) with some friends for a week. It (8) ___ (rain) today so we (9) ___ (not/go) out.

A: Hello. What (10) ___ (you/do) now?

B: I (11) ___ (cook) an apple pie.

A: What (12) ___ (you/ read) these days?

B: I (13) ___ (read) an interesting novel in English.

Task 9. Choose the correct alternatives.

1. I *do/am doing* an English evening class this term. It *starts/ is starting* at 3.50 every Monday.

2. What *do you do/ are you doing* these days? *Do you still study/ Are you still studying?*

3. Alex *doesn't eat/ isn't eating* meat. *He doesn't like/ isn't liking* it.

4. What *do you usually do/ are you usually doing* in the summer holidays?

5. They *often go/ are often going* to Sochi with friends in summer.

6. *Do you look/ Are you looking* for anything special in the shop now?

7. *Do you drink / Are you drinking* coffee or tea in the morning?

8. I know *they go/ are going* for a picnic in the country every spring.

9. It often *rains/ is raining* hard every autumn in this region of Russia.

10. We *walk/ are walking* in the park just now.

Present for the Future

Use Present Continuous for arrangements (usually for people)

Use Present Simple for timetables, programmes, trains etc.

Task 10. Use the words in brackets to make up sentences. All the sentences are future. Use the Present Continuous or the Present Simple.

Model: (She/ get married/ next week) *She is getting married next week.*

(The play/ start/ at 7 o'clock) *The play starts at 7 o'clock.*

A.

1. (The concert/ start/ at 7.30 p.m.)
2. (I/meet/ my friends this evening)
3. (Jane/ not/come/to the party on Sunday)
4. (The English lessons/ finish/on 10 June)
5. (My train/leave/ at 23.05)

B. These sentences are questions. All the questions are future.

Model: (what/ you/ do/ at the weekend). *What are you doing at the weekend?*

(what time/ the film/ start) *What time does the film start?*

1. (what time/the train/ leave?)
2. (what time/you/leave/tomorrow?)
3. (where/ you/ go/ on the weekend?)
4. (what time/ English lesson/ start/ tomorrow?)
- 5.(what/ he/plan to do/ this year?)

Present for the Future

to be going to do smth -

собираться что-то сделать

Task 11. Answer the question: *Are you going to do these things tomorrow?*

A. Model: *I'm not going to ... / I'm going to...*

1. (get up before 6.30)
2. (start doing morning exercises)
3. (cook an apple pie)
4. (ride a bicycle)
5. (call to your friend in Paris)

B. Complete the sentences. Use ... going to + one of these verbs:

give lie eat rain wash take
--

Model: *My hair is dirty. I'm going to wash it.*

1. I don't want to go home by bus. I _____ a taxi.
2. Take an umbrella with you. It _____
3. I'm hungry. I _____ this sandwich.
4. It's Ann's birthday next week. We _____ her a kitten as a present.
5. I feel tired. I _____ down for an hour.

Task 12. Put the verbs in brackets into the Future Continuous or the Future Simple.

1. I think Nellie (leave) for Moscow tomorrow.
2. We (grow) tomatoes next summer.
3. I (do) my homework at 6 p.m. tomorrow.
4. I (translate) the article from 5 till 7 p.m. tomorrow.
5. When you come to my place tomorrow, I (bake) a cake.
6. What you (do) at 5 p.m. tomorrow?
7. ___ you (play) volleyball tomorrow?
8. She (go) to the Crimea next summer.
9. What ___you (buy) at the shop tomorrow?
10. When I come home tomorrow, my family (have) dinner

Task 13. Put the verbs in brackets into the Past Continuous or the Past Simple.

See the rules –Apps 20, 24

1. Jack (read) the newspaper when the phone rang. Jack (read) the newspaper yesterday.
2. ___ you (watch) television when I phoned you? ___ you (watch) the film on TV last night?
3. Yesterday, I (start) work at 9:00 and (finish) at 4.30. Yesterday, at 2:30 I (work).
4. When we (go) out, it (rain). Yesterday I (rain) hard.
5. I (see) Lucy and Tom this morning. They (stand) at the bus stop.
6. He (fall) asleep while she (read) a story.
7. We (play) tennis yesterday. We (play) tennis from 3 p.m. till 4 p.m. yesterday.
8. I (meet) Joan at the party. She (wear) a red dress.
9. The boys (break) a window when they (play) football.
10. I (get) up at 7 o'clock. The sun (shine), so I (go) for a walk.

Task 14. See App 28 about The Gerund.

Learn the following cases of ing-form using:

ПРЕДЛОГ + ING

Если после предлога следует глагол, то он всегда будет оканчиваться на - ing

to be (not) interested in – (не) интересоваться(ся) чем-то
 to be good at – хорошо что-то делать
 This is for – это (что-то) для действия
 How about – а как насчет того, чтобы что-то сделать
 to be fed up with – устать что-то делать
 to think of – думать о чем-либо
 to thank for – благодарить за что-то
 to be fond of – любить что-то делать
 to be surprised at – удивляться чему-либо
 to be afraid of – бояться чего-либо
 to look forward to – ждать с нетерпением
 to have a chance of – иметь шанс
 instead of – вместо какого-либо действия

Task 15. Translate the following sentences into English:

1. Меня не интересует проведение (*spending*) отпуска здесь, я хочу поехать в Крым.
2. Я хорошо играю (*playing*) в футбол.
3. Эта ракетка для игры (*playing*) в теннис, а не в бадминтон.
4. А как насчет того, чтобы пойти (*going*) в кино?
5. Он устал пробовать (*trying*).
6. Думаешь у меня есть шанс выиграть (*winning*) соревнование?
7. Мы решили пойти в ресторан вместо того, чтобы поесть (*eating*) дома.
8. Несмотря на опоздание (*being late*), я справился со всей работой.
9. Я люблю печь (*baking*) пироги, булочки и кексы.
10. Я с нетерпением жду, чтобы снова с тобой встретиться (*seeing*).

ing –

после предлогов **by / without**

конструкция **by doing something** показывает, каким образом выполняется действие

without doing something – без чего выполнялось действие

ing -

после предлогов **before / after**

в значениях «прежде чем...» и «после того, как...»

Предлог - to

после него употребляется **ing -**
форма.

Task 16. Translate the following sentences into English. Use online translator, if necessary. Write down new words and word combinations in your vocabulary.

1. Она получила наивысшие оценки, старательно занимаясь (*studying hard*).
2. Она остается в форме, бегая каждый день (*running*).

3. Я пробежал десять миль без остановки (*stopping*)
4. Я извиняюсь за то, что сказал. Я сказал это, не подумав (*thinking*).
5. Он просто ушел, не попрощавшись (*saying*).
6. Я позвонил брату, прежде чем уйти (*leaving*).
7. Что ты делал после того, как окончил колледж? (*leaving*)
8. Я с нетерпением жду твоего звонка (что ты позвонишь) (*calling*).
9. Он ушел из ресторана, не оплатив (*paying*) счет.
10. После того, как они погуляли (*walking*) в парке, они отправились в кафе

FIXED EXPRESIONS + ING

It is (not) worth – (не) стоит
 It is no use... / It is no good ...- это бесполезно /нет пользы
 There is no point in... – нет никакого смысла
 have difficulty ... - иметь трудности
 It is a waste of money/ of time - трата денег/ времени...
 be busy – быть занятым
 go + ing – (о спорте), заниматься чем-то регулярно

Task 17. Learn the fixed expressions in the box above. Translate phrases in brackets from Russian into English. Use the fixed expressions with Gerund.

1. The supermarket is so far that (*не стоит идти туда пешком*).
- Let's take a taxi.
2. This book is really (*стоит прочесть*).
3. (*Нет никакой пользы есть*) when you are not hungry.
4. (*Нет никакого смысла ждать его здесь*). He won't come.
5. (*Нет никакого смысла выходить на прогулку*), when it is raining.
6. (*Ей было сложно найти*) a new job.
7. (*Это трата денег покупать*) a new car when the old one still works.
8. (*Это трата времени читать*) a book twice when you can read it carefully once.
9. He didn't do the washing. (*Он был очень занят – писал*) an essay.
10. Let's (*плавать*) in the sea.

Use prompts:

to walk, to read, to eat, to wait for, go for a walk, to find, to buy, to read,
to write, to swim

Task 18. Continue the sentences with the corresponding verb+ing.

A.

1. Mark *learns* languages very quickly.

He is good at learning.

2. I would like to travel abroad.

I'm interested in _____.

3. I hate working in this company.

I am fed up with _____.

4. Would you like to go to the cinema with me?

How about _____.

5. You don't play football with this ball. It is a rugby ball.

This ball is for _____.

I would like -

Мне бы
хотелось

Would you like?

Вы бы хотели?

B. Fill in the necessary verb with -ing.

1. It was a waste of time ____ this film. It was not interesting. (watch)

2. He was busy ____ a report. (write)

3. This book is worth _____. (read)

4. It's no use ____ when there is nothing to be done in this situation. (try)

5. It is too far, there is no point in _____. Let's take a taxi. (walk)

Task 19. Translate the Quotable Quotes. Find out the Gerunds, the Participles, the Verbal Nouns. About the Verbal Nouns - See App 23

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 is 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. Cooking is at once child's play and adult joy. And cooking done with care is an act of love.

10. Good teaching is one fourth preparation and three-fourths theater.

(taken from *Reader's Digest*)

LESSON 2. *Lexical Training*

MEALS

SHOPPING

SERVICES

Task 1. Here is the list of the most popular names of products. Write down the names of products in your vocabulary. Learn them. Add some more names of products to the list.

pineapple, orange, watermelon, banana, mutton, lamb, cake, sweet pepper sandwich, jam, ham, grapes, beef, peas, mustard, mushroom, dessert, melon, yoghurt, cabbage, potatoes, strawberries, sausage, chicken, lemon, onions, leek, raspberries, butter, olive oil, honey, almonds, milk, carrots, meat, cucumber, peach, parsley, beer, pie, tomato, rice, fish, cod, lettuce, beetroot, pork, celery, salmon, plum, cream, sour, cream, currants, sorbet, soya, cheese, cottage, cheese, veal, vinegar, trout, fennel, bread, tea, cherry, garlic, spinach, apple, egg, basil, carp, prawn, etc.

Task 2. Fill in the table with the names of products from the box above.

A.

FRUIT	фрукты
VEGETABLES	овощи
DAIRY PRODUCTS	молочные продукты
MEAT	мясо
FISH	рыба
HERBS & SPICES	травы и специи
DESSERTS	десерты

B. Answer the question:

Which of these vegetables and fruits grow in Russia?

Notes: fruit – one or many of the same kind

fruits – many different kinds

Task 3. Look at the list of products in the box below. Use online translator, if necessary. Write down new words in your vocabulary.

A. Work in your group. Ask each other about likes and dislikes concerning the products:

Model: *I like ice cream. It tastes delicious.*

salt fizzy drinks olive oil still mineral water sparkling mineral water
cheese pizza, pasta margarine avocado fried meat garlic eggs burgers
mushrooms butter onion coffee sugar fruit juice white bread beer
ice-cream chocolate meat spinach fish red wine sausage baked
potatoes banana fried chips cookies apple tomato ketchup

Use prompts:

delicious, tasteless, tasty, disgusting,
mouth-watering, horrible,
sour, sweet, bitter

B. Use **look, smell, and taste for giving your own opinion about the following:**

fresh coffee, chillies, cigarettes, ice-cream,
strawberries, old milk, herring, garlic

Model: *I like fresh coffee. It smells great and tastes delicious.*

Use prompts:

It **smells** great/ disgusting

It **tastes** delicious/ awful/ disgusting.

It **looks** awful/ mouth-watering/ horrible/ great

C. Choose three healthy and three unhealthy products from the list A. Justify your choice.

Read some ideas. Use online translator, if necessary. Write down new words in your vocabulary.

- Healthy foods provide nutrients and are important to give you energy, maintain health, and make you feel good.

- Unhealthy foods have less nutritional value and are high in fat, sugar, and calories.
- If you consume healthy foods, the problem of fatigue, headaches, depression, joint pain, etc. could get resolved, whereas the unhealthy foods invite obesity, diabetes, cardiovascular diseases (CVD) and other chronic diseases.
- Many people avoid eating healthy, nutritional food because they don't find it tasteful. On the other hand, unhealthy foods are available in various varieties and are tasty as well.

D. Make up a list of healthy and unhealthy food

Model:

Healthy food	Unhealthy food
fresh vegetables	cheese burger
milk	white bread

Task 4. Here is the list of dishes, which are prepared from the same products. Read and translate it. Write down new words in your vocabulary.

A.

eggs:	scrambled eggs, soft-boiled eggs, an omelette, egg mayonnaise, bacon and eggs
tomatoes:	fresh tomato salad, tomato soup, tomato ketchup, tomato juice
apples:	apple pie, fruit salad, apple compote, baked apples
meat:	a hamburger, tinned ham, roast turkey, pork chops, boiled chicken, Kentucky chicken
potatoes:	baked potatoes, boiled potatoes, chips, potato crisps

What dish is - *the most delicious,*
 - *the healthiest,*
 - *the most popular in Russian.*

Justify your answer.

B. Which of the above-mentioned dishes belong to American or British cuisine?

Task 5. Read the dialogue Cooking in roles. Translate it. Write down new words in your vocabulary. Pay attention to the highlighted verbs, which are used in the Imperative Mood. See App 30

- Oh, James, you're a wonderful cook! This stuffed duck is delicious. Where did you learn to cook so well?
- When I was 20 I spend a few years in France. I stayed with a family who had a very strong cooking tradition. They taught me how to prepare many original meals from French cuisine.
- I know it's your secret but how do you make this delicious roast duck?
- You're my best friend so I will give you the recipe if you want.
- Oh, yes, please.
- So, first, you need a medium-sized duck, a glass of white wine, and some vegetables like carrots, celery and an onion. To make the stuffing you will need some mushrooms, veal, bacon, four eggs and spices.
- What do I do then?
- Then you have to empty the duck and prepare the stuffing. **Mix** the ingredients, and **add** some salt, pepper, and other spices. Always **use** a blender to mix the cut bacon, veal, mushrooms and eggs. **Make sure** the stuffing is well mixed.
- And what about the duck?
- You have to put it in the fridge for one hour and later fill it with the stuffing.
- Do I have to fry or cook the veal before I use it for the stuffing?
- No. Simply **cut** it, mix it with the other ingredients, and **stuff** the duck.
- What next?
- Next, **put** the duck into a big saucepan, **pour** in some stock and **add** the wine and vegetables. Finally, **put** the saucepan in the oven and **roast** it for about one hour.
- Thank you. I will do it for my birthday party next week. The guests would be delighted.

Task 6. Give a receipt of your or your mother's special dish.

Use the following verbs:

to chop – рубить, крошить
to peel – чистить, очищать
to fry – жарить

to boil – варить, кипятить
to grill – жарить на рашпере
to bake – печь, запекать
to roast – печь, жарить в духовке
to grate – тереть на тёрке
to slice – резать ломтиками
to stew – тушить, томить

При составлении
рецепта
приготовления блюда
**глаголы
используйте в
повелительном
наклонении.**

Task 7. A. Match the dishes in the box below with the following menu sections:

- a) starters (закуски)
- b) main courses (основные блюда)
- c) desserts (десерты)

~ roast beef with new potatoes and green salad
~ cheesecake ~ fried cod with roast potatoes and coleslaw ~
prawn cocktail ~ grilled steak with broccoli and tomato salad ~
chicken curry ~ fruit salad ~ mushroom soup ~ vegetable risotto
~ spaghetti Bolognese ~ pizza ~ chocolate cake ~ potato salad ~
lemon sorbet ~ baked salmon with boiled vegetables

B. Answer the questions:

1. Which dishes are suitable for vegetarians/ vegans?
2. Which dishes are not cooked?
3. Which dishes are suitable for people on a slimming diet?
4. Which dishes would you choose to eat? Why?
5. Which dishes are easy to prepare?

Task 8. Look at the pictures below.

A. Describe the pictures.

B. Answer the questions:



1. Are the teens eating healthy food? Why?
2. What problems may they face in the future or have already?
3. Why are fast food restaurants so popular?
4. How often do you have take-away fast food or go to fast food restaurants?
5. What time do you eat the main meals of the day?
6. Do you eat regularly?
7. What do you most often eat for breakfast, lunch and dinner?
8. Are you aware of what food is healthy and what is not?
9. What are the most common eating habits in Russia?

Task 9. A. Read the dialogue Vegetarianism. Translate it.

Answer the question: *Why do so many people now give up meat and become vegetarians?*

- I say, Jane. You don't eat meat. When did you become a vegetarian?
- Some years ago. Eating meat is not healthy and we should protect animals.
- Is it only meat that you don't want to eat?
- I avoid eating eggs too because in my view egg-eaters are really no better, as eggs are future chickens.
- Are you such a passionate believer in vegetarianism? Are you one of those vegetarians who regard people who eat meat as worse than criminals?
- No, of course not. But I feel that everybody should think about their eating habits and decide what is more important for them: a pleasure and killing or a healthy way of living and saving animals' lives. I suspect a lot of people never even think about animals and environmental protection when they eat meat.
- Maybe you are right but I suspect that all vegetarians harbour a secret desire for a nice juicy steak from time to time.

- Even if that's true, I'm not one of them. I prefer vegetables and I think that nearly all consumers of such poisonous things as meat, sugar, white bread and so on will die young.
- I hope you are wrong. Although I admire your strong will. I doubt I will give up eating meat, eggs, and cheese some day. But what about other areas of life? I know that vegetarianism does not only concern food.
- Yes, vegetarianism is my personal philosophy. I fight against whaling and seal hunting and I will never buy a fur-coat. I refuse to accept that zoos serve any useful purpose and I am in favour of wildlife parks and nature reserves.
- That sounds interesting.

B. Answer the questions.

1. What types of vegetarianism are there nowadays in the world?
2. What is the difference between them?

Name the products that vegetarians don't consume.

Task 10. Translate the following sentences into English.

Use – **either ... or** , **neither ... nor**, **both**, **all**, **too** (See App 16)

1. Чай и кофе — самые популярные напитки в мире, причем (*and*) около 70% людей ежедневно употребляют как первый, так и второй. 2. Всё из этого ассортимента (*assortment*) мне не нравится. 3. Все студенты любят бутерброды (*sandwiches*) на завтрак. 4. Все сейчас обедают в столовой (*canteen*) университета. 5. – Я не люблю горячее молоко из-за пенки (*because of milk foam*). – Я тоже. 6. Оба эти блюда (*dish*) принадлежат Китайской кухни. 7. - Всё готово, можно садиться за стол. 8. – Ты будешь пить чай или кофе? – Ни то, ни другое. 9. Я не был ни в Итальянском, ни во Французском ресторане. 10. – Я люблю и пиццу, и гамбургер. – Я тоже. 11. – Я не голоден. – Я тоже не голоден. 12. – Я обожаю клубнику. – Я тоже люблю клубнику.

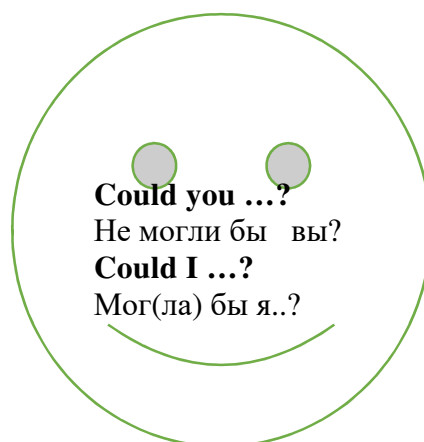
Task 11. Read the phrases on the topic At the Party. Learn them all. Make up dialogues and play them in roles with your partner. Pay attention to the usage of the Present Continuous Tense in some sentences.

- <i>Would you like to go to a party?</i>	- <i>Не хотели бы вы пойти на вечеринку?</i>
- <i>That's a good idea!</i>	- <i>Это хорошая идея!</i>

<p><i>- Happy birthday!</i></p> <p><i>- Who is coming tonight?</i></p> <p><i>- We are expecting a few more friends.</i></p> <p><i>- They are going to arrive shortly.</i></p> <p><i>- Here they are!</i></p> <p><i>- You look so beautiful today!</i></p> <p><i>- Oh, what a wonderful table!</i></p> <p><i>- Did you cook everything yourself?</i></p> <p><i>- No, my friend Lena helped me.</i></p> <p><i>- All the food looks so delicious!</i></p> <p><i>- Okay, we can all sit down now.</i></p> <p><i>- Please, help yourself.</i></p> <p><i>- What would you like to drink?</i></p> <p><i>- What are you drinking?</i></p> <p><i>- Enjoy your meal!</i></p> <p><i>- How do you like the food?</i></p> <p><i>- Let's dance.</i></p> <p><i>- Would you like to dance?</i></p> <p><i>- You dance so well!</i></p> <p><i>- You are flattering me.</i></p> <p><i>- Let's tell some jokes.</i></p> <p><i>- Let's sing some songs.</i></p> <p><i>- Where is the guitar?</i></p> <p><i>- Lena, would you sing something for us?</i></p> <p><i>- Are you leaving already?</i></p> <p><i>- Who is taking you home?</i></p> <p><i>- Thank you for everything.</i></p> <p><i>- It was a great evening.</i></p>	<p><i>- С днем рождения!</i></p> <p><i>- Кто придет сегодня вечером?</i></p> <p><i>- Мы ждем ещё нескольких друзей.</i></p> <p><i>- Они скоро придут.</i></p> <p><i>- А, вот и они!</i></p> <p><i>- Вы так хорошо выглядите сегодня!</i></p> <p><i>- О! Какой чудесный стол!</i></p> <p><i>- Вы всё готовили сами?</i></p> <p><i>- Нет, моя подруга Лена помогла мне.</i></p> <p><i>- Всё выглядит так вкусно!</i></p> <p><i>- Хорошо, мы все можем теперь садиться за стол.</i></p> <p><i>- Пожалуйста, угощайтесь!</i></p> <p><i>- Что Вы будете пить?</i></p> <p><i>- Что Вы пьёте (сейчас)?</i></p> <p><i>- Приятного аппетита!</i></p> <p><i>- Как вам нравится еда?</i></p> <p><i>- Давайте танцевать!</i></p> <p><i>- Не хотите ли потанцевать?</i></p> <p><i>- Вы хорошо танцуете.</i></p> <p><i>- Вы мне льстите.</i></p> <p><i>- Давайте рассказывать анекдоты.</i></p> <p><i>- Давайте споём.</i></p> <p><i>- Где гитара?</i></p> <p><i>- Лена, вы споёте что-нибудь для нас?</i></p> <p><i>- Вы уже уходите?</i></p> <p><i>- Кто вас провожает?</i></p> <p><i>- Спасибо за всё.</i></p> <p><i>- Это был чудесный вечер.</i></p>
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Task 12. A. Read and translate the following phrases on the topic At the Restaurant. Write them down in your vocabulary.

the main course
I can recommend ...
hot/spicy/ mild
Could you pass me ...
to order food and drinks / to make an order
Could you bring us the menu/ the wine list
What would you like for a starter/ for dessert?
table for two
table by the window
Is service included?
to tip the waiter
Could I have the bill, please?



B. Work with your partner. Make up a dialogue. You are at the restaurant with your guest:

- попросите столик на двоих у окна;
- попросите меню и спросите официанта, что бы он порекомендовал;
- закажите жареного лосося для себя и жареную на гриле курицу для вашего гостя;
- спросите гостя, будет ли он десерт;
- скажите, что хотите выпить кофе;
- спросите, что будет пить гость;
- попросите официанта принести счет

Task 13. Answer the question:

Where can you buy the following foods and goods given in the box 1 below?

Use online translator, if necessary.

English- Russian dictionary, yogurt, hammer, Lego blocks, doll, sandals, cheese, dress, sugar, deodorant, exercise book, rice, roses, cod, cream, wallpaper, pencil, chicken, scarf, herring, newspaper, flower, pot, teddy bear, tea, bread, cake, aspirin, lamb, chair, boots, wellingtons, pins, tulips, staples, eggs, milk

chemist's/ pharmacy	fishmonger's	butcher's
greengrocer's	DIY shop	dairy store
stationary shop	bookshop	florist's
shoes shop	toyshop	online shop
grocer's	newsagent's	
boutique	baker's	

Start as follows:

Model: If I need to buy milk, I will go to the dairy shop.

When I want some buns, I will buy them at baker's shop.

Task 14. Read the words on the topic Clothes in the box. Translate them.

Use online translator, if necessary. Add more items of clothes.

See - <https://study-english.info/vocabulary-clothing.php>

A.

shirt T-shirt tie trousers jacket belt collar hat cap shoes trainers
 skirt jumper/sweatshirt scarf gloves socks anorak suit dress coat vest
 slacks jeans shorts blazer pullover robe

B. Answer the questions.

1. Where do you usually buy clothing in a supermarket or online?
2. A supermarket or online shop. What are the advantages and disadvantages of each of them and which do you prefer?
3. What do you need to know for buying clothes and footwear?

See - <https://english-brands.co.uk/info/size-table.php>

Task 15. Read the dialogue Going to the Party in roles. Translate it. Write new words in your vocabulary.

A.

- Hi, Ann, I hope you are ready for the party.
- Yes, Alex. But you will have to wait a while because I am going to change the dress.
- What are you going to wear?
- Well, I had lots of problems choosing an outfit for such an elegant party.
- Did you buy anything special?

- Yesterday I went to a shop and tried on a beautiful dress but it didn't fit me- it was too big.
- So what did you do?
- I did not know what to wear so I asked my mother to help me. She opened up her wardrobe and showed me her dress she once used to wear.
- Do you take the same size as your mother?
- Yes, she was always well dressed and wore smart and fashionable clothes.
- What about the style of this dress, is it fashionable now?
- The early 80s are coming back into fashion now and this dress is perfect for today's trends. I like this style. Today's clothes are comfortable but there is no charm and mystery in a woman wearing jeans and sneakers.
- Well, I agree with you. Go and get changed now. We are going to be late for the party. And I am eager to see this fabulous dress.

B. Read the words on the topic Clothes in the box. Use online translator, if necessary. Write new words in your vocabulary.

Answer the question: Which of the following items of clothing do you consider to be fashion now, - old-fashioned, - always in fashion.

denim jeans	wide-brimmed hat	mini skirt
trousers with turn-ups	beret	blazer
faded denim jacket	flared trousers	pleated skirt
sheepskin coat	leggings	canvas shoes
tracksuit	silk-stockings	fur coat
jumpsuit	polo-neck sweater	bomber jacket
tailored suit	T-shirt	business suit
stiletto heels	straight skirt	slacks
frayed jeans	dungarees	knitted cap

C. Discuss the following questions in your group on the topic Clothes and Fashion:

1. What clothes are fashionable nowadays? Describe the style.
2. What do young people wear? Describe the items of clothing.
3. Is there one fashion for everyone or different styles for each person? Express your opinion.
4. Do you follow any style? Why? Why not?

Use prompts:

- Style (casual, formal, fashionable, smart, tight, loose, etc.)
- Items of clothing (jacket or jumper, trainers or slippers, skirt or trousers, shirt or T-shirt etc.)
- Fabrics (cotton, wool, linen, silk, leather, lycra, velvet, denim, knitted, fur, etc.)
- Patterns (plain, flowery, striped, checked, etc.)
- Colours (black, white, yellow, pink, green, navy, purple, etc.)

LESSON 3

READING British and Irish Tea Drinking



It is 5 o'clock!
It's time
to drink tea.

Task 1. Before reading the text about British and Irish national drink find the Proper Nouns of some persons' and geographical names connecting with British and Irish tea drinking in the Internet.

East India, Catherine Braganza, Thomas Twining, Darjeeling, Ceylon, Assam, Orange Pekoe, Ceylon Broken Orange Pekoe, Lapsang Souchong, China, Fujian, Yunnan, *Camellia sinensis*

Task 2. Read the text *A Very Brief History of Teas in Britain and Ireland.* Get the main idea of the text.

A. *Tea is the British and Irish national drink. Tea in Britain is drunk daily, often many cups a day, but from where did this love of teas in Britain come?*

Tea was first brought to Britain in the early 17th century by the East India Company. It was an expensive product and one only for the rich and often kept under lock and key. Catherine of Braganza, wife of Charles II introduced the ritual of drinking teas to the English Royal Court and the habit was adopted by the aristocracy. The first tea shop for ladies opened in 1717 by Thomas Twining and slowly tea shops began to appear throughout England making the drinking of teas

available to everyone. The British further developed their love of teas during the years of the British Empire in India.

High Tea Recipes

Which Tea? There are currently almost 1,500 different teas in Britain. They all vary in style, taste, and color.

India Teas

India is one of the leading growers exporting 12% of the world's teas. The three most important types popular in the UK are:

Darjeeling, which comes from Northern India and is a light, delicate tea—perfect for Afternoon Teas. Ceylon Tea is slightly stronger than Darjeeling. It is aromatic with a slightly sharp taste. Assam is a strong tea which stands up well to being blended. Other teas found in Britain and Ireland are Darjeeling Orange Pekoe or Ceylon Broken Orange Pekoe. This tea is not orange in flavor but describes the size of the leaf.

China Teas

The birthplace of tea China produces 18% of the world's tea. Two favorite types are:

Lapsang Souchong is perhaps the most famous of China teas, the best coming from the hills in north Fujian. It has a smoky aroma and flavor.

Yunnan is a black tea from the province of Yunnan. The rich, earthy taste is similar to Assam and makes an excellent breakfast tea.

There are many other varieties from both India and China which include green teas, white teas, and aromatics.

Task 3. Fill in the blanks in the sentences below with the proper words given in the table. For checking the results find these sentences in the text above.

the rich	teashop
leading growers	smoky aroma and flavor
the drinking of teas	the ritual of drinking teas
for Afternoon Teas	the East India Company
sharp taste	blended
breakfast tea	drink

1. Tea is the British and Irish national
2. Tea was first brought to Britain in the early 17th century by the

3. It was an expensive product and one only for ... and often kept under lock and key.
4. Catherine of Braganza, wife of Charles II introduced ... to the English Royal Court and the habit was adopted by the aristocracy.
5. The first tea shop for ladies opened in 1717 by Thomas Twining.
6. Tea shops began to appear throughout England making available to everyone.
7. India is one of the exporting 12% of the world's teas.
8. Darjeeling, which comes from Northern India and is a light, delicate tea—perfect for
9. Ceylon Tea is slightly stronger than Darjeeling. It is aromatic with a slightly
10. Assam is a strong tea which stands up well to being
11. Lapsang Souchong is the most famous of China teas, and it has a
12. The rich, earthy taste of Yunnan is similar to Assam and makes an excellent breakfast tea.

Task 4. Read the text; get the main idea.

One Per Person and One for the Pot - Making the Perfect Cup of Tea

Everyone has an opinion on how to make a 'proper' cup of tea. The first ingredient must be leaf teas. Not tea bags and certainly not powder. Only black tea is considered real for a cup of tea in Britain. Black tea is the dried and fermented leaves of the tea plant, *Camellia sinensis*.

Fill a kettle with fresh water and bring to the boil.

Warm the teapot with a little of the boiled water swirls it around the pot and discard.

Place one tsp of fresh, leaf tea per person plus one for the pot.

Top up the teapot with the boiling water (do not allow the water to go off-the-boil or it will not be hot enough to brew the tea).

Leave to infuse for 3 to 4 minutes, no longer or it will develop a 'stewed' flavor.

Pour the tea through a tea- strainer directly into clean- preferably-china teacups.

Milk in First or Teas in First?

Debate continues about whether to put milk in the cup before pouring or after. Originally, milk was always added before the tea to prevent the hot teas from cracking the delicate bone china cups. Tea experts agree with this tradition but also state, pouring milk into hot tea after pouring alters the flavor of the tea.

The Right Teapot

The right teapot for the perfect cuppa is a matter of personal preference either metal (all early teapots were solid silver, ornate vessels) or China. A metal teapot will keep the tea hotter for longer but some feel that China keeps a finer flavor, with no tainting from the metal.

There's hardly a more British custom than a nice cup of tea. This magical elixir helps Brits get through the day and seems to make problems disappear ... at least temporarily! It is said that tea was our secret weapon during the dark days of World War II. 80% of Britons drink tea and consume 165 million cups daily, or 60.2 billion cups a year!

Task 5. Look through the text of the Task 4 carefully.

Find the logical endings in the column B of the sentences from the column A so that you get the recipe for proper tea brewing. Tell the recipe.

A	B
Fill a kettle	with a little of the boiled water swirls it around the pot and discard
Warm the teapot	with fresh water and bring to the boil
Place one tsp of fresh, leaf tea	alters the flavor of the tea
Top up the teapot	or it will not be hot enough to brew the tea
Do not allow the water to go off-the-boil	either metal or China
Leave to infuse for 3 to 4 minutes no longer	directly into clean preferably china teacups
Pour the tea through a tea- strainer	or it will develop a 'stewed' flavor
Pouring milk into hot tea after pouring	with the boiling water
The right teapot for the perfect cuppa is a matter of personal preference	per person plus one for the pot

Task 6. Write out the underlined words from the texts of Tasks № 2 and № 4. Explain their grammatical forms.

Task 7. Here are 7 facts about British tea traditions.

A. Read the facts, get the main idea.

Fact 1. 10th-century monks invented Cream Tea



Ruin of the abbey cloister at Tavistock, Devon, England

Not much remains today, but these ruins were once a Benedictine Abbey at Tavistock in Devon. There is evidence in manuscripts that Monks served bread with clotted cream and strawberry preserves to local workers who helped rebuild the Abbey after it was damaged in a Viking raid in 997AD.

It was an instant hit among the locals, and the monks started serving it to passing travelers.

The Devonshire cream tea was born.

Today, Devonshire cream tea typically comprises a pot of tea, along with scones, strawberry preserves, clotted cream, and sometimes curds and butter.



Fact 2. A hungry Duchess originated the tradition of Afternoon Tea

It was around four o'clock in the afternoon at Woburn Abbey in Bedfordshire, England, during the early 1840s. Anna Russell, seventh Duchess of Bedford noticed she had a “sinking feeling” at this time of day.

Dinner would not be served until eight o'clock, so she ordered tea with bread and butter to help stave off her hunger.

When the Duchess asked friends to join her, the idea soon spread, becoming the popular social occasion of **Afternoon Tea** that we know and love today.

Fact 3. Low Tea is “posher” than High Tea

Isn't tea just a drink?

“Tea” is used to denote both a beverage and different types of meal. Two terms sometimes used in the Victorian Era were “low tea” and “high tea“. Low tea was served on *low* lounge chairs and sofas with *low* tables (similar to today’s coffee tables), and high tea was served on *high* chairs around a table.



“*Low Tea*” (*Afternoon Tea*)

But here’s the surprising part: “low tea” was enjoyed by the aristocracy and “high tea” by the working class.

Confusion has arisen because “high tea” simply sounds classier than “low tea“. Which leads us to our next surprising fact ...

Fact 4. High Tea is not the same as Afternoon Tea

Afternoon tea is derived from the social tradition started by the Duchess of Bedford. Taken at around 4 – 6 pm, it typically comprises Devonshire cream tea and an assortment of delicate crustless sandwiches, sweets, and cakes.

In short, this is the “posh” tea, served today in country tea rooms or city hotels.



Left: Afternoon Tea, Fairmont Château, Lake Louise. Top right: Afternoon tea at the Sanderson Hotel. Bottom right: Victoria Sponge slice.

High Tea is traditionally an end of day meal for the working class, comprising things like cold meats, pies, salad, pickles, bread and butter, cakes, and a pot of tea.

Usually shortened to just “tea“, the term is still used in the Midlands and the North of England.

Fact 5. Cream Tea in Devon and Cornwall are different

Anyone trying Cream Tea for the first time may wonder “do I add the cream first or the preserves?”

Thanks to the rivalry between Devon and Cornwall, it doesn’t matter. Phew, that’s a relief!

A subtle distinction between the way Cream Tea is eaten in the counties of Devon and Cornwall is the order of applying the silky-smooth clotted cream and the delicious strawberry preserves.



Left: the Cornish scone method. Right: the Devon (or Devonshire) method.

But in Devon, the clotted cream is applied first, with the strawberry preserves second.

How you pronounce “scone” says a lot about where you’re from

How do you pronounce “scone”?

Come and find out what it means in the Internet!

Fact 6. For a “proper cuppa”, add milk last



If you really want to drink tea like they do on Downton Abbey, you will add your milk last.

Inferior china cups were inclined to crack when hot tea was poured into them, but the finest china was much stronger and didn’t crack.

So putting the milk in last became a way for the upper class to show they had the best china.

Milk in last also lets you judge the strength more easily—too much milk can ruin the perfect cup of tea.

Fact 7. “To extend the pinky finger”

According to etiquette expert William Hanson, an outstretched little finger has apparently become one of Afternoon Tea’s most common faux pas and is considered rude in most social settings.

(written by Elaine Lemm)*

Lemm)*

**** Elaine Lemm is a famous British food writer, classically trained chef, teacher, and author with over 25 years of experience writing about British food and cooking.*

B. After reading the text, identify which statements (1-10) in the box are (True) to the content of the text, which ones are (False) or there is No Information about it in the text.

STATEMENT	TRUE	FALSE	NO INFORMATION
1. Monks served bread with clotted cream and strawberry preserves to local workers who helped rebuild the Abbey after it was damaged in a Viking raid in 997AD.			
2. Today, Devonshire cream tea typically consists of a pot of tea, along with scones, strawberry preserves, clotted cream, and sometimes curds and butter.			
3. Anna Russell, seventh Duchess of Bedford thought that dinner would not be served until eight o’clock, so she ordered tea with bread and butter to help stave off her hunger.			
4. “Low tea” was enjoyed by the working class and “high tea” by the aristocracy.			
5. Afternoon tea is the “posh” tea, served today in country tea rooms or city hotels.			

6. High Tea is traditionally an end of day meal for the working class, comprising things like cold meats, pies, salad, pickles, bread and butter, cakes, and a pot of tea.			
7. If you visit the north of England today, you may hear someone says, “ <i>I’ve got to get home and make the tea for the kids</i> “, or the northern tendency to personalize with “our/us”, as in “ <i>what’s for us tea?</i> ”			
8. In Cornwall, the clotted cream is applied first, with the strawberry preserves second.			
9. Putting the milk in last became a way for the upper class to show they had the best china.			
10. The extension of the pinky finger helps balance the cup.			

WRITING

Task 8. Choose one of the topics below and write an essay.

See: The Recommendations for students.

1. What are the most common eating habits in Russia?
2. Eating can be a therapy for unhappy and stressed people.
3. You are what you eat.

UNIT 4

Lesson 1 *Active Grammar*

Modal Verbs

Would rather

Would prefer

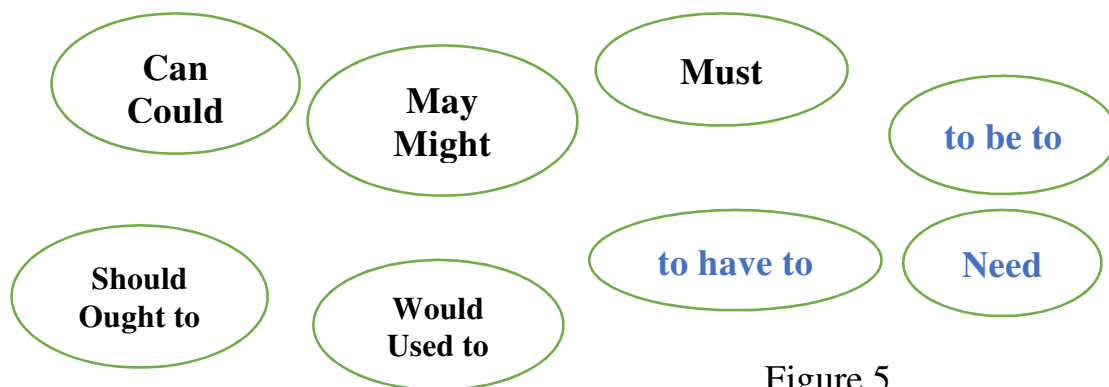


Figure 5

Task 1. Modal Verbs are auxiliary verbs that expresses necessity, ability or possibility. Learn the rules of their usage. See App 27

Can = могу, умею что-то делать, смогу что-то сделать – в настоящем и будущем времени
Could – мог, умел – в прошедшем времени,
Вежливая форма в настоящем времени = могли бы?

Task 2. Can you do these things?

A. Tell the group about yourself. Use I can / I cannot (can't)

Model: I can run fast.

-to run fast; -to speak German; -to ski; -to skate; -to play the guitar; -to cook well; -to ride a bicycle; -to sing; -to play football; -to dance very well; -to use a computer; -to play the piano; -to ride a horse; -to drive a car; -to take pictures; -to climb mountains; -to take a ; -to change your appearance; -to ride a motorbike; -to play tennis or basketball; -to repair a car; -to knit a sweater

B. Ask your partner if he/she can do the things given in the box above.

Model: Can you run fast? – No, I cannot. (I can't)

C. Complete these sentences. Use can or can't + one of these verbs:

come see meet speak visit

1. I'm sorry but I ___ to your party next Saturday.
2. I like this hotel room. You ___ the mountains from the window.
3. We ___ you today at the bus station.
4. You ___ to the professor on Tuesday.
5. We ___ Granny next weekend.

D. Translate into English. Use online translator, if necessary.

1. Я могу открыть окно? 2. Можно воспользоваться вашим телефоном?
3. Вы можете закрыть дверь? 4. Можешь дать мне свой номер телефона?

5. Можете показать мне это на карте? 6. Я могу чем-то Вам помочь? 7. Как я могу добраться до театра? 8. Вы можете заказать такси на Яндекс сайте. 9. Как я могу заказать доставку продуктов на дом? 10. Где я могу получить информацию о рейсе в Лондон?

Use the verbs:

to open, to use, to close, to have, to show, to help, to get, to call, to order, to get

Task 3. Complete the sentences. Use can't or couldn't + one of these verbs:

eat go see sleep understand

1. I was tired but I ____.
2. She spoke very quickly. I ____ her.
3. I was not hungry yesterday. I ____ my dinner.
4. He ____ to the concert next Saturday. He is working.
5. He ____ to the meeting last week. He was ill.

Task 4. What do you say in these situations?

Use: **Can you...?/ Could you...?/ Can I...?**

Model: *You are carrying a lot of books. You want me to open the door for you.
You ask me: - Can you open the door, please?*

1. We are having dinner. You want me to pass some bread. -
2. You want me to turn off the music. -
3. You want to borrow my pen. -
4. Your phone is not charged. You want to use my phone. -
5. You want me to give you my phone number. -
6. I am sitting at the table in the canteen. You want to take a sit at my table. -
7. You are going to the café. You ask me to keep you a company. -
8. You are looking for your flashcard. You ask me to help you. -
9. You will be very busy at 5 p.m. You ask me to come at 7 p.m. -
10. You are having a birthday party. You ask me to help with cooking. -

May = may do smth- разрешение совершить действие в настоящем или в будущем – могу, можно

May not - нельзя

May = perhaps, maybe - может быть, возможно, может

Might = вместо **May** выражает еще большее сомнение в осуществлении данного действия.

Might + Simple Infinitive (в настоящем времени) = мог (могли) бы – выражает предположение, упрёк

Task 5. Work in pairs.

A. Your partner is asking you about your plans.

Use: May or Might + one of these word combinations:

- go for a picnic; - this evening; - to the club; -some vegetables and fruits; - Sochi

Model:-What are you going to cook for dinner tonight? - I may cook fish and mashed potatoes.

1. -Where are you going for your summer holidays?- I'm not sure yet. I__
2. -Where are you going tonight? – I have no idea yet. __
3. -When will you see your cousin? - I'm not sure yet. __
4. -What are you going to buy when you go shopping? – I don't think yet.__
5. -What are you doing at the weekend? - I don't know yet.__

B. What are you doing tomorrow? Make up true sentences about yourself.

Use: I'm not -ing, or I'm (not) going to...; or I may ... or I might ...

Model: (watch TV) I'm not going to watch TV, I may learn English.

1. (get up early) I...
2. (play video games) I ...
3. (have dinner in a restaurant with my friends) I...
4. (buy a cake) I...
5. (play tennis)
6. (watch an interesting film) I...
7. (take away pizza for dinner)

8. (go to the gym)
9. (go clubbing with my friends)
10. (go for a picnic with my family)

Must = *должен, нужно, надо* – относится к настоящему и будущему времени (выражает долг, совет, приказ, а также потребность и необходимость)

= *вероятно, должно быть* (выражает предположение или почти полную уверенность)

to have to = *должен, должен был, приходится, пришлось, придется* – означает необходимость совершения действия, вызванную обстоятельствами.

(употребляется вместо **must** в прошлом и будущем времени)

to be to – *должен* (долженствование по договоренности, по расписанию)

Task 6. What do these signs mean? Translate them in Russian. Where may you see these signs?

A. Model: *Turn left - You mustn't turn right or go straight. You must turn left. It may be a traffic sign for a driver.*

1. Stop.
2. Pay here.
3. Give way.
4. Cross here.
5. Smoke here.
6. No parking.
7. No fishing.
8. No camping.

Use prompts:

- don't go further (for a driver);
- at the cash register in the shop;
- step aside (for a driver) and let special transport going;
- to go across the road (for a pedestrian);
- a fixed place (for smokers);
- do not stop and leave your car at this place;
- the forbidden place for fishing on the river;
- the forbidden place for camping in the forest or somewhere

B. Put in must, had to, to be to. Translate into Russian.

Use these verbs:

be buy go come hurry up learn meet call wash win eat stay arrive

Model: *I must go to the bank today. We haven't got any money.*

1. I ___ go to the bank yesterday to get some money.
2. I ___. I haven't got much time.

3. She is a very interesting person. You ___ her.
4. I forgot to recall Alex. But he ___ at 5 p.m.
5. You ___ to drive. It is very useful.
6. We ___ some food. We've got nothing for dinner.
7. My hair was dirty yesterday. I ___ it.
8. I have a big problem. You ___ me.
9. The game tomorrow is very important for us. We ___.
10. It is already 7 p.m. The train ___.
11. I'm hungry. I ___ something.
12. She was ill. She ___ at home yesterday.

Need to = должен, надо, нужно - как модальный употребляется только в вопросительных и отрицательных предложениях

Must not = выражает запрет – **нельзя**
mustn't - не является отрицательной формой глагола **must**

Отрицательные формы глагола **must** - это выражения
need not / don't have to

и can't - в ситуации, когда глагол **must** употребляется в значении предположения- **вероятно, должно быть**

Task 7.

A. Say that it is no need to do the following things:

Model: - *Must I change my dress? – No, you needn't. This one is very nice.*

1. Must children get up early tomorrow? (they will stay with their nurse)
2. Must I lay the table? (I shall do it)
3. Must we take a tent with us? (the sun is not bright today)
4. Must I call a doctor? (I am feeling fine)
5. Must I go to the station with you? (my parents will go)
6. Must we hurry? (we have a lot of time)

B. Put in mustn't do/ did not have to / needn't / can't

Translate the sentences.

1. You ___ speak so loudly here. We are in the library!
2. He is short and dark. He ___ be German.
3. You ___ smoke in the departure lounge.
4. He failed the test. He ___ be good at maths.
5. She had problems communicating in England. She ___ know English very well.
6. You ___ bake a cake. I am going shopping and buy it.
7. She ___ to take a taxi, because her friend gave her a lift.
8. This is a very important meeting. You ___ be late!
9. We ___ wait for them any longer. We must hurry up!
10. You ___ write this letter. I will phone them.

Task 8. Read the dialogue between a manager of an upscale hotel and a new receptionist. Put in must* / mustn't / needn't. Translate the dialogue.

1. You ___ register data of customers.*
2. You ___ speak foreign languages.*
3. You ___ get angry with customers.
4. You ___ carry the customer's luggage.
5. You ___ drink coffee in the reception.
6. You ___ clean the customer's clothes.
7. You ___ wear elegant shoes.
8. You ___ work overtime.
9. You ___ wear dirty clothes.
10. You ___ say compliments to customers.

Task 9. Complete the sentences. Use have/ has/ had to + one of the verbs given in the box. Translate the sentences.

do learn wear walk buy get travel work borrow pay

1. At the end of the course, all the students ___ a test.
2. Ann is studying English. She ___ a lot of words and grammar.
3. My eyes are not very good. I ___ glasses.
4. There were no buses yesterday evening. We ___ home.
5. I went to the supermarket after work because I ___ some food.
6. I'm going to bed early tonight. I ___ up early tomorrow morning.

7. He is not often at home. He ___ a lot in his job.
8. She is a nurse. Sometimes she ___ at weekends.
9. I didn't have any money with me, so I ___ some.
10. You can't park here for nothing. You ___ for a parking place.

Shall – как модальный глагол придает будущему действию *оттенок долженствования, обещания, приказания, угрозы.*

Should – (форма прошедшего времени от **shall**) как модальный глагол выражает моральный долг или наставления = *следует, следовало бы*

Ought to = выражает моральный долг или совет- *следует, следовало бы. Относится к настоящему и будущему времени.*

Will – как модальный глагол придает будущему действию *оттенок желания, намерения, настойчивости, согласия*, а также выражает *просьбу или предложение.*

Would – (форма прошедшего времени от **will**) как модальный глагол выражает *желание, намерение, просьбу, повторность действия (бывало, обычно)*

В отрицательных предложениях **would not-** выражает *упорное нежелание совершить действие или сопротивление лица, предмета*

Used to – обозначает регулярные действия или состояния в прошлом- *бывало, имел обыкновение, обычно*

Task 10. Translate the following sentences in English. Use online translator, if necessary.

1. Ты хочешь пойти в воскресенье в театр?
2. Ты хотел бы пойти со мной на вечеринку?
3. Я хотел бы пригласить тебя на пикник.
4. Я могу накрыть на стол?
5. Ты хочешь, чтобы я тебе помог в саду?
6. Вам следует идти прямо два квартала, затем свернуть налево.
7. Ты считаешь, мне следует отправиться путешествовать?
8. Ребенок не хотел идти спать.
9. Он обычно приходил и рассказывал о своих походах в горы.
10. - Передай привет семье. – Обязательно передам.

Task 11. Work with your partner to complete the sentences below. Try to think of at least two ideas for each invention. Use Internet for ideas, if necessary.

Answer the question: – *What did life use to be like before... ?*

Model: Before the invention of the electricity-

People used to go to bed with the sunset/ to light the room with a candle.

People didn't use to go for walk late at night/ to work at night time.

Before the invention of the *plane/ of clocks/ of money/ of wheel/ of the TV/ of the computer/ of fast food/ of the telephone*

People used to ____

People didn't use to ____

PREFER = предпочитать что-то

to prefer smth to smth – предпочитать это, а не это.

to prefer to do smth (than do smth) – предпочитаю делать это ,(а не это)

to prefer doing smth (to doing smth)- предпочитаю делать это,(а не это)

WOULD PREFER – выражение предпочтения

-would prefer to do smth (RATHER THAN do smth) =
предпочитаю делать это, (а не делать это)

WOULD RATHER- выражение предпочтения

-would rather + do smth+ (than + do smth) = предпочитаю делать это, (а не это)

Task 11. Make up sentences with prefer using the words in brackets:

A. Model: (*drive a car/ travel by train*)

- I prefer driving a car to travelling by train.

- But I prefer to travel by train than drive a car.

1. (eat ice cream/ drink coca cola)
2. (play tennis/ play football)
3. (go to the cinema/ watch a video film at home)

4. (cook / eat in restaurants)
5. (read a book/ play a video game)
6. (climb the mountains/ go hiking)
7. (go swimming/ go boating)
8. (go for a picnic/ stay at home)
9. (drink tea/ drink coffee)
- 10.(go to the gym/ work in the garden)

B. Finish the sentences using the words in brackets. See the rules in the box above.

Model: *I prefer (walk/ ride a horse).*

I prefer walking to riding a horse.

1. **I would rather** (go to a café / eat at home)
2. **I prefer** (go shopping/ study for exam)
3. **I would prefer ... rather than...** (swim in the lake/ in the swimming pool)
4. **I prefer** (cycle / ride a motorbike)
5. **I would rather** (go by plain/ go by train)

C. Answer the following questions using would rather / would prefer:

Model: *What about going to the cinema?*

I would rather go to the theatre.

1. What about going for a ride? (stay at home)
2. Shall we go to Sochi? (go to Yalta)
3. Do you want to play basketball? (play tennis)
4. Let's watch TV (listen to music)
5. What about walking home? (take a bus)

D. Make up questions and negative forms of the following affirmative sentences:

Model: *I would /prefer to/rather/ stay at home.*

Would you /prefer to/ rather/ stay at home?

I would /not prefer to / rather not/ stay at home.

1. I would prefer to go to the cinema.
2. I would prefer to watch TV.
3. I would rather buy a car.
4. I would prefer to ski.
5. I would rather play chess.

BE USED TO something - привык к чему-то. Говорящий сообщает о действиях, ставших привычными.

GET USED TO something – привыкнуть к чему-либо новому, незнакомому.

После этих выражений употребляется глагол в форме **gerund**, с окончанием **-ing**.

Task 12. Put in be used to / get used to . Translate the sentences.

1. I (... ..) the hot weather when I was in Egypt. (1)
2. Mark has a new job. In his previous job he didn't have to get up so early. He (... not...) getting up so early. (2)
3. When I was in England I quickly (... ..) driving on the left. (1)
4. How long did it take you (... ..) your new school? (2)
5. After some practice I (... ..) writing documents using a computer.(2)
6. This street is very noisy. We will have to (... ..) the noise. (1)
7. She (... ..) her husband's travels. He is a sailor.(1)
8. She is an active person. She quickly (... ..) new people.(1)
9. He (... ..) speaking English.(1)
10. I had to (... ..) living alone. (2)

(1) – привыкнуть

(2) - стало привычным делом

Task 13. Read the Proverbs with Modal Verbs, translate them. Find Russian equivalents.

1. No living man all things can know.
2. Bird may be known by its song.
3. As you brew, so you must drink.
4. Things past cannot be recalled.
5. If a man can't have what he will, he must have what he may.
6. What can't be cured, must be endured.
7. What is done cannot be undone.
8. One can kill two birds with one stone.

9. No man can serve two masters.
10. Never put off till tomorrow what you can do today.
11. The leopard cannot change his spots.
12. Money can't buy everything.

Task 14. Read the Quotations with the Modal Verb “can”. Translate them. Use online translator, if necessary.

1. You cannot fool all the people all the time. (Abraham Lincoln)
2. One blind man cannot lead another one. (Luke, 6:39)
3. If you don't think about the future, you cannot have one. (John Galsworthy)
4. One half of the world cannot understand the pleasures of the other. (Jane Austen)
5. They are ill discoverers that think there is no land, when they can see nothing but sea. (Francis Bacon)
6. There is only one corner of the universe you can be certain of improving, and that's your own self. (Aldous Huxley)
7. I couldn't help it. I can resist everything except temptation. (Oscar Wilde)
8. If facts were not funny, or scary, or couldn't make you rich, the heck with them. (Kurt Vonnegut. 'Hocus Pocus')
9. Peace cannot be kept by force. It can only be achieved by understanding. (Albert Einstein)
10. Our eyes can never see enough to be satisfied; our ears can never hear enough. (Ecclesiastes, 1:8)

Lesson 2. Lexical Training

Countries
Weather
Travelling
Transport

Task 1.

1. A. Read the names of some countries given in the box.

India Spain Brazil France Japan Britain Canada
 Italy Egypt Germany Portugal Kenya China
 Mexico Greece the USA Australia

B. Answer the questions:

1. In which continents are these countries? Add the names of continents, which are not mentioned here.
2. Which countries would you like to visit? Why? Justify your choice.

C. Add the list of European countries. Find out how the language and nationality for each country sound in English. Use online translator. Mark the stress.

Model: *Spain - Spanish - Spaniard*

Испания – испанский – испанец

D. Let's recall the geography. Answer the questions:

1. What is the capital of Australia? ~ of New Zealand? ~ of US? ~ of Canada?
2. Which major city is situated in Europe and Asia? (in Russia)
3. What are the main tourist destinations in your country?
4. Which region in your country is an area of natural beauty?
5. What season is the best of all for travelling around your country? Why?

+ 10°C – Ten degrees above zero
-15°C – Fifteen degrees below zero
0°C – zero

Task 2. Read the text Winter, translate it.

A.

It is winter. The sky is dark; a cold wind is blowing, which drives the heavy clouds across the sky. It is snowing hard. Large flakes of snow are falling, covering the ground, the roofs and the trees with a vast white sheet. Going out in such weather is not pleasant and old people prefer to stay at home. But children enjoy being out of doors. They have a wonderful time.

Soon the frost will become more severe. The rivers will freeze over. There will be a lot of snow in the woods. Children and grown-ups will enjoy themselves skating on the ice and skiing in the woods. Russians are very fond of frosty sunny weather when the temperature is not more than 15 degrees of frost. But sometimes the frost is severe, about 25-30 degrees below zero. When it is as cold as that, it is very unpleasant. People prefer to stay at home in such weather.

And what is the weather like in England in winter? It is not so cold as in Russia. The temperature seldom falls below 3-4 degrees. The usual temperature is about zero. The landscape does not change very much in winter. The grass remains green all the year round. The air is frequently damp and foggy. It often rains and it seldom snows. The snow, usually, melts very quickly. The river Thames never freezes. Some English people wear no heavy overcoat, but only a warm raincoat.

B. Answer the questions. Use online translator, if necessary. Write down new words in your vocabulary.

1. Do you like winter?
2. What can you say about the winter landscape in Russia?
3. Would you prefer to stay indoors rather than stay out-of-doors in cold weather?
4. Were you fond of tobogganing and throwing snowballs when you were a child?
5. Could you make a snowman?
6. What kind of weather in winter do you prefer?
7. Can you ski? ~ skate?
8. What is the usual temperature in winter in Moscow?
9. Is it cold in winter in England as in Russia?
10. Does the temperature in England often fall below zero?
11. What is the usual temperature in winter in England?
12. What is the weather like in winter in England? Describe it.

Task 3. Read the dialogue Talking about Weather in Ireland in roles.

A.

- Hello, Joanna, how are you?
- Hi, Mike, I am fine, thanks, and you?
- I always feel great when the weather is fine.
- Yes, the sun is shining, it's a cloudless sky and there is a gentle breeze, just enough to cool us.
- I'd like to ask you what the weather is like in your country? (in Ireland)
- December and January are the coldest months and it usually very wet.
- It's just like in Moscow. But February and March are cold months too. Besides, there is a lot of snow during these months. In March and April it snows too and it is usually wet and chilly.
- What is the temperature in winter in Moscow?

- It may be about 15 or even 30 degrees below zero.
- Oh, it is very cold!
- When it is as cold as that people prefer staying indoors. But what about spring in Ireland?
- In spring it is generally cool, wet and windy but in June the weather improves. The warmest months are July and August but it is hardly ever hot. There are showers and cool sea breeze.
- And what about autumn?
- Autumn starts in September and it quickly gets cold. It's often misty and foggy.
- Yes, autumn is the worst season in the year. In Moscow it is wet and cold either, especially in November.
- Oh, let's not think about autumn. It is a perfect weather for a trip. Would you like to go for a walk?
- That's a great idea. Let's go!

B. Make up your own dialogue. Add some more details about Russian weather. Dramatize the dialogue.

Task 4. A. Use the following words and word combinations to describe a picture of:

- summer holidays: (Use Present Continuous)

hot, the sun, to shine brightly, on the bank of the river, to bathe, to swim in the river, to boat, to fish (to go fishing), to go hiking, to lie in the sun (on the sand), to get a sun-tan, the forest at dawn, to pick flowers, to gather berries, in the woods, to spend one's vacation (holiday) at the seaside, to travel by car, not a single cloud, mountain climbing, go cycling

- an autumn nasty day:

nasty, the sky, to be overcast, cold, wind, to blow, low clouds, to drive across the sky, to rain hard, to hurry along the streets, to wear raincoats, to carry an umbrella, to get wet through, cars, buses, to go (run) along the streets, to splash the mud, passers-by, leaves, to fall

- a spring day in the garden:

spring, to be in the air, sparkling fresh, birds, to sing, to come back, to make nests, grass, green, trees, to bloom, to be in blossom, the earth, to be full of aroma, to work in the garden, insects, to awake

B. Discuss in your group:

The perfect weather for: 1) a picnic; 2) a hiking in the forest; 3) fishing or boating; 4) skiing or skating; 5) gardening

Task 5. Match the photos (below) with the types of holiday.

A.

sightseeing holiday
camping holiday

beach holiday
skiing holiday

B. Describe the photos below.

How are the people spending their holiday?

Use the Present Continuous.



C. Here are the list of the most popular holiday destinations. Translate it. Pay attention to the prepositions used with the nouns. Write them down in your vocabulary.

in the country / in the mountains / in a forest/
at the seaside/ at sea, by the sea / on a river/ on a lake/ by a lake

D. Read the phrases in the box below. Translate them. Write them down in your vocabulary.

Answer the question: *What can you do in the holiday destinations?*

Add your own examples.

Model: *I can ride a horse in the country.*

in the country – go cycling / milk cows/ ride a horse/ harvest
in the mountains – climb/ go for hang-gliding/ go for Alpine skiing
in a forest- pick mushrooms/ pick berries/ walk
at the seaside/ by the sea – / swim/ sunbathe/
at sea – go diving/ go sailing/
on the river – go for canoeing / rowing /white water rafting
on a lake – go fishing/ water skiing
by a lake – go camping/ make bonfires

E. Tell the group:

1. Where do you usually have a holiday rest?
2. How do you spent your time there?

Task 6. Here is a list of Ways of Spending Holiday Time. Translate and write down new words in your vocabulary.

A.

*sightseeing hiking sailing windsurfing eating out camping sunbathing
water skiing hitchhiking package tour diving climbing cycling
picking mushrooms*

B. Here is the list of Equipment. Translate the words; write down the new words in your vocabulary.

<i>an umbrella</i>	<i>a sun hat</i>	<i>a novel</i>
<i>a swimsuit</i>	<i>a smart dress/suit</i>	<i>a compass</i>

<i>a backpack</i>	<i>a train timetable</i>	<i>a basket</i>
<i>a boat</i>	<i>a sleeping bag</i>	<i>a bicycle helmet</i>
<i>a tent</i>	<i>water skis</i>	<i>a T-shirt</i>
<i>a surfing board</i>	<i>walking boots</i>	<i>wellingtons</i>
<i>shorts</i>	<i>a guidebook</i>	<i>climber outfit</i>
<i>a camera</i>	<i>a road map</i>	<i>a suit case</i>
<i>sun cream</i>	<i>a good food guide</i>	<i>a bicycle</i>
<i>scuba</i>	<i>a cap</i>	<i>a sport suit</i>
<i>snorkel mask</i>	<i>a jacket</i>	<i>mosquito repellent</i>

C. Answer the question:

What kind of equipment is needed badly for each way of spending holiday?
 Add your variants. Use online translator, if necessary.

Task 7. A. Find the opposite pairs of words and word combinations in the columns A and B. Write down new words in your vocabulary.

Model: *rent a car – use local transport*

A	B
1. rent a car	a) unpack
2. pack	b) get a last-minute deal
3. go abroad	c) sunbathe on the beach
4. go sightseeing	d) use local transport
5. stay in hotels	e) go to bed early
6. book early	f) stay in your country
7. go clubbing	g) go self-catering

B. Work in the group.

You are going to find a travel companion.

Ask and answer the questions. Make notes of their answers.

Find out: *Who is the best travel companion for you?*

1. Do you like a very hot weather?
2. Do you like a chatty companion?
3. What kind of holiday do you prefer: sightseeing, beach holiday, skiing or camping?

4. Do you like staying in hotels or going self-catering?
5. Are you interested in busy nightlife on holiday?
6. Do you like trying food from other countries?
7. What about to get a last - minute deal? (*приобретать горящую путёвку)
8. Can you speak good English?

Task 8.

A. Where will you go first when you arrive in an unknown city? Rank these places according to their attractiveness for you. Which one you will not visit definitely? Why?

*~ historic building ~ discos ~ museums ~ restaurants and cafes ~ art galleries
 ~ churches and cathedrals ~ parks ~ shopping centres ~ cemeteries ~ the old town
 ~ main streets ~ theatres ~ open-air markets ~ the zoo ~ fun fairs*

B. Read the dialogue Going on Holiday in roles.

- Hi, Helen , have you any plans for the summer?
- Hi, Jane. Yes, I have. In July I'm going to Greece with my mother and at the beginning of August I'm flying to NY for a week. And what about you?
- I can't decide whether I want to do a bit of sightseeing in a city like London or Paris or better spend my holiday at a seaside resort.
- You have to think what you really want. If you like visiting museums, castles, art galleries, and different kinds of monuments, then go to Paris or London. But if you're tired of the city and want to relax, go to the seaside.
- I really don't know. I love swimming but I don't really like sunbathing. I have a very light complexion and I get sunburnt easily.
- That's not a problem. You can use a suntan lotion. Besides in the city you also have to protect your skin from the sun.
- You're right. I really don't know what to choose.
- But listen, I have an idea! Why don't you combine the two things: sightseeing and relaxing on the beach?
- How is it possible?
- I know the perfect place- Barcelona, in Spain. You can see a lot of museums there and then relax on one of the wonderful beaches on the Costa Brava.
- You're right. I'll definitely go there!

C. Work in pairs. Using the vocabulary of the previous Tasks make up your own mini dialogues Going on Holiday. Dramatize them.

Task 9.

Read the text about Transport for Travel. Use online translator, if necessary. Write down new words in your vocabulary. Retell the passage.

A.

Those who wish to travel, either on business or for pleasure, can use different means of transport. There are for example, the humble inexpensive bicycle, but for long journeys it is rather tiring. With a motor car, one can travel comfortably for long distances without getting too tired. Ships cross seas and oceans from one continent to another. Planes carry passengers to parts of the world in almost as many hours as it takes days to do the journey by other means. But most of us still have to use trains. With a train, you have speed, comfort and pleasure combined. Besides, it is not very expensive. The fare is quite reasonable. If you want to make a journey, you can take a through train and there will be nothing to worry about: trains are usually on time as they don't depend on weather. You get into your upper berth of a sleeper and watch the beautiful scenes that fly past you until you come to your destination.

B. Answer the questions:

1. What kinds of transport exist?
2. What kind of transport do you prefer to travel by? Why?

Task 10. Read the words and word combinations in the box. Insert them into the text At the Airport below.

A.

the check-in counter – стойка регистрации
luggage – багаж
excess baggage – багаж сверх нормы
boarding card – посадочный талон
security control – служба контроля безопасности полетов
passport control – паспортный контроль
departure lounge – зал ожидания
the duty-free shop – магазин беспошлинной торговли
departure gate – выход на посадку
hand luggage – ручная кладь
the overhead locker – верхний шкафчик
seat belt – ремень безопасности
to take off – взлетать

baggage reclaim area – зона выдачи багажа

Customs – таможня

the red channel – красный коридор (для декларирования товара)

the green channel – зеленый коридор

B. Text *At the Airport.*

When you arrive at the airport you go to the (1)... .. and check in your (2)... . At the check –in desk they weigh your (3)... If your luggage weighs more than 20 kilos you have to pay (4)... .. You get a (5)... card with your seat number.

The man at the (6)... .. checks your hand luggage and the man at the (7)... .. checks your passport. Then you wait in the departure (8)... . You can buy cheap things at the (9)... .. shop. Then you go through the departure (10)... to your plane and put your (11)... luggage in the overhead (12)... . The steward asks you to fasten your seat (13)... and the plane (14)...off.

When you come back from your holiday you go through passport control and find your luggage in the (15)... .. Then you must go through (16)... . If you have something to declare you have to go through the red channel and if you have nothing to declare you go through the green channel. The customs officer may ask you “Have you anything to declare?” “Can I see your (17)..., please?”

C. Answer the questions:

1. What do you do first when you arrive at the airport?
2. Where do you check in your luggage?
3. Who checks your hand luggage and your passport?
4. Where do you get a boarding card?
5. What is pointed in your boarding card?
6. Where do passengers wait for their flight?
7. What can a passenger buy at the duty-free shop of an airport?
8. How do you get to your plane?
9. When do you have to go through the red channel?
10. What questions can a custom officer ask you?

Task 11. Translate the expressions given in the box. Write them down in your vocabulary.

Complete the sentences below; use these expressions:

<i>through</i>	<i>beforehand</i>
<i>to book up</i>	<i>used to</i>
<i>express</i>	<i>book seats</i>
<i>an upper / lower berth</i>	<i>to arrive</i>

1. I call the information bureau and found out that there was no ... train to the Crimea.
2. We had to leave St. Petersburg on a slow train because we could not on express.
3. I prefer a ... berth but my son prefers an ... berth, he likes to sleep on trains.
4. This train stops only at large stations, because it is an
5. I am going taking a nap, wake me up when we ... in Moscow.
6. My grandfather travel a lot when he was young.
7. You can ... by phone.
8. In summer there are a lot of travelers, so you have to book seats

Task 12. A. Read the following word combinations on the topic At the Hotel. Translate them. Use online translator, if necessary. Write down these words in your vocabulary.

<i>the window overlooks the river</i>	<i>balcony</i>	<i>private bathroom</i>
<i>shared bathroom/toilet</i>	<i>cooking facilities</i>	<i>breakfast included</i>
<i>room with a view of the sea</i>	<i>single/ double/ twin room</i>	
<i>to check in/out</i>	<i>to book a room</i>	<i>to ask for a wake-up call</i>

B. Work in pairs. Make up dialogues:

1. Позвоните в отель и закажите на выходные номер с ванной.

Выясните:

- входит ли стоимость завтрак;
- этот номер с видом на улицу или на море;
- можно ли готовить самим;
- до какого времени следует зарегистрироваться;
- как добраться до отеля с железнодорожной станции.

2. Вы только что прибыли в отель и обращаетесь к стойке администратора:

- выясните, готов ли ваш номер;
- попросите разбудить вас утром в 7.30;
- спросите, где вы можете пообедать и в какое время подают завтрак;
- спросите, в какое время в воскресенье вы должны выписаться;
- спросите, где находится информационный центр.

Task 13. Read the text Information for People Travelling Alone. Translate it.
A.

- 1) Travelling alone is inherently dangerous, but also very rewarding at the same time. Plenty of people each year actually do so.
- 2) To travel fearlessly, we obviously must avoid danger. Life involves risk whether you travel or stay at home, but there are ways to minimize a traveler's risk - standard precautions we should all take.
- 3) Travel with the address and phone number of your country's embassy at your destination. Call if you need help or advice.
- 4) Don't look like a tourist. Do not sport white athletic shoes, waist packs or camera bags. Dress conservatively and a bit more formally than you would at home. Avoid expensive or designer clothing, luggage and jewelry.
- 5) Make at least a route beforehand and leave a copy with a relative or friend. Phone home or send e-mails with periodic updates.
- 6) Do not advertise your nationality with lapel pins or flag imprinted clothes.
- 7) Be selective about whom you tell you're alone. Normally, you can trust people with this information but, when in doubt, say you're with friends or a tour group.
- 8) When you register for a hotel room, do not let the desk clerk announce your room number within earshot of strangers. If they do, ask for another room and explain why.
- 9) Be careful about giving the name of your hotel to strangers. When you meet

someone you'd like to see again, arrange a public place to meet.

10) Before you go out with a new friend, get some information about him or her - preferably a business card and home phone number. Leave this information with a member of your tour, a member of the hotel staff, or just leave it in your room. Your instincts will tell you if this person is safe, but leave evidence in case your instincts are wrong.

11) Limit your alcohol intake to what you can easily handle without becoming weak. To avoid being drugged, keep an eye on your drink and never leave it unattended.

12) Ask your hotel staff to mark your map with the location of your hotel and any areas you should avoid. Ask if it's safe to use public transportation after dark.

13) After dark, try to walk on well-lit streets with other people around. If you find yourself in a questionable area, duck into a public place to check your map or call for a taxi.

14) When you are out and about, be alert, not fearful, and not caught up in daydreams. Be aware of your surroundings and the people around you.

Despite all the safety tips, I assure you the world is a safe place. Traveling alone will restore your faith in humanity. Wherever you go, guides and helpers will be there when you need them. Wander, and know that you have friends all over the planet.

B. Discuss the following questions:

1. Do you think that going on a package tour is the best way of visiting foreign countries? Why?

2. If you had enough money to travel wherever you wanted, where would you go? Why?

3. Do you know about the famous Russian tourist route "*The Golden Ring*"? What cities are included in this route?

Use the Internet for this information: <https://travelrealrussia.com/thegoldenring>

Task 14. Tell your partner about a good holiday. Use the logical scheme in the box. Use the Past Simple.

Talk about your holiday

When ...? I went on holiday last July.
What...? It was a two-week beach holiday
Where...? holiday in Greece.
How long...?
Booking... We got a last minute deal.
Accommodation We stayed in a lovely hotel
Activity We sunbathed all day.

LESSON 3 READING

CAMPING and GLAMPING in the UK



Camping

Task 1. Here are the names of famous people, places and movements connecting with the topic Camping. Find these names in the Internet; mind their pronunciation.

Thomas Hiram Holding, William Henry Harrison Murray, the Scottish Earl of Atholl, the Highlands, King James V, the Field of the Cloth of Gold, Henry VIII of England and Francis I of France, the Ottomans sultans, African safari

Task 2. Read the text Camping; get the main idea of the text.

Camping is an outdoor activity involving overnight stays away from home, either without shelter or using basic shelter such as a tent or a recreational vehicle. Typically participants leave developed areas to spend time outdoors in more natural ones in pursuit of activities providing them enjoyment or an educational experience. The night or more spent outdoors distinguishes camping from day-tripping, picnicking, and other similarly short-term recreational activities.

Camping as a recreational activity became popular among elites in the early 20th century. With time, it grew in popularity among other socioeconomic classes.

Modern campers frequent publicly owned natural resources such as national and state parks, wilderness areas, and commercial campgrounds. In a few countries, such as Sweden and Scotland, public camping is legal on privately-held land as well.

Camping is a key part of many youth organizations around the world, such as Scouting, which use it to teach both self-reliance and teamwork.

Camping describes a range of activities and approaches to outdoor accommodation. Survivalist and wild campers typically set off with as little as possible to get by. Other campers **might use** specialized camping gear designed to provide comfort, including their own power and heat sources as well as camping furniture.

Camping **may be** combined with hiking, as in backpacking, and is often enjoyed in conjunction with other outdoor activities such as canoeing, climbing, fishing, and hunting. Fast packing involves both running and camping.

There is no universally held definition of what is and what is not camping. Just as with motels, which serve both recreational and business guests, the same campground **may** serve recreational campers, school field trips, migrant workers, and homeless at the same time. Fundamentally, it reflects a combination of intent and the nature of activities involved. A children's summer camp with dining hall meals and bunkhouse accommodations **may** have "camp" in its name but fails to reflect the spirit and form of "camping" as it is broadly understood. Similarly, a homeless person's lifestyle **may** involve many common camping activities, such as sleeping out and preparing meals over a fire, but fails to reflect the elective nature and pursuit of spirit rejuvenation that are integral aspect of camping. Likewise, cultures with itinerant lifestyles or lack of permanent dwellings **cannot** be said to be "camping" as this is considered their way of life. The history of recreational camping is often traced back to Thomas Hiram

Holding, a British travelling tailor, but it was actually first popularized in the UK on the river Thames.

Thomas Hiram Holding is often seen as the father of modern camping in the UK, he was responsible for popularizing a different type of camping in the early twentieth century. He experienced the activity in his youth, when he **used to spend** much time with his parents traveling across the American prairies. Later he embarked on a cycling and camping tour with some friends across Ireland. His book on his Ireland experience, *Cycle and Camp in Connemara* led to the formation of the first camping group in 1901, the Association of Cycle Campers, later to become the Camping and Caravanning Club. He wrote *The Campers Handbook* in 1908, so that he **could** share his enthusiasm for the great outdoors with the world.

Possibly the first commercial camping ground in the world was Cunningham's camp, near Douglas, Isle of Man, which opened in 1894.

In the US, camping **may** be traced to William Henry Harrison Murray's 1869 publication of *Camp-Life in the Adirondacks* resulting in a flood of visitors to the Adirondacks that summer.

The International Federation of Camping Clubs was founded in 1932 with national clubs from all over the world affiliating with it. Now, camping is an established family holiday standard. Today campsites are ubiquitous across Europe and North America.

Task 3. Insert English equivalents in brackets instead of Russian ones. Check the result of your work by finding these sentences in the text above.

1. Camping is an (активный отдых) involving overnight stays away from home, either without (укрытие) or using a (палатка) or a recreational vehicle.
2. Usually (участники) spend time outdoors in more natural places in pursuit of activities providing them (удовольствие) or an educational (опыт).
3. Camping as a (развлекательная активность) became popular among elites in the early 20th century.
4. Modern campers publicly owned natural resources such as (национальные и государственные парки, уголки дикой природы и коммерческие площадки для кемпинга).
5. Camping is a key part of many (молодежные организации) around the world, such as Scouting, which use it to teach both (уверенность в себе и работа в команде).

6. Camping describes a range of activities and approaches to (размещение на открытом воздухе).
7. Camping may be combined with (пеший туризм), as in backpacking, and is often enjoyed in conjunction with other outdoor activities such as (гребля на каноэ, скалолазание, рыбалка и охота).
8. А (детский летний кемпинг) with dining hall meals and bunkhouse accommodations may have "camp" in its name but fails to reflect the spirit and form of "camping" as it is broadly understood.
9. Thomas Hiram Holding is often seen as the father of modern camping in the UK, he (был ответственным за) popularizing a different type of camping in the early twentieth century.
10. Thomas Hiram Holding wrote The Campers Handbook in 1908, so that he could (разделить свой энтузиазм по поводу) the great outdoors with the world.

Task 4. Grammar Drills.

Find highlighted Modal Verbs in the text Task 2. Translate the whole sentences with these verbs. Point out their meanings taking from the context.

Task 5. Read the text Glamping; translate it. Write down new words in your vocabulary.



Glamping

Glamping is a portmanteau of "glamorous" and "camping", and describes a style of camping with amenities and, in some cases, resort-style services not usually associated with "traditional" camping.

Glamping is particularly popular with 21st century tourists seeking the luxuries of hotel accommodation alongside "the escapism and adventure recreation of camping".

The word "glamping" first appeared in the United Kingdom in 2005 and was added to the Oxford English Dictionary in 2016. The word is new, but the concept

that "glamping" connotes, that of luxurious tent living (or living in other camping accommodations), is not.

In the 16th century, the Scottish Earl of Atholl prepared a lavish experience in the Highlands for the visiting King James V and his mother. Here, the Duke pitched lavish tents and filled them with all the provisions of his own home palace. Probably the most extravagant example of palatial tent-living in history was the Field of the Cloth of Gold, a diplomatic summit in 1520 between Henry VIII of England and Francis I of France in northern France. Some 2,800 tents and marquees were erected, and fountains ran with red wine.

The exquisite ornamentation both inside and out of the tents used by the Ottoman sultans made them imposing dwellings fit for a ruler. On ceremonial occasions tents served to create a splendid theatrical setting, as we see vividly portrayed in miniature paintings depicting banquets, audiences and celebrations that took place in the imperial tent complex over the centuries.

Some 400 years later, in the 1920s, an African safari became "the thing to do" among wealthy Americans and British. But wealthy travelers, even those in search of adventure, were not willing to sacrifice comfort or luxury. From electric generators, to folding baths, and cases of champagne, travelers were afforded every domestic luxury while on adventure.

Task 6. After reading the text *Glamping*, identify which statements (1-10) in the box are (True) to the content of the text, which ones are (False) or there is No Information about it in the text.

Statement	True	False	No info
1. Glamping is a portmanteau of "glamorous" and "camping", and describes a style of camping with amenities.			
2. The word "glamping" first appeared in the United Kingdom in 2005 and was added to the Oxford English Dictionary in 2016.			
3. Glamping is usually associated with "traditional" camping.			

4. Glamping is particularly popular with 21st century tourists seeking the luxuries of hotel accommodation.			
5. In the 16th century, the Scottish Earl of Atholl pitched lavish tents and filled them with all the provisions of his own home palace for the visiting King James V and his mother.			
6. Some 2,800 tents and marquees were erected, and fountains ran with red wine during a diplomatic summit in 1520 between Henry VIII of England and Francis I of France in northern France.			
7. At around the same time, the Ottomans had ostentatious, palatial tents transported from one military mission to the next. (As described by Professor Nurhan Atasoy.)			
8. On ceremonial occasions the imperial tents served to create a splendid theatrical setting.			
9. The imperial tents of the Ottoman sultans were richly decorated as if they were pavilions, and often had floral designs resembling tiled panels, or embroidered in various stitches using silk and metal thread.			
10. Americans and British wealthy travelers were not afforded domestic luxury while on adventure.			

WRITING

Task 1. Get ready for the project on one of the following topics:

1. *Travelling broadens the mind.*
2. *Healthy ways of spending holidays.*
3. *The places of interests in your city.*
4. *The main tourists' destinations in Russia.*

Unit 5.

LESSON 1. Active Grammar

To have, to have got

The Participle II

The Perfect Tenses (Active)

The Preset Perfect (Passive)

The Perfect Continuous Tenses (Active)

have something done

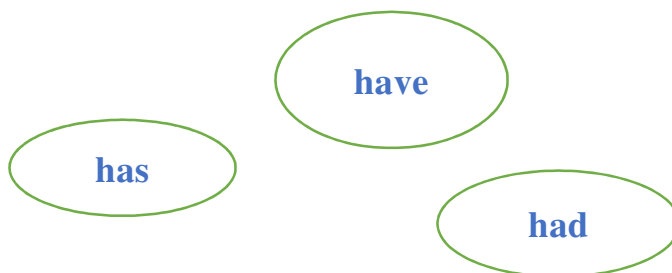


Figure 6

Task 1. The verb to have is the basis of English grammar.

Match each of the 3 forms of the verb given in the Present and Past Simple (see Figure 5) with the corresponding pronouns in the box below.

Learn them.

I, you, he, she, it, we, they

to have – иметь, обладать, владеть
Вопросительная и отрицательная формы Simple образуются при помощи глагола **to do**

Глагол **to have** образует большое количество устойчивых словосочетаний:
to have breakfast / dinner/ - *завтракать, обедать*
to have a rest - *отдыхать*
to have a walk – *гулять*
to have a toothache – *испытывать зубную боль*

Task 2. A. Learn the rules of the verb to have formation and its usage in a sentence. See App 11

B. Put the correct form of the verb to have in the Present or Past Simple.

1. He (have) a lot of English books at home library.
2. Usually I (have) breakfast at 7.30 p.m.
3. She (have) a good rest last Sunday.
4. Yesterday we (have) a talk with our mentor.
5. Amy and I (have) dinner together in our canteen.

C. Make up general questions to the sentences above.

Model: *She has an English dictionary.*

Does she have an English dictionary?

Yes, she does. / Yes, she has.

Participle II –

причастие прошедшего времени

regular verbs is – V+ed

irregular verb is – V 3 = (broken)

See App 40

Task 3. Read the rules about the Participle II. See App 29

Task 4. A. Read the following sentences. Translate them in Russian. Point out the Participle II and Participle I.

1. Some of the questions put to the lecturer yesterday were very important.
2. When playing tennis he slipped and broke his leg.
3. The word pronounced by the student was not correct.
4. The problem discussed at the meeting yesterday is very urgent.
5. Everybody looked at the dancing ballerina.
6. You may take the article translated by me yesterday.
7. This is one of the museums in Vladimir visited by many people.
8. Looking through the magazine, she noticed a photo of her boss.
9. This is a letter addressed to you.

10. You must learn all the words given by the teacher.
11. The broken cup was on the floor.
12. "Gone with the Wind" is a well-known novel by American writer Margaret Mitchell.
13. The documents lost in the park are of great importance.
14. Coping English texts, pay attention to the articles

The Present Perfect Tenses

Have* + Participle II

(совершенный вид)

Task 4. Learn the rules of the Perfect Tenses formation. See App 25

to have = have got – иметь что-либо

Task 5. Make up questions with have got. Ask your partner.

A. Model: *Have you got a notebook?*

1. (you/ a camera?)
2. (you/ a passport?)
3. (your father / a car?)
4. (you/ many friends?)
5. (your aunt / any children?)
6. (how much money/ you?)
7. (what kind of smartphone / you?)

B. Put in have /has got or haven't / hasn't got.

Model: *They like animals. They've got three dogs and two cats.*

1. Ann a car. She goes everywhere by bicycle.
2. Everybody likes Tom. He a lot of friends.
3. Mr. and Mrs. Johnson two children, a boy and a girl.
4. A fly six legs.
5. I can't open the door. I a key.
6. Quick! Hurry! We much time.

7. -What's wrong? – I something in my eye.
8. It's a nice town. It a very nice shopping centre.
9. Julia wants to go on holiday but she any money.
10. I am not going to the university today. I a bad cold.

Task 6. Complete the sentences with the verbs given in the box. Use the Present Perfect.

Model: -Are they still having dinner? – No, they have finished.

break buy buy finish return go go lose paint read be

- 1.- Is Helen here? – No, she to the university.
2. –Where is your key? – I don't know. I it.
- 3.- Look! Somebody that window in the room.
4. Your house looks different. you it?
5. I am looking for Ann. Where ... she ... ?
6. Do you need some sugar? No, thanks. I it.
7. Do you know about the latest news? – Yes, I it in the Internet.
8. Bob from his holiday. – Oh, where ... he ... ?
10. It's Kate's birthday tomorrow and I her a present yet.

- **Have you ever been to Rome?**
- **Yes, I have.**
- **No, I have never been to Rome. /**
- **No, never.**

Task 7. Work in pairs. Ask questions and give your own answers. Use the words *ever /never* and the verbs given in the box.

be travel try ride fly play eat go

1. Have you... (БЫТЬ) to Paris? Yes, ... / No,...

2. Have you ... (ехать) through the Euro Tunnel? Yes,..? No,...
3. Have you... (пробовать) Indonesian food? Yes,.../ No,...
4. Have you ... (ездить верхом) a camel? Yes, .../ No,...
5. Have you ... (летать) in Boeing plane? Yes, ... / No,...
6. Have you ... (играть) golf ? Yes,.../ No, ...
7. Have you ... (есть) Turkish delight? Yes,../No,...
8. Have you ... (путешествовать) to Australia? Yes,.../ No, ...

Task 8. Put in *gone* or *been*. Translate the sentences.

1. He is on vacation right now. He has ... to Puerto Rico.
2. Where is Pat? – She is not here. I think she has ... to the bank.
3. Hello, Pat. Where have you ...? – I have ... to the bank.
4. Have you ever ... to Mexico? – No, never.
5. There is a new restaurant in our town. Have you ever... to it?
6. Paris is a wonderful city. I have ... there many times.
7. Helen was here earlier, but I think she has ... just now.
8. This is literally the best party I have ever ... to.

Task 9. A. Put the verb in the Present Perfect or the Past Simple.

Translate the sentences.

1. My friend is a writer. She has written/ wrote many novels.
2. We did not take/ had not taken a vacation last year.
3. Did you see/ have seen Tony last week?
4. I have washed/ washed my hair before breakfast this morning.
5. I am hungry. That dog ate/ has eaten my sandwich!

B. Make sentences using the word combinations in brackets. Use the Past Perfect. Translate the sentences.

1. We arrived at the cinema late. (the film/already/begin)
2. They were not eating when I went to see them. (they/just/finish/ their dinner)
3. I was very pleased to see her again after such a long time (I / not/see/ her/for five years)

4. Mary was late for work. Her boss was very surprised.
(she/be/late/before)
5. Yesterday I met Mrs. Davis. I didn't recognize her. (she/change/ a lot)
6. He went to Ann's house but she wasn't there. (she/go/out)
7. He offered her something to eat but she wasn't hungry.
(she/just/have/dinner)
8. Last year they went to India. It was their first time there.
(they/never/be/there/before)
9. I went to the village I used to live in when I was a child. It was not the same as before. (it/change/a lot)
10. I was very nervous on the plane. I (not fly) before.

C. What will you have done by 11 a.m., by 5 p.m., by 11 p.m. tomorrow?

Use the Future Perfect.

Model: *I will have cooked dinner by 5 p.m. tomorrow.*

Use the word combinations in the box as prompts:

**to wash hair; to have breakfast/ dinner; to buy some food;
to write an essay; to learn English; to bake a cake; to repair
your car; to come back from the university; your examples**

**How long have you been in London?
since Monday
for five days**

Task 10. Complete the sentences.

A. Model: *Jill is in London. She has been there since Monday.*

1. I know George. I him for a long time.
2. They are married. They married since 2022.
3. Ann is ill. She ill for a week.

4. We live in a house. We here for ten years.
5. She has a headache. She a headache since she got up.

B. Use the sentences above. Make questions with How long ...?

Model: *How long has she been in London?*

**Perfect Continuous Tenses –
совершенно-продолженное время**

have* + been + Participle I (V+ ing)

Task 11. Learn the rules of the Perfect Continuous Tenses formation.

See App 26

Task 12. Say how long something has been happening. Translate the sentences.

Model: *It's raining. It began raining three hours ago.*

It has been raining for three hours.

1. John started speaking over the phone at 9. It is 9.15 now. He (speak).
2. Alice is 10 minutes late. Her friend Jack (wait) for 10 minutes.
3. I am learning Spanish. I started learning it in December. I (learn) since December.
4. My granny is knitting a sweater for me. She started knitting it two weeks ago. She (knit) for two weeks.
5. Nick is going by train now from Moscow. He started at 5 p.m. It is 7 p.m. He (go) for 2 hours.

Task 13. Put the verbs into the Past or Future Perfect Continuous.

Translate the sentences.

1. The boys (play) football since 2 o'clock when you came.
2. Ken (smoke) for 20 years when he finally gave it up.
3. They felt very tired because they (walk) for two days.
4. She (study) English for 2 years when he takes the exam.
5. She (work) in the pedagogical institute for 30 years when she retire.

HAVE* SOMETHING DONE

have + object + Participle II-

кто-то сделал что-то для / вместо вас

Task 14. A. Use the words in brackets to complete the sentences with the construction- have smth done.

1. They (the house/paint) at the moment.
2. Where... you ... (hair/cut)?
3. John ... (his room/rearrange) last week.
4. Mary and George ... (a swimming pool/build) in their garden next year.
5. I don't like (my photo/take).

B. Translate the following questions into English. Use the construction- have smth done. Mind the Tenses!

1. Тебе переделали твою комнату?
2. Тебе починят велосипед или ты сам это сделаешь?
3. Где тебе обстригли так коротко волосы?
4. Ты собираешься проколоть уши?
5. Тебе уже починили автомобиль?

Use the prompts:

*to rearrange a room; to repair a bicycle; to cut hair; to pierce ears;
to repair a car*

The Present Perfect Passive

have*+ been +PII

App 25

Task 15. Learn the rules of the Present Perfect Passive formation. See App 25

Task 16. Translate the following sentences in the Present Perfect Passive. Translate them.

A.

1. The novel “Wight Fang” by Jack London has already been discussed by the students.
2. My sister has been given many sweets, she is happy now.
3. The flowers have already been watered.
4. His letter has been sent to the wrong address.
5. The test has just been finished.
6. The books have been already taken back to the library by me.
7. My test paper has already been checked by the teacher.
8. The key has been lost by him.
9. The trees have been cut by the gardener.
10. All the electrical appliances have just been switched off.

B. Make up questions from the affirmative sentences given above.

Model: - Has the novel “White Fang” by Jack London been already discussed by the students? - Yes, it has.

Task 17. Read the following Proverbs. Use online translator, if necessary. Pay attention to the underlined verbs in the Present Perfect Active. Find Russian equivalents.

1. It is too late to lock the stable after the horse has bolted.
2. Who has never tasted bitter, knows not what is sweet.
3. The cow knows not what her tail is worth until she has lost it.
4. We know not what is good until we have lost it.
5. When children stand quiet they have done something ill.
6. Don't sell the bear's skin before you have caught the bear.
7. Every oak has been an acorn.
8. Wine has drowned more men than the sea. (Bacchus has drowned more men than Neptune.)
9. A thief passes for a gentleman when stealing has made him rich.
10. A lot of water has run under the bridge.
11. Life is what you make of it. Always has been, always will be.
12. Success has brought many to destruction.

LESSON 2. Lexical Training

*Modern Life Style
Leisure Time, Hobby
Sport in Our Life*

Task 1. A. Read the poem From Leisure; translate it and try to rhyme the poem in Russian.

Vocabulary:

full of care - полный забот

to stare – пристально разглядывать

beauty's glance – зр. мгновения прекрасного

What is this life if, full of care,
We have no time to stand and stare!
 No time to see, when woods we pass,
 Where squirrels hide their nuts in grass.
No time to see in broad daylight,
Streams full of stars, like skies at night.
 No time to turn at beauty's glance,
 And watch her feet, how they can dance.
A poor life this is if, full of care,
We have no time to stand and stare.

(written by W.H. Davis (1871-1940))

Task 2. Before reading the text Lifestyle work with the vocabulary. Find the definitions in the column B to the words of the column A. Translate the definitions. Write down new words in your vocabulary.

A.	B.
lifestyle	a view or judgment formed about something, not necessary based on fact or knowledge
opinion	a person's standing or importance in relation to other people within a society
self-image	a state of great comfort or elegance, especially when involving great expense

social status	of a machine, system, or technique developed to a high degree of complexity
luxury	the brand of knowledge dealing with engineering or applied sciences
sophisticated	the way in which a person lives
technology	the personal view, or mental picture, that we have of ourselves
behavior	the process of putting a decision or plan into effect
implementation	the way in which one acts or conducts oneself, especially towards others

Task 3.

A. Read the text Lifestyle. Get the main idea. Answer the question:

1. What is your opinion about the statement written in the text about the modern lifestyle as synonymous to luxury?

to run smth – зд. вести, управлять

Lifestyle is a person's behavior indicated in the activities, interests and opinions especially those related to self-image to reflect the social status. Modern lifestyle synonymous with luxury. Lifestyle is also very closely related to the times and increasingly sophisticated technology, to the more widespread implementation of lifestyle by humans in everyday life. In another sense, lifestyle can give positive or negative effects for those who run it. Well, it depends on how the person is living it.

B. Read the text Fast life. Translate it.

Fast Food

Fast facts:

Over 65 million fast-food meals are eaten in the USA every day. In 1970, Americans spent about \$ 6 billion on fast food. It is now more than \$ 110 billion a year and this figure continues to rise. In 1968, McDonald's had about 1,000 restaurants. Today it has about 28,000 around the world and this number goes up by almost 2,000 each year.

Slow tips: Make your own food. It's tastier, better for you and you'll enjoy it. Sit down and eat with other people. Don't eat 'on the go' or at your PC.

Fast Communication

Fast facts:

Over 50 million text messages are sent each day in the UK. An average office worker deals with forty-six phone calls, twenty-five emails, sixteen voicemails, twenty-three items of post and nine mobile phone calls every day.

Slow tips:

Write one long email instead of three short ones. Switch your mobile phone off or leave it at home sometimes and go out with friends somewhere for a picnic.

Fast Travel

Fast facts:

Over 400 million cars are currently used around the world. London rush-hour traffic drives at an average of thirteen kilometers per hour. Two out of three people speed up when the traffic lights turn amber.

Slow tips:

Leave your car at home if you can, and walk. Your fitness will improve and you'll probably get there quicker. Spend at least twenty minutes a day in a garden or park. Sit, think, look at the trees, talk, read, and enjoy the sky.

C. Work in the group. Discuss the following:

1. Do you like living fast life? Why? Why not?
2. Is there one of numerous MacDonald's restaurants in your town/ city?
3. How often do you eat in the fast food restaurant or café?
4. Do you usually have lunch in front of your computer?
5. Do you have your phone with you every day and night? Why?
6. Is driving quicker than walking? (in the city/in the town) Prove.
7. Do you do the things (slow tips) suggested here? Why? Why not?
8. Do you think they are good ideas? Why?
10. What machines do you usually use at home?

Task 4. Discuss in the group.

1. What do you like and dislike about modern lifestyle?
2. Would you like to change something? What & how?
3. What are your arguments pro & con?

Task 5. Read the dialogues about different spheres of modern life in roles. Translate the dialogues. Write down new words in your vocabulary.

A. Answer the question: What are the main problems of today's life touched upon in the dialogues?

1. About Childhood

- Mark, you've never told me about your childhood. Where did you use to live?
- I lived in a big city, in a block of flats. And what about you?
- I used to live in a beautiful village. I can't imagine me as a child in the town. You must have had a sad childhood.
- On the contrary, I had lots of friends who lived in the same block of flats. We used to play in the same playground.
- You must have had a lot of fun together.
- That's true. What about you? What did you do with your friends?
- I was brought up in a big family and I mainly spent my free time with my brothers and sisters. We usually had to help our parents but in the afternoons we had some free time.

2. Helping Animals

- Hello, George, what are you doing here?
- Hi, Claire. We are protesting against testing cosmetics on animals.
- I didn't know that you belong to an animal rights organization.
- Oh, yes. I have been fighting for animal rights for many years.
- What do you actually fight for?
- You know that cosmetic manufacturers always have to make sure their products are safe. So new cosmetics are carefully tested on animals before they are sold. We are protesting against using animals in tests.
- And what do you do to stop manufacturers doing this?
- We organize petitions, demonstrations.
- What is the result of all this activity?
- Many things have already been achieved. But the most important thing now is that scientists are working on alternative tests.
- I am not a member of any organization but I would love to help you. I also love animals.

3. Making a Decision

- Hello, Mary, what's up?
- Hello, George, I am so tired. I need to have a rest.
- What's happened?
- As you know I have been working in a kindergarten for the past five years. But I'm fed up with this job now.
- I thought you liked it.
- I did at the beginning. But the children are always making so much noise. The children I work with are very naughty. I am beginning to think that all children are like this. What should I do?
- I think you should change your job.
- It's difficult to make a decision like that.

4. At the Doctor's

- Good morning, Doctor Brown.
- Good morning, Mrs. Smith. What seems to be the trouble this time?
- I'm tired all the time. I have lost my appetite and I can't sleep at night.
- Mrs. Smith, let me examine you. ... It seems that you are not suffering from any physical disease. Aren't you a little depressed?
- Oh, yes. I am! I cry a lot and I am in a very bad mood all the time.
- Do you often have headaches?
- Oh, yes, even now I have got a terrible headache.
- I think you should have total bed rest for a week. I am not going to prescribe you anything...
- But why? I feel very ill.
- Mrs. Smith, calm down. If you really think you need special care you could go to a health resort for some time.
- That's a great idea.

5. World Problems

- Jane, have you heard the news? There is still a serious conflict between countries in the Middle East. I'm almost sure they are going to start another war.
- What are they fighting about?

- The territory which now belongs to one country, used to be owned by the other one. They are fighting about the land and people living there.
- I don't understand why people want to die just because of the border. How can they start a war about it?
- It has been their tradition for centuries. The worst thing is that it's not only soldiers who die. There are many civilians who are killed or wounded too.
- People will always fight, it's in our nature, I'm afraid. But we all have to avoid conflicts and work for a more peaceful life.
- I know that we have not always seen eye to eye on a lot of matters but this time I could not but agree with you.

B. Grammar Drills. Find the sentences with the Present Continuous, the Present Perfect Active and Passive, Present Perfect Continuous in the dialogues. Explain their usage in the dialogues.

Task 6. Read the article about Leisure Time written by an American journalist.

Use online translator, if necessary. Write down new words in your vocabulary.

A. If life seems more rushed than ever, you might be surprised to learn that we Americans don't have less leisure time than we did 40 years ago. We actually have more leisure time, and quite a bit more. What counts as leisure is up for argument, but under every definition the numbers have gone up. We get about 45 minutes a day of extra leisure.

Then why does it feel like we have so much less? It might be because we waste half of all our leisure time watching television. The average American adult devotes 2.5 hours a day to this hobby. And for every additional hour we get free, another 30 minutes goes into that boob tube. So if you want more free time, I recommend one thing: turn it off. It is easier said than done, especially during the World Series.

When I was growing up, my mom had one piece of advice for me, and she said it every single morning. 'Get out of the house!' It's good advice. Come join the 6.8 million who are in a book club, or the 196,000 who attend pro beach volleyball, or the 680,000 who go to tractor pulls every month. There are even 3 million people who enjoy a sport called 'muzzle loading,' which involves shooting a gun that looks 200 years old.

And at the end of the day, there's a thing in your kitchen called a stove. Turn it on and invite people over. Only 38% of Americans entertain friends or family at home at least once a year. What were the other 62% of us doing? Getting a free meal, I suppose. We can do better, America. If we are going to watch so much television, can't we at least invite friends over to watch?

B. Answer the questions:

1. The Americans have more leisure time nowadays than 40 years ago, haven't they?
2. What hobby does the average American adult devote his/her leisure time to?
3. What do the Americans like to watch on TV most of all?
4. What is the advice for the Americans to do during their spare time?
5. Do you agree with the advice? Why?

Task 7. Look at the statistical abstract of the United States (2004). Here are activities and time spent by the Americans, with gender and marital status pointed.

A. Analyze the data given in the table.

ACTIVITY	TIME SPENT BY GENDER, MARITAL STATUS			
	Men	Women	Married	Single
Phone calls, mail, e-mail	7 min.	14 min.	8 min.	14 min.
Caring for non-household members	13 min.	15 min.	13 min.	14 min.
Religious, civic duties	16 min.	21 min.	20 min.	17 min.
Caring for family	20 min.	43 min.	45 min.	17 min.
Educational activities	28 min.	26 min.	7 min.	51 min.
Buying goods, services	38 min.	58 min.	53 min.	42 min.
Eating, drinking	1 hr. 18 min.	1 hr. 11 min.	1 hr. 24 min.	1 hr. 8 min.
Household activities	1 hr. 20 min.	2 hr. 16 min.	2 hr. 8 min.	1 hr. 26 min.

Work-related	4 hr. 26 min.	3 hr.	4 hr. 1 min.	3 hr. 18 min.
Watching TV	3 hr. 28 min.	2 hr. 41 min.	2 hr. 24 min.	2 hr. 47 min.
Personal care, sleep	9 hr. 13 min.	9 hr. 37 min.	9 hr. 8 min.	9 hr. 46 min.

Numbers of People Doing Activities —Statistical abstract of the United States, 2004
<http://content.time.com/time/nation/article>

B. Work with your partner. Answer the questions:

1. Do you have the same activities during your leisure time? Add some more, if you have ones.
2. How much time do you usually spend on your spare time activities?
3. Is there a difference between the Americans' and your spending free time?



Task 8. A. Before reading the text Leisure Time, learn the following vocabulary:

- a day-off – свободный день
- to go on excursion – отправиться на экскурсию
- to enjoy oneself – получать удовольствие, развлекаться, наслаждаться
- to have good time – хорошо проводить время
- places of interest – достопримечательности
- to be delighted with – восхищаться чем-то
- to admire – восхищаться
- to feel excited – быть взволнованным (в хорошем смысле)
- holiday-makers – люди, находящиеся на отдыхе
- to be full of adventures – быть искателем приключений
- to get to know – узнавать что-то
- to get acquainted with – познакомиться с кем-либо
- a companion – спутник, попутчик
- to rest – отдыхать; a rest - отдых

B. Read the text Leisure Time, get the main idea of the text.

There are many ways to spend your leisure time. For example, I have a good time when watching TV or reading an interesting book. My sister prefers going for a walk or to museums.

But many people like to spend their days off and week-ends in active rest. They feel bored staying in the city. Such people are just full of adventures. They enjoy themselves only seeing the sights with their own eyes, not painted in a picture, posted online or pictured in a family album. They prefer to learn about things by their own experience.

Some years ago I got acquainted with a family of such interests. They were a couple of perfect holiday –makers and they admired the chance of going on a trip every summer.

Every year they travelled around the country and visited all the places of interest one could find. We were delighted to hear their stories about their trips. They went on excursions in big cities. They could tell us a lot about what they had seen in museums.

They also went camping and hiking. They got a good view of the highest mountains, the lakes, and the woods. The photos they brought were not only wonderfully done, but also impressive. It was the first time I felt excited at the thought of holidays.

I met those people later. They were full of new delightful stories, and it was exciting to listen to them. The people who made journeys with them spoke about them as very good companions, always thinking of some new places to visit.

C. Use the text as an example to tell the group about your way of spending leisure time. Pay attention to the vocabulary given above the text.

D. Grammar Drills. Find the underlined words in the text. Tell the grammatical meaning of the words. Translate them.

Task 9. A. Read the text Hobby.

They say that the best kind of job is a well-paid hobby. Naturally, this is an ideal situation, and not always found in real life. Of course, if you are a creative person, you have no time for anything besides your main activity, fully expressing yourself in it. But everybody needs some rest from one's favourite occupation.

That's why people invented hobbies. People get a kick out of doing most extraordinary things.

The most widespread hobby is collecting. People would collect anything, from old coins and African ritual masks to matchbox covers and bottles.

Then there are a lot of do-it-yourself activities, building models of ships, cars, houses. People also like growing different exotic plants, cacti, flowers. So, you can really take your pick.

B. What does hobby mean? Try to give a definition of it using the content of the text.

C. Grammar Drills. Find the underlined words in the texts Task 6, 7. Explain the grammatical meaning of the words. Translate them.

Task 10. A. Read the following dialogues about different types of hobby in roles. Translate the dialogues. Make up your own mini dialogues. Dramatize them.

1.

- What is your hobby, Alex?
- I collect books published in the 18th century.
- How very interesting! Have you got many in your collection?
- There are almost eight hundred of them.
- I wonder whether you managed to read them all.
- In a way yes, but reading is not essential. It is the process of collecting itself that matters.

2.

- What is your pastime, Boris?
- Fishing. I enjoy fishing very much.
- Do you often go fishing?
- Well, yes.
- I know that you went fishing in the morning.
- Yes, I have caught a lot of fish. My wife has cooked a fish dish for a whole family. I would like to treat you to the fish dish.
- Oh, thanks a lot.

3.

- Hi, Kevin, how are you?
- Fine, thanks. And you?
- Great. What are you doing?
- I'm putting my stamps in my new stamp album.
- Is stamp collecting your hobby?
- Yes, I like collecting stamps very much.
- How long have you had this hobby?
- I took up stamp collecting when I was five and I'm never going to give it up.
- Is it an expensive hobby?
- Sometimes, when I want to buy a special stamp it may be expensive but usually it's not.
- Why do you like it?
- I continue the tradition of my family. And do you have a hobby?
- I like to take a photo very much but I have never thought about it as my hobby.
- Why don't you start this hobby right now?
- I think it's a great idea.

4.

- What are the most common hobbies of Englishmen?
- Well, it isn't an easy question. Many Brits like sports and games, others gardening or collecting different things. I, for instance, enjoy carpentry, just making shelves, boxes, stools and so on.
- Your hobby seems to be both interesting and useful for houses. Your wife must like your pastime.
- Oh, yes. When I come home after work she is ready to give some "orders" to repair this or that. Have a look! I have renovated all the chairs in our dining room.
- Oh, how modern and stylish!

B. Discuss in your group:

- The most interesting hobby you have ever heard of;
- clubs and hobby groups you know;
- the role of hobbies in one's life;
- the problem of free time;
- your own hobby or your parents'

Task 11. Read the text The Englishman's Garden

Vocabulary:

it doesn't harm anyone – это никому не вредит

seed catalog – каталог семян

tiny patch – крошечный участок

to grow plants – выращивать растения

to plant – сажать

lawn – лужайка

keen – искусный, увлеченный

The English like growing flowers. It is a useful occupation because it doesn't harm anyone. In winter the most romantic thing for some people is to pick up a seed catalog and look at the brightly coloured pictures of summer flowers. Even people with a tiny patch of ground in towns like growing plants and people who have never seriously tried speaking any foreign language carefully learn the Latin names of the flowers they plant, so that they can tell their friend.

If you want to please an English person, be very polite about his garden. He will probably tell you about his garden. So you listen and say: "How interesting! How clever of you!"

The British are keen gardeners. Every small, suburban house has a lovingly kept lawn and garden. In city parks, people sit on the grass to eat their lunch on nice summer days.

B. Compare an Englishman's garden with a Russian one.

Use the following word combinations. Write them down in your vocabulary.

to water flowers – поливать цветы; to sow seeds – сеять семена; to dig the ground – копать землю; to pull out the weeds – выдергивать сорняки; to work with the rake – работать граблями; to pick up fruit/ berries/ flowers, etc. – собирать (фрукты, ягоды, цветы и др.)

1. What do you usually do in the garden?
2. What do you grow in the garden?
3. Can we consider the gardening as a hobby?

Task 12. Read the dialogues about Healthy Living in roles. Translate the dialogues. Write down new words in your vocabulary.

A.

1. Healthy Living

Hi, George!

Hi, Emily, how are you?

I feel great. I have just got back from the sports centre.

I didn't know you were doing any sports.

Oh, yes. I have got quite a few exercise classes. On Mondays and Wednesdays I go to aerobics. It is really good for my heart and it helps me keep fit.

That's true. You look great. Do you do any other kind of sport?

On Tuesdays I go to yoga. It is good for stretching the body and for relaxing.

What about Fridays? Do you do anything on Fridays?

Of course I do. I go to the gym and do weight training for two hours. It is the best way to build up your muscles. But do you do anything to make your life healthier?

2. At the Doctor's

- Good morning, Doctor Brown.

- Good morning, Mrs. Smith. What seems to be the trouble this time?

- I'm tired all the time. I have lost my appetite and I can't sleep at night.

- Mrs. Smith, let me examine you. ... It seems that you are not suffering from any physical disease. Aren't you a little depressed?

- Oh, yes. I am! I cry a lot and I am in a very bad mood all the time.

- Do you often have headaches?

- Oh, yes, even now I have got a terrible headache.

- I think you should have total bed rest for a week. I am not going to prescribe you anything...

- But why? I feel very ill?

- Mrs. Smith, calm down. If you really think you need special care, you could go to a health resort for some time.

- That is a great idea!

B. Read the text about Healthy Life.

Answer the question: Why should we choose healthy lifestyle?

Good nutrition, daily exercise and adequate sleep are the foundations of healthy living. A healthy lifestyle keeps you fit, energetic and at reduced risk for disease. It helps you enjoy more aspects of your life.

A healthy lifestyle give you longer and happier life. We must control our bad habits. Tobacco, alcohol, lack of physical activity and junk foods are very harmful for our health. Will power plays an important role to be away from bad habits.

Task 13. Read the text I Still Feel Very Well. Translate it.

Learn the words to the text. Write down new words in your vocabulary.

wrinkles – морщины

longevity – долголетие

to slow down – замедлить(ся)

in that vein – в том же духе

discreet – скромный, учтивый

to smoke one's head off – зд. курить до одурения

ridiculous – зд. чепуха

A. Our journalist has taken an interview. Here is what she says:

The other day I saw a white-haired man sitting on a bench in the park. I could see wrinkles in his face and neck and his wrinkled hands. The man seemed old but well-preserved. I have been always interested in the secrets of longevity, so I decided to interview the man. The man said he had lived a full and active life without a moment's rest.

"Well, they say that a lot of activity helps one to live a long time," I concluded.

"That's true, very true. I still feel very well, although my step has slowed down a little."

The conversation continued in that vein for a while. Then I decided to obtain more information. It seemed to me it would be all right to start with some discreet questions.

J: Would you mind if I smoked a cigarette?

Man: Not at all.

J: I'd offer you one, but I suppose you probably don't smoke, or drink, or...

Man: On the contrary! I have always smoked my head off. And until a little while ago I went dancing every night. As for alcoholic drinks...

J: Do you mean to say that you have done these things all your life?

Man: Of course. Why does that surprise you so much?

J: I have been always told that doing those things is bad for health.

Man: Ridiculous!

J: I suppose that you have another secret: a lot of fruit, vegetables, a lot of exercise in the fresh air?

Man: Who told you so? I hate exercise in the fresh air, and I don't like any kind of vegetables.

J: This is incredible!

Man: What do you mean, "incredible"? What are you talking about?

J: It's just that I don't understand how you have been able to live that long. Tell me, how old are you if it isn't a top secret?

Man: Me? I'm thirty-seven. Why?

B. Why do you think the journalist decided to have this interview published? Dramatize the dialogue.

C. Grammar Drills. Find the underlined words in the dialogue. Tell the grammatical forms of the verbs. Translate them.

Task 14. Before reading the text Sport in Our Life learn the following words and word combinations. Write down new words in your vocabulary.

A. Vocabulary:

big-time sport – «большой» спорт

to keep fit - поддерживать (спортивную) форму

to jog – бегать трусцой

workout- тренировка

martial arts – единоборства (восточные)

to pump iron – «качать железо»

to resemble – напоминать, быть похожим на кого-либо

push ups - отжимания

sit ups – приседания

chin ups – подтягивания

to warm up – прогревать (мышцы)

as fit as a fiddle – «свежий как огурчик»

to lift weights - поднимать тяжести

spectacular – зрелищный

to root for – болеть за кого-то

B. Read the text Sport in Our Life. Get the main idea.

Sport is, or rather should be, an important part of everyone's life. Here we should distinguish between big-time sport and just keeping fit. We can't all be

professional athletes, but we should pay attention to our bodies. Our body needs exercise just as it needs food. Everyone chooses physical activity according to one's tastes. Some people just jog. Others prefer more active kind of exercise, such as football, basketball, volleyball or martial arts. Tennis has become very popular, and it really is a good workout for all groups of muscles. Fitness centre, body building and shaping gyms are full of people "pumping iron". There are some specific British and American sports that are rather interesting – golf, cricket, baseball, American football. I believe that baseball resembles an old Russian game of "lapta".

Tastes differ, but one thing is for sure – if you want to be healthy and fit, you can't do without sport. I start every day with a half hour of exercise – push-ups, sit ups, chin-ups, warming up all my muscles. Then a quick shower and I feed as a fiddle. Twice a week I have a two-hour workout in a gym on various training devices and just lifting weights. Once a week I visit a swimming pool. It's enough for me to feel fit. Of course, I would like to take up Alpine skiing or para-gliding, but I have neither time nor equipment for that.

Big-time sport is something entirely different. Professionals compete, and fans watch this thrilling spectacle. Athletes set world records, expanding the limits of what a human body can do. Actually, sport has become a very profitable form of show business. Some of the sports are very spectacular. I enjoy watching figure – skating competitions on TV, for example. The Olympics are the biggest show of all.

C. Answer the questions. Use online translator, if necessary.

1. What is your opinion of popular sports and games among young people today?
2. What sports do you play? Do you do them for pleasure or to keep fit?
3. Do you jog in the morning? Why? Why not?
4. What is your sports enthusiasm? (спортивное увлечение)
5. Would you say that sport activities are a waste of time and money? Why?
6. Who is your favourite contemporary athlete? Why?
7. What is your attitude towards big-time sport?
8. Do you enjoy watching sports competition on TV? Why? Why not?
9. Which sports have people been disqualified from after testing positive for drugs?
10. Would you like to try any life-threatening sports? (rock climbing, bungee jumping, hang-gliding, surfing, zorbing, jet skiing, freestyle skiing whitewater rafting etc)

Task 15. Read two dialogues About Sport in roles. Translate them. Write down new words in your vocabulary.

1.

- Hi, Mark, are you interested in sport?
- Of course, I am.
- What sport do you play?
- In summer I go swimming and climbing and I play football and basketball. In winter I usually ski in the mountains.
- Which sports are you really good at?
- I think that I am very good at swimming and skiing.
- But are there any sports that you don't like?
- I hate boxing, it is boring and full of unnecessary violence. But Peter, why are you asking me all these questions?
- Well, I have got two tickets for a boxing match and I wanted to ask Ann to go with me, but if even you think it's brutal, I don't think I can invite Ann.
- Girls are not the best company to watch any sport, but listen, why don't we go there together?
- But you said...
- Boxing is not my sport enthusiasm, but I'd like watching it.

2.

- Hello, Ann, how was your aerobics lesson?
- Oh, Oh, it was really exhausting.
- Why? What did you do?
- A lot of exercises: skipping, sprinting, hopping, marching
- What are these exercises for?
- There are a lot of types of exercises for different parts of the body.
- Can you give me some examples?
- First we always have a warm-up. We have to trot, march and walk on tiptoe. Then we hop and skip for ten minutes.
- And then?
- Then we exercise the leg muscles to tone up our calves and thighs. So we bend our knees, kneel, and raise our legs.
- What else do you exercise?
- Stomach muscles. This is very important for me.
- How do you do it?

- We lie on our backs, knees bent, with our feet in the air and we lift up our body so the head touches the knees.
- It must be hard.
- That's not all. We also exercise our arm and neck muscles.
- Do you have any breaks while practising?
- Very rarely

B. Work in pairs. Use the dialogues About Sport as examples to make up a dialogue about your sport enthusiasm.

LESSON 3.

READING

Sports in Great Britain



Task 1. Read the text Sports in Great Britain. Get the main idea.

A.

The British have always been a nation of sport lovers and interest in all types of sport is as great today as it has ever been. Many sports which nowadays are played all over the world grew up to their present-day form in Britain. Football is perhaps the best example, but among the others are horse-racing, golf, lawn tennis and rowing.

Many people, both foreigners and British, consider cricket to be the most typically English of sports. It is true that cricket, unlike football, has until recently remained a specifically British game, played only in Britain, in some parts of the British Commonwealth and in Denmark. But it would be wrong to say that cricket is the most popular British sport: that is, undoubtedly, football. Nevertheless, it remains true that for most Englishmen the sight of white-flannelled cricketers on the smooth green turf of a cricket pitch represents something that is traditionally English.

Cricket and football, however, are merely the two most popular sports in Britain: there are many others. In the summer, lawn tennis probably comes next in importance to cricket. There are clubs in every town and in all the parks there are public courts where tennis may be played for an hour on payment of about one pound. Swimming is very popular and there are many public swimming baths. Rowing and canoeing are practical less because there are not so many facilities. The annual Boat Race between Oxford and Cambridge universities on the river Thames is, however, one of the most popular sporting events of the year. Golf is becoming increasingly popular and many clubs have to turn prospective members away. Athletics is growing all the time.

The most popular winter sport, after football (or “soccer” as it is colloquially called) is rugby football (or “rugger”) which remains a largely amateur game.

Winter sports such as skiing are generally impossible in Britain (except in Scotland) owing to the unsuitable climate, but more and more people spend winter holidays on the Continent in order to take part in them.

One reason for the great interest in sport in Britain is the Englishman’s fondness for a little “flutter” (a slang expression for a bet or gamble). Gambling has always been an integral part of such sports as horse-racing and dog-racing and, in recent times, doing the “football pools” has become a national pastime. But whether as gambler, spectator or player, most Englishmen have some interest in at least some sports.

B. Find the English equivalents in the text Sport in Great Britain

Нация любителей спорта; самая типичная английская игра; было бы неверно сказать; традиционно английский вид спорта; спортивные соревнования; любительская игра; зимние виды спорта; неподходящий климат; принимать участие; неотъемлемая часть

C. Answer the questions:

1. Which sports have originated, in their present form, in Britain?
2. Which sport is considered to be as typically English?
3. Which is the most popular British sport?
4. Why do many of the British take winter holidays on the Continent?
5. Give one reason why many of the British are interested in horse racing?
6. What is the annual sporting event, which takes place on the river Thames?

Task 2. Here are some Proper Nouns, which are used in the texts about Boat Race between Oxford and Cambridge Universities

Look the Proper Names up in the Internet. Learn their pronunciation; use online translator, if necessary.

The Boat Race, the Oxford and Cambridge Universities Boat Clubs, River Thames, West London, Putney, Mortlake, the River Great Ouse, Charles Merivale, St John's College, Old Harrovian school, Charles Wordsworth, Christ Church, Henley-on-Thames, Westminster, John Phelps, Tim Koch, Chiswick Pier, Cambridgeshire, Hammersmith Bridge



Task 3. Read the article *Boat Race between Oxford and Cambridge Universities*; get the main idea

The Boat Race is an annual set of rowing races between the Cambridge University Boat Club and the Oxford University Boat Club, traditionally rowed between open-weight eights on the River Thames in London, England. There are separate men's and women's races, as well as races for reserve crews.

It is also known as the *University Boat Race* and the *Oxford and Cambridge Boat Race*. The men's race was first held in 1829 and has been held annually since 1856, except during the First and Second World Wars (although unofficial races were conducted) and the covid-19 pandemic in 2020. The first women's event was in 1927 and the race has been held annually since 1964. Since 2015, the women's race has taken place on the same day and course, and since 2018 the combined event of the two races has been referred to as the Boat Race.

The Championship Course has hosted the vast majority of the races. It covers a 4.2-mile (6.8 km) stretch of the Thames in West London, from Putney to Mortlake. Other locations have been used, including a stretch of the River Great Ouse which was the venue for the 2021 race. Members of both crews are traditionally known as blues and each boat as a "Blue Boat", with Cambridge in light blue and Oxford in dark blue. As of 2022, Cambridge has won the men's race 85 times and Oxford 81 times, with one dead heat, and has led Oxford in cumulative wins since 1930. In the women's race, Cambridge has won the race 45 times and Oxford 30 times, and has led Oxford in cumulative wins

since 1966. A reserve boat race has been held since 1965 for the men and since 1966 for the women.

In most years over 250,000 people watch the race from the banks of the river. In 2009, a record 270,000 people watched the race live. A further 15 million or more watch it on television.

History of the men's race

The tradition was started in 1829 by Charles Merivale, a student at St John's College, Cambridge, and his Old Harrovian school friend Charles Wordsworth who was studying at Christ Church, Oxford. The University of Cambridge challenged the University of Oxford to a race at Henley-on-Thames but lost easily. Oxford raced in dark blue because five members of the crew, including the stroke, were from Christ Church, then Head of the River, whose colours were dark blue.

The second race was in 1836, with the venue moved to a course from Westminster to Putney.

Following the official formation of the Oxford University Boat Club, racing between the two universities resumed in 1839 on the Tideway and the tradition continues to the present day, with the loser challenging the winner to a rematch annually.

Since 1856, the race has been held every year, except for the years 1915 to 1919 due to World War I, 1940 to 1945, due to World War II, and in 2020 due to the pandemic.

1877 dead heat

The race in 1877 was declared a dead heat. Both crews finished in a time of 24 minutes and 8 seconds in bad weather. The verdict of the race judge, John Phelps, is considered suspect because he was reportedly over 70 and blind in one eye. Rowing historian Tim Koch, writing in the official 2014 Boat Race Programme, notes that there is "a very big and very entrenched lie" about the race, including the claim that Phelps had announced "Dead heat ... to Oxford by six feet" (the distance supposedly mentioned by Phelps varies according to the telling).

Phelps's nickname "Honest John" was not an ironic one, and he was not (as is sometimes claimed) drunk under a bush at the time of the finish. He did have to judge who had won without the assistance of finish posts (which were installed in time for the next year's race). Some newspapers had believed Oxford won a narrow victory but their viewpoint was from downstream; Phelps considered that the boats were essentially level with each surging forward during the stroke cycle.

With no clear way to determine who had surged forward at the exact finish line, Phelps could only pronounce it a dead heat. Koch believes that the press and Oxford supporters made up the stories about Phelps later, which Phelps had no chance to refute.

Oxford, partially disabled, were making effort after effort to hold their rapidly waning lead, while Cambridge, who, curiously enough, had settled together again, and were rowing almost as one man, were putting on a magnificent spurt at 40 strokes to the minute, with a view of catching their opponents before reaching the winning-post. Thus struggling over the remaining portion of the course, the two eights raced past the flag alongside one another, and the gun fired amid a scene of excitement rarely equalled and never exceeded. Cheers for one crew were succeeded by counter-cheers for the other, and it was impossible to tell what the result was until the Press boat backed down to the Judge and inquired the issue. John Phelps, the waterman, who officiated, replied that the noses of the boats passed the post strictly level, and that the result was a dead heat.

Cancellations during World Wars

Because of World War I and II, the race was not held in 1915–1919 and 1940–1945. On 12 January 1915, *The Daily Telegraph* announced that the annual race was cancelled due to men leaving for war, "for every available oarsman, either Fresher or Blue, has joined the colours."

2020 cancellation

Like other sports events, the 2020 boat race was cancelled because of the COVID-19 pandemic.

2021 relocation

The 2021 races were held on the Great Ouse at Ely in Cambridgeshire, over a shorter straight course of 4.9 kilometres (3.0 mi). This was due to the safety issues of Hammersmith Bridge, as well as restrictions due to the COVID-19 pandemic still being in force.

The 2022 Boat Race returned to the Thames and the traditional course between Putney and Mortlake.

Task 4. Read the text once again and identify which statements (1-10) in the box are (True) to the content of the text, which ones are (False) or there is No Information about it in the text.

STATEMENT	TRUE	FALSE	NO INFORMATION
1. The Boat Race is an annual set of rowing races between the Cambridge University Boat Club and the Oxford University Boat Club.			
2. The men's race was first held in 1829 and has been held annually since 1856, except during the First and Second World Wars until nowadays.			
3. Members of both crews are traditionally known as blues and each boat as a "Blue Boat", with Cambridge in light blue and Oxford in dark blue.			
4. In the women's race, Cambridge has won the race 30 times and Oxford 45 times.			
5. In 2009, a record 270,000 people watched the race live. A further 15 million or more watch it on television.			
6. In 1829 the University of Cambridge challenged the University of Oxford to a race at Henley-on-Thames but lost easily.			
7. Since 1836 there was disagreement over where the race should be held, with Oxford preferring Henley and Cambridge preferring London.			
8. The race in 1877 was declared a dead heat. Both crews finished in a time of 24 minutes and 8 seconds in bad weather			
9. Because of World War I and II, the race was not held in 1915–1919 and 1940–1945.			
10. The 2022 races were held on the Great Ouse at Ely in Cambridgeshire.			

Task 5. Grammar Drills. Find the underlined words in the text Task 4. Define the grammatical forms of the verbs. Translate them.

WRITING

Task 1. Write a review on the article *Boat Race between Oxford and Cambridge Universities*. Use the structure of a review writing. See App 39

Unit 6

LESSON 1. Active Grammar

Simple Sentences
Negative Sentences
All types of Questions
Exclamatory Sentences

Порядок слов в утвердительном повествовательном предложении

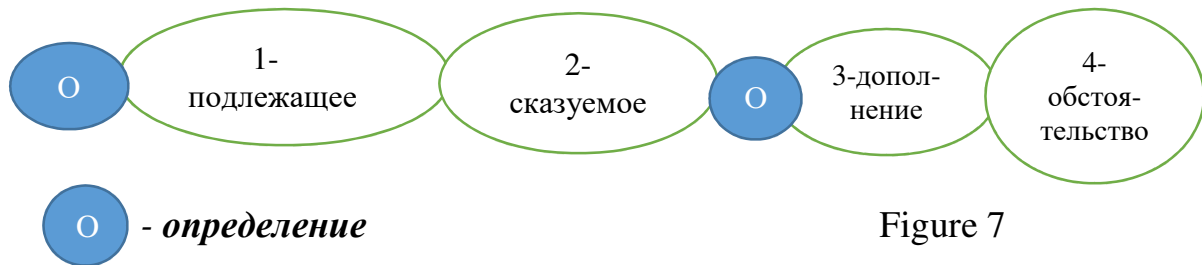


Figure 7

Task 1. A. Learn the rules of the Word Order in the Declarative Sentences.

See App 12

B. Put words in the right order to make declarative sentences.

1. good, I, student, am, a.
2. Mary, very, looks, happy.
3. clever, she, girl, is, a.
4. Bella, a, is, not, good, cat.
5. will, rain, it, soon.
6. English, have, they, Wednesday, on.
7. Uses, the, at, work, he, computer.
8. there, many, people, in, the, were, park.
9. at, cinema, the, were, they, week, last.

Impersonal Sentences
Безличные предложения

Task 2. Form the following Impersonal sentences into 3 groups. Translate them in Russian. See App 12B

Nature & Weather	Time & Distance	Action Assessment & Attitude to Facts
------------------	-----------------	--

1. It always rains in autumn.
2. It was impossible to reach her by phone.
3. It snowed heavily last December.
4. It was six o'clock already.
5. It is much cheaper to get here by train.
6. It was getting cold.
7. It is early morning.
8. It's 10 degrees above zero.
9. It's quite expensive to buy a brand new car.
10. It's quite far from the post-office.
11. It will be 5 kilometres to the village.
12. It was quiet and mysterious up in the mountains.
13. It wasn't cloudy this afternoon.
14. It's noon.
15. It won't be easy to find an experienced baby-sitter.
16. It's time to get up.
17. It is getting dark.
18. It takes him 3 minutes to get dressed.
19. It will be late to apologize.
20. It rained heavily last night.

Task 3. A. Translate the Impersonal sentences and find one of them which explains the sentence - Mother always takes care of her children

1. It's impossible
2. It's a pity
3. It's surprising
4. It's very strange
5. It's natural
6. It's not true
7. It's no importance

B. Make up questions to the sentences. Translate them.

1. It's time to work again.
2. It's a good time for swimming in this region.
3. It's really pleasant morning today.

4. It's expensive to buy vegetables at this market.
5. It's a walking distance to Pushkin street.
6. It's getting dark at 5.
7. It's necessary to go right now.
8. It's really some good news.

C. Continue the following sentences. Translate them.

Model: It is useless to: - *It is useless to learn rules without examples – бесполезно учить правила без примеров.*

1. It's difficult for him to ...
2. It's not interesting to...
3. It's important to...
4. It's wonderful to ...
5. It's not serious to...
6. It's impossible to ...
7. It's exciting to ...
8. It's not easy for him to ...
9. It's pleasant to...
10. It's no use to ...

Prompts:

- to learn foreign languages;
- to read newspapers;
- to have good friends;
- to see him happy;
- to listen to music on phone at the lesson; -to predict the future;
- to go fishing; -to talk to old men; -to swim in the sea;
- to glue a broken cup;

Task 4. Make up questions in the Future Simple.

A. In affirmative form:

Model: It is dark at 6 p.m. *Will it be dark at 6 p.m.?*

1. It's too cold to go skating.
2. It's impolite to trouble him
3. It's late to call him
4. It's necessary to pull up the weeds

B. In negative form:

Model: It's not polite to call him late. – *Will it be polite to call him late?*

1. It's not difficult to do it yourself.
2. It's not dangerous to stay here.
3. It's not a great mistake to act in that way.
4. It's not good to come late

В английском отрицательном предложении должно быть только ОДНО ОТРИЦАНИЕ

Task 2. Learn the rules about Negative Sentences in English. See App 14

Task 3. Translate the Negative sentences in Russian. *How many negations in the Russian sentences have we got?*

1. I received no letters yesterday. 2. He wants no more cake. 3. No student can answer the question. 4. I have no flowers with me. 4. Nobody can help me. 5. I found no one in the house. 6. None of us could translate it. 7. She knows nothing about it. 8. She never helps anybody. 9. The rumor was hardly true. 10. He is unable to understand the question.

Task 4. Do the following exercises with one negation in the following sentences. Translate these sentences.

A. Put in Not or No

1. We have _____ sugar.
- 2 She is _____ fond of her work.
3. My sister is _____ a dancer.
4. The cat has _____ kittens.
5. I have _____ much milk in my coffee.

B. Choose the correct variant:

1. She didn't say (nobody/ anybody) about him.
2. The clown looked funny but (nobody/ anybody) laughed at him.
3. The sisters have (no/ none) friends.
4. I looked out of the door and saw (anybody / nobody).
5. She has never done (nothing / anything) stupid.
6. My job is very easy. (Nobody/ anybody) could do it.
7. I don't know (anything/ nothing) about Mexico.
8. He is going to (anywhere/ nowhere).
9. She is (no/ nothing) special.
10. There is (no/ not) a coin in my purse.

C. Give a short answer.

Model: What did you do? – Nothing.

1. Whom did you talk to a minute ago?
2. What did you say?
3. Where is he going?
4. How many mistakes have you made?
5. How much did you pay?

D. Translate the following sentences in Russian. Pay attention to the underlined words.

1. We never go to the park.
2. Neither Adam nor Peter wanted to dance with her.
3. I could hardly speak.
4. We seldom discuss anything.
5. We can talk later unless you are busy.
6. Nobody could understand why he didn't keep his word.
7. Not wishing to wake anybody up, I tried not to make any noise.
8. Guys want neither play computer games nor watch TV-program.
9. They sold neither phone nor laptop.
10. Alex wants neither green nor blue T-shirt.

All Types of Questions in English

General – Общйй

Special -Специальныйй

Alternative- Альтернативныйй

Disjunctive -Разделительныйй

Task 5. Read the rules of all types of Questions formation. See App 33

The General Question

Вопросы, требующие в ответе подтверждения или отрицания

Task 6. Form the General questions to the following sentences.

A.

1. Mark is a student.
2. He studies well.
3. He was at the English lesson yesterday.
4. He is writing a test in the classroom now.

5. He has already written an essay.
6. He can speak English fluently.
7. He visited a lot of countries.
8. His parents will return from Moscow today.
9. Mark's sister is a teacher.
10. She speaks both English and German.

B. Form the General questions to the sentences using the words in the brackets. Give a short answer.

Model: Jane likes lemon. (*apples*)

-Does Jane like apples?- No, she does not.

1. John was busy yesterday evening. (today)
2. I prefer reading a book before going to bed. (watch TV)
3. I can play football very well. (volley-ball)
4. Spanish is spoken in Spain. (Brazil)
5. Lane visited Australia last year. (Africa)

The Special Question

Вопросы, относящиеся к какому –нибудь члену предложения.
Сохраняется порядок слов общего вопроса

Task 7. Form the Special questions to the sentences using the question words in the brackets. Translate them.

1. They visited all Europe countries last year. (When)
2. He was at home yesterday (Where)
3. I saw him two days ago. (When)
4. He can do it very easily. (How)
5. We saw many beautiful pictures in the State Tretyakov Gallery.(How many)
6. He show me beautiful pictures. (What)
7. She has done it. (Why)
8. Yesterday she was learning English at 5 p.m. (When)
9. She always goes to the Crimea in August. (Where)
10. They are going to visit the Hermitage in St. Petersburg. (What)

Special Questions to the subject

Специальный вопрос к подлежащему
Who/ what – являются подлежащими =
- в вопросе прямой порядок слов

Special questions to the attribute of a subject-

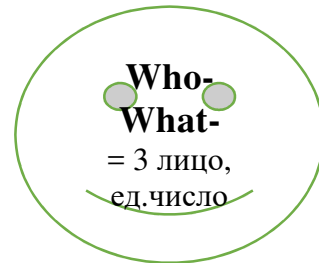
Специальные вопросы к определению к
подлежащему =
употребляется прямой порядок слов

Task 8. Ask a question to the subject. Give an answer.

A. Model: *The children are playing in the yard.*

- Who is playing in the yard?

- The children are. / - The children. (разг.)



1. Sting is my favorite singer. (Who)
2. Jake is going to Turkey next month. (Who)
3. My whole class visited the National Art Museum. (Who)
4. Molly takes dance classes. (Who)
5. Good results gave him hope for the future. (What)
6. Mike knows English well. (Who)
7. His advice has helped me. (What)
8. Johnny Depp plays the main role in the film “The Tourist” (Who)
9. The black square is depicted in the famous picture by Kazemir Malevich (What)
10. Mary is playing the piano in the room. (Who)

B. Ask questions to the attribute of the subject in the following sentences.

Use the prompts in the brackets.

1. The books about Miss Marple by Agatha Christie produced the greatest impression on me. (What books)
2. Our children are playing in the garden. (Whose children)
3. I think white T-shirt is better than black one. (Which colour)
4. There were six mugs on the table. (How many mugs)
5. I can ski and skate. (Who can)

Special questions to the nominal part of compound nominal predicate – вопрос к именной части составного именного сказуемого – начинается с **who?** - если касается имени,

семейного положения, родства с кем-либо.

Начинается с **what?** - если речь идет о профессии.

Вопрос начинается с **what + like?** – если касается свойств и качеств предмета или лица.

Если вопрос ставится к именной части или определению к нему – то он вводится сочетанием **What kind of ...?**- Какой?

Task 9. Translate the questions to the compound nominal predicate in English. Make up your own questions.

Model: -Who are you? – Кто Вы?

- I'm Mark Ivanov. – Я – Марк Иванов

- What are you? – Кто Вы (по профессии)?

- I am a doctor. – Я – врач.

1. – Кто это? – Это мой младший брат. (younger brother)
2. – Кто этот мужчина? – Это мистер Браун. (Mr.Brown)
3. – Кто он? – Он профессор университета. (professor)
4. – Какой это жакет? – Этот жакет - шерстяной. (wool/ jacket)
5. – Это какие деревья? – Это яблони. (apple trees)

Alternative Question

Вопрос - выбор

Task 10. Answer the questions. Use short answers and (both /neither nor/ either or/ nothing).

Model: - Do you like black or white coffee?

- I like both.

1. Did you go to the cinema or to the theatre?
2. Is your friend at home or at the university now?
3. Are you a student or a teacher?
4. Do you like skiing or skating?
5. Have you got a laptop or a computer?
6. Would you like tea or coffee?
7. Did you go to Moscow or St. Petersburg?

8. Would like to go to the pop or rock concert?
9. Would you prefer fishing or swimming?
10. Do you learn English or German?

Disjunctive Question
Разделительный вопрос

Task 11. Make up the Disjunctive questions correctly. Translate the sentences.

1. Don't forget to bring the book, will you?
2. There aren't any apples left, are they?
3. He is sure to come, doesn't he?
4. Let's come a bit earlier to have better seats, don't we?
5. It Isn't raining now, is it?
6. You and I talked to him last week, didn't you?
7. He won't be leaving tomorrow, will he?
8. She has never been afraid of anything, hasn't she?
9. They have got two children, do they?
10. The boys don't have classes today, do they?
11. I am to blame, aren't I?
12. We like to swim in the swimming pool, do we?
13. Nobody has come yet, haven't they?
14. Please turn off the light, don't you?
15. He has never come back, has he?

Task 12. Translate the following questions in English and answer them. Use online translator, if necessary.

1. Как вас зовут?
2. Сколько вам лет?
3. Вы женаты или холосты (*to be married, to be single*)
4. Откуда вы?
5. Какой ваш адрес?
6. Какой номер вашего мобильного телефона?
7. Вы студент, не правда ли?
8. Вы студент первого или второго курса?
9. Какие ваши любимые предметы?
10. В каких предметах вы хорошо разбираетесь (*to be good at*)?
11. Вам нравится английский язык, не правда ли (*to be fond of*)?
12. Какие у вас хобби?
13. Вам нравятся виды спорта, которыми занимаются на открытом воздухе (*outdoors sports*) или в помещении (*indoor sports*)?
14. Какие ваши любимые виды спорта?
15. Какие ваши любимые книги?
16. Вам нравится классическая или популярная музыка?
17. Кто ваш любимый певец?
18. Кто ваши любимые актеры?
19. Вам нравится лето или зима?
20. Как вы проводите летние каникулы (*to spend summer holidays*)

The Exclamatory Sentences
Восклицательные
предложения

Task 13. Read the rules about the Exclamatory Sentences. See App 32

A. Translate the exclamatory sentences in Russian.

1. What a beautiful picture! 2. What a house! 3. What strange people! 4. How wonderful! 5. How beautiful she is! 6. How hard he works! 7. What a lot of languages your sister speaks! 8. Isn't she beautiful! 9. Doesn't he work hard! 10. Wasn't it a surprise! 11. What an exceptional child this is! 12. I can't figure this out! 13. I simply adore you! 14. I just won the lottery! 15. I didn't see you come in! 16. It is so clever of you! 17. What a car! 18. Don't be noisy! 19. Happy birthday to you! 20. She has won! 21. Look! What a hat! 22. Here they are!

B. Match the corresponding Interjection to each sentence given above.

1. Wow!
2. Brilliant!
3. Awesome!
4. Ouch!
5. Amazing!
6. Bravo!
7. Fantastic!
8. Tremendous!
9. Hooray!
10. Gosh!
11. Ooh-la-la!
12. Magnificent!
13. Unbelievable!
14. Hush!
15. Oh dear!

Междометия – это особые звуки, слова и фразы, которые используются для выражения эмоций: возмущения, удивления, радости, приказа, и др.

Междометия характерны для устной речи.

The Imperative Sentences –
Повелительные предложения

Task 14. A. Read the basic rules, they will help you to understand the concept of the Imperative Sentences. See App 31

B. Translate the following sentences in Russian; define the type of the Imperative sentences.

1. Please leave the door open! 2. Watch your step! 3. Wash your hands! 4. Maintain silence! 5. Heat the oven. 6. Let the water boil for fifteen minutes. 7. Drink it cool with honey. 8. Have fun at the party! 9. Have a safe journey. 10. Pass the book, please! 11. Please join us for dinner today. 12. Let's go to the movie. 13. Let's go to the college together. 14. Switch off the lights. 15. Don't trouble the children. 16. Never lose your faith in yourself. 17. Never give up on your dreams. 18. Please feel comfortable to ask anything.

Task 15. Read and translate these idioms. Find Russian equivalents. Comment on the use of these Imperative Sentences.

1. Don't judge a book by its cover.
2. Don't put all your eggs in one basket.
3. Don't bite the hand that feeds you.
4. Don't make a mountain out of an anthill.
5. Don't count your chickens before they hatch.
6. Don't bite off more than you can chew.
7. Do a little well and you do much.
8. Don't cross the bridge until you come to it.

LESSON 2. *Lexical Training*

Mass Media
Movies Theatres
Museums Galleries
Fine Arts

Task 1. Work with the vocabulary. Translate the words and word combinations. Write new words in your vocabulary and learn them. Match words or phrases from boxes A and B.

A.

action movie; the Itinerants; composer; nature films; X-rated film; bodyart; electronic mail; actor / actress; Impressionism; soap operas; fast modem; songwriter; rehearsal; adventure film; ballet; The Symbolists; live action; hard drive; news broadcasts; choir; black-and-white film; drama; starring; canvas; political debates; stage; system unit; cartoon; costumes; Expressionism; live concert; keyboard; comedy; cast; opera house; documentaries; oil painting; window; comedy; painting; monitor; quizzes; acting; conductor; crime & mystery; feature film; Cubism; chat shows; puppet-show; reporter; watercolor; tune; poet; tabloid; horror film; pop art; sitcoms; performer; guitarist; track; jazz; painter; orchestra; adventure; interview; poster; battle piece; browser; album; pop; sports; acting skills; musician; portrait; network; voice; historical fiction; the second edition; scene; drawing; data (datum); operating system; a title role; soloist; novelist; sound effects; still life; rock; site; programmes; make-up; symphony; heavy metal; Fairytale; broadsheet; sensational stories; the latest scandal and gossip; headline; articles; serious press; audience; satellite; thriller; landscape; digital; biopics; singer; science fiction; sensational stories; marine / seascape; virtual reality; microphone; tragedy; serious press

B.

Forms of entertainment Examples:

computer, Internet	<i>electronic mail</i>
television	<i>soap operas</i>
music	<i>composer</i>
fine arts	<i>the Itinerants</i>
cinema	<i>action movie</i>
newspaper & magazines	<i>article</i>
theatre	<i>rehearsal</i>
literature	<i>poet</i>

Task 2. Discuss the following questions in your group.

1. What forms of entertainment do you prefer? Why?
2. Is reading books as popular now as it used to be? Give your arguments.
3. Is classical music popular among your friends? Why? Why not?
4. What other kinds of music do you/ your friends listen to?

5. Do people prefer to get information from the press, from TV or from the Internet? Why?
6. Are you interested in breaking news?
7. What is your opinion about computer games?
8. Why is the Internet so much more popular than television/ radio?
9. Are you interested in traditional forms of art such as opera and ballet?
10. Do you consider that they will die one day? Why?
11. Is modern art understood only by the artist and a few critics? Are you interested in fine arts?
12. Music makes life much more enjoyable, doesn't it? Do you agree?

Use the following phrases for discussion:

Как высказать мнение
<p>It seems to me that it is... - <i>Мне кажется, что это...</i> I believe that ... - <i>Я полагаю, что...</i> In my opinion it should ... <i>По-моему, это должно...</i> I think (the film is quite interesting). - <i>Я думаю/ считаю (фильм довольно интересный)</i></p>
Как не согласиться с чужим мнением
<p>That may be true, but ... - <i>Это может быть правдой, но...</i> I'm not sure I agree with you. - <i>Я не уверен, что согласен с вами.</i> Perhaps, but don't you think that...- <i>Возможно, но вам не кажется, что...</i> I can't agree with you there. - <i>Я не могу с вами согласиться.</i> You can't be serious. - <i>Это не серьезно.</i></p>
Как согласиться с чужим мнением
<p>That's exactly what I think/ what I wanted to say. - <i>Это то, что я думаю/ что хотел сказать</i></p> <p>I couldn't agree more. - <i>Не могу не согласиться.</i> I agree entirely. - <i>Полностью согласен.</i> So do I. - <i>Я то же.</i></p>

Task 3. Read and role-play the dialogues. Translate them. Write down new words and phrases in your vocabulary.

A.

1. *What is on TV? (2000)*

- What's on TV?
- Let's see. There is a film at 8 p.m., a quiz show and the news.
- What kind of film?
- A comedy with Bruce Willis in the main role.
- Good. I like comedies.
- Do you like westerns? There is one today on channel 4.
- I don't like westerns but I love science fiction films. Yesterday I watched a very good one on channel 2. And what films do you like?
- I prefer action movies to science fiction films and I like thrillers, too.
- What kind of programmes do you like?
- I hate soap operas and quiz shows. I always watch chat shows but yesterday I didn't have a chance to.
- Look, there is a very good chat show on channel 3. Can you turn on the TV?

2. *Talking about Theatre (2004)*

- Have you seen the latest play by Oscar Wilde at the Leeds Playhouse?
- No, I haven't. Is it worth seeing?
- It's marvelous. I think that the best thing about this production is the quality of the acting.
- What is the title of this play?
- It's "Lady Windermere's Fan".
- Who's in it?
- Joanne Ashbery is playing the lead role in it. She gives a powerful performance as Mrs Erlynne.
- What is this play about?
- It's a comedy, which deals with many problems that people have to face, but I'm not going to tell you the story. You have to go and see it. Where is the play set?
- It's set in 19th century England.
- What is its theme?
- The main theme of "Lady Windermere's Fan" is hypocrisy.

- When do they perform this play?
- There are two performances a week, one on Tuesday at 7 p.m., and one on Sunday at 6 p.m.
- Do you have to book the tickets in advance or can you buy them just before the show?
- I think a lot of people want to see the play. So I think you should book the tickets.
- Thanks for the review.

3. *In the Museum (2006)*

- Good morning. One ticket for the Modern Art Exhibition, please. Thanks. Oh, hello Helen! What are you doing here?
- The same thing as you: I am going to see this art exhibition.
- Let's go there together then. I am glad I've met you. What art movement do you like?
- I love impressionistic paintings and realistic, classical art as well. And you?
- I'm interested in abstract art like, for example, Pablo Picasso's cubist paintings or the abstract work of Joan Miro. Who is your favourite painter?
- I think van Gogh, or maybe Gauguin. But I also admire Rembrandt... I couldn't say who I like most.
- That's true. It's very difficult to classify them if each of them was a genius. Oh, look, there's my favourite Picasso painting!
- Which one?
- "A Child with a Dove". Look at the colours and form. It comes from the Blue Period, during which Picasso used varying shades of blue and green.
- Oh, I love it! Though it seems perspectiveless, in fact it is full of emotion.
- I can't but agree with you.
- Well, I love this exhibition. There are plenty of modern art works: impressionistic and abstract painting. Let's go to the next room.

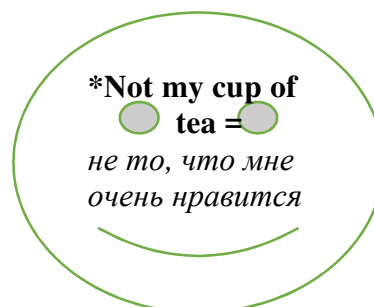
4. *Let's Go to a Gig! (2010)*

- Hi, Megan. What's up?
- Hi, Alex. I'm just off to a gig and I'm really excited about going.
- Who is playing?
- It's a concert by a new group that is very popular now. They are called "Round Hills"
- What kind of music do they play?

- Mainly rock but with some elements of grunge.
- That sounds very interesting. I like rock music. Have you got their disc?
- No, but it's going to be on sale at the concert.
- What instruments do they play?
- There are two guitar players, but also bass and drums.
- I would really like to listen to them.
- You should come with me to the concert.
- That's a good idea.

5. *Going to the Cinema (2022)*

- Hello, John.
- Hello, Alex. Let me introduce you to my girlfriend Elaine.
- I am very glad to meet you.
- We are going to take you out tonight. Where would you like to go? To the cinema, to the pub or to a disco?
- To a pub? What's that?
- Oh, you don't know what English pubs are . I'll tell you about them. Pubs have been part of the British way of life for years and years. I have heard that when the Romans came to England in 55 BC they noted that the Britains regularly met in their taverns to drink ale and discuss problems. Nothing much has changed since then. We still go to a pub to meet friends and have a chat. You can also buy food in some pubs. The pub is now a social centre for the local community. All kinds of meetings take place in pubs.
- That's very interesting.
- Or maybe we shall go to the "Odeon"?
- The "Odeon"? What is that?
- It's a cinema. There are lots of them all over the England. We can see something if you like.
- Oh, we can go to the Folk Club. An American guitarist will be playing tonight. Tickets cost seven pounds each. You won't have to reserve a seat.
- I don't like folk songs.
- OK then. What about going to the Egg London
- Nightclub. It is playing techno and house as well as other types of electronic dance music.
- Oh, no. It does not sound my cup of tea.*
- Let's go to the cinema. I know that



“Doctor Strange in Multiverse of Madness” is on.

It is a sequel of the magical adventures of Dr.Strange.

- Settled. OK then. Let’s hurry up.

Task 4. Work in pairs.

Judging by the content and years of the conversations above, answer the following question: Have things greatly changed since then?

Make up your own dialogues, taking the dialogues above as examples.

Use the following phrases:

to take smb out -	пригласить (в кино, театр и тд)
to take place-	происходить, проходить
Where would you like to go?	Куда бы вы хотели пойти?
What’s on?	Что идёт? (в кино, театре)
What about going to...	Как насчёт того, чтобы пойти...
Let’s see what other entertainment are on tonight	Давай посмотрим, куда ещё можно пойти.
You won’t have to reserve a seat.	Вам не нужно будет заранее заказывать билеты
to reserve a seat	забронировать место
bring your friends-	Приходите с друзьями (возьмите с собой друзей)
There’s a great atmosphere- very relaxed-	Там приятная атмосфера очень непринужденная
Where are we going?	Куда мы идём?
I don’t know if I want to go to...	Я не знаю, хочу ли я пойти...
I don’t know for sure, but...	Я не знаю точно, но...
tastes differ -	о вкусах не спорят

Task 5. Here are the words in the boxes A and B on the topic Movie Genres and Movie Review. Read and translate the words. Write down the new ones in your vocabulary. Use online translator, if necessary.

A. Movie Genres

a thriller; an action film; a horror film; a sci-fi (science fiction) film;
a disaster movie; a documentary; cartoon; animated film; a historical film;
a war film; a western; a melodramas; an adventure film; a musical film;
a detective film; a romance film; a tear-jerker

B. Movie Review

action-packed; blockbuster; atrocious; basis in reality; trailer;
breathtaking; feature-length film; hard-hitting; shorts; foreign-language
film; heart-warming; domestic film; far-fetched; slow-moving; spine-
chilling;
the film based on; a screen adaptation; special effects; the latest release

C. Work in your group.

What was the last film you saw? Tell your partner about this film.

Answer the following questions:

- When the film was made?
- What kind of film it represents (comedy, etc)?
- Who is the director and the main actors?
- What is the plot?
- What impression the film made on you?

Task 6. Read the text British Newspapers & Magazines. Translate it. Write down new words in your vocabulary.



A.

More newspapers are read in Britain than in any other European country. British people like reading newspapers. They read newspapers at breakfast time or on the

subway. Having been read copies are not taken with, but usually left in the next seat so that other passengers can also read the news. Moreover, in the morning in every café you can find the latest edition of newspapers, which visitors read in turn. Papers appeal to people with varying tastes and interests.

By the way, Britain's first newspapers appeared over 300 years ago. There are approximately 200 daily and Sunday papers, 1300 weekly papers and over 7,000 periodicals publications.

There are two types of newspapers in Britain: tabloids and broadsheet. The two most popular daily newspapers, "The Sun" and "The Daily Mirror", are both tabloids and "popular papers". The values of mass journalism are the traditional romantic values of energy, intuition, personality, sexuality, excitement and myth. Tabloids compress the news, contain sensational stories, report the latest scandal or gossip in the private lives of famous people. The photos are large, the headlines are big and there is not much written text. Tabloids sell many more copies than broadsheets.

Broadsheets or "quality papers", such as "The Times", are not as popular as tabloids. They are twice as big in size as tabloids. Broadsheets have long articles with lots of information. They produce serious journalism. The values of the serious press are those of analysis, rationality, truth, balance, reality and compassion. They usually contain political, industrial and cultural news with details. These press devotes pages to finance matters and business, has detailed articles about both arts and sports. The photos and the headlines are smaller than in the tabloids.

The differences between the tabloids and the broadsheets are breaking down. The tabloids are easier to read and hold. "The Guardian", a broadsheet, now has a tabloid section. Many of the broadsheets now have stories about famous people. Tabloids used to be cheaper than broadsheets, but "The Times", is now the cheapest national newspaper.

There are thousands of weekly and monthly magazines in Britain. They can be divided into four main categories: specialist magazines, such as the computer magazine "PC Weekly", computer games magazines "PC Gamer", "Zzap!64", "QS World University Ranking", "Nature"; general magazines, such as "TV Choice", "What's on TV?"; woman's magazines like "Cosmopolitan", "Tatler" and teenage magazines such as, "Teen Vogue", "Seventeen", "J-14", "Glitter", "Teenage", "Girlfriend". Many more girls than boys buy magazines. Their main interests seem to be boys, music, clothes and make-up. Teens will always be concerned with the same stuff – fashion, movie stars, music and sports, drugs and

drinking are some of the problems that concern the young generation. Behind all the make-up hints and movie reviews, there are serious things too. These magazines educate and inform teens.

B. What Russian newspapers do you know? What things do they contain?

Use the following phrases from the text above.

- *Contain political, industrial and cultural news*
- *devote pages to finance matters and business*
- *compress news*
- *contain sensational stories*
- *use large headlines and photographs*
- *have more writing than pictures*
- *report in detail on serious news*
- *have detailed articles about the arts and sports*
- *have short articles about the private lives of famous people*
- *give information about films, concerts*
- *cover national and international news*
- *have a more sensational reporting style*
- *report the latest scandal or gossip in the private lives of famous people*
- *provide readers with articles about theatre and cinema performances*

Task 7. Read the text TV Channels in Britain. Translate it. Write down new words in your vocabulary.

A.

Television is the most popular entertainment in British home life today. In London people have four TV channels: BBC I, BBC II, ITV-Independent Television (Channel III) and Channel IV.

The BBC is known for its objectivity in news reporting. The BBC is financed by payments which are made by all people who have TV-sets. People have to pay the licence fee.

In 1932 the BBC World Service was set up with a licence to broadcast first to Empire and then to other parts of the world. There is no advertising on any BBC programme.

ITV started in 1954. Commercial television gets its money from advertising. The programmes on this channel are financed by different companies, which do not have anything to do with the content of these programmes.

ITV news programmes are not made by individual television companies. Independent Television News is owned jointly by all of them. So it has been protected from commercial influence.

There are different types of TV programmes in Great Britain. BBC and ITV start early in the morning. One can watch news programmes, all kinds of chat shows, quiz shows, soap operas, different children's programmes, dramas, comedies and different programmes of entertainment on these channels

News is broadcast at regular intervals and there are panel discussions of current events. Broadcasts for schools are produced on five days of the week during school hours. In the afternoon and early evening TV stations show special programmes for children.

Operas, music concerts and shows are presented at various time. A large part of TV time is occupied by soap operas. Soaps are very popular TV serials which dramatize their characters' daily lives. The story lines are entertaining, but often unbelievable.

Britain has two channels (BBC II and Channel IV) for presenting programmes on serious topics, which are watched with great interest by a lot of people. These channels start working on early weekday mornings. But they translate mostly all kinds of education programmes.

Weekend afternoons are devoted to sport. Sport events are usually broadcast in the evening. These are the main channels in Great Britain. Only about a fifth of households receive satellite or cable.

B. Answer the questions

1. Can you describe some characteristics, which give the BBC its special position in Britain?
2. What is the difference between BBC and ITV?
3. What programmes are very popular in Great Britain?
4. When was the BBC World Service set up?
5. Which channels don't have advertising?

Task 8. Work in the group.

Discuss the following:

1. What do Russian TV channels offer to their TV viewers?
2. What channels does your family watch? Why?
3. Are you a Telly addict?
4. Why do people watch soaps?

5. Do you watch soaps? Why? Why not?
6. What is your/ parents/ grandparents/ favourite programme? Why?
7. Why do you/ your parents/ never watch some programmes and never miss others?

Use the phrases:

a bit boring but they are not trash – *немного скучноваты, но они не хлам*
 have very interesting story lines – *есть очень интересные сюжетные линии*
 to be good in the way they show – *хорошая подача / исполнение*
 not/show life realistically – *(не) показывать жизнь реалистично*
 show life as it is – *показать жизнь как она есть*
 a bit of escapism – *немного развлекательно*
 not harmful really – *не вредит на самом деле / реально*
 too violent – *слишком искажено*

Task 9. A. Before reading the text The State Tretyakov Gallery read and remember the following word combinations. Write them down in your vocabulary.

The State Tretyakov Gallery – Государственная Третьяковская Галерея
 The Society of Travelling Art Exhibitions = Товарищество передвижных художественных выставок (Община художников)

- a merchant – купец
- a founder – основатель
- in the centre of – в центре чего-л.
- for the purpose – с целью
- all over the world – во всем мире
- works of art – произведения искусства
- canvas – холст, полотно, картина
- to be on display – выставлять
- to house – размещать
- to contain – содержать, вмещать
- to belong to- принадлежать
- to take part – принимать участие
- to present – дарить, передавать
- to encompass – содержать, заключать
- to receive – получать
- to be proud of – гордиться

B. Read and translate the following words without using a dictionary.

- gallery, - centre, - collection, - artist, - tradition, - studio, - sculpture, -republic, -political, -public, -graphic, -nationalized

C. Give the synonyms of the following words:

- gallery, exhibition, - best-known, - picture, -art, -artist, to begin, -to buy, - public, - present, -rich, - to receive, -to contain, - to house

Task 10. Read the text The State Tretyakov Gallery. Translate it. Use online translator and the Internet for additional information about the gallery.

A. One of the best- known picture galleries in Russia and perhaps in the world is the State Tretyakov Gallery in Moscow. It is housed in the building in Lavrushinsky Lane, looking like a house straight out of a Russian fairy tale, in the centre of Moscow, close to the Kremlin and the River Moscow.

The Gallery takes its name from its founder P.M. Tretyakov, Moscow merchant, who began to collect Russian painting in 1856 for the purpose of bringing art close to all the people. Pavel Tretyakov began his collection with the works of the Itinerants- the “*peredvizhniki*” – the artists who belonged to the Society of Travelling Art Exhibitions, so it is natural that canvases of masters such as Kramskoy, Perov and Ghe had a big place there.

Well-known to lovers of art all over the world are “*Morning in the Pine Wood*” by Shishkin and “*Ivan Tsarevich on the Grey Wolf*” by Vasnetsov, both in the tradition of the travelling artists. The Russian people love the works of Levitan, who also took part in the travelling artists’ movement.

How colourful and Russian are his landscapes “*Golden Autumn*”, “*Birch Grove*”, “*After Rain*”!

How sad is his “*Vladimirka*”, showing the road of the political prisoners into exile in tsarist times!

P.Tretyakov collected art for 40 years. He bought pictures at the exhibitions or right from the artist in his studio. He opened the Gallery to the public in 1872 and in 1892 the Gallery was presented to the city of Moscow.

The Gallery was nationalized in 1918 and since then it has received many thousands of works of art, making it one of the best collections of Russian painting. The collection of the State Tretyakov Gallery encompassed Russian and Soviet Art from the 11th century to the present days. Its halls are devoted to Old

Russian painting, to the great painters of the 18th and 19th centuries, to great masters of Soviet time.

Probably the best known among the Old Russian painters is Andrei Rublev. His “*Trinity*”, painted about the year of 1411, is remarkable, humanistic and reflects in a new way the life and soul of the Russian people.

When Tretyakov bought Repin’s canvas “*Ivan Grozny and His Son Ivan*” the tsarist government did not allow him to show the canvas to the public.

Over 55,000 paintings, graphic art works and sculptures are on display. Besides Russian paintings, the State Tretyakov Gallery also houses a lot of works by Soviet artists from the 15 Soviet Republics.

Tretyakov was proud that 50,000 people visited it in a year. Now more than a million people visit the Tretyakov Gallery every year.

B. Answer the questions:

1. Where is the State Tretyakov Gallery situated?
2. When was it founded?
3. Who is the founder of the Gallery?
4. When did he begin his collection?
5. What were his first pictures?
6. What was Tretyakov’s purpose?
7. How many years did he collect pictures?
8. When did he open his collection to the public?
9. How many works are on display now?
10. What Great Russian masters of old times, 18th, 19th centuries are represented in the State Tretyakov Gallery?

C. Read the text The State Tretyakov Gallery once again. Add the answers to the given sentences. Retell the passage.

1. The Sate Tretyakov Gallery is one of the richest in the world. Why?
2. The Gallery has the name of P. Tretyakov. What do you know about him?
3. Tretyakov began his collection with the pictures of the Itinerants. When and why?
4. He opened his gallery to the public. When?
5. The collection of the Gallery encompasses Russian and Soviet art. Of what period?
6. The State Tretyakov Gallery is situated in Moscow. Where?

7. The collection contains the works of Great Russian masters. Can you name them?

8. Tretyakov helped young Russian painters. Why?

Task 11. Grammar Drills.

Define the name of the underlined sentences in the text Task 10A and the types of questions in 10 B.

Task 12. Read the following words and word combinations. Write them down in your vocabulary.

A.

The Hermitage – Эрмитаж (музей изобразительного и декоративно-прикладного искусства в Санкт-Петербурге)

Rastrelli- Растрелли, Бартоломео Франческо - российский архитектор итальянского происхождения

vast and varied collection – обширная и разнообразная коллекция

by the addition of - путем добавления

a collection of Western Art – коллекция западного искусства

a remarkable group of – замечательная группа

baroque - барокко-«вычурный»— (одна из характеристик европейской культуры той эпохи, центром которой была Италия)

prehistoric – доисторический

covering – занимающий, охватывающий

a span – период, промежуток, пролёт

eminent – знаменитый, выдающийся

prominent – известный, выдающийся

brehtaking – поразительный, захватывающий

B. Read the text The Hermitage. Translate it. Look up in the Internet the pronunciation of the names of the great masters mentioned in the text.

The State Hermitage in St. Petersburg ranks among the world's most outstanding art museums. Nowadays its vast and varied collection takes up four buildings.

The Winter Palace enlarged by the addition of three Hermitages, was the work of the architect Rastrelli. The Winter Palace constitutes a great baroque world of its own: 1,050 rooms, 1,786 windows, 117 staircases.

The Hermitage contains a very rich collection of Western Art. In addition to the works of Western masters, the Hermitage has sections devoted to the arts of India, Ancient Egypt, Mesopotamia, Pre-Columbian America, Greece and Rome, as well as a department of prehistoric art, not to mention a section devoted to Scythian art.

World famous is the collection of West-European paintings covering a span of about seven hundred years, from the 13th to the 20th century, and comprising works by Leonardo da Vinci, Raphael, Titian, El Greco, Velasquez, Murillo, outstanding paintings by Rembrandt, Van-Dyck, Rubens, a remarkable group of French 18th-century canvases, Impressionist and Post-Impressionist paintings. The collection illustrates the art of Italy, Spain, Holland, Belgium, Germany, Austria, France, Britain, Sweden, Denmark, Finland and some other countries. The west-European Department also includes a fine collection of European sculpture, containing works by Michelangelo, Canova, Falconet, Houdon, Rodin and many other prominent masters.

Particularly notable is a breathtaking group of modern paintings.

The Hermitage, together with the Pushkin Museum in Moscow, must be ranked among the richest in the world.

C. Complete the following sentences. Retell the passage.

1. The State Hermitage is situated ...
2. It was build by ...
3. It is one of the ...
4. The Winter Palace contains ...
5. The Hermitage contains a very rich...
6. The Hermitage has sections devoted to the arts of India...
7. The collection of West-European paintings covering a span of about seven hundred years, from the 13th to the 20th century, and comprising works by...
8. The collection illustrates the art of ...
9. The west-European Department also includes a fine collection of European sculpture, containing works by...
10. Particularly notable is a breathtaking group of ...

Task 14. Read the text London Art Galleries. Translate it. Look up in the Internet the pronunciation of the names of the great masters mentioned in the text.

A.

On the north side of Trafalgar Square there stands a long, low building in classical style. There is the National Gallery, which contains Britain's best collection of pictures. The collection was begun in 1824. The National Gallery is rich in painting by Italian masters such as Raphael, Veronese and others. It also contains works by the great masters of all European schools of art, for example, works by Rembrandt, Rubens, Van-Dyck and many others. Just behind the National Gallery, stands the National Portrait Gallery, in which a visitor can see the portraits of famous British people such as Chaucer, Cromwell, and a lot of others.

The National Gallery of British Art is known as the Tate Gallery. It is one of the best collections in the world. The Tate Gallery was built in 1897. That year Henry Tate, an English merchant and art patron, gave his personal collection of paintings and the building to house it to the nation. At that time, Sir Henry Tate's collection consisted of 65 paintings and two sculptures. When opened the Tate Gallery consisted of eight rooms and was intended as a collection of contemporary British painting only.

Now the Gallery contains over 4,000 British paintings and drawings, over 350 modern foreign paintings and over 100 pieces of modern sculpture. The collection of the Tate Gallery contains 23 paintings of Monet, Renoir, Degas, Pissarro, Van Gogh, Utrillo and Bonnard.

B. Grammar Drills.

Put all kinds of questions to given sentences.

1. The collection of the Tate Gallery contains 23 French paintings.
2. The Tate Gallery was built in 1897.
3. Sir Henry Tate gave his personal collection of paintings to the nation.

LESSON 3.

READING

English Painting

Task 1. Here are some Proper Nouns, which are used in the texts about famous English painters. Learn the pronunciation of these nouns. Use online translator.

William Hogarth, Joshua Reynolds, Thomas Gainsborough, John Constable, Joseph Mallord, William Turner, Alfred Sisley, Lucien Freud, Lorrain, Rubens,

Carracci, and van Ruisdael, Marc-Charles-Gabriel Gleyre, Frederic Bazille, Claude Monet, Pierre Auguste Renoir, Camille Pissarro, Edouard Monet

Task 2. Read the text about William Hogarth.



A. William Hogarth (1697-1764)

Hogarth was a printmaker, portrait painter, social critic, and editorial cartoonist. Aristocratic art collectors did not respect English painters and sought works by Italian masters. Hogarth rejected this view. He decided to create a new type of painting that would appeal to his countrymen.

He is best known for his series of paintings of ‘modern moral subjects’. His most notable paintings, *The Harlot’s Progress*, *The Rake’s Progress*, and *Marriage a la Mode* teach by example, pointing out the foibles of the rich and the depths of degradation of those who have fallen from the narrow path of middle-class virtue.

The paintings, carefully composed as any Italian painting of the classical tradition, are filled with detail and allusions to each other, so that the viewer has the sensation of reading a story without words. These ‘moralizing’ series are regarded as important historical and social documents.

Hogarth helped develop a theoretical foundation for Rococo beauty. His book, *Analysis of Beauty*, argued that the undulating lines and S-curves prominent in Rococo were the basis for grace and beauty.

He has been heralded as having a keen understanding of human nature and as the most significant English artist of his day.

B. Find the English equivalents in the text. Write them down in your vocabulary.

-создать новый тип живописи; - слабости богатых и глубина деградации;
- узкий путь добродетели среднего класса; - наполненность деталями и

намёками друг на друга; - ощущение чтения рассказа без слов; - разработать теоретическую основу; - волнообразные линии и s-образные изгибы; - основа грации и красоты; - тонкое понимание человеческой природы

Task 3. A. Read the text about Joshua Reynolds.

A. Joshua Reynolds (1723-1792)



Reynolds was a portrait painter in the continental Grand Style. At an early age, Reynolds was a disciple of Thomas Hudson, a successful London portrait painter. After four years, he spent two years in Rome studying the old Masters.

Upon completion, he established himself in London and because of his aristocratic connections, he had gained success. His clientele was mainly of aristocrats. Reynolds helped to found the Royal Academy of Arts (RA) and became its first president. He became famous via his groundbreaking speeches called Discourses on Art, which were printed and are still actual today.

These speeches emphasized set rules of taste, importance of authority, and necessity for an artist to study the recognized masterpieces of art during his formative years. He attempted to lead British painting away from the native anecdotal pictures of the early eighteenth century towards the formal rhetoric of the continental Grand Style.

The demands of the age forced Reynolds to devote himself to principally painting portraits of the rich, influential, and famous. In addition, he painted portraits of children. Although not a commissioned piece, *Age of Innocence* is one of Reynolds' most famous paintings of a child.

In 1769, Reynolds was knighted by King George III, only the second artist was so honored. He was the leading English portraitist of the eighteenth century.

B. Find the English equivalents in the text. Write them down in your vocabulary.

- изучать работы старых мастеров; - беседы об искусстве; - установленные правила вкуса; - важность авторитета; - изучать признанные шедевры искусства; - местные анекдотичные картины; - посвятить себя рисованию портретов богатых, влиятельных и знаменитых людей; - быть посвященным в рыцари

Task 4. Read the text about Thomas Gainsborough

A. Thomas Gainsborough (1727-1788)



Gainsborough was a portraitist and landscape painter. At the age of fourteen, Gainsborough left home to study art. For five years, he was trained by Francis Hayman, an English designer and portraitist and Hubert Francois Gravelot, a painter, illustrator, and engraver.

In his early thirties, he studied portraits by Van Dyck. In 1769, he began submitting works to the Royal Academy of Arts (RA), an organization that he had helped to found. During the 1770s and 1780s, Gainsborough began to experiment with printmaking. He also developed a new type of portrait that was integrated into the landscape. Historians believe he never actually went on site to develop these portraits, but instead used a device that he called a ‘show box’ to compose landscapes and display them backlit on glass.

Among his famous portraits are *The Painter’s Daughter Chasing a Butterfly*, regarded by some as the best English portrait of children and *The Blue Boy*, which he painted in the ‘formal’ manner. He used the color blue that went against the established conventions of Western traditions.

Gainsborough was the most experimental artist of his time. His interest in painting ordinary human beings rather than for the trappings of power benefitted the art of portraiture.

B. Find the English equivalents in the text. Write them down in your vocabulary.

- экспериментировать с гравюрой; - новый тип портрета, интегрированный в пейзаж; - отображать пейзажи на стекле с подсветкой; - идти вразрез с устоявшимися условностями западных традиций; - теплая световая гамма; - эффективная для усиления тематики произведения; - художник-экспериментатор своего времени; - интерес к изображению обычных людей; - пойти на пользу портретной живописи

Task 5. Read the text about John Constable

A. John Constable (1776-1837)



Constable was a landscape painter in the Romantic tradition. Claude Lorrain's work was done in watercolors. When Constable was introduced to his work, he immediately gravitated to the same ways. He sketched by himself until he was twenty-four. In 1799, he entered the Royal Academy Schools (RA) as a probationer. He was inspired by Gainsborough, Lorrain, Rubens, and Carracci.

Large paintings fascinated Constable. He wanted to attract more attention at the RA exhibitions and project his ideas about landscapes more in keeping with the classical landscape painters he admired. In 1819, he painted *The White Horse*, which measured 51.7 inches x 74.1 inches and has been described as the most important picture he ever painted.

In 1821, Constable submitted another large painting to the RA, *The Hay Wain*, which measured 51 ¼ inches x 73 inches. It was part of a series that he called 'six-footers'.

It didn't receive much acclaim in Britain, but it was eventually purchased by a French dealer.

His work became famous and was awarded a gold medal by Charles X.

He revolutionized the genre of landscape painting.

B. Find the English equivalents in the text. Write them down in your vocabulary.

-рисовать самого себя; - большие картины очаровали; - проектировать идеи о пейзажах; - классические художники – пейзажисты; - самая важная картина; - не получить признания; - произвести революцию в жанре пейзажной живописи

Task 6. Read the text about William Turner

A. Joseph Mallord William Turner (1775-1851)



J. M. W. Turner (his professional name) was a painter in the Romantic style, printmaker, and watercolorist.

A child prodigy, in 1789, at the age of fourteen, Turner was admitted to Joshua Reynolds' studio as a copyist and then to the Royal Academy Schools (RA).

Between 1790 and 1804, Turner's work made him an associate and then full membership to the RA. He opened his own shop in 1804. He abandoned romantic and classical landscapes and devoted himself to a series of works in which atmospheric conditions became the principal subject matter, a forerunner to the French Impressionists.

Turner believed that his works should always express significant historical, mythological, literary, and other narrative themes. Two of Turner's most daring paintings were *Steamer in Snowstorm* and *Landscape*. The style of these works was not understood by his contemporaries.

He was a revolutionary figure in the art of landscape painting. He is regarded as having elevated landscape painting to an eminence rivaling history painting.

B. Find the English equivalents in the text. Write them down in your vocabulary.

- ребёнок-вундеркинд; - отказаться от романтических и классических пейзажей; - основной предмет для рисования; - предшественник французских импрессионистов; - выражать значимые исторические, мифологические, литературные и другие сюжетные линии; - стиль не был понят современниками

Task 7. A. Read the texts again. Find out the names of these painters:

1. ___ was a painter in the Romantic style, printmaker, and watercolorist.
2. ___ was a printmaker, portrait painter, social critic, and editorial cartoonist.
3. ___ was the leading English portraitist of the eighteenth century.
4. ___ was a landscape painter in the Romantic tradition.
5. ___ was a portraitist and landscape painter.

B. Who do these paintings belong to? Search more information about paintings of these masters in the Internet.

1. *“Steamer in Snowstorm”*, *“Landscape”*
2. *“The Harlot’s Progress”*, *“The Rake’s Progress”*, *“Marriage a la Mode”*
3. *“The White Horse”*, *“The Hay Wain”*
4. *“Age of Innocence”*
5. *“The Painter’s Daughter Chasing a Butterfly”*, *“The Blue Boy”*

C. Who had the following awards and honors?

1. He had been heralded as having a keen understanding of human nature and as the most significant English artist of his day.
2. He was a revolutionary figure in the art of landscape painting
3. His work became famous and was awarded a gold medal by Charles X.
4. In 1769, he was knighted by King George III.
5. He was the most experimental artist of his time.

D. Read the text once again and identify which statements (1-10) in the box are (True) to the content of the text, which ones are (False) or there is No Information about it in the text.

STATEMENT	TRUE	FALSE	NO INFORMATION
1. Hogarth’s most notable paintings, teach pointing out the foibles of the rich and the depths of degradation of those who have fallen from the narrow path of middle-class virtue.			
2. Reynolds helped to found the Royal Academy of Arts (RA) and became its first president			
3. Reynolds managed to delve into Fancy Pictures, a sub-genre of genre painting featuring scenes of everyday life but with an imaginative or storytelling element.			
4. Gainsborough developed a new type of portrait that was integrated into the landscape.			
5. During the 1770s and 1780s blue/greens were believed to be receding colors suitable for backgrounds and a warm color scheme was considered most effective to enhance the subject of the work.			
6. Constable was inspired by Gainsborough, Lorrain, Rubens, and Carracci.			
7. Constable read widely among poetry and sermons and proved to be a notably articulate artist.			
8. A child prodigy, in 1789, at the age of fourteen, Turner was admitted to Joshua Reynolds’ studio as a copyist and then to the Royal Academy Schools (RA).			
9. Turner loved romantic and classical landscapes			
10. Turner is regarded as portrait painter and social critic.			

WRITING

Task 1. Get ready for the project work “Famous Russian Painters”

See – Recommendations for students

Unit 7

LESSON 1. Active Grammar

Compound & Complex Sentences

Conjunctive Pronouns

Emphatic Construction - It is ... that

COMPOSITE SENTENCES
Сложные предложения

Compound & Complex
Sentences

Compound Sentences
Сложносочиненные предложения

Task 1. Read the basic rules, they will help you to understand the concept of Compound Sentences. See App 34

Task 2. Make Compound sentences. Use conjunctions - and/ but/ or with the sentences given in the box.

Model: *I bought an interesting book, but I haven't read it yet.*

We watched TV.	She looked out.
Did you stay at home?	He didn't see me.
Don't come back! She looked out.	Do you want to get a taxi?
They don't use it very often.	I can't remember his name.
He swam to the other side.	We took some pictures.

1. I saw Tom
2. She went to the window...
3. We stayed at home ...
4. The boy jumped into the river ...
5. Did you go out last night ...
6. We walked round the town ...

7. They have got a car ...
8. I remember all his roles in films...
9. Go away ...
10. Shall we walk to the hotel...

Task 3. Combine each pair of sentences using a comma and one of the conjunctions given in the box. Use the prompts in brackets.

Model: *She did not go to the park. It was too late in the evening. (так как)*
She did not go for a walk, for it was too late in the evening.

and but for or yet so

1. She had to take a taxi. There were no buses. (*так как*)
2. They arrived early at the concert. They had great seats. (*и*)
3. My family has never been to London. We have seen Paris. (*но*)
4. I really like cheesecake. I am too full for dessert. (*но*)
5. We could start the concert now. We could wait for Alex to arrive. (*или*)
6. I am allergic to cats. I love to pet them. (*но*)
7. Tom finished his homework. He can play a video game. (*поэтому*)
8. You have to take an umbrella. It started to rain. (*так как*)
9. She does not play the piano. She does play the harp. (*но*)
10. We can have pizza for dinner. We can have spaghetti with sausages. (*или*)

Complex Sentences-
сложноподчинённые предложения

Task 4. Read the basic rules, they will help you to understand the concept of Complex Sentences. See App 35

Task 5. Insert the missing conjunctions. Translate the sentences.

Conjunctions to be used: till / before / after/ as soon as/ while/ if

Define the type of adverbial clause.

1. I shall believe it (*если*) I see it. 2. You must wait (*пока не*) the light changes to green. 3. I will be ready (*до того как*) you count ten. 4. He will ring up for the taxi (*после того как*) you finish packing. 5. I will tell you a secret (*как только*) my brother goes out. 6. We'll start immediately (*после того как*) you finish your

breakfast. 7. I hope he will call (*как только*) he arrives. 8. I will be preparing coffee (*пока*) you are making sandwiches. 9. I'll put on my raincoat (*если*) it starts to rain. 10. (*когда*) the students hand in their test papers, the teacher will check them.

Task 6. Choose the correct form. Translate the sentences.

1. I am going to bed when I finish/ I'll finish my work.
2. We come/we'll come and see you when we're/we'll be in Paris again.
3. When I see/I'll see you tomorrow, I show/I'll show you the pictures.
4. Would you like something to eat before you go/you'll go to bed?
5. I'm going to London next month. While I am/ I'll be there, I hope to see lots of museums and galleries.
6. Before you cross/ you will cross the road, always look both ways.
7. When they arrive/ will arrive at the hotel, it is/ will be midnight.
8. If I don't feel/won't feel well tomorrow, I stay/I'll stay at home.
9. If the weather is/will be nice tomorrow, we can go for a picnic.
10. He doesn't go /won't go there unless he is/will be invited.
11. I'm/I'll be surprised if they get/ they'll get married.
12. In the case that he isn't/ he won't available, we'll/ we look for another consultant.

Task 7. Make up sentences. Use conjunctions – so (that) / because with the sentences given in the box.

Model: *I opened the window **because** it was stuffy in the room*

*The water was not warm enough **so** we didn't go swimming*

He was ill.	It was very noisy outside.
We didn't go fishing.	He does not have a key.
We walked in.	We walked home.
She does the same thing all the time.	We didn't play tennis
She is friendly and interesting.	The birds were singing outside.

1. I closed the window ...
2. The weather was rainy...
3. The door of the house was open ...
4. Alex didn't go to work ...

5. I like Helen...
6. It was raining...
7. There were no buses ...
8. I could not sleep all the night ...
9. He can't get into his house...
10. She doesn't like her job ...

Task 8. Insert the missing conjunctions. Translate the sentences.

Conjunctions to be used: although/ so that/in spite of/ as..as/ not so..as/

Use the prompts in brackets. Define the type of adverbial clause.

1. (*хотя*) the weather was not clear, we went for a walk.
2. There were few people in the streets (*не смотря на то, что*) it was only 9 p.m.
3. She sat behind him (*так что*) he could not see her expressions.
4. A man is _(такой /как) old_ he feels and a woman is _(такая/ как) old __she looks.
5. The film was (*не такой/ как*) breathtaking _ we expected.
6. (*хотя*) we did not know the city, we could find the way to our hotel.
7. (*не смотря на то, что*) he was not hungry, he accepted the invitation to dinner.
8. The film is boring. The book (*однако*) is quite interesting.
9. (*хотя*) she doesn't have any formal education, she works as a top manager.
10. Let's start the meeting at 10.30 (*так что*) we have enough time before lunch.

Relative Clauses -I

определительные
предложения

who ... is for people!

that ...is for things (also possible for people, but it is better to say **who**)

which... is only for things!

Task 9. Put in who/ that/ which. Translate the sentences.

1. I met a woman _ can speak ten languages.
2. What is the name of the girl _ lives next door?

3. What is the name of the river __ goes through Vladimir city?
4. Everybody __ went for the picnic enjoyed it very much.
5. Do you know anybody __ wants to go to the pop concert?
6. Where is a photo __ was on the wall?
7. I know a master __ is very good at repairing cars.
8. A coffee maker is a machine __ makes coffee.
9. She is wearing a jeans __ is too tight for her.
10. The people __ work in our office are called managers.

Relative Clauses -2

определительные предложения

В предложениях не надо ставить союзы **that /who/which**, если они употребляются вместо **объекта**.

*Можно заменить на- **where** (указать место);*

Иногда, после глагола может стоять предлог (**to/in/at**)

Важно!

В предложениях надо обязательно использовать

that /who/which, если эти союзы являются **подлежащими**.

Task 10. Make one sentence from two. Translate them.

A. Model: (Alex took some pictures. Have you seen them?)

Have you seen the pictures Alex took?

1. (You lost a key. Did you find it?) Did you find the __
2. (Joan is wearing a modern make up). I like it the __
3. (She told us a terrible story. I didn't believe it). I __ the __
4. (You bought some grapes. How much were they?) How __ the __
5. (Tom bought a new car. Have you seen it?) Have __ the __

B. Complete the sentences. Use the information in brackets. Translate them.

Model: (we met some people). The people we met were very nice.

1. (You presented me gloves). I have lost __
2. (I invited a couple to dinner). The couple __ didn't come.
3. (He left a message to her). She didn't get the __
4. (I am wearing boots). The boots __ are not very comfortable.
5. (You are reading an article). What is the title of the __

Task 11. Complete the sentences. Translate them.

A. Use the information in the box.

Model: *What is the name of the hotel you stayed at?*

you went to a birthday party
we looked at a map
you were looking for the magazine
I was sitting on an armchair
they live in a house

1. The house __ is too expensive for them to keep it.
2. Did you enjoy the party ___?
3. The armchair __ was not comfortable.
4. The map of the city __ was not very clear.
5. Did you find the magazine __ ?

B. Complete the sentences with where. Use the information in the box.

Translate them.

Model: *What's the name of the hotel where we stayed?*

We had dinner in a restaurant
Jameson works in a factory
My aunt lives in a village
I grew up in a small town
We stayed at the hotel

1. What's the name of the restaurant___?
2. Have you been to the village ___?
3. The factory __ is the biggest in the city.
4. The town ___ is important to me.
5. In the hotel ___ there were deluxe rooms.

Эмфатическая конструкция
It is ...that (who)

Task 12.

A. Read the basic rules, they will help you to understand the concept of the Emphatic Construction It is ... that (who) See App 36

B. Translate the following sentences in English.

1. Именно наши студенты принимали активное участие в этой научной конференции. (to take part/ science conference)
2. Как раз на этом сайте можно найти всю нужную информацию по теме. (to find information/ on the theme)
3. Именно космонавт А. Леонов первым покорил открытый космос. (the cosmonaut/ A. Leonov/ conquered/ the outer space)
4. Это Сальвадор Дали является автором логотипов для леденца «Чупа Чупса» и «Еurovision». (Salvador Dali/ author/ logo/ lollipop/ Chupa Chups/ Eurovision)
5. Как раз проблема экологии находится в центре внимания во всем мире. (problem of ecology/ to be in the center of attention)

Глаголы говорения
to tell/ to say / to speak / to talk

Task 13.

A. Learn the meaning of the following verbs of speaking. Write them down in your vocabulary.

to say – говорить, произносить, высказать какую-то мысль

(перед косвенным дополнением употребляется предлог **to**)

to say smth – сказать что-либо

to tell – сообщать, рассказывать, велеть = всегда употребляется с прямым дополнением

to tell smb about smth – рассказать кому-то о чём-то

to tell smb to do smth – сказать(велеть)кому-то что-то

Но!

to tell the truth- говорить правду

to tell the story (stories) - рассказывать историю (истории)

to tell the lie – говорить неправду

to speak – говорить, разговаривать (носит более официальный характер, чем **to talk**)

to speak to smb (about smth)- разговаривать с кем-либо о чём-либо

to speak a language – разговаривать на каком-то языке

to speak at a meeting – выступать на собрании

to speak on the phone – говорить по телефону

to talk - разговаривать, беседовать (неофициальный характер)

to talk to smb – разговаривать с кем-либо

to talk about smth- разговаривать о чём-либо

Stop talking! – Прекратите разговаривать!

to chat – разговаривать, болтать на разные темы

B. Complete the paragraph with the Past Simple form of say or tell.

Last night, Stephen's dad told him to go to bed at 10 o'clock. But Stephen (1) that he wanted to watch a programme on TV. He (2) that it was a documentary on wild animals and that he had wanted to watch it all week. But his dad (3) that he couldn't watch it and (4) him that he could stay up later next week.

Stephen was angry and (6) his granny that he wanted to watch TV. His granny (7) that he could watch the programme but had to go to bed as soon as it finished. His dad was furious!

C. Pay attention to the underlined conjunctions in the text above. Define the types of composite sentences. Retell the paragraph.

Task 14. Translate into English the following phrases:

1. Кто сказал вам об этом?
2. Они проговорили два часа о планах на предстоящий отпуск.
3. Сказал ли он вам своё имя?
4. Можете ли вы сказать мне, в какой аудитории сейчас находится ваша группа?
5. Говорите, пожалуйста, медленно.
6. Профессор Браун выступал на конференции.
7. О чем беседуют эти два друга?
8. Сколько времени вы проговорили (проболтали) по телефону вчера?

9. На каком языке говорят в Голландии?

10. Вы будете выступать на собрании?

Употребление глаголов

rise – raise

sit – set

lie -lay

Task 15. A. Learn the meaning of the following verbs. Write them down in your vocabulary.

to rise (rose, risen) – вставать, восходить, подниматься

The temperature of the room rose quickly. – Температура в комнате поднялась быстро.

**to raise (raised) – поднимать, увеличивать, выращивать, разводить =
(всегда употребляется с прямым дополнением)**

In Australia they raise sheep. – В Австралии разводят овец.

to sit (sat, sat) – сидеть, ухаживать за детьми, заседать

Mother set the flowers on the table. – Мама поставила цветы на стол.

**to set (set, set) – ставить, класть, помещать что-то =
(всегда употребляется с прямым дополнением)**

I want to sit in this comfortable arm-chair. – Я хочу посидеть в этом удобном кресле.

to lie (lay, lain) – лежать, ложиться, расположиться

Tired dad will lie down before supper. – Уставший отец полежит перед ужином.

**to lay (laid) - класть, положить, устанавливать что-то
(всегда употребляется с прямым дополнением)**

Please, lay the book on the desk. - Пожалуйста, положи книгу на рабочий стол.

B. Put the right verb. Mind the tense form of the verbs. Translate the sentences.

1. The boys have (laid/lain) down in their tent.

2. The chicken (lie/lay) a large egg.
3. Hudson and Judson (lie/lay on their tummies when they sleep.
4. Apples are (lying/laying) on the ground under the apple tree.
5. Where may I (lie/lay) these papers?
6. Many pebbles (lie/lay) along a shore –line.
7. Hot air will (raise/rise) in a cool room.
8. The water in the creek (raised/rose) after the rain.
9. It is respectful to (rise/raise) when older people enter the room.
10. Farmers in India (rise/raise) wheat.
11. Dad was (sitting/setting) in the living room.
12. She (sat/set) down and admire the pretty flowers.
13. Christi (sit/set) the silverware at each place.
14. Some bird (sit/sat) in the tree and shouted loudly.

Task 16. Read and translate these Proverbs and Sayings. Find Russian equivalents. Comment on the use of Composite Sentences.

1. A man is known by the company he keeps.
2. He laughs best who laughs last.
3. Talk of the devil, and he is sure.
4. Honey is sweet, but the bee stings.
5. Never put off till tomorrow what you can do today.
6. What is done cannot be undone.
7. When the cat is away, the mice will play.
8. While there is life, there is hope.
9. Where there is a will, there is a way.
10. Love me, love my dog.

LESSON 2. Lexical Training

Traditions & Customs
Holding a Party
Invitations
British Humour

Task 1. Read the text Looking at England. Translate it.

A. Answer the question: *What words come to mind when you think about the English?*

There are ideas about England **and** the English **which** are just not true. England does not stop for afternoon tea every day, **although** the English do drink a lot of the liquid (hot, with milk) **and although** the weather is very changeable, it doesn't rain all the time!

In addition, there is a lot of good food in England. No, really! In the major cities you'll be at a loss for choice, with the cuisine of almost every nationality on offer. **If** you want to find proper English food, go to the traditional pub.

The famous English politeness is everywhere. The English say "Please", "Thank you", "Sorry" more than most nationalities. For example, **if** you step on someone's foot, they'll say "Sorry" to you! **If** you make a complaint, it is usual to begin with "Sorry" as in: "I'm sorry, **but** the soup is cold".

You may think it strange on the London Underground **that** people don't talk to each other, even **when** crowded together in the rush hour. Silence is usual **as** people read their books or newspapers. That doesn't mean English people are unfriendly. It just means **that** you might have to get to know them first.

B. Choose the topics in the box which are mentioned in the text.

drinking tea; English food; football;
driving habits; being polite; the weather;
libraries; flower show

C. Work with your partner.

1. Did anything in the text surprise you the most? Tell your partner.

D. Grammar Drills. Pay attention to the highlighted conjunctions in the text. Translate them according to the context.

Task 2. Read the text Englishmen's Traditions. Translate it.

A. Write new words in your vocabulary. Use online translator, if necessary.

Every nation and every country has its own customs and traditions. In Britain traditions play an important part in the life of the people. Englishmen are proud of their traditions and carefully keep them up. It has been the law for about three hundred years that all the theatres are closed on Sundays and only a few Sunday papers are published.

To this day an English family prefers a house with a garden to a flat in a modern house with central heating.

Nowadays, in the 21st century about a third of English homes have no central heating in order to save money. To keep a house a bit warmer they use a gas-heater. It is a hideous looking wheeled unit, which not only gives off a nasty smell but also is extremely flammable. In those cases where there is central heating, the British do not use it all the day round. They set a special mode when a gas-heater or boiler works only a few hours a day, in the morning, for example, and in the evening. But at night time it is usually switched off, because the bed is already warm. They don't think there's any need to heat the room when everyone sleeps.

Surviving in an English house is not easy for a normal person because of the cold. In England a heating pad is a common daily item especially in winter time. In every home there is a special cupboard where they are kept. Each member of a family has his own heating pad and there are a few more for guests. Going to bed, everyone takes a heating pad alone, because it is impossible to lie down in an ice-cold bed without it even if you are wearing two pairs of woolen socks.

In English homes the fireplace has always been the centre of interest in a room for many centuries. For many months of the year people like to sit round the fire and watch the dancing flames.

In the Middle Ages the fireplaces in the halls of large castles were very wide. Only wood was burnt. Large logs were carried from the wood and put into the fireplace. Such wide fireplaces you may see in old inns, and in some of them there are even seats inside the fireplace. Fireplaces were decorated with woodwork; there was a painting or a mirror over it.

When people began to use coal, not wood, fireplace become much smaller. Grates (metal baskets) were used to hold the coal. Above the fireplace there was usually a shelf on which there was a clock, and some photographs. It is considered a fireplace to be a heart of an Englishman home.

Today there are around 2.5 million households in UK that have an open fireplace.

B. Work in pairs. Discuss the following:

1. What have you got to know about an English home?
2. Can you compare the usage of a fireplace in England with a Russian oven in Russia?
3. Where can we see a Russian oven nowadays? Is it rare thing in Russia? Why?
4. What is the difference between the tradition of home heating in UK and Russia?
5. What can you say about central heating in houses in Russia?

Task 3. A. Before reading the text Popular Festivals in Britain find the following Proper Nouns in the Internet. Learn their pronunciation; use online translator.

Guy Fawkes, The House of Parliament, Halloween, Poppy Day, Thanksgiving, Christmas, Santa Claus, Boxing Day, Yorkshire pudding, London Eye, Big Ben, “Auld Lang Syne”, Trafalgar Square, Piccadilly Circus, St.Valentine’s Day, Mardi Gras, Lent, Easter Bunny, Midsummer’s Day, Stonehenge

B. Learn the following words:

to have a good time – хорошо проводить время

to celebrate – праздновать

celebrity - знаменитость

to commemorate – отмечать

firework – фейерверк

torch-lit - фонарь

procession - шествие

pagan rituals – языческие ритуалы

pancakes – блины

crepes - блинчики

nativity plays – рождественские представления

carols – колядки

to decorate – украшать,

extension – продолжение

to spend time – проводить время

homage – дать, почтение, знак уважения

red poppies – красные маки

completion of the harvest – завершение сбора урожая

witches/ evil spirits – ведьмы/ злые духи

to roam - скитаться

trick-or-treat – сладость или гадость (кошелёк или жизнь)

harmless - безобидный

to refuse – отказывать (ся)

druids – друиды (члены современного религиозного общества, подражающие обычаям древних кельтов)

to play tricks on smb – разыгрывать кого-либо

to mislead – вводить в заблуждение

fake – подделка, фальшивый

Task 4. Read the text Popular Festivals in Britain. Translate it.

Every nation has its own holidays connected with some great events in its history. For ordinary people holidays are mostly a chance to relax and have a good time. There are some of them are very popular in the UK.

Harvest Festival is a very old festival, dating from pre-Christian times but nowadays celebrated by Christians. Each October the churches, particularly in the countryside, are decorated with flowers, fruit, vegetables and other crops, and the local people come to give thanks for the successful completion of the harvest.

Guy Fawkes Night is celebrated on the 5th of November each year. Guy Fawkes was the mastermind of the Gun Powder Plot in 1605, which failed when he attempted to destroy the House of Parliament. These night traditions celebrated famously in East Sussex, and Lewes commemorates this fail by having firework displays, bonfires, torch-lit processions and pagan rituals.

The name of **Halloween** comes from “the eve of All Hallow” also known in the Christian calendar as All Saints. According to folklore on this night of 31st October witches and evil spirits roam the country. These days people dress up as witches and ghosts and have parties. Groups of children wearing masks or costumes play “trick-or-treat” on their neighbours go from house to house collecting sweets, fruit, or money. They play a harmless but slightly unpleasant trick on anyone who refuses to give them sweets or other gifts.

Poppy Day or Remembrance Day pays homage to the men and women who died during World War I and World War II. It is a commemoration held in November with people wearing red poppies.

Christmas celebrated on the 25th of December is a big holiday for the British people. The season is lovely, and since Thanksgiving is not an occasion for celebration in England, Christmas comes early for the British people. Nativity plays and carols are traditional along with City centres everywhere decorated with Christmas trees. The most famous Christmas tree can be found lit in all its glory at Trafalgar Square in London. Santa Claus is called Father Christmas and will appear in the night, on Christmas Eve.

Christmas lunch or dinner served on Christmas Day consists of roast turkey, baked potatoes, carrots, parsnip, mini sausages, Brussels sprouts and Yorkshire pudding. Christmas crackers are another tradition with each guest or family member receiving one.

Boxing Day is the day after Christmas and almost like an extension of the main holiday. People spent time with their families and loved ones, as many are tired or off from work. Typical traditions include watching sports, playing games, hunting, going for walks and eating Christmas leftovers. People also love to shop on Boxing Day.

On the New Year's Eve the largest celebration of fireworks explodes at midnight over the London Eye. Big Ben chimes and rings in the New Year and British people sing Auld Lang Syne. Crowds gather at Trafalgar Square or Piccadilly Circus.

St. Valentine's Day is the patron saint of lovers, and on the 14 of February young men and women declare their feelings for each other. But tradition is that they must do it anonymously. They send roses, flowers as a symbol of love. Most people send "valentines", a greeting card to show one's love and care. Valentines can be sentimental, romantic, and heartfelt. They can be funny and friendly. Many people hope for cards on St. Valentine's Day.

Shrove Tuesday or Pancake Day.

If America is famous for its Mardi Gras, England is known for Shrove Tuesday. Shrove Tuesday takes place before the start of Lent and is celebrated by Christians across the country by making pancakes. Pancakes are similar to crepes in England accompanied by golden syrup, sugar or lemon. This is symbolic of using up eggs, milk and flour as a readiness for Lent, traditionally a time of fasting.

Nowadays very few British people actually fast at Lent, but many use it as a time of trying to give up bad habits, such as alcohol consumption and smoking.

Although **Easter** is the most important festival in the Christian calendar, the majority of the British public pay much more attention to Christmas with its traditions of present giving, eating and drinking.

This day most children are given an Easter egg made of chocolate and often filled with a small gift. Tradition says that these eggs are delivered by the Easter Bunny (rabbit), and it is a popular game for the children to hunt for small eggs hidden around the house or garden. Easter cake with a marzipan ring on the top is the main dish on Easter.

April Fool's Day falls on the 1 of April. It is a day when you can light-heartedly make fools of your family, friends by playing tricks on them. People send messages intended to mislead, slip a fake food or create real-looking blood stains and so on. Even newspapers, television join in the fun, publishing and broadcasting amusing and unlikely tales.

Although *Midsummer's Eve* is not widely celebrated festival in Britain, it is celebrated by druids. They gather at the prehistoric circle of Stonehenge to see the sunrise on Midsummer's Day.

B. Answer the following questions:

1. When might you receive something from an unknown person?
2. When can you make fools of your family and friends?
3. Who are the druids and what do they have in common with travelers and hippies?
4. What happens to people who don't give children a "treat" on the 31st of October?
5. What is another name for Father Christmas?
6. When do rabbits deliver eggs to children?
7. When and where do British people sing "Auld Lang Syne"?
8. When do people dress up as witches and ghosts?
9. When do British people have firework displays, bonfires, torch-lit processions and pagan rituals?
10. Why are the churches, particularly in the countryside, are decorated with flowers, fruit, vegetables and other crops each October?

Task 5. Discuss in your group.

1. How many holidays are there in your country? Can you name them?
2. Which is your favourite holiday? Why do you like this holiday best of all?
3. Do you celebrate it with your friends or with your family?
4. What are Easter traditions in Russia?
5. What is "Maslenitsa" /Shrovetide? How do the Russians celebrate it?

Task 6. Read the dialogue. Translate it. -

A. Give the title of the dialogue.

- Many years ago, when you were a boy, what was X-mas like?
- It always snowed a lot. On the day before X-mas Eve we decorated the X-mas tree and the whole house with bells, candles, paper chains and ribbons.
- And what about the gifts?
- On X-mas Eve I always hung a X-mas stocking near my bed and I wanted to stay awake all night waiting for the sound of silver bells. I dreamt of 8 reindeer and Santa coming to my room down the chimney.

- And did it ever happen?
- No, before long I was asleep and in the morning I could see the stocking stuffed with candies and gifts.
- What did you usually have for dinner?
- Oh, it was roast turkey and X-mas pudding.
- And what did you do after dinner?
- I liked the afternoon most of all. The whole family came together and we sat in front of the fire, talking and enjoying the atmosphere of X-mas. My mother played the piano and the children sang X-mas carols. It was peaceful and quiet.
- Now X-mas is not as exciting as it was some years ago.
- You are wrong. Look at the fireplace, smell the roast turkey and the X-mas pudding and look at the fabulous X-mas tree. X-mas will always be enchanting and nothing will change that.

B. Do you remember X-mas atmosphere when you were a child?

Describe it. Take the dialogue above as an example.

Task 7. Before reading the text How Christmas is celebrated in England learn the following word combinations. Write them down in your vocabulary.

A.

long-awaited holiday – долгожданный праздник

Advent – пришествие Христа

significant day – важный/ знаменательный/ значимый/ день

a happy Christmas – Счастливого Рождества!

greeting cards – поздравительные открытки

spruce, a symbol – ель – символ

eternal nature – вечная природа

ivy twigs, mistletoe of white and holly- ветки плюща, омела белая и остролист

an ancient tradition – древняя традиция

an indispensable attribute – неперенный/ неотъемлемый атрибут

a stuffed turkey – фаршированная индейка

Christmas pudding – пудинг («толстячок», «тумба») – английское блюдо, которое принято подавать к рождественскому столу

mulled wine – глинтвейн (горячее красное вино с мёдом и пряностями)

ancient times – древние/ античные времена

eternal life – вечная жизнь

B. Read the text How Christmas is celebrated in England. Get the main idea.

Christmas is the most long-awaited holiday of the British. They celebrate it on December 25, but preparations for the celebration begin in November. Advent, the time of preparation for Christmas, starts 4 weeks before the significant day.

The English wish each other a happy Christmas season and always send greeting cards. This tradition was born in England, the first such postcard was printed in 1843 in London.

Decoration of a house and Christmas tree

The main tree of Christmas is a spruce, a symbol of eternal nature. Traditionally, the British decorate it in three colors: green, red and gold. The tradition to hang sweets on a Christmas tree derived from Britain.

The tradition of decorating spruce came to England in 1840 from Germany thanks to Prince Albert, the husband of Queen Victoria, a German by birth.

The house for Christmas is decorated with ivy twigs, mistletoe of white and holly. According to an ancient tradition, a man can kiss any girl standing under a branch of mistletoe or an adornment made of it.

On Christmas people put candles on window sills. This tradition symbolizes the victory of light over the darkness. That's why the night before the celebration is called "*The Night of Candles*".

An indispensable attribute of the decor is the Christmas socks. Hang them on the fireplace, so that the Father Christmas, going down the pipe, will fill them up with sweets and gifts. Always put such treats as milk and a cookie nearby.

Every year children write letters to Santa. The letters must be burned in the fireplace, so that the Father of Christmas will know about your desires and fulfill them.

Christmas menu of the British

The main dish of the Christmas dinner is a stuffed turkey. On the table should also be baked potatoes and Christmas bread, decorated with greens. According to the tradition, bread is divided in half and the second half is always given to those in needs.

Christmas pudding is the main dessert. The filling of fruits, spices and alcohol for this spicy meal is prepared a month before the celebration, so as to be properly brewed. Before serving, pudding is poured with rum and ignited. Before you

break off a piece you need to make a wish — it is believed that it will necessarily come true as soon as you taste the dish.

In addition to pudding, the English bake sweet pies with a filling and Christmas cake.

Christmas calendars for children

The Advent calendar was invented specially for British kids. This is a calendar with 24 windows, which counts down to Christmas. Every morning a child opens one window and discovers a small sweet, a postcard with a poem and wishes, etc.

Shopping and gifts for Christmas

Christmas Eve is the time of shopping and New Year's gifts. In this regard, large cities, open fairs, sales begin. In all shopping centers Christmas music plays, Christmas Carols sound. You can ride a carousel, try traditional food or drink mulled wine.

A big Christmas tree is placed on Trafalgar Square in London. It is brought from Norway as gratitude for the help and support at the times of the Second World War.

Interesting facts about the British Christmas

Every year, the British spend about 800 million pounds sterling for Christmas products: postcards, gifts, decor, etc.

The English celebrate the 12 days of Christmas. Every day you need to eat one Christmas pie to attract good luck.

Every year on Christmas, the British bake about 10 million turkeys.

Every British kid receives about 16 gifts per year on average.

Decorate the house with a holly since ancient times — it is believed that this plant scares away sorcerers and witches. Mistletoe, which is also used for decorating the house, is considered a symbol of peace and eternal life.

Task 8. Insert the proper words from the text above in the following sentences. Retell the passage.

1. Christmas is the most holiday of the British people.
2. ... , the time of preparation for Christmas, starts 4 weeks before the ... day.
3. The English wish each other a Christmas season and always send
4. Advent calendar is specially for ... with 24 windows, which counts down to Every morning a child opens one ... and discovers a small sweet, a postcard with a poem and wishes.
5. The main tree of Christmas is a ... , a symbol of

6. The tradition of decorating spruce came to England in 1840 from Germany thanks to , the husband of Queen Victoria.
7. The house for Christmas is decorated with ... twigs, ... of white and holly.
8. Mistletoe, which is also used for decorating the house, is considered a symbol of peace and
9. According to an ... tradition, a man can kiss any girl standing under a branch of ... or an adornment made of it.
10. An ... attribute of the decor is the Christmas socks. Hang them on the ... , so that the ... Christmas, going down the pipe, will fill them up with ... and
11. The main dish of the Christmas dinner is a stuffed
12. According to the tradition, Christmas ... is divided in half and the second half is always given to those in needs.
13. Christmas ... is the main dessert. The filling of fruits, spices and alcohol for this spicy meal is prepared a month before the
14. Christmas ... is the time of shopping and New Year's gifts. In this regard, large cities, open fairs, sales begin.
15. A big Christmas tree is placed on ... Square in London. It is brought from ... as gratitude for the help and support at the times of the Second World War.

Task 9. Read two dialogues in roles. Translate them.

1. Jane and Lucy talks about shopping for Christmas gifts.

J: Hi, Lucy! Are you free tomorrow? I need your company to buy a Christmas gift for my sister.

L: I'm not sure if I'm free tomorrow. I'll be helping my mom preparing the turkey. What time do you plan to go shopping?

J: Around 10am. Can you go?

L: Yes, I think I can. What do you want to buy for your sister?

J: I want to buy her a handbag.

L: A designer bag?

J: No! I can't afford a designer bag. Just a branded bag.

L: There's a sale at Marks & Spencer. What if we go there?

J: Sounds like a good idea. Are you going to buy something, too?

L: No. I just went there a week ago. I bought a beautiful purse for my mom.

J: Did you get a discount?

L: Yes, 50% off.

J: Wow! Can't wait to go there! Anyway, I remember you said something

about buying your nephew a toy car. Have you bought it?

L: Yes, I have. I bought it online at *Toys 'R'Us*.

J: Was it cheaper to buy it online?

L: Well, it is easier to compare the prices. There are many shopping apps and websites that offer price comparison.

2. *Patrick and Tui talks about attending a candle light service on Christmas Eve.*

P: Hi, Tui! I'm going to attend a candle light service at the local church. Do you want to come?

T: Who else is going?

P: Just Lucy, Andrew and Bob.

T: What about Jane? Isn't she coming?

P: Jane and a couple of other college friends are responsible for holding the service. She's already at the church preparing for everything.

T: I see. Is she going to sing, too?

P: Yeah. I heard she'll give a solo performance.

T: That's great. I like her voice. She's really talented. What about the carols? What songs will be sung?

P: I don't know. May be 'Joy to the World' or 'Silent Night'.

T: When are you going, by the way?

P: The service will start at 7pm. Can I pick you up at 6pm?

T: Sure, that's nice of you. Um, I never attend a carol service before. What should I wear?

P: Just dress smart casual.

T: Do I need to bring a candle?

P: No, you don't need to bring your own candle. Candles are handed out as we arrive.

B. Make up your own dialogues on the topic Shopping for X-mas Gifts and Attending X-mas Parties; dramatize them. Take the dialogues above as examples.

Task 10. Work in the group.

Discuss the following questions:

1. *Do you like to celebrate the New Year?*

Is it a family holiday with you? Where do you usually see in the New Year? Did father Frost come to your party? Did he have any presents for you? What were you given? How late did you stay up? Were you dancing all night or watching TV? How was your room decorated? Was anything special on the table? At what time do you usually begin celebrate the New Year? Which New Year's Eve do you remember most of all? (when a child, a teen or now)? Why? Are you looking forward to seeing the next year in?

2. *When do people celebrate Christmas in Russia?*

3. What is the weather like at Christmas time? Describe the weather.
4. What do you think is the best part of Christmas?
5. Have you ever been to a Christmas party? (when a child/ a teen/). Describe the party.
6. Do you think people should spend a lot of money celebrating a religious holiday? Express your opinion.
7. Do you think Christmas day is the most important day of the year? Why?
8. If someone is not a Christian, should he or she celebrate Christmas?
9. Have you ever received a Christmas present? What was it?
10. What do you think would be the perfect Christmas present for you (your conversation partner)?

Task 11. Read the text *Holding a Party*. Get the main idea.

A. It has become a good tradition with us to celebrate a family holidays. We usually invite our relatives and close friends to our holiday parties. They often come to give us a hand in preparing for such a party because holding a good party needs much care and work.

Before giving a party, we have a family council where we discuss whom our holiday company will consist of.

We understand that if we want our party to be a success we should invite only people with close and similar interests. It is of great importance that these people should have much in common: likes and dislikes.

If your visitors have much in common they will have an enjoyable time together. Another point which is discussed during the councils is tasty food. Our Granny is an excellent cook, she really very good at preparing tasty dishes. In fact, she enjoys cooking and devotes much time to it. That's why it is usually she who takes care of the holiday meals. And it goes without saying that some tasty things are bought for occasion, such as fruit, wine, chocolate, all sorts of sweets or candies

or cake. The next thing which is usually discussed is how to entertain and amuse our guests. Actually, if you want your friends and relatives to have a good time during a party, they should take an active part in merrymaking so that they will be interested in it. If your friends are young and energetic, the first thing for them is dancing. It is generally known that youth enjoys dancing and merrymaking. It is always a great pleasure for them.

And if your company consists of elder people some quiet entertainment should be introduced. Usually it is word games, anecdotes, amusing episodes from their lives that excite interest and curiosity and, of course, songs that they admire. It is a real pleasure to listen to some of our friends when they sing.

These parties certainly bring a lot of work for each member of the family. And it takes a lot of time to tidy up the flat after these occasions. But usually when the party is successful, and your friends leave you happy and glad, you feel satisfied. Life is really dull without such parties.

B. Find English equivalents in the text Holding a Party to the following Russian word combinations. Write them down in your vocabulary and learn them.

Протянуть руку помощи; - семейный совет; - состоять из; - близкие и схожие интересы; - иметь много общего; - приятно проводить время; - вкусные блюда; - уделять много времени чему-либо; - позаботиться о еде; - само собой разумеется; - покупать по случаю; - развлекать и забавлять гостей; - принимать активное участие в веселье; - люди в возрасте любят спокойные развлечения; - забавные эпизоды из их жизни; - вызвать интерес и любопытство; - приносить большую работу; - это занимает много времени; - приводить квартиру в порядок; - чувствовать удовлетворение

C. Answer the questions:

1. Whom do you usually invite to your holiday parties and how?
2. Do they come to give you a hand in preparing for a party?
3. Do you have a family council before giving a party?
4. What do you discuss during such councils?
5. Who takes care of the holiday meals in your family?
6. What do you arrange for your party to be merry?
7. How do the young guests amuse themselves at a party?
8. How do you amuse elder guests at a party?

9. What family and national holidays do you usually celebrate?
10. Where and how do you celebrate family and national holidays?

Task 12. Read the instruction How to Create an Invitation. Translate it.

A. There are two types of invitation letters – formal and informal.

Formal invitation letters are written for formal events like graduation ceremonies, business events, or parties.

Informal invitation letters are written to friends or family for events like dinner, parties, or get-togethers!

Whether you're hosting a birthday party, bridal shower, graduation party, or another celebration for a milestone, words matter.

How to Write a Formal Invitation

Writing a formal invitation is simple once you know what to include and understand a few key concepts.

Here's what to include on formal invitations.

Who's Hosting

One of the key components of a formal invite is the host details. This is particularly important if you're writing a formal wedding invitation.

To reflect the formality of the event, use phrases like "your presence is requested" and "we request the pleasure of your company" rather than "you're invited."

Full Guest Names

Address the invitation using the full names of all invited guests. Make sure to include all the invitees on the invitation, including all children and plus ones. Formal events typically have a strict guest list so be clear about whether you're inviting the entire family or just the adults.

Date, time, and location of the event

A proper invite should include all the relevant information for the big day, including the date, time, and location. In contrast to casual invites, you would typically write out this information completely on formal invites. That means you would write the date as "Saturday, the seventeenth of August" rather than "Saturday, August 17th".

Addresses would also be written out without using abbreviations. The time of the event should also be spelled out.

Dress code

Most formal events, including cocktail parties, business events, and weddings, are a time for everyone to get dressed to the nines. If you're hosting a formal event,

you probably have a dress code — after all, you don't want people showing up in flip flops and a Hawaiian shirt.

Clearly state the desired attire on your formal invitation. For formal holiday parties, you can ask guests to dress in festive colors.

RSVPs – reply to an invitation indicating whether one plans to attend.

Most formal invitations include an RSVP card so the hosts know exactly how many guests to prepare for. The beauty of online invitations is that you don't have to organize a bunch of paper cards or deal with the hassle of tracking responses.

B. How to Write an Informal Invitation

The main characteristics of an informal invitation are:

It is written in the first person (I/we).

The sender's address is written as usual but the receiver's address is not mentioned.

The date of writing the invitation is given but there is no need to write the year.

The salutation is Dear + name.

The complimentary close is 'Yours sincerely'.

Various tenses of the verb are used unlike the formal invitation.

The invitation does not ask for a reply as in the formal invitation. However, it is polite to reply to the invitation.

The vocabulary is less formal.

Examples of informal letters (the body). It may be online invitation.

1.

Dear, Sergey,
Please, come to my birthday party on
Sat., 9 September at 7 p.m.
I am looking forward to seeing you.
Sincerely yours,
Joanna

2.

*Dear Susanna,
I hope this letter finds you in good health and spirit. I am in the best condition that I have ever been in the past years as I am in good care of Oswald, who I have been dating for years now.*

I am delighted to tell you that two months ago, Oswald proposed to me and I happily accepted. We will be getting married next month and I would like to invite you and Orson to attend the wedding ceremonies.

We dearly want to share this momentous event with relatives and close friends. Orson and you made it possible for Oswald and I to meet. Your presence will surely make our exchange of wedding vows a more joyous event.

The wedding will be held on June 30 at our St. Peter Church at exactly 10:30 in the morning. The motif of the wedding is semi-formal green.

I hope to see you at the wedding!

Sincerely,

Mollie

C. Write an informal letter to your friend. Give your news and invite him/her to a party.

Task 13. Here is the list of some special British traditions.

A. Translate the text. Use online translator. Write down new words in your vocabulary.

1. Cheese Rolling

Cheese-rolling is an *unusual British tradition* that involves a ball of Double Gloucester cheese and a crowd that is willing to chase it for fun.

It takes place on Cooper's Hill in Gloucestershire, England, with a slope so steep the participants have no choice but to stumble their way down to the finish line where, hopefully, the cheese awaits.

The cheese-rolling event takes place every Spring Bank Holiday Monday of the year. Local participants and visitors from all over the world gather at 12 in the afternoon to participate in or witness this sport, which dates back to the 15th century when people are assumed to do similar activities as harvest rituals, among other theories.

This British tradition is so dangerous that in 1997, a total of 33 competitors were injured.

2. Pub Culture

The pub culture in the UK is an integral part of British culture. The term pub is a short term for "public house." True to its word origin, a British pub is a place in the neighbourhood where people gather for drinks and discussions after the daily grind.

3. Queuing

The next time you see yourself impatiently falling in line to get tickets to a film showing, think of the humbling history of queuing which traces back to World War II. Turns out, this social action in which British people are now known for, emerged as people to form a file to receive supplies, among others. Today, we see English people following invisible lines and maintaining an organized line for just about anything.

There are some social customs that are peculiarly deemed unacceptable by a number of the British queuing public. This includes speaking to other people in line and accepting an offer from the person in front of you to go ahead of the line. The Queen's Speech, or in a lengthier title the Speech from the Throne, is a speech made by the reigning monarch at the state opening of the Parliament. Here, the queen addresses the legislature and speaks about the government agenda.

The speech is usually written by the monarch's advisors, with the queen having the final decision on its contents.

There have been instances that the queen will not be able to deliver her speech for some reason. In the United Kingdom, the reigning monarch can freely choose a delegate to represent her through the speech.

One of the British Christmas traditions is the Queen's Speech on Christmas Day around 3 pm. This is when the reigning monarch will send her/his festive wishes and message to the public from the comfort of her own British palace or castle.

4. Red Phone Box

Probably one of the most recognizable British icons out there is the red telephone box. It was designed by Sir Giles Gilbert Scott in 1924 and was launched by the post office as the K2 two years after.

It was later on redesigned to the K6 in honour of King George V's silver jubilee. This version is probably the most identifiable of all the models.

Due to the rise in the ownership of mobile phones among the population, the usage of the red telephone box has greatly declined over the past years. With the desire to preserve British heritage in mind, the K6 has now welcomed more diverse purposes for its space. From being a salad stop to housing a library of books, ingenious ways are sprouting up to save this icon from total extinction.

Around 2000 red telephone boxes have been listed as proper buildings.

5. British Transport

Bus. Quick, cheap and iconic – if you are looking to find those three adjectives in one mode of transport, the British double-decker bus is for you. It offers efficient travel, a cheap sightseeing deal and a classic way of doing so.

British culture and traditions: British cabs and red double-decker buses.

Cab. They say a trip to the UK isn't complete without hailing a black cab. It may be significantly more expensive than buses, though.

Train. UK's railway system is the oldest in the world. Almost every town is connected or accessible by train. Different companies manage the networks. Riding the train is probably the most scenic mode of travel to go.

Tube. The tube, or the London Underground Railway System, connects all the main areas in London. Though it tends to be very crowded during rush hour, it still is the most efficient way of roaming around London.

6. British Food

Fish and chips is a very common takeaway food in the UK. As the name implies, it consists of fish that is fried in batter and accompanied by potato chips. Fresh cod is the most common fish used for this dish. It is conventionally wrapped in the old newspaper until a more hygienic paper counterpart replaced the wrap. A lot of restaurants offer fish and chips as Friday specials in regards to the traditional no-meat fast of Roman Catholics on Fridays.

Roast dinner (or classically known as Sunday roast) has become one of the staple British food.

It consists of roast meat, vegetables and a variety of accompaniments such as Yorkshire pudding and English mustard. The term Sunday roast came from the said origin of this dish, wherein it is believed to be the traditional meal of British families after attending church on Sundays. The day starts by popping the meat in the oven, adding the veggies and then coming to attend mass.

Doing so, they come home to the smell of a perfectly-roasted feast waiting to be devoured.

7. Excess Politeness

It is quintessentially British to scatter excessive pardon me's and thank you's to one's speech, they say. It may be seen in two opposing views: that of utter politeness or of complete nonsense. Whichever of these two are true, there is no denying that this mannerism has made its way to the daily lives of the British people.

8. Sarcasm

The British people are said to use sarcasm on a daily basis. As they find humour in almost everything, they tend to use sarcastic remarks to make fun of the situation.

9. The Curry

Britain's love for curry is truly remarkable. It has been highly popularized by Queen Victoria herself. As the Queen was fascinated by the Indian culture, it is

only natural for her famous Indian servant, Abdul Karim, to introduce good curry to her. A lot of authentic Indian restaurants have sprung up since then.

National Curry Week is celebrated in Britain every October.

10. Horse Racing

Because horse breeding has long been part of the British legacy, it is only natural to have horse racing as an esteemed part of society. In fact, it is the second-largest spectator sport in Britain. Horse racing events include the Royal Ascot, Grand National and the Cheltenham Festival.

The history of racing horses dates back to the 12th century when the English knights carried Arab horses on their way back from the Crusades. These horses, crossbred with the English horses, gave birth to the Thoroughbred horse which is the breed being used in racing in the UK.

Betting on horses is a popular and legal activity in the UK. The *Grand National* is one of the most awaited horse racing events every year.

11. Kilts and Tartans

Kilts and tartans are part of Scotland's national costume. These are made out of locally dyed plaid woven into intricate designs.

Tartans

These are fabrics with colourful backgrounds as a base. Vertical and horizontal stripes of different shades adorn the whole fabric.

Kilts

These are also called big or small wraps, depending on the size of the garment. It is a small part of the tartan and is worn around the waist. A piece of the same fabric is also pinned over the shoulder.

Nowadays, kilts and tartans are worn at weddings, Highland games and ceilidh ['keil] (a social event full of dancing, singing and storytelling.)

12. British Pop Culture

The UK has a rich pop culture that is influential not only in Britain but also in the international scene. British pop culture imports talents that transcend varied forms of media. Below are some of the most prominent contributions of Britain to the pop world: *The Beatles*. They were a rock band hailing from Liverpool, England. The band is comprised of John Lennon, Paul McCartney, George Harrison and Ringo Starr. The Beatles are responsible for the pop hits such as *Blackbird* and *I Want to Hold Your Hand*.

B. Make up questions to the each description of the tradition presented in the text. Work in pairs. Ask your partner these questions.

Task 14. A. Read the text British Humour. Translate it. Use online translator. Write new words in your vocabulary.

Confused by what Brits find funny? And are you the last to get the joke? Well admittedly British humour is hard to pin down because what we consider funny is far-reaching and almost no subject is taboo. And that includes poking fun at the Royal Family and people in the public eye, including politicians. Even though British humour is as varied as British weather! These are the main forms of humour that we indulge in.

1. *Sarcasm and irony*

We Brits love sarcasm and irony as much as we like dipping biscuits into tea. Sarcasm is often used in the form of saying one thing but actually meaning the opposite. For example saying “I love your moves on the dance floor” to a friend who is a terrible dancer.

2. *Understatement*

An understatement is very British. It’s when someone deliberately makes out that something is less significant than it is. For instance, by saying “It’s a little bit windy, isn’t it?” when there’s a raging hurricane outside is an understatement. It’s probably due to the British tendency of wanting to play things down. ‘Deadpan humour’ (making a joke without smiling) is one element of understatement.

3. *Satire*

Satire involves using biting humour to criticize people and institutions with power, like politicians. Satire is popular in the UK because Brits love taking people “down a peg or two” (humbling them when they get too arrogant).

4. *The absurd*

Absurd humour focuses on the silly, ridiculous or surreal. Much of British comedy is about noticing the absurd things in everyday life. Like the way everyone squishes onto the train even though, there is another one in just one minute. Luckily, Brits usually tend to see the funny side of this. This kind of comedy is best done by stand-up comedians, including Jimmy Carr and Peter Kay.

5. *Banter*

Banter is basically a jokey conversation between friends that involves good-natured teasing. Along with crisps and quizzes, it’s a big part of pub culture in the UK.

6. *Innuendo*

The Brits aren’t shy of a joke that involves a sexual innuendo. There are certainly no taboos but generally people take their guide from the social situations.

7. *British Class system*

As much as Brits are entrenched in the class system, everyone loves poking fun at everyone else.

8. *Macabre*

One of the main differences between British humour and the humour of other nationalities is that we enjoy the cringeworthy. This is perfectly demonstrated in the film *Four Lions* and the legendary TV series *League of Gentleman*.

9. *Embarrassing and social ineptitude*

Brits are sometimes perceived to be uptight or socially awkward – saying and doing things at the wrong time. And this even makes us laugh! The caricatures of British social ineptitude is personified in Mr. Bean and The Office.

10. *Laughing at everyday life*

The UK has a number of hit sitcoms where nothing much happens apart from everyday life. There are no knee-slapping moments but a lot of cringeworthy moments when you can't believe someone has done or said what they have.

B. Discuss in the group: British Humour vs Russian Humour

How does Russian humour differ from British one?

Here is the text about Russian humour for you to answer the question above.

Russian humour gains much of its wit from the inflection of the Russian language, allowing for plays on words and unexpected associations. As with any other culture's humour, its vast scope ranges from lewd jokes and wordplay to political satire.

The most popular form of Russian humour consists of jokes “anekdoty”, which are short stories with a punch line. Typical of Russian joke culture is a series of categories with fixed and highly familiar settings and characters. Surprising effects are achieved by an endless variety of plots and plays on words.

Drinking toasts can take the form of anecdotes or not-so-short stories, with a witty punch line referring to the initial story.

A specific form of humour is “chastushkas”, songs composed of four-line rhymes, usually of lewd, humoristic, or satiric content

Apart from jokes, Russian humour is expressed in word play and short poems including nonsense and black humour verses. Often they have recurring characters such as a little boy or a girl.

Task 15. Here are some examples of British Humour. Read and translate them. Try to understand the main idea.

Vocabulary:

to leave smb gobsmacked – оставить кого-то в недоумении

cheerios / mate – болельщик, поддержка/ друг

hip, trendy and hilarious – модно, стильно и уморительно

British puns – британские каламбуры

fantasy land – сказочная страна

health benefits – польза для здоровья

to provide - обеспечить, предоставить

A. So called – “Questions and answers”:

- *What is the longest word in the English language?*
- *“Smiles”. Because there is a mile between its first S and last S letter.*

- *What’s the best thing about Switzerland?*
- *I don’t know, but the flag is a big plus.*

- *What do you call a pig that does not karate?*
- *A pork chop.*

- *Student’s brain is like the Bermuda triangle!*
- *Why?*
- *Information goes in and then its never found again.*

B. Read, translate, and try to understand these Funny English Jokes.

1. British Jokes

British jokes that are really good, leave a person gobsmacked. I'm sure that you're going to feel the same way about these ones.

- *What do British people eat in the morning? Cheerios mate!*

- *Why do Brits end up losing weight easily? Every time they make a purchase, they lose a couple of pounds.*

- *My friend's favorite series is Harry Potter, so she goes to England many times in a year. Fortunately, she is Rowling in money.*

2. ***British puns*** are a crowd favorite among teens and millennials. They are hip, trendy, and hilarious. Check out these great British puns if you love British things.

- *A British fish and an American fish met each other many years later. After their first greeting, the British fish said to the American fish, "I can't believe this is the first time we're going to see each other from across the pond".*

3. **Tea Puns**

- *A British man loved to live in fantasy land. The tea he hated the most was real-tea.*

- *I think it is better to make drinking tea a habit since it provides you with a lot of health benefits. The same benefits are not provided to cough-y drinkers.*

- *British people are very artistic, probably because they consume a lot of creativi-tea.*

Read more:

<http://kidadl.com/funnies/jokes/best-british-jokes-puns-and-one-liners>



LESSON 3

READING The Culture of London

*Three cultural icons of London:
a red telephone box,*

*Big Ben and
a red double –
decker bus*

Task 1. Here are some Proper Nouns, which are used in the texts about the Culture of London. Find them in the Internet; learn their pronunciation; use online translator.

The United Kingdom, West End, the British Museum, the Tate Galleries, the National Gallery, the Notting Hill Carnival, The O2, Big Ben, the AEC

Routemaster bus, the Union Flag, the Barbican Hall at Barbican Centre, the Hayward Gallery, the London Philharmonic Orchestra, the Royal Albert Hall, Cadogan Hall, St Paul's Cathedral, Westminster Abbey, Westminster Cathedral, The Royal Opera House at Covent Garden, the English National Opera, Lambeth, The Royal Shakespeare Company, Stratford, the Royal Court Theatre, Battersea Arts Centre, Bloomsbury Theatre, Almeida Theatre, Tricycle Theatre, Rosebery Avenue, Islington, the British Museum, Bloomsbury, the Royal Academy of Arts, Trafalgar Square, "Albertopolis", the Imperial War Museum, the National Maritime Museum

Task 2. Read the text The Culture of London. Get the main idea.

A. London has frequently been described as a global cultural capital and is one of the world's leading business centres, renowned for its technological readiness and economic influence, as well as attracting the most foreign investment of any global city. As such, London has often been ranked as the world's capital city.

The city is particularly renowned for its theatre quarter, and its West End theatre district has given the name to "West End theatre", the strand of mainstream professional theatre staged in the large theatres in London. London is also home to notable cultural attractions such as the British Museum, the Tate Galleries, the National Gallery, the Notting Hill Carnival and The O2.

Through music, comedy and theatre, London has a lively nightlife with approximately 25.6 events per 1000 people, 44.1% of those events being theatre based.

A variety of landmarks and objects are cultural icons associated with London, such as Big Ben, Buckingham Palace and the tube map. Many other British cultural icons are strongly associated with London in the minds of visiting tourists, including the red telephone box, the AEC Routemaster bus, the black taxi and the Union Flag.

Classical Music and Opera

There are three major concert halls in the capital. One of these is the Barbican Hall at Barbican Centre; which is home to the London Symphony Orchestra (LSO) and BBC Symphony Orchestra. The Royal Festival Hall, based at the South Bank Centre along with the Queen Elizabeth Hall and the Hayward Gallery is home to the London Philharmonic Orchestra (LPO), and the Philharmonia. The final and largest of all venues is the Royal Albert Hall, which hosts the Proms each summer. The Royal Philharmonic Orchestra (RPO) is also based in London at Cadogan Hall.

A number of choirs have originated in London, varying in size and musical style. Among the city's large symphonic concert choirs are the London Philharmonic Choir and London Symphony Chorus.

There is also a long tradition of choral singing in Christian churches and cathedrals, and among the choirs associated with London churches are the choirs of St Paul's Cathedral, Westminster Abbey and Westminster Cathedral, which sing daily services.

The Royal Opera House at Covent Garden is home to the Royal Opera and Royal Ballet companies. The other main opera company is the English National Opera.

Popular music

London is famous for its rock scene, and was the starting point of some of the greatest 60s and 70s artists such as David Bowie, Iron Maiden, The Clash, Led Zeppelin, Fleetwood Mac, The Sex Pistols, The Who, Pink Floyd, Queen and popular 90s acts like Blur and Coldplay. Most major bands' tours will pass through London as well, favourite venues being the Brixton Academy, the O2 Arena, and the Hammersmith Apollo.

In addition to spawning the bands mentioned above, London, in its capacity as the UK's cultural centre, has served as the base of a number of internationally important acts, including The Beatles and Elton John. London is also known for spawning numerous massively successful pop acts; with the Spice Girls, Cliff Richard, The Rolling Stones, One Direction and Little Mix being especially noteworthy.

London also has a strong rap scene; rappers including Wiley and Dizzee Rascal among others have helped contribute to London gaining the status of having the strongest rap scene outside of the US.

Festivals

London hosts several festivals, fairs and carnivals throughout the year with over 40 free festivals each year. The most famous is the Notting Hill Carnival, the world's second largest carnival. The carnival takes place over the August bank holiday weekend, and attracts almost one million people. It has a distinctly Afro-Caribbean flavour, and highlights include a competition between London's steelpan bands and a three-mile street parade with dancing and music.

Theatre and dance

There are over three dozen major theatres, most concentrated in the West End. West End theatres are commercial ventures that host predominantly Musical Theatre shows but genres such as comedy and serious drama are sometimes shown. The subsidized or non-commercial theatre is vibrant in the capital with

theatres like the National Theatre and Shakespeare's Globe both of which are based on the South Bank, the Barbican in the city, the Royal Court Theatre in Chelsea which specializes in new drama, and the Old Vic; and Young Vic, both in Lambeth. The Royal Shakespeare Company which is based in Stratford, presents seasons in London as well. Smaller fringe theatres like Battersea Arts Centre, Bloomsbury Theatre, Almeida Theatre and Tricycle Theatre are also popular.

The capital also boasts a successful dance and physical theatre scene, home to two ballet companies; the Royal Ballet based at the Royal Opera House and English National Ballet based in Kensington, performing at the London Coliseum.

Museums and galleries

London is home to over 240 museums, galleries, and other institutions, many of which are free of admission charges and are major tourist attractions as well as playing a research role. The first of these to be established was the British Museum in Bloomsbury, in 1753. Originally containing antiquities, natural history specimens and the national library, the museum now has 7 million artefacts from around the globe. In addition, of eighteenth-century, foundation is the Royal Academy of Arts; its summer exhibition has been an annual fixture on the London social calendar since 1769. In 1824 the National Gallery was founded to house the British national collection of Western paintings; this now occupies a prominent position in Trafalgar Square.

In the latter half of the nineteenth century the locale of South Kensington was developed as "Albertopolis", a cultural and scientific quarter. Three major national museums are located there: the Victoria and Albert Museum (for the applied and Decorative arts), the Natural History Museum and the Science Museum. The national gallery of British art is at Tate Britain, originally established as an annexed of the National Gallery in 1897. The Tate Gallery, as it was formerly known, also became a major centre for modern art; in 2000 this collection moved to Tate Modern, a new gallery housed in the former Bankside Power Station.

The British Library

The British Library, located on Euston Road in St Pancras is the largest library in the world. It is the national library of the United Kingdom and is a legal deposit library. There are many local public libraries across London, with each borough having its own library system, joined through the London Libraries network. Some notable local libraries include Kensington Central Library and

the Barbican Library. There are also private subscription libraries, including the London Library.

There are many research libraries in London, including the Wellcome Library and Dana Centre. There are also many university libraries, including the British Library of Political and Economic Science at LSE, the Central Library at Imperial, the Maughan Library at King's, and the Senate House Libraries at the University of London. Many learned institutions host a library such as the Inner Temple Library, and the Houses of Parliament contains the House of Commons Library and the House of Lords Library.

B. Read the text once again and identify which statements (1-14) in the box are (True) to the content of the text, which ones are (False) or there is No Information about it in the text.

STATEMENT	TRUE	FALSE	NO INFORMATION
1. Through music, comedy and theatre, London has a lively nightlife with approximately 25.6 events per 1000 people, 44.1% of those events being theatre based.			
2. A variety of landmarks and objects are cultural icons associated with London, such as Big Ben, Buckingham Palace, and the tube map.			
3. Many other British cultural icons are strongly associated with London in the minds of visiting tourists, including the red telephone box, the AEC Routemaster bus, the black taxi and the Union Flag.			
4. The city is home to many nationalities and the diversity of cultures have shaped the city's culture over time.			
5. The largest of all concert halls in the capital is the Barbican Hall at Barbican Centre, which hosts the Proms each summer.			
6. There is also a long tradition of choral singing in Christian churches and cathedrals, and among the choirs associated with London churches are			

the choirs of St Paul's Cathedral, Westminster Abbey and Westminster Cathedral, which sing daily services.			
7. The Royal Opera House at Covent Garden is home to the Royal Opera and Royal Ballet companies.			
8. London is famous for its rock scene, and was the starting point of some of the greatest 60s and 70s artists.			
9. London is the home of one of the biggest underground scenes in the world. Genres include UK garage, Drum and bass, Dub step, 2step and grime.			
10. The Notting Hill Carnival, the world's first largest carnival, takes place on June weekend, and it has a distinctly English flavour, and highlights include a competition between London's Steelpan bands and a three-mile street parade with dancing and music.			
11. There are over three dozen major theatres, most concentrated in the West End. West End theatres are commercial ones and show only comedy and serious drama.			
12. The capital also boasts a successful dance and physical theatre scene, home to two ballet companies; the Royal Ballet based at the Royal Opera House and English National Ballet based in Kensington, performing at the London Coliseum.			
13. London is home to over 240 museums, galleries, and other institutions, many of which are free of admission charges and are major tourist attractions as well as playing a research role. The first of these to be established was the British Museum.			

14. The British Library is the largest library in the world. It is the national library and a legal deposit library of the UK.			
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C. Correct false statements. Retell the passage about the culture of London.

WRITING

Task 1. Get ready for the project on the topic “The Culture of Moscow”

See- Recommendations for students

CONCLUSION

Пособие «Практический курс английского языка для студентов первого года обучения» является составной частью учебно-методического комплекса дисциплины «Иностранный язык» (Английский), которая опирается на знания дисциплины «Английский язык» основной образовательной программы среднего (полного) общего образования.

Иностранный язык изучается не как лингвистическая система, а как средство межкультурного общения и инструмент познания культуры определенной национальной общности, в том числе лингвокультуры.

Цель данного пособия - формирование коммуникативной языковой компетенции для осуществления межкультурной коммуникации на иностранном языке (английском) в ситуациях делового и повседневного общения.

Пособие состоит из семи разделов, каждый раздел содержит три урока. Каждый урок имеет единую структуру и алгоритм решения коммуникативных задач. Лексико-грамматический материал, учебные тексты и письменные задания отражают типичные ситуации общения и содержат соответствующие решаемым задачам методические приёмы 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 выполнить задания как в аудитории с преподавателем, так и самостоятельно.

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RECOMMENDATIONS FOR STUDENTS

1. Методические рекомендации по выполнению внеаудиторного чтения

Внеаудиторное чтение – самостоятельная работа студента, которая выполняется письменно, и включает чтение литературы страноведческого содержания, понимание прочитанного и переработку полученной информации, с целью практического освоения языка с последующим его использованием в разных видах речевой деятельности. Письменная работа включает следующие виды заданий:

- вопросы-задания по просмотровому и ознакомительному чтению (Skimming, Scanning), ориентирующие обучающихся на поиск информации при беглом знакомстве с текстом;
- задания по аналитическому, изучающему чтению (Detailed Reading),
- письменный перевод адаптированных и оригинальных страноведческих текстов;
- задания по развитию языковых и речевых навыков в процессе изучающего чтения;
- задания на обобщение и передачу краткого содержания, прочитанного на русском и (или) английском языке – подготовка аннотации (Summary).

Как работать над чтением текста и составлением аннотации прочитанного материала:

- а) для получения общего представления о содержании текста (skimming).

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.

б) для поиска конкретной информации (scanning). При поисковом чтении быстро пробегайте глазами текст, не отвлекаясь на «лишнюю» информацию. Вдумчиво и внимательно прочтите текст, отмечая незнакомые слова, если они мешают пониманию текста. 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.

с) изучающее чтение (reading for detail) предполагает полное и адекватное понимание прочитанного текста, что предполагает умение пользоваться разными словарями (толковыми, страноведческими и др).

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.

2.Методические рекомендации по выполнению письменных работ.

Написание эссе:

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)

Структура эссе с элементами рассуждения по теме:

Введение: начните с перефразирования проблемы, заявленной в теме, используя, например, пословицу 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...
- 7.

3. Методические материалы 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. Метод учебных дискуссий улучшает и закрепляет знания, увеличивает объем новой информации, формирует умение обучающихся спорить, доказывать, защищать и отстаивать свое мнение и прислушиваться к мнению других.

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.

4. Методические рекомендации по подготовке к беседе.

- Подготовьте список опорных слов и выражений по теме (при необходимости используйте словарь).
- Заучите фразы для поддержания беседы.

5. Методические 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.

Главное отличие между обычной и проектной работой состоит в том, что при обычной работе основная деятельность ограничивается рамками практического занятия, а при проектной работе она выходит за пределы занятия, и обучающиеся работают с большей долей самостоятельности.

Работа над проектом позволяет:

- использовать знания иностранного языка;

- расширить коммуникативные навыки, в частности навыки публичного общения;
- самостоятельно добывать знания;
- реализовать свой интерес к предмету исследования;
- сформировать умение работать в сотрудничестве.

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 видеофильма 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 – то есть электронных страничек, занимающих весь экран монитора (без присутствия панелей программы). 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. Следующие слайды можно подготовить, используя две различные стратегии их подготовки:

1 стратегия: 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.

2 стратегия: 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)

Рекомендуемые издания:

I. Грамматика: Сборник упражнений: /Голицынский Ю.Б. - СПб:

КАРО, 2013

<http://www.studentlibrary.ru/book/ISBN9785992501759.html>

II Периодические издания

1. Российские газеты на английском языке:

The Moscow Times <https://themoscowtimes.com/>

2. Газеты США:

USA Today <http://www.usatoday.com/>

The New York Times <http://www.nytimes.com/>

The Washington Post <https://www.washingtonpost.com/>

3. Газеты Британии:

Morning Star <http://www.morningstaronline.co.uk/>

The Guardian <https://www.theguardian.com/international>

APPS

APP 1

Days of the week

Monday – понедельник

Tuesday – вторник

Wednesday – среда

Thursday – четверг

Friday – пятница

Saturday – суббота

Sunday – воскресенье

Слова, обозначающие дни недели, очень старые и происходят от времен, когда каждый день был посвящен различным богам и явлениям.

Часто употребляется сокращенная форма дней недели:

Mon. – происходит от англосаксонского *day of the moon* – день луны

Tue(s). – от имени *Tiu*, сына бога Одина

Wed. – происходит от Одина (*Odin or Woden*)

Thur(s). – от бога *Thor* (чтили четверг)

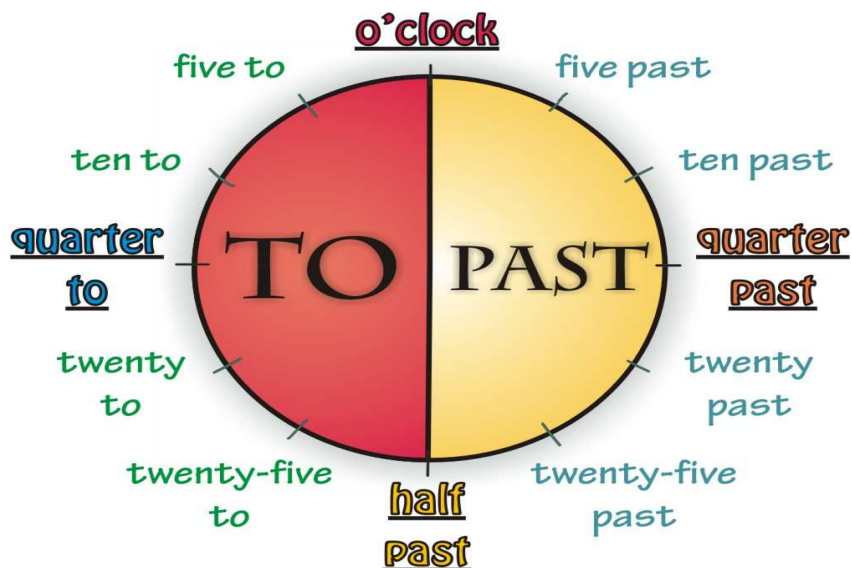
Fri. – день богини *Frei or Frigg*

Sat. – происходит от – *day of Saturn*- день Сатурна

Sun. – был англосаксонским днем бога – *day of the sun*

What time is it?

Который час?



С прописной буквы всегда пишется:	\n ПРИМЕРЫ
1. первое слово в предложении:	<u>My</u> brother is a student. <u>How</u> old are you?
2. местоимение 1-го лица единственного числа I -я	<u>I</u> am your friend. You and <u>I</u> are very good friends.
3. имена существительные собственные такие, как: -имена, фамилии людей, клички, псевдонимы; -нация, национальность, национальный язык; - географические названия; - названия городов, населенных пунктов, площадей, улиц и тд.; -названия организаций, учреждений, обществ, политических партий и тд; -названия исторических событий, эпох; -названия месяцев, дней недели, официальных праздников; -в названиях художественных произведений (книг, пьес, фильмов), а также газет и журналов все знаменательные слова , кроме артиклей, союзов и предлогов (если они не стоят в начале заголовка); - существительное, обозначающее титул или звание определенного человека или употребляется в качестве обращения;	<i>Walter Scott, Mark Twain,</i> <i>The Greeks, Spanish</i> <i>Niagara Falls, the</i> <i>Moscow,</i> <i>The Red Square</i> <i>The United Nations Organization</i> <i>The Labour Party</i> <i>The Middle Ages, the French</i> <i>Revolution</i> <i>January, Monday,</i> <i>Christmas</i> <i>White Fang, <u>Gone with the Wind</u></i> <i>the Morning Star</i> <i>Queen Elisabeth</i> <i>President Kennedy</i> <i>Doctor, Sir</i>

-первое слово в каждой строке стихотворения.	
Примечания Прописная буква не употребляется в названиях: 1. времен года 2. школьных предметов (искл. названий родного и иностранного языков)	winter, spring, summer, autumn biology, chemistry Но: Russian, English, German

APP 3 THE ARTICLES

Артикль – служебное слово, которое обычно не имеет самостоятельного значения и является определителем существительного.

ОПРЕДЕЛЕННЫЙ АРТИКЛЬ – the

Определенный артикль **the** произошел от указательного местоимения **that**-тот и употребляется как с исчисляемыми существительными в единственном и множественном числе, так и с неисчисляемыми существительными (подразумевая – *этот, тот, тот самый, который*)

Случай употребления	Пример
1.Если говорится о единственном в мире предмете	The sun is in the sky. <i>Солнце находится на небе</i>
2.Когда говорится о предмете (или лице), единственном в данной обстановке	The teacher is in the classroom. <i>Учитель в классе. (В данном классе находится только один учитель)</i>
3.Когда о данном предмете уже упоминалось в разговоре или повествовании	"I've got a very interesting book," says Mike. "Please show me the book," says Nick.

	<p>«У меня есть интересная книга», — говорит Майк. «Покажи мне пожалуйста эту книгу», — говорит Ник.</p>
4.С существительным, перед которым стоит порядковое числительное	<p>We are on the second floor. Мы на втором этаже.</p>
5.С существительным, перед которым стоит прилагательное в превосходной степени	<p>He is the best student in our group. Он лучший студент в нашей группе.</p>
6.Если говорится об определенном (по контексту) количестве вещества, например: tea чай, milk молоко, bread хлеб и т. п.	<p>Is the milk on the table? Молоко на столе? (т. е. именно молоко (в определённой упаковке / в определённом объёме и т. д.), подразумеваемое по контексту, а не просто молоко как вещество)</p>
7.Перед названиями морей, горных массивов, островов, рек, пустынь, кораблей, гостиниц, кинотеатров, театров; перед словами: country - за городом, sea море, у моря, mountains горы (и при обобщении)	<p>I'm taking a trip to the mountains next week. На следующей неделе я еду в горы. Did you go to the Black Sea or to the Volga? Вы ездили на Черное море или на Волгу?</p>
8.Перед существительным в единственном числе, обозначающим целый класс предметов, людей (т. е. при обобщении)	<p>The whale is a mammal, not a fish. Кит — это млекопитающее, а не рыба.</p>
9.После слов: one of один из, some of - некоторые (из), many of -многие (из),	<p>Most of the stories are very interesting.</p>

each of - <i>каждый (из)</i> , most of - <i>большинство (из)</i> (часто после слов all <i>все</i> , both of <i>оба</i>)	<i>Большинство рассказов очень интересны.</i> Give me one of the books. <i>Дайте мне одну из (этих) книг.</i>
10. Перед названиями четырех сторон света	the Northern part of our country — <i>север нашей страны</i>
Перед фамилией во множественном числе (при обозначении всех членов семьи)	The Petrovs are at home. <i>Петровы дома.</i>

НЕОПРЕДЕЛЕННЫЙ АРТИКЛЬ – a

Неопределенный артикль a (an) произошел от числительного один и поэтому может употребляться перед неисчисляемыми существительными в единственном числе. В русском языке перед существительным, которому в английском предшествует неопределенный артикль, можно поставить одно из следующих слов: (*один, какой-то, любой*).

Случай употребления	Пример
1. При упоминании чего-либо впервые	A man came up to a police officer. <i>Человек подошел к полицейскому.</i>
2. При обобщении	A baby deer can stand as soon as it is born. <i>Оленята могут стоять на ногах сразу после рождения.</i>
3. При обозначении неопределенного количества конкретного предмета	Pass me a piece of bread. <i>Передайте мне (немного) хлеба.</i>
4. Перед названиями профессий или должностей	He is a doctor. <i>Он врач.</i>
5. В значении один перед исчисляемыми существительными, обозначающими время	Will you be back in an hour? <i>Вы вернетесь через час?</i>

<p>6. Перед исчисляемыми существительными в единственном числе, определяемыми словами <i>such, quite, rather most</i> (в значении <i>очень, довольно, весьма</i>)</p>	<p>He is quite a young man. <i>Он совсем еще молодой человек.</i> It is a most interesting book. <i>Это весьма интересная книга.</i></p>
<p>NB. Артикль an употребляется тогда, когда следующее за ним слово начинается с гласного звука: an apple – яблоко, an honest man – <i>честный человек.</i></p>	

НУЛЕВОЙ АРТИКЛЬ

Случай	Пример
<p>1. Перед исчисляемыми существительными во множественном числе (в тех случаях, когда в единственном числе следует употребить неопределенный артикль)</p>	<p>My father and my uncle are <u>doctors</u>. <i>Мой отец и мой дядя врачи.</i></p>
<p>2. При обобщении (обычно используется множественное число или неисчисляемое существительное без артикля)</p>	<p><u>Carrots</u> are my favourite vegetable. <i>Морковь — мой любимый овощ.</i> I like <u>honey</u>. – <i>Я люблю мёд.</i></p>
<p>3. В выражениях с собственным существительным в притяжательном падеже</p>	<p><u>John's</u> coat - <i>пальто Джона</i></p>
<p>4. Перед существительным в функции определения</p>	<p><u>guitar</u> lessons - <i>уроки игры на гитаре</i></p>
<p>5. Перед названиями континентов, стран, штатов, городов, улиц, озер</p>	<p>I've been neither to South Africa nor to North America. <i>Я не был ни в Южной Африке, ни в Северной Америке.</i></p>
<p>6. Перед неисчисляемыми (абстрактными) существительными</p>	<p>This is important information. <i>Это важная информация.</i></p>

ельными	I need advice. <i>Мне нужен совет.</i>
<p>7. В некоторых сочетаниях существительного с предлогом</p> <p>to / <u>at</u> / from, after, before <u>school</u>, university, college; <u>in time</u>/ tune/ debt; <u>at</u> / from <u>home</u>;</p> <p><u>by</u> car, bus, bicycle, <u>plane</u>, <u>train</u>, metro, boat etc.;</p> <p>to, at, before, <u>after</u>, for <u>breakfast</u>/dinner; <u>at</u> table/ <u>night</u>/war; <u>on foot</u>/ sale;</p> <p><u>by</u>, at hand/ <u>heart</u>;</p> <p><u>by</u> day/chance/<u>mistake</u>;</p> <p>on vacation/holiday;</p> <p>in body/mind/<u>pencil</u>;</p> <p>all day;</p> <p>next day/week/month/<u>door</u>;</p> <p>last month/week</p> <p>in, out of, <u>at first</u>/ <u>sight</u></p>	<p>сочетание имеет характер (способа, места, времени) какого-то действия или состояния</p> <p>He is <u>at school</u>. - Он в школе.</p> <p>You can get there <u>in time</u> if you go <u>by train</u>.</p> <p><i>Вы можете добраться туда вовремя, если поедете <u>поездом</u>.</i></p> <p>She is <u>at home</u>. - Она дома.</p> <p>I went there <u>by plane</u>. - Я летал туда <u>на самолете</u>.</p> <p><u>After breakfast</u>, I leave for my work. - <i>После завтрака я отправляюсь на работу.</i></p> <p>Don't play video games <u>at night</u>. - <i>Не играйте в видео игры ночью.</i></p> <p>Let's go <u>on foot</u>! - <i>Пошли <u>пешком</u>!</i></p> <p>That dress is no longer <u>on sale</u>. - <i>Этого платья нет в продаже.</i></p> <p>Learn this poem <u>by heart</u>. - <i>Выучи это стихотворение <u>наизусть</u>.</i></p> <p>Sorry, I took your book <u>by mistake</u>. - <i>Извини, я взяла твою книгу <u>по ошибке</u>.</i></p> <p>He draws his pictures <u>in pencil</u>. - <i>Он рисует свои картины <u>в карандаше</u>.</i></p> <p>He lives <u>next door</u>. <i>Он живет <u>по соседству</u>.</i></p> <p>We went to Moscow <u>last month</u>. <i>Мы ездили в Москву <u>на прошлой неделе</u>.</i></p> <p><i>He fell in love <u>at first sight</u>.</i></p>

APP 4

Английский Алфавит

№	Буква	Транскрипция	№	Буква	Транскрипция
1	Aa	[ei]	14	Nn	[en]
2	Bb	[bi:]	15	Oo	[əu]
3	Cc	[si:]	16	Pp	[pi:]
4	Dd	[di:]	17	Qq	[kju:]
5	Ee	[i:]	18	Rr	[a:(r)]
6	Ff	[ef]	19	Ss	[es]
7	Gg	[dʒi:]	20	Tt	[ti:]
8	Hh	[eit]	21	Uu	[ju:]
9	Ii	[ai]	22	Vv	[vi:]
10	Jj	[dʒei]	23	Ww	['dʌblju:]
11	Kk	[kei]	24	Xx	[eks]
12	Ll	[el]	25	Yy	[wai]
13	Mm	[em]	26	Zz	[zed]

Чтение гласных букв

Алфавитное название буквы	В КОНЦЕ СЛОВ			
	гласная	согласная	гласная + r	гласная +re (+согласная)
	I	II	III	IV
A a [ei]	[ei] take	[æ] cat	[a:] car	[eə] care
O o [əu]	[əu] rose	[ɔ] dog	[ɔ:] for	[ɔ:] more
U u [ju:]	[ju:] use	[ʌ] cup	[ɜ:] fur	[uə] sure
E e [i:]	[i:] Pete	[e] pet	[ɜ:] her	[iə] here
I i [ai]	[ai] Mike	[i] pig	*girl [gɜ:l]	[aiə] tire
Y y [wai]	[ai] fly	[i] system	*myrtle [mɜ:tl]	[aiə] tyre

APP 5

Чтение гласных буквосочетаний

oo	[ʊ] [u:]	look, book, cook, good, foot pool, school, Zoo, too	[lʊk] [bʊk] [kʊk] [gʊd] [fʊt] [pu:l] [sku:l] [zu:] [tu:]
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ee	[i:]	see, bee, tree, three, meet	[si:] [bi:] [tri:] [θri:] [mi:t]
ea искл	[i:] [e]	tea, meat, eat, read, speak bread, head, breakfast, healthy	[ti:] [mi:t] [i:t] [ri:d] [spi:k] [bred] [hed] ['brekfəst] ['helθi]
ay	[ei]	away, play, say, may	[ə'weɪ] [pleɪ] ['seɪ] [meɪ]
ey		grey, they	[greɪ] ['ðeɪ]

Чтение согласных буквосочетаний

ck	[k]	black, stick	[blæk] [stɪk]
ng	[ŋ]	sing, bring, ring, reading	[sɪŋ] [brɪŋ] [rɪŋ] ['ri:dɪŋ]
sh	[ʃ]	she, shop, fish	[ʃi] [ʃɒp] [fɪʃ]
ph	[f]	phone, photograph	[fəʊn] ['fəʊtəgrɑ:f]
	[v]	nephew	['nevju:]
th	[ð]	this, that, the	[ðɪs] [ðæt] [ði:]
	[θ]	thank, thick	[θæŋk] [θɪk]
	[t]	Thames	['temz]
wh Исключение:	[w]	when, white, why	[wen] [waɪt] [waɪ]
	[h]	who	[hu:]
kn	[n]	know, knife	[nəʊ] [naɪf]
wr	[r]	write, wrong	['raɪt] [rɒŋ]
gh	[f]	enough	[ɪ'nʌf]
	[-]	high	[haɪ]
gn	[n]	sign	[saɪn]
ss	[s]	possible	['pɒsəbəl]
	[ʃ]	pressure	['preʃə]
sc	[sk]	screen	[skri:n]
	[s]	scene	[si:n]

nk	[ŋk]	think	[ˈθɪŋk]
ch	[tʃ]	chess	[tʃes]
	[k]	chemistry	[ˈkemɪstri]
	[ʃ]	machine	[məˈʃiːn]
tch	[tʃ]	match	[mætʃ]
qu	[kw]	question	[ˈkwestʃən]

APP 6 **The Noun**

Имя Существительное

Имя существительное — часть речи, которая обозначает предмет.

Предметом в грамматике называется все то, о чем можно спросить: *Who is this? Кто это?* или *What is this? Что это?* Например: girl, car, cat, pen.

ТИПЫ СУЩЕСТВИТЕЛЬНЫХ				
№	Тип	Пример	Тип	Пример
1	собственные	Moscow, Jack	Нарицатель- ные	ship, box
2	конкретные	table, room	абстрактные	spring friendship
3	одушевлен- ные	girl, man	Неодушевле нные	pen shelf

Существительное в английском языке не имеет грамматического окончания для выражения рода.

При замене существительного употребляются местоимения *he* или *she* (он или она) только тогда, когда говорят о людях.

Когда говорят о неодушевленных предметах или животных, для выражения всех трех родов (в русском языке), обычно употребляют местоимение **it** (переводится на русский язык - он, она, оно)

ЗАМЕНА СУЩЕСТВИТЕЛЬНЫХ ЛИЧНЫМИ МЕСТОИМЕНЯМИ

Существительное	Личное местоимение	Пример
mother, sister, girl	she	She is my sister
father, brother, boy	he	He is my cousin
table, chair, book	it	Where is the book? It is in my room

Слова teacher, doctor, pupil, student, neighbour, friend, writer и др. могут заменяться в предложении местоимениями **he** или **she** в зависимости от смысла.

Существительное в английском языке имеет два падежа: общий (Common Case) и притяжательный (Possessive Case).

Общий падеж имеют все существительные; это форма, в которой оно дается в словаре. В общем падеже у существительного нет специального окончания.

Для выражения связей существительного с другими словами в предложении форма существительного не изменяется, а падежные отношения выражаются порядком слов и предлогами.

Английские предлоги, которые соответствуют русским косвенным падежам без предлога:

of – родительному падежу

to - дательному

by, with – творительному

of = about – предложному с предлогом о и об

The centre of the city. The window of my room is large.	Центр (чего?) <u>города</u> . Окно моей (чего?) <u>комнаты</u> большое.
Give the toy to that little boy. Но: Give <u>me</u> a pen, please. (здесь нет предлога)	Дай игрушку (кому?) тому маленькому мальчику. Дай мне ручку, пожалуйста.
He goes there by bus. Обозначает действующее лицо или действующую силу –транспорт)	Он ездит (добирается) туда (чем?) <i>автобусом</i>

He writes with a pen. (Обозначает орудие действия)	Он пишет (чем?) <i>ручкой</i> .
Tell me something about yourself.	Расскажи мне что-нибудь о себе.

Форму **притяжательного падежа**, как правило, имеют одушевленные существительные, обозначающие живое существо, которому принадлежит какой-нибудь предмет качество или признак, и отвечает на вопрос whose? – чей?

Притяжательный падеж образуется при помощи окончания **-s**, перед которым стоит апостроф ' :

the student студент - the student's answer *ответ студента*

ПРИМЕРЫ ОБРАЗОВАНИЯ ПРИТЯЖАТЕЛЬНОГО ПАДЕЖА (Саксонский родительный падеж)		
№	Правило	Пример
1	Если существительное оканчивается на -s , то возможны два варианта	Dickens' novels = Dickens's novels <i>романы Диккенса</i>
2	Если существительное во множественном числе оканчивается на -s , то притяжательный падеж образуется путем добавления апострофа	workers' caps <i>кепки рабочих</i> , cats' paws <i>лапы кошек</i> , nurses' toys <i>игрушки няnek</i>
3	Существительные, не имеющие во множественном числе окончания -s , в притяжательном падеже приобретают окончание -s , перед которым стоит апостроф	children's toys <i>детские игрушки</i> , men's coats <i>мужские пальто</i> women's umbrellas <i>женские зонты</i>
4	Если предмет или признак принадлежит нескольким лицам, то апостроф и окончание -s ставятся после последнего из них, если же	If and Petrov's novel <i>роман Ильфа и Петрова</i> (т. е. роман, написанный ими <i>совместно</i>),

	каждому в отдельности, то после каждого	Shelly's and Byron's poems <i>стихи Шелли и Байрона</i> (т. е. написанные ими в отдельности)
5	В сложных существительных апостроф и окончание -s ставят после последнего элемента	the teacher of art's room <i>комната учителя искусства,</i> the sister-in-law's bag <i>сумка невестки</i>
6	Неодушевленные существительные обычно не имеют притяжательного падежа	the roof of this house <i>крыша этого дома</i>
7	Возможны, однако, случаи употребления неодушевленных существительных в притяжательном падеже	a mile's distance <i>расстояние в милю,</i> a month's holiday <i>каникулы на месяц,</i> a five days' trip <i>пятидневная поездка,</i> the world's resources <i>мировые ресурсы,</i> the Earth's rotation <i>вращение Земли</i>
8	Абсолютное употребление притяжательного падежа	a dog of my friend's <i>собака моего друга,</i> at her grandmother's <i>у (её) бабушки,</i> at the baker's <i>в булочной</i>

МНОЖЕСТВЕННОЕ ЧИСЛО СУЩЕСТВИТЕЛЬНЫХ

№	Правило	Пример
1	Большинство английских существительных во множественном числе имеют суффикс -s , который произносится как [s] после глухих согласных и как [z] после звонких согласных и гласных	map <i>карта</i> — maps [-s] <i>карты,</i> pen <i>ручка</i> — pens [-z] <i>ручки</i>
2	Существительные, оканчивающиеся на -o, -s, -ss, -x, -ch, -sh, образуют множественное число путем прибавления es к	box <i>коробка</i> — boxes <i>коробки;</i> match <i>спичка</i> — matches <i>спички</i>

	форме единственного числа; суффикс -es произносится как [-(i)z]	
3	К существительным, оканчивающимся в единственном числе на -у с предшествующей согласной , во множественном числе прибавляется суффикс -es , причем -у меняется на -i-	library библиотека — libraries библиотеки
4	Если перед -у стоит гласная буква, то -у не изменяется	day день — days дни
5	Исключения: некоторые существительные сохранили староанглийскую форму образования множественного числа	man человек — men люди, woman женщина — women женщины, child ребенок — children дети, goose гусь — geese гуси, mouse мышь — mice мыши, tooth зуб — teeth зубы
6	Существительные, оканчивающиеся на -fe , при образовании множественного числа меняют -f- на -v- перед суффиксом -s [-z]	knife нож — knives [naivz] ножи
7	Существительные, оканчивающиеся на -ff , а также некоторые существительные, оканчивающиеся на -f, -fe , во множественном числе имеют суффикс -s [-s]	cliff скала — cliffs скалы, chief шеф — chiefs шефы, roof крыша — roofs крыши, safe сейф — safes сейфы

8	Некоторые существительные имеют две формы множественного числа	scarf <i>шарф</i> — scarfs (scarves) <i>шарфы</i> , hoof <i>копыто</i> — hoofs (hooves) <i>копыта</i> , wharf <i>причал</i> — wharfs (wharves) <i>причалы</i>
9	Существительные, оканчивающиеся на -o , образуют множественное число с помощью суффикса -es [-z]	hero <i>герой</i> — heroes <i>герои</i> , potato <i>картофель</i> — potatoes <i>картофель (несколько клубней)</i> Исключения: photo <i>фотография</i> — photos <i>фотографии</i> , piano <i>пианино</i> — pianos <i>пианино (несколько)</i> , radio <i>радио</i> — radios <i>радио (несколько)</i> , euro <i>евро</i> — euros <i>евро (несколько)</i>
10	В сложных существительных во множественном числе изменяется последний элемент (существительное с основным значением)	schoolgirl <i>школьница</i> — schoolgirls <i>школьницы</i> , fisherman <i>рыбак</i> — fishermen <i>рыбаки</i>
11	В составных существительных во множественном числе изменяется первый элемент	mother-in-law <i>теща</i> — mothers-in-law <i>тещи</i> , passer-by <i>прохожий</i> — passers-by <i>прохожие</i>
12	Если первый элемент составного существительного не существительное, то изменяется последний элемент	forget-me-not <i>незабудка</i> — forget-me-nots <i>незабудки</i>
13	У некоторых существительных формы единственного и множественного числа совпадают, а присоединение суффикса -s вызывает изменение значения	sheep <i>овца, овцы</i> , deer <i>олень, олени</i> , fruit <i>фрукт, фрукты</i> — fruits <i>разные виды фруктов</i> , fish <i>рыба (и одна, и много)</i> — fishes <i>разные виды рыб</i> , hair <i>волосы</i> — hairs <i>волоски (отдельные)</i>

14	Существительные family и team могут означать как единое понятие, так и отдельных членов.	<p>The <u>team</u> is here. <i>Команда здесь.</i> (ед. ч.)</p> <p>The <u>team</u> are well. <i>Члены команды чувствуют себя хорошо.</i> (мн. ч.)</p> <p>His <u>family</u> is one of the oldest in the county. <i>Его семья (род) - одна из старейших в стране.</i></p> <p>His <u>family</u> are all doctors. <i>В его семье все врачи.</i></p>
15	Некоторые существительные имеют форму только множественного числа	<p>scissors ножницы, trousers брюки, spectacles очки, scales весы, clothes одежда, wages зарплата</p>
16	Другие, напротив, имеют лишь форму единственного числа , в основном, это <u>неисчисляемые</u> существительные	<p>advice совет, progress прогресс, knowledge знание, information информация, money деньги news новость</p>
17	Наименования всех наук, оканчивающиеся на -ics , совпадая по форме с существительными во множественном числе, <u>всегда употребляются в значении единственного числа</u>	<p>Phonetics <i>фонетика</i> Economics <i>экономика</i></p>
18	Слово police - <i>полиция</i> в английском языке всегда употребляется в значении множественного числа (как группа людей)	<p>The <u>police</u> have powers to arrest you anywhere and at any time. <i>Полиция вправе арестовать вас где угодно и в любое время.</i></p>

ИМЕНА СУЩЕСТВИТЕЛЬНЫЕ В РОЛИ ОПРЕДЕЛЕНИЯ

Существительное в притяжательном падеже служит определением к другому, следующему за ним, существительному:

the manager's signature подпись управляющего;

the captain's cabin капитанская каюта (каюта капитана).

Существительное может служить определением к другому существительному и в том случае, когда стоит перед ним в общем падеже, т. е. без всякого изменения своей формы. Такое существительное переводится на русский язык прилагательным или существительным в одном из косвенных падежей: *cane sugar* тростниковый сахар, *sugar cane* сахарный тростник, *life insurance* страхование жизни, *payment agreement* соглашение о платежах, *cotton market* рынок хлопка

Во многих случаях существительному предшествует не одно, а два или более существительных в роли определения. На русский язык некоторые из них переводятся прилагательными, а другие — существительными в одном из косвенных падежей: *home market prices* цены внутреннего рынка, *meat price decrease* уменьшение цены на мясо.

т. е. , если в предложении стоят несколько существительных подряд, основным является последнее, а предыдущие являются его определениями: *state power system* — система государственной власти.

Существительное с предшествующим числительным, служащее определением, обычно стоит в форме единственного числа:

the first-year student первокурсник, *a ten-year old girl* десятилетняя девочка, *a ten-pound note* банкнота в десять фунтов.

APP 7 THE ADJECTIVE Имя Прилагательное

Имя прилагательное - часть речи, которая обозначает признак предмета, отвечает на вопрос **what?** какой?

Например: **good** хороший, **Russian** русский, **wide** – широкий, long-
длинный

Прилагательные в английском языке не изменяются ни по родам, ни по числам, ни по падежам: a **young** man молодой человек, a **young** woman молодая, женщина, **young** people молодые люди, with a **young** man с молодым человеком.

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

Имена прилагательные бывают простые и производные.

Простые имена прилагательные не имеют в своем составе ни префиксов, ни суффиксов: **big** большой, **short** короткий, **black** черный, **red** красный.

Производные прилагательные включают в свой состав суффиксы или префиксы, или одновременно и те и другие: **natural** естественный, **incorrect** неправильный, **unnatural** неестественный.

Наиболее характерными суффиксами прилагательных являются:

-ful; -less; -ous; -al; -able; -ible (See App)

К наиболее распространенным префиксам прилагательных относятся:

un-: **unhappy** несчастный, **unequal** неравный;

in-: **incomplete** неполный, **indifferent** безразличный.

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

В предложении имена прилагательные употребляются в функции определения и в функции именной части составного сказуемого:

My **old** dictionary is on the table. Мой *старый* словарь на столе.

(определение)

The dictionary is **old**. Этот словарь *старый*.

(именная часть составного сказуемого, стоит после глагола-связки)

ПЕРЕХОД ПРИЛАГАТЕЛЬНЫХ В СУЩЕСТВИТЕЛЬНЫЕ

Некоторые имена прилагательные в английском языке, как и в русском, могут выступать в значении существительных.

Прилагательные во множественном числе, обозначая всех лиц или группу лиц, обладающих данным признаком, не принимают окончания – *s* и употребляются с определенным артиклем:

<i>There are special schools for the blind in our country.</i>	<i>В нашей стране существуют специальные школы для слепых.</i>
<i>Immediate help was rendered to the sick.</i>	<i>Больным была оказана немедленная помощь.</i>

NB:

Для обозначения одного лица или нескольких отдельных лиц употребляется сочетание прилагательного с одним из существительных:

man, men; woman, women; person, persons; people a blind man *слепой*; a blind woman *слепая*; two blind persons *двое слепых*; a poor man *бедняк*; two poor men *два бедняка*.

Прилагательные, обозначающие национальность, могут превращаться в существительные, обозначающие лиц данной национальности. Прилагательные, оканчивающиеся на **-an, -ian** (**Russian** *русский*, **German** *немецкий* и т. д.), превращаясь в существительные, употребляются как в единственном, так и во множественном числе. Во множественном числе они принимают окончание **-s**:

A Russian – русский	two Russians – двое русских
A German – немец	two Germans – два немца

Во множественном числе такие существительные могут обозначать данную нацию в целом. В этом случае перед ними стоит определенный артикль:

The Russians –русские the Germans – немцы the Bulgarians – болгары

Прилагательные, оканчивающиеся на **-se** и **-ss** (**Chinese** *китайский*, **Swiss** *швейцарский* и т. д.), превращаясь в существительные, употребляются со значением как единственного, так и множественного числа. Во множественном числе они не принимают окончания **-s**. Они могут обозначать также данную нацию в целом. В этом случае перед ними стоит определенный артикль:

A Chinese - китаец two Chinese - два китайца the Chinese – китайцы

Прилагательные, оканчивающиеся на **-sh** и **-ch** (*English* английский, *French* французский и т. д.), превращаясь в существительные, употребляются со значением множественного числа для обозначения данной нации в целом. Перед ними в этом случае стоит определенный артикль: **the French** французы, **the English** англичане, **the Scotch** шотландцы, **the Dutch** голландцы

NB: Когда речь не идет о нации в целом, употребляются составные существительные, образованные из данного прилагательного и существительных **man, woman, men, women:**

an Englishman – англичанин an Englishwoman – англичанка

two Englishmen - два англичанина

a Frenchman - француз a Frenchwoman - француженка

two Frenchmen- два француза

Но: a Spaniard - испанец /испанка **two Spaniards** – два испанца

ПОРЯДОК РАССТАНОВКИ ПРИЛАГАТЕЛЬНЫХ

В английском языке существует традиция, согласно которой определяется очередность определений (прилагательных) перед определяемым существительным. Между определителем существительного (артиклем или местоимением) и собственно определяемым существительным определяющие слова выстраиваются в следующей последовательности:

1. мнение (opinion),
2. размер (size),
3. качество / характеристика состояния (quality / character),
4. возраст (age),
5. форма (shape),
6. цвет (colour),
7. происхождение (страна) (origin),
8. материал (material),
9. предназначение (для чего) (purpose),

Конечно, следует понимать, что более трех определений существительного в речи используется крайне редко, а в случае необходимости их употребления, используют несколько придаточных предложений – так информация воспринимается гораздо легче.

В том случае, если несколько определений указывают на один и тот же признак, между ними ставится союз **'and'**: **political and economic ties** – *политические и экономические связи*.

Также **'and'** всегда ставится между названиями цветов: **black and white** – *черно-белый*.

Если два определения (прилагательных) описывают противоположные признаки одного и того же предмета, то используются союзы **'but'**, **'yet'** или **'though'**: **a simple yet effective means** – *простое, но эффективное средство*, **nice but expensive products** – *хорошие, но дорогие товары*, **a tasty though expensive menu** – *вкусное, хотя и дорогое меню*.

APP 7 A. **THE ADVERB**
НАРЕЧИЕ

Наречием называется часть речи, указывающая на признак действия или на различные обстоятельства, при которых протекает действие. Наречие относится к глаголу и показывает- **как, где, когда и каким образом** совершается действие.

He works **hard**. Он работает усердно.

I have not met him **lately**. Я его не встречал последнее время.

Наречие может также относиться к прилагательному или другому наречию, указывая на их признаки:

He is a **very** good student. -*Он очень хороший студент.*

She translated the article **quite** well. -*Она перевела статью вполне хорошо.*

По своему строению наречия делятся на простые, производные и сложные. По своему значению наречия делятся на группы:

1. наречия места	inside, outside, here, there, below above, where
2. наречия времени	today, yesterday, tomorrow, when, then, often, never, always, late, lately
3. наречия образа действия	well, badly, quietly, last, quickly, loudly, hard
4. наречия меры и степени	very, much, little, enough, too, so, nearly, almost
Наречия, главным образом наречия образа действия, имеют степени сравнения.	

See more: <https://study-english.info/adverb.php>

APP 7B

СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ И НАРЕЧИЙ (образа действий)
<p>По своему значению прилагательные делятся на качественные и относительные. Качественные прилагательные обозначают такие признаки (качества) предмета, которые отличают один предмет от другого по форме <i>round - круглый</i>, по размеру large - <i>большой</i>, по свойству solid – <i>твердый</i>, по размеру large – <i>большой</i>, по цвету black – <i>черный</i>, по вкусу sweet – <i>сладкий</i>, по весу heavy – <i>тяжелый</i>. Эти качества могут быть присущи предмету в большей или меньшей степени, поэтому такие прилагательные имеют формы степени сравнения.</p> <p>Относительные прилагательные передают такие признаки предмета, которые не могут быть в предмете в большей степени или в меньшей степени. Обычно они обозначают материал, из которого сделан предмет wooden – <i>деревянный</i>, место действия rural – <i>сельский</i>, область знаний – mathematical - <i>математический</i>, эпоху medieval - <i>средневековый</i> и т.д.</p> <p>Качественные имена прилагательные и наречия образа действия в английском языке, так же как и в русском, имеют три степени сравнения: положительную, сравнительную и превосходную.</p> <p>Односложные прилагательные и наречия, а также двусложные, оканчивающиеся на -y, -e, -er, -ow, образуют сравнительную степень путем прибавления к положительной степени суффикса -er, а превосходную степень — с помощью суффикса -est.</p>

Многосложные прилагательные и наречия, а также большинство двусложных (кроме оканчивающихся на **-y, -e, -er, -ow**) образуют сравнительную степень при помощи слова **more** *более*, а превосходную степень — при помощи слова **most** *самый, наиболее*, которые ставятся перед прилагательным или наречием в форме положительной степени.

ОБРАЗОВАНИЕ СТЕПЕНЕЙ СРАВНЕНИЯ С ПОМОЩЬЮ СУФФИКСОВ

Положительная степень	Сравнительная степень	Превосходная степень
long - <i>длинный</i>	longer - <i>длиннее</i>	the longest - <i>самый длинный</i>

ОБРАЗОВАНИЕ СТЕПЕНЕЙ СРАВНЕНИЯ С ПОМОЩЬЮ СЛОВ - **MORE** - **THE MOST**

Положительная степень	Сравнительная степень	Превосходная степень
beautiful - <i>красивый</i>	more beautiful – <i>красивее</i>	the most beautiful - <i>самый красивый</i>

ИСКЛЮЧЕНИЯ

Положительная степень	Сравнительная степень	Превосходная степень
good <i>хороший</i> well <i>хорошо</i>	better <i>лучше</i>	the best <i>самый лучший, лучшего всего</i>
bad <i>плохой</i> badly <i>плохо</i>	worse <i>хуже</i>	the worst <i>самый плохой, хуже всего</i>
little <i>мало</i>	less <i>меньше</i>	the least <i>наименьший, меньше всего</i>

many много much много	more больше	the most наибольший, больше всего
far далекий far далеко	farther дальше (по расстоянию), further более отдаленный (по времени), дальнейший, дополнительный	the farthest самый дальний (по расстоянию), the furthest самый дальний (по времени)
ПРИЛАГАТЕЛЬНЫЕ - ИМЕЮЩИЕ ДВЕ ФОРМЫ		
Положительная степень	Сравнительная степень	Превосходная степень
old - старый форма elder – не употребляется в сравнительных конструкциях	older- старший (по возрасту) elder*- старший (показывает старшинство между членами семьи)	the oldest- старейший (по возрасту) the eldest-* самый старший
late - поздний	later – позже (обозначает время) latter – последний из двух, или второй из упомянутых	the latest - самый поздний (время) и самый новый, свежий the last – самый последний по порядку и прошлый по времени

near - близкий	nearer - ближе	the nearest – ближайший, самый близкий the next – следующий по порядку, соседний
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Наречия, оканчивающиеся на - **ly**, образуют степени сравнения с помощью слов **more** и **the most** например: **correctly** правильно
more correctly - более правильно
the most correctly - правильнее всего.

APP 7C

ПРИМЕЧАНИЯ		
№	Примечание	Пример
1.	<p>Формы сравнения latter и former употребляются при сравнении двух предметов или явлений со значением - первый и последний, предыдущий и последующий (из двух упомянутых)</p> <p>former означает также - бывший, прежний</p>	<p>Mercury and Pluto are planets, the former is nearer to the sun than the latter. - Меркурий и Плутон – планеты, первая находится ближе к Солнцу, чем последняя.</p> <p>He is our former teacher. - Он наш бывший учитель.</p>
2.	<p>Most употребляется перед прилагательным:</p> <p>а) для образования превосходной степени:</p> <p>б) со значением крайне, весьма</p> <p>с) Most употребляется перед существительным со значением большинство, большая часть</p>	<p>This is <u>the most interesting</u> book.- Это самая интересная книга.</p> <p>This is <u>a most interesting</u> book.- Это весьма интересная книга.</p> <p><u>Most</u> students like sports. – Большинство студентов</p>

	<p>Most of the = <i>большинство из</i> <i>определенных лиц или</i> <i>предметов</i></p>	<p><i>(вообще, везде) любят спорт.</i></p> <p>Most of his time is devoted to studies. – <i>Большая часть его времени посвящена занятиям.</i></p>
<p>3.</p>	<p>Прилагательные и наречия в следующих сравнительных конструкциях:</p> <p>a) с союзом as...as - в утвердительных предложениях = <i>такой же ... как</i> <i>так же ... как</i></p> <p>b) с not so ... as not as ...as в отрицательных предложениях = <i>не такой ..., как,</i> <i>не так..., как</i></p> <p>c) so (as) well as = <i>(не)так , как</i></p> <p>*сочетание as well as может быть сочинительным союзом - <i>так же как</i></p>	<p>He is <u>as tall as</u> my brother. – <i>Этот мальчик такой же высокий, как мой брат.</i></p> <p>He runs <u>as fast as</u> you do. – <i>Он бежит так же быстро, как ты.</i></p> <p>New streets are usually <u>not so (as) narrow as</u> old streets. – <i>Новые улицы обычно не такие узкие, как старые улицы.</i></p> <p>She does not know Moscow <u>so (as) well as</u> we do. – <i>Она знает Москву не так хорошо, как ты.</i></p> <p>The teachers <u>as well as</u> the students took part in the conference. - <i>Преподаватели так же, как и студенты, приняли участие в конференции.</i></p> <p>The documents must be sent off <u>as soon as possible</u>.- <i>Документы должны быть</i></p>

	<p>d) сочетания as simple (short, soon ...) as possible переводятся как <i>можно проще</i> (<i>короче, скорее</i> и тд)</p> <p>e) сочетание « as+ прилагательное или наречие + указание количества» обычно переводится (<i>вплоть</i>) <i>до</i> + цифры; <i>словом целых</i> перед цифрой</p> <p>f) конструкция twice/three times/ as large/ fast/ deep = в два/ три раза больше/ быстрее</p>	<p><i>отправлены как можно скорее.</i></p> <p>At a speed <u>as great (high) as</u> 900 km per hour- <i>со скоростью (вплоть) до 900 км в час</i></p> <p>to weigh <u>as much as</u> 300 tons –<i>весить <u>целых</u> 300 тонн</i></p> <p>He is <u>twice as old</u> as I am. – Он вдвое старше меня.</p> <p>He is <u>twice</u> my age. – Он вдвое старше меня.</p> <p>This lake is deep. - Это озеро глубокое.</p> <p>That lake is <u>twice as deep</u>. – То озеро в два раза глубже.</p>
4.	<p>конструкция с союзом than - чем после сравнительной степени прилагательного</p>	<p>He is five years <u>younger than</u> me. – <i>Он на пять лет младше меня.</i></p> <p>This student reads more than that one. – <i>Этот студент читает больше чем тот.</i></p>

5.	<p>Для усиления сравнительной степени прилагательных и наречий употребляются следующие слова: much - гораздо by (far) – значительно a great deal – намного still – ещё</p>	<p>He speaks English much better than his brother. - Он говорит по-английски значительно (гораздо) лучше своего брата.</p>
6.	<p>Сравнительная конструкция the + прилагательное (наречие) в сравнительной степени ... + the + другое прилагательное (наречие) в сравнительной степени the...the = чем ... тем</p>	<p><u>The longer</u> is the night, <u>the shorter</u> is the day. - Чем длиннее ночь, тем короче день. (В научной литературе глагол- связка be часто опускается) <u>The longer the night, the shorter the day.</u> <u>The earlier</u> you get up, <u>the more</u> you will do. - Чем раньше ты встанешь, тем больше сделаешь.</p>

APP 8 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	legal <i>законный</i> – illegal <i>незаконный</i> , like <i>любить</i> – dislike <i>не любить</i> , usual <i>обычный</i> – unusual <i>необычны</i> to deform- <i>искажать</i>
<i>Mis-</i>	этот префикс имеет значение «неправильно, неверно»	misunderstand (<i>от слова understand — понимать</i>)– неправильно понять, misprint (<i>print- печатать</i>)- опечатка
<i>Re-</i>	– имеет значение «сделать заново, повторно»	rewrite (<i>write — писать</i>) – переписать, replay (<i>play-играть</i>) – заново сыграть
<i>Over-</i>	указывает на чрезмерную степень чего-то	overcook (<i>cook- готовить</i>) – пережарить или переварить, overcrowd (<i>crowd- наполнять людьми</i>) – переполнять
<i>Under –</i>	имеет значение «под»	underground (<i>ground- земля</i>) – метро (подземка), underwear (<i>wear — носить</i>) – нижнее белье (то, что носят под одеждой)
<i>Ex-</i>	означает «бывший»	ex-president – <i>бывший президент</i> , ex-girlfriend – <i>бывшая подружка</i>

-Up	вверх, кверху, наверху	upstairs – <i>вверх по лестнице</i>
-Bi	двойной, два, дважды	bilingual – <i>двуязычный</i>
-Con (col, com, cor) и тд в зависимости от последующего звука	Совместимость или взаимность действия	consensus - <i>согласие, единодушие</i> to combine - <i>комбинировать</i>
-Non	Отрицание или отсутствие	nonsense- <i>чепуха, бессмыслица</i>

Суффиксы существительных

-er / -or	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, speaker (<i>speak — говорить</i>)- говорящий, оратор
-ing	отглагольного существительного	beginning (<i>begin — начинать</i>) — начало, feeling (<i>feel — 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 -1-
- **-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

- **-able / -ible** – подходящий, годящийся: eatable (*eat* — *есть*) — съедобный, обладающий качеством: unbreakable (*un+break* – *ломать, разбивать*) – *небьющийся*, changeable (*change* — *менять*) — *переменчивый*
- **-less** – обозначает отсутствие, в русском языке часто соответствует приставке *без-*: expressionless (*expression*- *выражение*) – *невыразительный*, без выражения, cloudless (*cloud* — *облако*)- *безоблачный*, toothless (*tooth* — *зуб*) — *беззубый*, careless (*care* — *забота*) — *беззаботный*

- **-ous** – наличие качества (от существительного) dangerous (*danger-опасность*) опасный, famous (*fame — слава*) – знаменитый, vigorous (*vigour – сила, энергия*) – сильный, энергичный
- **-ful** – обладающий качеством, forgetful (*forget — забывать*) – забывчивый, watchful (*watch — наблюдать*) – наблюдательный, doubtful (*doubt- сомнение*) – сомнительный; полное количество чего-л. – handful – горсть, пригоршня
- **-ish** – обозначает 1) ослабленную степень качества: greenish – *зеленоватый*, reddish – *красноватый*, 2) выражение раздражения или презрения: childish – *ведешь себя, как ребенок*, bearish – *как медведь*, camelish – *упрямый, как верблюд*
- **-y** – прилагательное от существительного –windy (*wind — ветер*) ветреный, stormy (*storm — буря*) – бурный, soapy (*soap — мыло*) – мыльный
- **-ic** – прилагательное от существительного –philosophic (*philosophy- философия*) – философический, scientific (*science — наука*) – научный, democratic (*democracy- демократия*) – демократический
- **-ive** –прилагательное от существительного – expressive (*expression — выражение*) выразительный, progressive (*progress — прогресс*) – прогрессивный, active (*act – действовать*) – активный (тот, кто много действует)

Суффикс 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*

APP 9

Общая таблица спряжения глагола – **to be**

A.

Simple (Indefinite) Tenses

Время	Утверждение	Вопрос	Отрицание
Present (Настоящее время) to be – быть, существовать, являться, находиться	Единственное число 1 лицо I am 2 лицо You are 3 лицо he, she, it = is Множественное число 1 лицо we 2 лицо you } are 3 лицо they	Am I ? Are You? Is he /she/ it? We? Are { you? They?	I am not You are not/ aren't He/ she/it is not/ isn't We You } are not/ aren't They
Past (Прошедшее время)	Единственное число 1 лицо I was 2 лицо You were 3 лицо he, she, it – was Множественное число 1 лицо we 2 лицо you } were 3 лицо they	Was I ? Were You? Was he /she/ it? We? Were { you? They?	I was not /wasn't You were not / weren't He/she/it was not /wasn't We You } were not / weren't they
Future (Будущее время)	Единственное и множественное число для всех лиц = will be * I, we = shall be	Will ... be?	... will not be / won't be

*** согласно традиционным правилам shall – как показатель будущего времени, употребляется с первым лицом единственного и множественного числа – I , we. Это правило носителями английского языка не соблюдается, особенно, в разговорной речи, но в классической литературе вы встретите употребление «shall» согласно правилу.

See App

В.

Функции	Значение	Примеры
как смысловой глагол	<p><i>быть, находиться</i></p> <p>В настоящем времени глагол to be, как правило, не переводится.</p> <p>Вопросительную и отрицательную формы глагол to be образует без вспомогательного глагола.</p> <p>Вопросительная форма образуется путем инверсии (обратного порядка слов)</p>	<p>I <u>am</u> at the theatre. <i>Я (нахожусь) в театре.</i></p> <p>He <u>is</u> at the lesson now. <i>Он (находится) на уроке сейчас.</i></p> <p>He <u>was</u> at home yesterday. <i>Вчера он был дома.</i></p> <p>He <u>was not</u> at the lesson yesterday. <i>Вчера его не было на уроке.</i></p> <p><u>Was he</u> at the lesson yesterday? <i>Вчера он был на уроке?</i></p>
Как глагол-связка в составном именном сказуемом	<p><i>быть, являться, состоять, заключаться</i></p> <p>В настоящем времени глагол to be часто не переводится на русский язык</p>	<p>I <u>am</u> a student. <i>Я студент.</i></p> <p>I <u>was</u> a pupil and now I <u>am</u> a student. <i>Я был учеником, а теперь я студент.</i></p>

		<p>The story <u>was very interesting.</u> <i>Рассказ был интересным.</i></p>
<p>Как вспомогательный глагол</p>	<p>Употребляется для образования всех форм глагола группы Continuous и Passive Voice</p>	<p>We <u>are writing</u> a test now. <i>Мы сейчас пишем тест (контрольную работу).</i></p> <p>This poem <u>was written</u> by Byron. <i>Эту поэму написал Байрон.</i></p>
<p>Как модальный глагол</p>	<p><i>должен /должны; должен был/должны были</i></p> <p>В сочетании с неперфектным инфинитивом выражает необходимость совершить действие согласно предыдущей договоренности или заранее намеченному плану/ расписанию</p> <p>Перфектный инфинитив глагола в сочетании с was, were показывает, хотя действие и было запланировано, оно не состоялось.</p>	<p>He <u>is to come</u> here tomorrow. <i>Он должен прийти сюда завтра.</i></p> <p>The train <u>is to arrive</u> at 7 p.m. <i>Поезд должен прибыть в 7 вечера.</i></p> <p>He <u>was to have spoken</u> at the meeting but fell ill. <i>Он должен был выступить на собрании, но заболел.</i></p>

APP 10

Общая таблица спряжения глагола – **to do**

А.

в **Simple (Indefinite)Tenses**

Время	Утверждение	Вопрос	Отрицание
Present (Настоящее время) to do – <i>делать</i>	Единственное число 1лицо I do 2лицо You do 3лицо he, she, it does число 1лицо we 2лицо Множественное you }do 3лицо they	Do I ? Do You? Does he /she/ it? We? Do { you? They?	I do not/don't You do not/ don't He/ she/it does not/ doesn't We You } do not/ don't They
Past (Прошедшее время)	Единственное число 1лицо I 2лицо You } did 3лицо he, she, it Множественное число 1лицо we 2лицо you } did 3лицо they	I ? Did { You? He /she/ it? We? Did { you? They?	I You } did not/ He/she/it didn't We You } did not they
Future (Будущее время)	Единственное и множественное число для всех лиц = will do * I, we = shall do	Will ... do?	... will not do/ won't do

В. Глагол **to do** употребляется:

Функции	Значение	Примеры
Как смысловой глагол	<i>делать что-то</i>	He does everything in time. <i>Он делает всё вовремя.</i>
Для замены смыслового глагола-сказуемого	В Present и Past Simple во избежание повторения глагола-сказуемого	-Who <u>took</u> my book? -Tom <u>did</u>. <i>-Кто взял мою книгу?</i> <i>-Том (взял).</i>
Как вспомогательный глагол	Для образования вопросительной и отрицательной форм Present и Past Simple Active Voice и отрицательной формы повелительного наклонения.	<u>Does</u> he speak English? <i>Он говорит по-английски?</i> He <u>does not</u> speak English. <i>Он не говорит по-английски.</i> <u>Don't</u> take my book. <i>Не бери мою книгу.</i>
Для усиления сказуемого	В Present Past Simple Active и усиления повелительного наклонения. В русском языке такое усиление передаётся частицами <i>же, ведь, таки, действительно, непременно</i> или интонацией (ударением)	He <u>does know</u> German well. <i>Он ведь (же) хорошо знает немецкий язык.</i> This <u>did happen</u> there. <i>Это действительно случилось там.</i> <u>Do</u> it yourself! <i>Сделай это сам!</i> <u>Do</u> visit this museum. <i>Непременно посетите этот музей.</i>

App 11

Общая таблица спряжения глагола – to have

А. в Simple (Indefinite) Tenses

Время	Утверждение	Вопрос	Отрицание
Present (Настоящее время) to have – <i>иметь</i> have got- (разг)- <i>иметь</i>	Единственное число 1 лицо I have 2 лицо You have 3 лицо he, she, it has Множественное число 1 лицо we 2 лицо you } have 3 лицо they	Have I? Have You? Has he /she/ it? We? Have { you? They?	I have not/ haven't You have not/ haven't He/ she/it has not/ hasn't We You } have not/ haven't They
Past (Прошедшее время)	Единственное число 1 лицо I 2 лицо You } had 3 лицо he, she, it Множественное число 1 лицо we 2 лицо you } had 3 лицо they	I? Had { You? He /she/ it? We? Had { you? They?	I You } had not/ hadn't He/she/it We You } had not/ hadn't they
Future (Будущее время)	Единственное и множественное число для всех лиц = will have * I, we = shall be	Will ... have?	... will not have/ won't have

В.

Глагол **to have** употребляется

Функции	Значение	Примеры
Как смысловой глагол	<i>иметь, обладать</i> <i>В этом же значении употребляется сочетание have got и форма Do you have...? В вопросительном предложении</i>	I have a brother. <i>У меня есть брат.</i> I <u>have got</u> a new car. <i>У меня новая машина.</i> Do you have a brother? <i>У тебя есть брат?</i>
Как вспомогательный глагол <i>Образует сложные личные формы глагола</i>	<i>Он теряет свое смысловое значение, выражает только время, лицо и число смыслового глагола (смысловый глагол выражается неличной формой)</i>	Spring <u>has</u> come. <i>Весна пришла.</i> <i>См. Perfect и Perfect –Continuous, Passive Voice</i>
Как модальный глагол долженствования <i>*Вопросительные и отрицательные формы в этом случае образуются при помощи вспомогательного глагола to do</i>	<i>Надо, нужно, должен, часто переводится как –приходиться</i> <i>Выражает необходимость, обусловленную внешними обстоятельствами.</i> <i>В данном значении употребляется во всех трех временах.</i>	He <u>had to take</u> a taxi to get to the University in time. <i>Ему пришлось взять такси, чтобы приехать в университет вовремя.</i> <u>Did you have to take</u> a taxi? <i>Вам пришлось взять такси?</i> You <u>will have to come</u> here again.

		<i>Вам придётся прийти сюда снова.</i>
<p>В сочетании с рядом существительных</p> <p>Вопросительная и отрицательная форма Simple образуется при помощи вспомогательного глагола to do</p>	<p><i>Выражает процессы</i></p> <p>to have breakfast – <i>завтракать</i></p> <p>to have dinner- <i>обедать</i></p> <p>to have a talk- <i>разговаривать</i></p> <p>to have a walk-<i>гулять</i></p> <p>to have a rest-<i>отдыхать</i></p>	<p>He usually <u>has dinner</u> with his family at home. <i>Он обычно обедает с семьей дома.</i></p> <p>Where <u>does he have dinner?</u> <i>Где он обычно обедает?</i></p> <p>When <u>do you usually have dinner?</u> <i>Когда ты обычно обедаешь?</i></p>

APP 12 ПРОСТОЕ ПРЕДЛОЖЕНИЕ

A SIMPLE SENTENCE

Особенности русского и английского предложений

В отличие от английского, русский язык имеет развитую систему падежных окончаний, поэтому порядок слов в предложении не имеет особого значения. Функции слова и его отношения с другими словами определяются окончаниями, например:

Кошка поймала мышку.

Мышку поймала кошка.

Поймала кошка мышку.

Здесь слово **кошка** стоит в ИМЕНИТЕЛЬНОМ ПАДЕЖЕ и поэтому является подлежащим предложения, где бы оно ни стояло. Слово **мышку** стоит в ВИНИТЕЛЬНОМ ПАДЕЖЕ без предлога и поэтому является прямым дополнением.

Современный английский язык характеризуется аналитическим строем, т.е. такой структурой, где основными средствами выражения грамматических значений являются порядок слов и служебные слова, показывающие отношения между словами и группами слов.

Water freezes at 0*. **Вода** замерзает при 0 градусов.

We **water** flowers every day. Мы **поливаем** цветы ежедневно.

Смысл слова **water** определяется только местом в предложении, которое в английском языке имеет твердый порядок слов.

В первом примере слово **water** – подлежащее (существительное), так как стоит перед сказуемым и отвечает на вопрос **Что?** (в других случаях – **Кто?**). Во втором примере слово **water** – сказуемое (глагол), так как стоит после подлежащего и отвечает на вопрос - *Что делает подлежащее ?*

Повествовательное предложение характеризуется в английском языке прямым порядком слов, т.е. подлежащее всегда предшествует сказуемому, за сказуемым следует дополнение

Порядок повествовательного предложения

Поскольку место слова определяет его роль в предложении, то при построении английского предложения следует располагать слова в строго определенном порядке.

1	2	3	4
<i>Подлежащее</i>	<i>Сказуемое</i>	<i>Дополнение</i>	<i>Обстоятельство</i>
The man <i>Человек</i>	sent <i>послал</i>	a telegram <i>телеграмму</i>	yesterday. <i>вчера.</i>
He <i>Он</i>	read <i>читал</i>	the text <i>текст</i>	well. <i>хорошо.</i>
Students <i>Студенты</i>	face <i>сталкиваются</i>	problems. <i>с проблемами</i>	

Обстоятельства места и времени могут стоять и перед подлежащим на нулевом месте, например:

0	1	2	3	4
<i>Обстоятельство</i>	<i>Подлежащее</i>	<i>Сказуемое</i>	<i>Дополнение</i>	<i>Обстоятельство</i>
Yesterday <i>Вчера</i>	he <i>он</i>	read <i>Читал</i>	the text <i>текст</i>	well. <i>хорошо.</i>

Поэтому следует различать термин "*первое место*" в предложении (место перед сказуемым) и термин "*начало*" предложения (счетный порядок слов).

Определение может стоять при любом члене предложения, выраженном существительным, оно не имеет постоянного места и не меняет общую обязательную схему предложения, например:

ПРИ ЛЮБОМ ЧЛЕНЕ ПРЕДЛОЖЕНИЯ, ВЫРАЖЕННОМ СУЩЕСТВИТЕЛЬНЫМ, оно не имеет постоянного места и не меняет общую ОБЯЗАТЕЛЬНУЮ схему предложения, например:

a	1	2	a	3	4
Определени е	<i>Подлежаще е</i>	<i>Сказуемо е</i>	Определени е	<i>Дополнени е</i>	<i>Обстоятельств о</i>
The old <i>Старый</i>	man <i>человек</i>	sent <i>послал</i>	a long <i>длинную</i>	telegram <i>телеграмму</i>	yesterday <i>вчера.</i>

При необходимости каждый член предложения, кроме сказуемого (2), может иметь два определения:

Левое определение (a) - располагается слева от того слова, к которому оно относится;

Правое определение (a) и определительные обороты - располагаются справа от того слова, к которому они относятся.

Такой порядок слов в предложении называется прямым:

Подлежащее	(1) на первом месте
Сказуемое	(2) на втором месте
Дополнение	(3) на третьем месте
Обстоятельство	(4) на четвертом месте или перед подлежащим (0)
Определение	(a) на любом месте (при любом члене предложения, выраженном существительным)

В. БЕЗЛИЧНЫЕ ПРЕДЛОЖЕНИЯ

<p>В безличных предложениях употребляется формальное подлежащее, выраженное местоимением –it, которое не указывает ни на какой предмет и не является значимым.</p> <p>Такие предложения употребляются:</p>	
1 Для обозначения времени и расстояния.	<p>It is three o'clock. - <i>Три часа.</i></p> <p>It is late. - <i>Поздно.</i></p> <p>It is a long way. - <i>Это далеко.</i></p>
2. Для обозначения явлений природы, состояния погоды или окружающей обстановки	<p>It often rains in autumn. - <i>Осенью часто идет дождь.</i></p> <p>It is dark outside. – <i>На улице темно</i></p> <p>It was winter. – <i>Была зима.</i></p> <p>It is getting dark. – <i>Темнеет.</i></p>
<p>Формальное подлежащее it в безличных предложениях на русский язык не переводится.</p>	

APP 13

Обратный порядок слов или инверсия	
<p>Обратный порядок слов или инверсия - это такой порядок слов, при котором сказуемое или часть его стоит перед подлежащим.</p> <p>Полная инверсия наблюдается редко, например, в вопросительных предложениях со сказуемым, выраженным глаголом to be (am/is/are...).</p> <p>Частичная инверсия встречается чаще, когда только часть сказуемого - вспомогательный (или модальный) глагол ставится перед подлежащим.</p>	
ИНВЕРСИЯ УПОТРЕБЛЯЕТСЯ:	ПРИМЕРЫ
Во всех вопросительных предложениях (кроме специальных вопросов к подлежащему* предложения):	<p>Are you a student?</p> <p>Do you study English or German?</p>

В предложениях с конструкцией there is/are :	There is a new <u>book</u> on the table.
В предложениях, начинающихся с наречия here , когда подлежащее выражено существительным (но если личным местоимением, то порядок слов прямой):	Here is your <u>pen</u> ! <i>Вот ваша ручка!</i> Here comes my <u>brother</u> . <i>Вот идет мой брат.</i> но: Here <u>he</u> comes ! <i>Вот он идет!</i>
В предложениях, начинающихся словами so, either, neither . Такое построение предложения показывает, что подлежащее второго предложения может выполнять то же, что и подлежащее первого. Предложения типа: So do I. <i>Я тоже (да).</i> Neither do I. <i>Я тоже (нет).</i>	“I speak French.” “So do I ” Я говорю по-французски. – И я тоже . “He didn’t see her yesterday.” “Neither did I ”. Он не видел ее вчера. – И я тоже .
В предложениях, начинающихся со следующих наречий или союзов: never <i>никогда</i> , hardly <i>едва</i> , seldom <i>редко</i> , neither, nor <i>также не</i> и др.:	Never did he come in time. <i>Никогда он не приходил вовремя.</i>

APP 14

Отрицательное предложение	
В отличие от русского языка, где в предложении может быть несколько отрицаний, в английском языке возможно только одно отрицание.	Nobody ever told me anything about it <i>Мне никто никогда ничего об этом не говорил.</i>

<p>Другой отличительной особенностью является то, что в английском предложении именно сказуемое ставится в отрицательной форме.</p> <p>Отрицательная частица not стоит при сказуемом и в тех случаях, когда в соответствующих русских предложениях частица не стоит при другом члене предложения.</p>	<p><i>Он обедает не дома.</i> He does not have his dinner at home.</p> <p>We don't have English lessons every day. <i>Уроки английского у нас не <u>каждый день</u>.</i></p>
<p>I. Основным средством выражения отрицания в английском языке является отрицательная частица not.</p> <p>II. Помимо частицы not в английском языке есть и другие слова, выражающие отрицание.</p> <p>А поскольку в английском предложении может быть только ОДНО отрицание, то сам глагол-сказуемое употребляется в утвердительной форме:</p> <ol style="list-style-type: none"> 1) отрицательное местоимение no; 2) отрицательные местоимения nobody, no one, none, nothing, neither, nowhere; 3) союз neither... nor; 4) наречия never, hardly, scarcely, seldom, rarely, barely; 5) предлог without; 6) отрицательные приставки - in - un 	
<p>Отрицание в вопросительных предложениях</p>	
<p>Место частицы not в предложении зависит от того, употребляется ли полная или краткая ее форма. Краткая форма отрицания –</p>	

n't присоединяется к вспомогательному или модальному глаголу. Полная форма - **not** ставится перед смысловым глаголом.

Don't you hear me? = *Разве ты меня не слышишь?*

Can't you understand me? = *Неужели ты не можешь понять меня?*

Глагол **to be** в 1-м лице ед. числа в ОБЩЕМ вопросе и в присоединенной части РАЗДЕЛИТЕЛЬНОГО вопроса имеет КРАТКУЮ отрицательную форму= **aren't** [Rnt]:

Am I **not** late? = Aren't I late? *Разве я не опоздал?*

I'm early, am I **not**? = *Я пришел рано, не так ли?*

I'm early, aren't I?

Отрицание в повелительных предложениях

Отрицательная форма повелительного наклонения ВСЕГДА образуется с помощью вспомогательного глагола **do** с последующей частицей **not**, например:

Do not speak so much. *Не говорите так много.*

Даже с глаголом **to be**:

Don't be late! *Не опаздывайте!*

APP 15

ПРЕДЛОЖЕНИЯ С ОБОРОТОМ THERE

Предложения с оборотом **there + be** (в соответствующей форме) указывают на наличие или отсутствие (при отрицании) какого-либо (неопределенного) лица или предмета в определенном месте. Такие предложения строятся по схеме:

There	be – в соответствующей форме	подлежащее	обстоятельство места
There	is	a table	in the room
В комнате есть (имеется) стол			
<p>В составе оборота there + be слово <i>there</i> является формальным элементом и на русский язык не переводится, поэтому при переводе на английский язык русских предложений, в которых обстоятельство места выражено местоимением там, в конце предложения употребляется наречие <i>there</i>:</p> <p>There were a lot of students there. Там было много студентов.</p>			
<p>Оборот there + be соответствует по значению русским словам <i>есть, имеется, бывает, находится</i> и т. п., хотя часто вовсе не переводится:</p> <p>There is a book on my table. <i>На моем столе (есть, имеется) книга.</i></p>			
<p>Оборот переводится с обстоятельства места, которое обычно находится в конце предложения:</p> <p>There are a few students in the classroom. <i>В классе (есть) несколько студентов.</i> Если обстоятельства места нет, при переводе предложение начинается со слов есть, имеется, существует и т. п.:</p> <p>There are some books to be read. <i>Есть несколько книг, которые нужно прочесть</i></p>			
<p>В составе оборота there + be вспомогательный глагол to be всегда выражен формой 3-го лица: is, was (в единственном числе), are, were (во множественном числе), will be (в единственном и множественном числе).</p> <p>Если в предложении есть несколько подлежащих, то глагол to be обычно согласуется с подлежащим, следующим непосредственно за оборотом:</p> <p>There is a table and five chairs in the room. <i>В комнате стол и пять стульев</i> There are five chairs and a table in the room. <i>В комнате пять стульев и сто.</i></p>			

(Есть, однако, тенденция употребления **there are**, если второе подлежащее стоит во множественном числе.)

При образовании вопросительной формы глагол **to be** ставится перед словом **there**: *Were there many mistakes in his homework?*

В его домашней работе было много ошибок?

Краткий утвердительный ответ на такой вопрос состоит из слова **Yes** (*да*), за которым следуют **there** и глагол **to be** в соответствующей форме:

Is there a lamp on your table in the hostel? — *Yes, there is.*

На вашем столе в общежитии есть лампа? — *Да.*

Краткий отрицательный ответ состоит из слова **No** (*нет*), за которым следуют **there** и глагол **to be** в соответствующей форме с отрицательной частицей *not*:

Are there any tables in the hall? — *No, there are not.*

В зале есть столы? — *Нет.*

*(Для устной речи характерны краткие формы:

there isn't (= **there is not**), *there aren't* (= **there are not**)

При постановке вопроса к подлежащему в предложении с оборотом **there + be** употребляется вопросительное местоимение **what**, являющееся подлежащим вопросительного предложения:

What is there for supper tonight?

Что сегодня на ужин?

Вопрос к подлежащему может формулироваться и иначе:

What (who) is (that) in the room?

Что (кто) находится в комнате?

При постановке вопроса к определению подлежащего используются вопросительные слова **how many**, **how much** *сколько* и вопросительное местоимение **what**, которые предшествуют подлежащему:

<p>How much money was there in your bag?</p> <p>What books were (there) on your table?</p>	<p><i>Сколько денег было у вас в сумке?</i></p> <p><i>Какие книги лежали на вашем столе?</i></p>
<p>В отрицательных предложениях после глагол a to be употребляется либо not (когда перед следующим за отрицанием существительным стоит местоимение или числительное), либо no (в остальных случаях):</p> <p>There are no books on the table. <i>На столе нет книг.</i></p> <p>There are not any books on the table.</p>	
<p>Оборот there + be используется, когда надо указать, что находится в данном месте, если же надо сообщить, где находится данный предмет, оборот не используют, а на первое место в предложении выходит подлежащее. Сравните:</p> <p>There is a pen on the table. <i>На столе (есть, лежит) (какая-то, неопределенная) ручка.</i></p> <p>My pen is on the table. <i>Моя (определенная) ручка (лежит, находится) на столе.</i></p>	
<p>Кроме глагола to be, после there могут употребляться и некоторые другие <u>непереходные глаголы</u> такие, как to live <i>жить</i>, to exist – <i>существовать</i>, to appear – <i>появляться</i>, to arise – <i>возникать</i>, to stand – <i>стоять</i> и т.д.</p> <p>There arose a lot of questions after his lecture. – <i>После его лекции возникло множество вопросов.</i></p> <p>There came a knock at the door. - <i>Раздался стук в дверь.</i></p> <p>Любой из модальных глаголов может входить в данную конструкцию:</p> <p>There must be a mistake in this text. <i>В этом тексте, должно быть, есть ошибка.</i></p>	

НЕОПРЕДЕЛЕННЫЕ И ОТРИЦАТЕЛЬНЫЕ МЕСТОИМЕННИЯ (Indefinite and Negative Pronouns)

A.

much	many	little	few
<p>Местоимения many- много, few – мало, a few – несколько употребляются перед <u>исчисляемыми</u> существительными и отвечают на вопрос: How many? -сколько?</p>		<p>I have many (few) English books. – <i>У меня много (мало) английских книг.</i></p> <p>She came a few (some, several) minutes later. – <i>Она пришла на несколько минут позднее.</i></p>	
<p>Местоимения much - много, little – мало, a little – немного употребляются перед <u>неисчисляемыми</u> существительными (time, snow, sand) и отвечают на вопрос How much? сколько?</p> <p>*Слова much, little, a little имеют значение <u>наречий</u>, когда они <u>определяют глагол</u> (а не существительное)</p> <p>*Русское слово очень, относящееся к глаголам (очень хочу, очень люблю и тд), переводится на английский язык сочетанием</p>		<p>I have little (much) free time today.- <i>У меня сегодня мало(много) свободного времени.</i></p> <p>Give me a little sugar, please. – <i>Дай мне немного сахара, пожалуйста.</i></p> <p>He works very <u>much</u>. - <i>Он очень много работает.</i></p> <p>She speaks English <u>a little</u>. - <i>Она немного говорит по-английски.</i></p> <p>She knows too <u>little</u> to answer this question. – <i>Она знает слишком мало, чтобы ответить на этот вопрос.</i></p> <p>I liked this novel very much. – <i>Мне очень понравился этот роман.</i></p>	

<p>very much и ставится в конце предложения</p>	
<p>Аналогичными по значению со словами <i>many, much</i> являются сочетания a lot of, plenty of, a great deal of и др.</p>	<p>A lot of our students went on an excursion to Moscow. - <i>Многие из наших студентов уехали в Москву на экскурсию.</i></p> <p>He spent a great deal (plenty of, a lot of) time on psychological research. – <i>Он потратил много времени на психологические исследования.</i></p>
<p>*Many и much - употребляются в основном в <u>вопросительных и отрицательных предложениях</u>. В утвердительных предложениях они обычно заменяются указанными выше сочетаниями.</p> <p>*Близким по значению к <i>a few</i> является сочетание <i>a number of</i> – некоторое количество, ряд, несколько, употребляемое с глаголами во множественном числе.</p> <p>*Близким по значению к <i>many</i> является сочетание a large (great) number of – <i>много, большое число</i>, употребляемое с глаголом в единственном числе.</p>	<p>Is there much time at your disposal?- В вашем распоряжении много времени?</p> <p>Are there many new books in the library? - <i>В библиотеке много новых книг?</i></p> <p>A number of our students are present at the conference. – <i>Ряд (несколько) наших студентов присутствуют на этой конференции.</i></p> <p>There is a large number of English books in his library. – <i>У него в библиотеке много (большое количество) английских книг.</i></p>

В.**МЕСТОИМЕНИЯ SOME ANY NO ONE**

Употребляются вместо артикля, как определение к существительному, обозначая неопределенное (небольшое) количество предметов или веществ. В этом случае они часто не переводятся на русский язык.

Some - употребляется в утвердительных предложениях.

Any – употребляется в вопросительных предложениях (в общих вопросах, прямых и косвенных) и в условных предложениях.

He poured some milk into the cup. -
Он налил молока в чашку.

Is there any milk in the cup? - Yes, there is some. *В чашке есть молоко? - Да, есть.*

Some, any - перед исчисляемыми существительными в ед. числе переводятся:

какой-то, какой-нибудь

Some, any - перед неисчисляемыми существительными, исчисляемыми существительными во множественном числе

переводятся:

немного (часть),

сколько-нибудь,

какие-то, какие-нибудь, кое-

какие,

некоторые, несколько

I read about it in some foreign magazines. – *Я читал об этом в каком-то иностранном журнале.*

Do you have any book by this writer? – *У вас есть какая-нибудь книга этого писателя?*

Is there any milk in the fridge? - *В холодильнике есть сколько-нибудь молока?*

Put some sugar in my tea, please. – *Положи, пожалуйста, немного сахара в мой чай.*

Are there any interesting articles on the problem in this journal? – *В этом журнале есть какие-нибудь интересные статьи по этому вопросу?*

<p>*Some - перед <u>числительным</u> означает - приблизительно, примерно</p>	<p>That was <u>some</u> twenty years ago. – <i>Это было <u>примерно</u> лет двадцать назад.</i></p>
<p>Any и no употребляются в отрицательной форме без перевода на русский язык, или переводятся словами – <i>никакой, никакие, несколько, ни один</i></p> <p>В английском отрицательном предложении может быть только одно отрицание, поэтому - no употребляется при утвердительной форме, any - при отрицательной.</p> <p>*No – употребляемое обычно перед существительным –подлежащим, переводится на русский язык словами - <i>ни один, никакой (никакие)</i></p> <p>*No заменяется местоимением none, если существительное опускается, в отличии от some и any, которые могут употребляться самостоятельно.</p>	<p>He <u>had no</u> English books== He <u>hadn't any</u> English books. - <i>У него не было (никаких) английских книг.</i></p> <p>There are no flowers in the garden. = There are not any flowers in the garden. - <i>В саду нет никаких цветов.</i></p> <p><u>No</u> oil was discovered in that region.-<i>Никакой нефти не было обнаружено в этом районе.</i></p> <p>I have a few books on this subject but he has none (hasn't any). - <i>У меня есть несколько книг по этому предмету, а у него нет ни одной.</i></p>
<p>Some (не - any) употребляется в специальных вопросах и в общих вопросах, выражающих просьбу или предложение.</p>	<p>Will you have <u>some</u> tea? – <i>Не хотите ли Вы чаю?</i></p>

Местоимение – ONE (некто, кто-то)	
- имеет категорию падежа (общий и притяжательный) и числа (единственное и множественное). Форма притяжательного - one's. Форма множественного числа - ones	
Местоимение употребляется в следующий случаях:	
1. для обозначения неопределенного лица в предложениях, соответствующих неопределенно-личным предложениям в русском языке.	One must always do one's duty. – Всегда надо выполнять свой долг.
2. вместо упомянутого ранее существительного, чтобы избежать его повторения.	I don't like the apple. Give me a red one, please. – Мне не нравится это яблоко. Дай мне красное, пожалуйста.

C.

МЕСТОИМЕНЕНИЯ И НЕКОТОРЫЕ НАРЕЧИЯ, ПРОИЗВОДНЫЕ ОТ SOME ANY NO EVERY

	thing	body	one	where	
some	something что-то что-нибудь	somebody someone кто- то кто-нибудь		somewhere где-то где-нибудь	1. в утвердительных предложениях; 2. в специальных вопросах и общих вопросах, выражающих просьбу, предложение
any	anything что-нибудь	anybody anyone кто-нибудь		anywhere где-нибудь куда-нибудь	1. в вопросительных предложениях
	что-нибудь	кто-нибудь		где-нибудь куда-нибудь	2. в условных придаточных предложениях

	всё что угодно	всякий любой	всюду езде	3. в утвердительных предложениях
	ничто	никто	нигде никуда	4. в отрицательных предложениях при отрицательной форме глагола
no	nothing ничто	nobody no one никто	nowhere нигде никуда	1. в отрицательных предложениях при утвердительной форме глагола
every	everything всё	everybody everyone все, каждый, всякий	everywhere езде	

APP 17 ОБОБЩАЮЩИЕ МЕСТОИМЕННИЯ UNIVERSAL PRONOUNS

A.

Обобщающие местоимения указывают на каждый из предметов, принадлежащих к ряду однородных.	
Местоимения each и every – неизменяемые	
Each – соотносится с <u>ограниченным</u> кругом предметов или лиц. Оно употребляется как в функции определения к исчисляемым существительным в единственном числе, так и самостоятельно.	<u>Each student</u> in the group knows this poem, so <u>each</u> can recite it. – <i>Каждый студент в группе знает это стихотворение, так что каждый может прочитать его наизусть.</i>
Every – соотносится с <u>неограниченным</u> кругом лиц и предметов. Может употребляться	<u>Every morning</u> we went to the sea to bathe. – Каждое утро мы ходили на море купаться.

только в функции определения к исчисляемым существительным в единственном числе.	Every student gets a student's card. – Каждый студент получает студенческий билет.
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В. МЕСТОИМЕНИЯ **OTHER & ANOTHER**

<p>Местоимение other – другой, другие имеет число и падеж.</p> <p>Употребляется в функции определения к существительному, которое может стоять как в единственном числе, так и во множественном числе. В этом случае с существительным употребляется артикль в соответствии с правилами употребления артиклей, который ставится перед other</p> <p>Неопределенный артикль an с other пишется слитно, образуя местоимение – another и является неизменяемым и употребляется с существительным в единственном числе.</p>	<p>Общий падеж Притяжательный</p> <p>Ед.ч. other other's</p> <p>Мн.ч. others others'</p> <p>The house is on the other side of the street. – <i>Дом находится на другой стороне улицы.</i></p> <p>Give me another apple, please. – <i>Дай мне, пожалуйста, другое яблоко.</i></p>
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С. МЕСТОИМЕНИЕ **EITHER**

<p>Местоимение either – <i>тот или другой, один из двух, любой из двух.</i> -неизменяемо.</p> <p>Оно соотносится только с двумя лицами или предметами.</p>	<p>On either side of the road one could see rose bushes. - <i>По обе стороны дороги были видны розовые кусты.</i></p>
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<p>Either выступает в качестве как местоимения-прилагательного, так и местоимения-существительного.</p>	<p>There are many fine houses on either bank of the river.- <i>На обоих берегах реки много красивых домов.</i></p>
<p>В качестве <i>местоимения-прилагательного</i> either ставится перед исчисляемым <i>существительным</i> в единственном числе.</p> <p>Являясь определителем <i>существительного</i>, either исключает употребление артикля перед <i>существительным</i>, к которому относится:</p> <p>Когда either выступает в качестве <i>местоимения-существительного</i>, за ним часто следует предлог of:</p>	<p>You may go by either road.- <i>Можете идти по той или другой дороге (любой из двух).</i></p> <p>Take either book. I don't mind which. <i>Возьмите одну из этих (двух) книг. Мне безразлично какую.</i></p> <p>Here are two dictionaries; you may take either (of them).- <i>Вот два словаря; вы можете взять любой (из них).</i></p>
<p>Either употребляется также со значением <i>и тот и другой, оба, каждый (из двух)</i>:</p>	<p>There were chairs on either side of the table.- <i>С той и другой (с каждой) стороны стола стояли стулья.</i></p>
<p>Когда either является подлежащим предложения, глагол ставится в единственном числе:</p>	<p>Either of the examples is correct.- <i>И тот и другой пример верен (оба примера верны).</i></p>
<p>Местоимение neither (<i>ни тот, ни другой</i>) является отрицательной формой местоимения either:</p>	<p>Neither of the statements is true.- <i>Ни то, ни другое заявление не является правильным.</i></p>

D. EITHER, NEITHER

как НАРЕЧИЯ и СОЮЗЫ		
№ п/п	ПРИМЕЧАНИЕ	ПРИМЕР
1.	Either употребляется в отрицательных предложениях в качестве наречия со значением " <i>также</i> ".	I haven't seen him either . <i>Я его также не видел.</i>
2.	Neither выступает в качестве наречия в обороте типа: Neither do I. <i>Я тоже.</i>	-He hasn't seen this film yet. -Neither have I. <i>-Он еще не видел этот фильм. -Я тоже.</i>
3.	Either... or (или... или) и neither... nor (ни... ни) являются союзами	He is either in Kiev or in Odessa now. <i>Он находится теперь или в Киеве или в Одессе.</i> Neither my friend nor I liked this story. <i>Этот рассказ не понравился ни мне, ни моему другу.</i>

E. МЕСТОИМЕНИЯ ALL & BOTH

Местоимение all - <i>весь, вся, все, всё</i> – неизменяемое. Оно употребляется как в функции определения к существительному и личному местоимению, так и самостоятельно.	All the students are present. – <i>Все студенты присутствуют.</i> All are present. - <i>Все присутствуют.</i>
В функции определения к существительному all может стоять перед относящимся к	All <u>these</u> books are very interesting. - <i>Все эти книги очень интересные.</i>

<p>существительному артиклем, притяжательным или указательным местоимением.</p>	<p>All <u>my</u> books are very interesting, too.- <i>Все мои книги тоже очень интересные.</i></p>
<p>В функции определения к личным местоимениям all стоит после определяемого местоимения.</p>	<p><u>They</u> all come here every day. – <i>Все они приходят сюда каждый день.</i></p>
<p>All может употребляться в функции подлежащего и дополнения.</p>	<p><u>All</u> is ready. - <i>Всё готово.</i> I know all. – <i>Я знаю всё.</i></p>
<p>Местоимение both оба – неизменяемое, употребляется как в качестве <u>определения (1)</u> к существительному или личному местоимению, так и <u>самостоятельно (2)</u>.</p>	<p>1. Both brothers live in Moscow. – <i>Оба брата живут в Москве.</i> 2. You gave me two examples, both are correct. – <i>Вы привели два примера, оба правильны.</i></p>
<p>Если both употребляется в функции <u>определения к местоимению</u>, оно ставится после этого местоимения.</p>	<p>We both like coffee. – <i>Мы оба (обе) любим кофе.</i></p>
<p>Если both употребляется в функции определения к существительному, оно ставится перед <u>существительным</u> и перед относящимся к существительному <u>артиклем</u> или <u>местоимением</u>.</p>	<p>Both <u>the</u> girls are my friends. – <i>Обе девушки – мои подруги.</i> Both <u>these</u> girls are my friends. - <i>Обе эти девушки – мои подруги.</i></p>

Местоимения - Each и Every - неизменяемые	
<p>Each – соотносится с <u>ограниченным</u> кругом предметов или лиц. Оно употребляется как в функции определения к исчисляемым существительным в единственном числе, так и самостоятельно.</p>	<p>Each student in the class knows this poem, so each can recite it. - <i>Каждый учащийся в классе знает это стихотворение, так что каждый может прочитать его наизусть.</i></p>
<p>Every – соотносится с <u>неограниченным</u> кругом лиц или предметов. Может употребляться только в функции определения к исчисляемым существительным в единственном числе.</p>	<p>Every student gets a student's card. – <i>Каждый студент получает студенческий билет.</i></p>

APP 18

NEGATIVE PRONOUNS

Отрицательные местоимения

<p><u>Отрицательные местоимения</u> no, none, neither, а также производные от no служат для отрицания наличия какого-либо предмета, признака, качества.</p> <p>Отрицательные местоимения no, neither не имеют категории числа, рода, падежа и употребляются только как определение со значением отрицания перед существительным, при котором нет ни артикля, ни притяжательного, ни указательного местоимений.</p>	
<p>В английском предложении может быть только одно отрицание, поэтому при наличии в предложении любого отрицательного местоимения, глагол – сказуемое стоит в утвердительной форме.</p>	<p>I have no lessons today. - <i>Сегодня у меня нет уроков.</i></p> <p>We accepted neither suggestion. - <i>Мы не приняли ни того ни другого предложения.</i></p>

<p>Как и неопределенные местоимения, No в сочетании с словами - body, - thing, - one образует производные: nothing – ничто, nobody – никто, no one –(пишется раздельно)- никто. Так же, как и с местоимением no, при употреблении его производных в предложении глагол-сказуемое не имеет отрицания.</p>	<p>We know nothing about medicine.- <i>Мы ничего не смыслим в медицине.</i></p> <p>There was nobody in the room. – B <i>комнате никого не было.</i></p> <p>I saw nobody in the room. – Я <i>никого не увидела в комнате.</i></p>
<p>Если глагол –сказуемое имеет отрицание not, то вместо отрицательных местоимений употребляются неопределенные местоимения – any, anybody, anyone, anything</p>	<p>There is not anybody in the room. – <i>В комнате никого нет.</i></p> <p>We didn't read anything about it.- <i>Мы ничего об этом не читали.</i></p>

APP 19

<p>THE PRESENT SIMPLE (INDEFINITE) TENSE ACTIVE VOICE (Активный залог)</p> <p><i>Общая формула образования группы Present Simple:</i> <i>V (глагол без частицы to) для всех лиц</i> <i>V + s для 3 лица, ед.числа</i></p> <p>Несовершенный вид (Что делать?) постоянно, иногда, всегда, редко</p>		
<p>ТИП ПРЕДЛОЖЕНИЯ</p>	<p>ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ</p>	
<p>УТВЕРДИТЕЛЬНОЕ</p>	<p>I (we, you, they) ask. He (she, it) asks.</p>	<p>Я (они, вы, мы) спрашиваю(т), (-ете), -(-ем). Он (она) спрашивает.</p>

ВОПРОСИТЕЛЬНОЕ	Do I (we, you, they) ask? Does he (she, it) ask?	Я (они, вы, мы) спрашиваю(-т), (-ете), (-ем)? Он (она) спрашивает?
ОТРИЦАТЕЛЬНОЕ	I (we, you, they) do not ask. He (she, it) does not ask.	Я (они, вы, мы) не спрашиваю(-т), (-ете), (-ем)

СЛУЧАИ УПОТРЕБЛЕНИЯ		
THE PRESENT SIMPLE (INDEFINITE) TENSE ACTIVE		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Обычное, регулярно повторяющееся действие в настоящем (часто со словами every day каждый день, usually обычно, often часто, always – всегда, never никогда, seldom - редко, sometimes - иногда, hardly ever - почти никогда, nearly –always -почти всегда, generally - как правило и т.д.)	I often write letters to my sister. <i>Я часто пишу письма своей сестре.</i>
2.	Общеизвестные факты, неопровержимая истина	Water freezes at zero. <i>Вода замерзает при 0 градусов.</i> Brazil produces good coffee.- <i>Бразилия производит хороший кофе.</i>
3.	Ряд последовательных действий в настоящем (часто со словами at first сначала, then затем, потом , after после и т. П.)	I come to the office, look through the mail and then write letters. <i>Я прихожу на работу, просматриваю почту, а потом пишу письма</i>
4.	В придаточных предложениях времени и условия после	As soon as I write the letter, I will post it

	союзов: if если, when когда, as soon as как только, before прежде чем и др. вместо <i>Future Indefinite</i>	immediately. Как только я напишу письмо, я сразу же его отправлю.
5.	Единичное, конкретное действие в будущем (обычно намеченное к выполнению, запланированное, с указанием времени в будущем, часто с глаголами, обозначающими движение)	He comes tomorrow. Он приезжает завтра. When does the conference take place ? Когда состоится конференция?
6.	Действие, совершающееся в момент речи, с <u>глаголами</u> , не употребляющимися во временах группы <i>Continuous</i> (<i>to see, to hear, to recognize, to want, to understand</i> и др.)	I want to attend the conference in Moscow. Я хочу посетить конференцию в Москве.

THE FUTURE SIMPLE (INDEFINITE) TENSE

Общая формула образования группы Future Simple:

will + V (глагол без частицы to)

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) will ask.	I (he, she, it, we, you, they) will be asked.
ВОПРОСИТЕЛЬНОЕ	Will I (he, she, it, we, you, they) ask?	Will I (he, she, it, we, you, they) be asked?
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) will not ask.	I (he, she, it, we, you, they) will not be 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 tomorrow завтра, in a week через неделю, next month в следующем месяце и т. Д.)	He will return to Moscow in a few days. <i>Он вернется в Москву через несколько дней</i>
2.	Выражает ряд последовательных действий в будущем	They will come home, have their dinner and then go to the cinema. <i>Они придут домой, пообедают, а затем пойдут в кино</i>
3.	Общеизвестные факты, являющиеся неопровержимой истиной, сообщающие о том, что будет верно всегда, при всех условиях, в любой момент будущего	Water will boil at 100° C. <i>Вода (за) кипит при 100 °С.</i> Winter will follow autumn. <i>За осенью (по)следует зима.</i>

NB! **SHALL** - употребляется:

1. Когда вы предлагаете кому-то что-то или задаёте уточняющий вопрос	Shall I help you? - <i>Вам помочь?</i>
2. В утвердительных предложениях shall имеет значение приказа или инструкции	Marriage in this state shall consist only of the union of one man and one woman. - <i>Браком в этом</i>

Например, к конституции одного из американских штатов это слово упоминается 1767 раз.	<i>штате называется только союз одного мужчины и одной женщины.</i>
3. В случае, когда люди о чем-то говорят торжественно и описывают важные события, употребляется глагол shall. <i>Например, в романе «Робинзон Крузо» Даниеля Дефо капитан во время шторма говорит:</i>	Lord be merciful to us! We shall be all lost! We shall be all undone! <i>Господи, смилуйся над нами, иначе мы погибнем, всем нам конец!</i>

APP 20

<p>THE PAST SIMPLE (INDEFINITE) TENSE ACTIVE VOICE</p> <p><i>Общая формула образования группы Past Simple:</i></p> <p style="text-align: center;"><i>V (глагол правильный) + ed (called)</i> <i>V (глагол неправильный) – 2 форма (went)</i></p>		
<p>THE PAST SIMPLE (INDEFINITE) TENSE</p>		
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	Did 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) did not go/ask.	I (he, she, it) was not asked. We, you, they were not asked.

№	THE PAST SIMPLE (INDEFINITE) TENSE СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в прошлом, произошедшее в какой-либо указанный момент	Yesterday I went to the library . <i>Вчера я ходил в библиотеку.</i>
2.	Регулярно повторяющееся действие в прошлом (часто со словами every day <i>каждый день</i> , often <i>часто</i> , at first <i>сначала</i> и т. Д.)	He called his parents every day. <i>Он звонил родителям каждый день.</i>
3.	Для выражения повторяющегося прошлого действия часто вместо <i>Past Simple</i> употребляется сочетание used to + инфинитив , которое переводится <i>-имел обыкновение, обычно, раньше бывало</i>	He used to play football. <i>Раньше он играл в футбол.</i>
4.	Последовательные действия в прошлом	He came home, had his dinner and went to bed at once. <i>Он пришел домой, поужинал и сразу лег спать.</i>
5.	Действие, охватывающее период времени, с такими словами, как from...till, for (в течение), all day long, the whole month (week, morning) , когда интересуется факт совершения действия, а не его длительность.	Yesterday he worked hard in his office from morning till late at night. <i>Вчера он усердно работал у себя в офисе с утра до поздней ночи.</i>

APP 21

<p>ПАССИВНЫЙ (страдательный) ЗАЛОГ PASSIVE VOICE SIMPLE TENSES To be + ПП *</p> <p>ПП* – причастие прошедшего времени: (глагол правильный + ed) to ask =asked (глагол неправильный – 3 форма) to tell = told</p>

Формы глагола страдательного залога выражают действие, совершаемое над подлежащим (лицом или предметом), тогда как формы глагола действительного залога выражают действие, производимое самим подлежащим.

We translated the article at the lesson. – *Мы перевели статью на уроке.*

This article was translated (by us) at the lesson. – *Эта статья была переведена (нами) на уроке.*

В русском языке в страдательном залоге могут употребляться только переходные глаголы (т.е. глаголы, имеющие дополнения, отвечающие на вопрос *кто? что?*)

Мы пригласили друзей.

Друзья были приглашены (мной).

Я написал сообщение.

Сообщение было написано (мной).

В английском языке страдательный залог (пассивный) употребляется шире, так как не только переходные глаголы, но и все объектные глаголы (те глаголы, которые имеют любое дополнение – прямое, косвенное беспредложное и предложное), могут употребляться с страдательным залогом. Дополнение с предлогом - **by** часто в страдательном залоге отсутствует, так как центр внимания переносится с лица на объект действия, либо производитель действия неизвестен.

This article was discussed at the conference. – 3 варианта перевода

1. *Эта статья была обсуждена на конференции.*

2. *Эта статья обсуждалась на конференции.*

3. *Эту статью обсуждали на конференции.*

Все остальные случаи Passive (с косвенным беспредложным и предложным дополнением в роли подлежащего) переводятся обычно неопределенно-личными предложениями. *Мне, тебе, вам ... сказали, дали, показали* или *о нём, о вас, о нас, с ним... говорили ...*

I was told about it only yesterday. – *Мне рассказали об этом только вчера.*

She will be shown many new pictures there. – *Ей там покажут много новых картин.*

При наличии предлога после глагола с страдательным залогом перевод предложения начинается с этого предлога.

His new novel was much spoken about (of). – *О его новом романе много говорили.*

You will be spoken to later. – *С вами поговорят позже.*

1. Некоторые глаголы, требующие беспредложного дополнения в английском языке, соответствуют глаголам, требующим предложное дополнение в русском языке:

to enter	- входить
to join	- присоединяться к, примыкать к
to answer	- отвечать на
to affect	- воздействовать на
to influence	- влиять на

We were joined by a group of our students in the Crimea.

These events were followed by a wave of strikes in France.

*-В Крыму к нам присоединилась группа наших студентов
-За этими событиями последовала волна забастовок во Франции.*

2. Некоторые глаголы, требующие предложного дополнения в английском языке, соответствуют глаголам, требующим беспредложного дополнения в русском языке:

to listen to	-слушать
to wait for	-ждать
to touch upon	-затрагивать
to entrust with	-поручать

His speech was listened to very attentively.

Его речь слушали очень внимательно.

PASSIVE VOICE SIMPLE TENSES

to be +PII

Present	Past	Future
am asked is asked are asked	was asked/ told were asked/ told	will be asked will be told

<p>Причастие I - неличная форма глагола, обладающая 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.</p>		
Причастие / Залог	Действительный	Страдательный
Неперфектное	Translating going	Being translated ----
Перфектное	Having translated Having gone	Having been translated ----

*** Здесь рассматривается только неперфектное причастие действительного залога

<p>Неперфектное причастие I действительного залога (Active Voice) образуется от основы глагола при помощи суффикса – ing: translating, going Неперфектное причастие I обозначает действие, одновременное с действием глагола- сказуемого:</p>	
While translating difficult texts we use a dictionary.	<i>Переводя трудные тексты, мы пользуемся словарем.</i>
While translating difficult texts we used a dictionary.	<i>Переводя трудные тексты, мы пользовались словарем.</i>
While translating difficult texts we will use a dictionary.	<i>Переводя трудные тексты, мы будем пользоваться словарем.</i>
<p>Примечание. Неперфектное причастие I от глаголов: to see- видеть, to hear- слышать,</p>	

<p>to arrive –приехать, to come – приходить, to enter – входить, и др. – может обозначать действие, предшествующее действию глагола – сказуемого.</p>	
<p>Hearing the news, I ran to tell it to my friend</p>	<p><i>Услышав эту новость, я побежал рассказать ее другу.</i></p>
<p>Обладая свойствами наречия, причастие I служит обстоятельством, определяющим действие, выраженное глаголом-сказуемым. В этом случае причастие I соответствует русскому деепричастию и употребляется как самостоятельно, так и с зависимыми от него словами:</p>	
<p>Smiling he held out his hand. Smiling happily he held out his hand.</p>	<p><i>Улыбаясь, он протянул руку. Счастливо улыбаясь, он протянул руку.</i></p>
<p>В предложении причастие I употребляется в функции определения: а) перед определяемым словом; б) после определяемого слова:</p>	
<p>a) Running water is pure. b) The boy playing in the yard is my brother.</p>	<p><i>Проточная вода чистая. Мальчик, играющий во дворе, мой брат.</i></p>
<p>Неперфектное причастие I в функции обстоятельства времени часто употребляется с союзами when и while</p>	
<p>While running he didn't think of anything but his victory.</p>	<p><i>Во время бега он не думал ни о чем, кроме своей победы.</i></p>

APP 23

ОТГЛАГОЛЬНОЕ СУЩЕСТВИТЕЛЬНОЕ VERBAL NOUN

Отглагольное существительное совпадает по форме с причастием и с герундием, но имеет только одну форму (reading, 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 (a, the), форму единственного и множественного числа и определяться прилагательным.

The reading of this English article took me two hours.

Чтение этой английской статьи заняло у меня два часа.

All **these comings** and **goings** disturb me.

Эти хождения действуют мне на нервы.

APP 24

THE CONTINUOUS TENSES

Общая формула образования времен группы Continuous

to be (в соответствующей форме) + **причастие I (V+ing)**

Несовершенный вид- Что делать? (сейчас, в конкретный момент речи)

A.

THE PRESENT CONTINUOUS TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I am asking. He (she, it) is asking. You (we, they) are asking	I am being asked. He (she, it) is being asked. You (we, they) are being asked
ВОПРОСИТЕЛЬНОЕ	Am I asking? Is he (she, it) asking? Are you (we, they) asking?	Am I being asked? Is he (she, it) being asked? Are you (we, they) being asked?

ОТРИЦАТЕЛЬНОЕ	I am not asking. He (she, it) is not asking. You (we, they) are not asking.	I am not being asked. He (she, it) is not being asked. You (we, they) are not being asked.
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СЛУЧАИ УПОТРЕБЛЕНИЯ <u>THE PRESENT CONTINUOUS TENSE</u>		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в развитии, незаконченное, происходящее в момент речи	I am writing a letter to my sister now, don't bother me. <i>Я сейчас пишу письмо сестре, не беспокой меня.</i>
2.	Действие в ближайшем будущем (обычно с обстоятельством времени)	My wife is coming in a minute. <i>Моя жена придет через минуту.</i>

В.

СЛУЧАИ УПОТРЕБЛЕНИЯ КОНСТРУКЦИИ TO BE GOING TO		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Намерение совершить действие в будущем, близость которого зависит от того, насколько далеко заходят планы говорящего	I am going to leave. <i>Я собираюсь уехать.</i>
2.	Личное мнение какого-то лица о намерениях другого лица или о предстоящих событиях	She's going to be showing some of the latest things, I think. <i>Я думаю, он собирается показывать кое-что из новинок.</i>

ПРИМЕЧАНИЕ		
3	Прошедшее время <u>глагола</u> to be (was, were) в составе конструкции указывает на существовавшее в прошлом намерение	I was going to fix breakfast for you. <i>Я собирался приготовить тебе завтрак.</i>
4	Служебный <u>глагол</u> be going изредка употребляется в форме Past Perfect . В таких случаях конструкция означает, что намечавшееся к осуществлению действие или состояние было потенциально возможно, но не осуществилось	You know, you're going to have to fight these engineers every inch of the way. <i>Знаешь, тебе придется отвоевывать у этих инженеров каждый дюйм.</i>
5	Инфинитив после сочетания может употребляться и в страдательном залоге	He is going to be appointed manager of that department. <i>Его собираются назначить управляющим этого отделения.</i>

С.

<u>THE PAST CONTINUOUS TENSE</u>		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it) was asking. You (we, they) were asking.	I (he, she, it) was being asked. You (we, they) were being asked.
ВОПРОСИТЕЛЬНОЕ	Was I (he, she, it) asking? Were you (we, they) asking?	Was I (he, she, it) being asked? Were you (we, they) being asked?
ОТРИЦАТЕЛЬНОЕ	I (he, she, it) was not asking. You (we, they) were not asking.	I (he, she, it) was not being asked. You (we, they) were not being asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ		
<u>THE PAST CONTINUOUS TENSE</u>		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в развитии, незаконченное, происходившее в определенный момент в прошлом	Yesterday at 6 o'clock I was writing a letter. <i>Вчера в 6 часов я писал письмо.</i>
2.	Действие, протекавшее в момент, когда произошло какое-либо другое действие, выраженное в <i>Past Simple</i> (в придаточных предложениях, обычно начинающихся со слова when <i>когда</i>)	He was reading 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 while <i>пока, в то время как</i>)	I was watching TV while he was looking 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 from ... till, all day long <i>весь день, the whole month</i> <i>целый месяц</i> и т. д.	I was talking to him from 7 till 8 o'clock last night. <i>Я разговаривал с ним вчера вечером с 7 до 8 часов.</i>

D.

<u>THE FUTURE CONTINUOUS TENSE</u>		
Формула образования: will be + PI (- причастие настоящего времени)		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) will be asking. (I (we) shall be asking.)	Не существует

ВОПРОСИТЕЛЬНОЕ	Will I (he, she, it, we, you, they) be asking? (Shall I (we) be asking?)	Не существует
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) will not be asking. (I (we) shall not be asking.)	Не существует

<u>СЛУЧАИ УПОТРЕБЛЕНИЯ</u> <u>THE FUTURE CONTINUOUS TENSE</u>		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие в развитии, незаконченное, происходящее либо в определенный момент в будущем, либо в течение целого периода в будущем	I'll be waiting for you at 5 o'clock. <i>Я буду ждать вас в 5 часов.</i> I'll be translating 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 <u>глаголом</u> в форме <i>Present Simple</i> (в придаточных предложениях времени, начинающихся со слова when <i>когда</i>)	I'll be working 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 while <i>пока, в то время как</i>)	He will be reading while the children will be sleeping . <i>Он будет читать, пока дети будут спать.</i>
4.	Действие в будущем, которое явится результатом естественного хода событий, причем точное время его совершения может быть не указано	I'll soon be starting my studies in King's College. <i>Скоро я буду учиться в Королевском колледже.</i>

THE PERFECT TENSE

Общая формула образования времен группы Perfect:

to have (в соответствующей форме) + причастие II = (V+ ed)
= (V3)

Совершенный вид = Что сделать? (результат действия)

THE PRESENT PERFECT TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (we, you, they) have asked.- Я, мы, вы, они (уже) спросили. He (she) has asked.- Он, она (уже) спросил(а).	I (we, you, they) have been asked.- Меня, вас, их (уже) спросили. He (she) has been asked – Его, её (уже) спросили.
ВОПРОСИТЕЛЬНОЕ	Have I (we, you, they) asked?- Я, мы, вы, они (уже) спросили? Has he (she) asked?- Он, она (уже) спросил (а)?	Have I (we, you, they) been asked? Меня, нас, вас, их спросили? Has he (she) been asked?- Его, её спросили?
ОТРИЦАТЕЛЬНОЕ	I (we, you, they) have not asked.- Я, мы, вы, они (ещё) не спросили . He (she) has not asked- Он, она (ещё) не спросил (а).	I (we, you, they) have not been asked. - Меня, нас, вас, их не спросили. He (she) has not been asked.- Его, её (ещё) не спросили.

A.

СЛУЧАИ УПОТРЕБЛЕНИЯ THE PRESENT PERFECT TENSE		
№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие, совершившееся в прошлом, но имеющее непосредственную связь с настоящим моментом. Без уточнения времени	I have written this letter. <i>Я написал это письмо.</i>
2.	Действие, совершившееся в истекший период в настоящем (с такими словами, как today сегодня, this week на этой неделе, this month в этом месяце и т. Д.)	This week I have called her twice. <i>На этой неделе я дважды звонил ей.</i> I have visited him today. <i>Сегодня я навестил его.</i>
3.	С наречиями неопределенного времени: never никогда, ever когда-либо, yet еще, already уже, lately недавно (за последние дни или месяцы), recently недавно (за последние месяцы или годы); со словом since с, с тех пор	I haven't seen him since spring. <i>Я не видел его с весны.</i>
4.	В придаточных предложениях времени и условия после союзов after после того как, if если, when когда, as soon as как только, before прежде чем вместо Future Perfect	I'll go to the Crimea after I have taken my exams. <i>Я поеду в Крым после того, как сдам экзамены</i>
5.	Действие или состояние, не законченное к моменту речи, переводится <u>глаголом</u> настоящего времени	I have known him for many years. <i>Я знаю его много лет.</i>

B.

THE PAST PERFECT TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (we, you, they, he, she) had asked .	I (we, you, they, he, she) had been asked .
ВОПРОСИТЕЛЬНОЕ	Had I (we, you, they, she, he) <i>asked</i> ?	Had I (we, you, they, he, she) been asked
ОТРИЦАТЕЛЬНОЕ	I (we, you, they, he, she) had not asked .	I (we, you, they, he, she) had not been asked .

СЛУЧАИ УПОТРЕБЛЕНИЯ PAST PERFECT TENSE		
№	СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие или состояние, завершившееся до определенного момента в прошлом. Этот момент определяется либо обстоятельством времени с <u>предлогом</u> by к, либо другим действием или состоянием в прошлом, которое произошло позже и выражается <u>глаголом</u> в <i>Past Simple</i>	Yesterday by 7 o'clock I had translated the text. <i>Вчера к 7 часам я перевел текст.</i> I had had breakfast before he came. <i>Я позавтракал до того, как он пришел</i>

C.

FUTURE PERFECT TENSE Формула образования: will have + ПП (причастие прошедшего времени)		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, we, you, they) will have asked.	I (he, she, it, we, you, they) will have been asked.
ВОПРОСИТЕЛЬНОЕ	Will I (he, she, it, we, you, they) have asked?	Will I (he, she, it, we, you, they) have been asked?
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, we, you, they) will not have asked.	I (he, she, it, we, you, they) will not have been asked.

СЛУЧАИ УПОТРЕБЛЕНИЯ FUTURE PERFECT TENSE		
№	СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Действие, которое будет завершено до определенного момента в будущем, который определяется обстоятельством времени с <u>предлогом</u> by к, до	I'll have translated this text by 2 o'clock tomorrow. <i>Я переведу этот текст завтра до 2 часов.</i>
2.	Действие, которое завершится до другого действия в будущем, выраженного <u>глаголом</u> в <i>Present Simple</i> (с <u>предлогом</u> by к, до)	I'll have written my composition by the time you ring me up. <i>Я напишу сочинение до того, как ты мне позвонишь.</i>

THE PERFECT CONTINUOUS TENSE

Общая формула образования времен группы Perfect Continuous:
to have (в соответствующей форме) **been + P I** (причастие настоящего времени)

Совершенный вид = Что сделать? (в течение определенного периода времени)

A.

THE PRESENT PERFECT CONTINUOUS TENSE

ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (you, we, they) have been asking. He (she, it) has been asking.	Не существует
ВОПРОСИТЕЛЬНОЕ	Have I (you, we, they) been asking? Has he (she, it) been asking?	Не существует
ОТРИЦАТЕЛЬНОЕ	I (you, we, they) have not been asking. He (she, it) has not been asking.	Не существует

СЛУЧАИ УПОТРЕБЛЕНИЯ PRESENT PERFECT CONTINUOUS TENSE

СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
Действие или состояние, начавшееся до настоящего момента, длившееся в течение некоторого	I have been watching TV for 2 hours. <i>Я смотрю телевизор уже 2 часа.</i>

<p>периода времени и продолжающееся в момент речи или закончившееся непосредственно перед моментом речи. При этом указывается либо весь период действия (обычно с <u>предлогом</u> for в <i>течение, уже</i>), либо начальный момент (обычно с <u>предлогом</u> since с, <i>с тех пор как</i>)</p>	<p>I have been waiting since yesterday morning. <i>Я жду со вчерашнего утра.</i></p>
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В.

THE PAST PERFECT CONTINUOUS TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (you, we, they, he, she, it) had been asking .	Не существует
ВОПРОСИТЕЛЬНОЕ	Had I (you, we, they, he, she, it) been asking?	Не существует
ОТРИЦАТЕЛЬНОЕ	I (you, we, they, he, she, it) had not been asking .	Не существует

СЛУЧАИ УПОТРЕБЛЕНИЯ PAST PERFECT CONTINUOUS TENSE	
СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
<p>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</p>	<p>I had been writing a letter for 2 hours when he came. <i>Я писал письмо уже 2 часа, когда он пришел.</i></p> <p>I had been reading this book since 3 o'clock when he came. <i>Я читал эту книгу с 3 часов, когда он пришел.</i></p>

указывается либо весь период действия или состояния (обычно с <u>предлогом</u> for в течение, уже), либо начальный момент (обычно с <u>предлогом</u> since с)	
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С.

THE FUTURE PERFECT CONTINUOUS TENSE		
ТИП ПРЕДЛОЖЕНИЯ	ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ	СТРАДАТЕЛЬНЫЙ ЗАЛОГ
УТВЕРДИТЕЛЬНОЕ	I (he, she, it, you, we, they) will have been asking.	Не существует
ВОПРОСИТЕЛЬНОЕ	Will I (he, she, it, you, we, they) have been asking?	Не существует
ОТРИЦАТЕЛЬНОЕ	I (he, she, it, you, we, they) will not have been asking.	Не существует

СЛУЧАИ УПОТРЕБЛЕНИЯ		
FUTURE PERFECT CONTINUOUS TENSE		
№	СЛУЧАИ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	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</u> for в течение) или с	By the end of September she will have been living here for 7 years. <i>К концу сентября она будет здесь жить уже 7 лет.</i>

	указанием начального момента действия (обычно с <u>предлогом</u> since с)	
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APP 27 MODAL VERBS

A.

МОДАЛЬНЫЕ ГЛАГОЛЫ, ВЫРАЖАЮЩИЕ ВОЗМОЖНОСТЬ СОВЕРШЕНИЯ ДЕЙСТВИЯ			
№	ГЛАГОЛ	ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ	ПРИМЕР
1	CAN (COULD)	<p>Возможность совершения действия в силу наличия условий для его совершения в настоящем и будущем</p> <p>Возможность совершения действия, основанная на позволении, разрешении</p> <p>Глагол can может также передавать немодальное значение способности, физической возможности совершить действие</p> <p>Вместо could в прошедшем времени может употребляться сочетание to be able в прошедшем времени - was/were able. На русский язык was/were able переводится глаголом совершенного вида: смог, смогла, смогли</p>	<p>I can stay with them. Я могу остаться с ними.</p> <p>Can I see the producer? Могу я увидеть продюсера?</p> <p>He can speak English. Он умеет говорить по-английски.</p> <p>I was able to write this test correctly. Я смог правильно написать этот тест.</p>
2	MAY (MIGHT)	Возможность совершения действия, которое может	It may make that lion furious. Это

	<p>осуществиться, но может и не осуществиться</p> <p>Возможность совершения действия, обусловленная разрешением, позволением.</p> <p>В этом значении вместо глагола may (might) могут использоваться эквиваленты — to be allowed, to be permitted</p>	<p>может взбесить этого льва.</p> <p>You'll be allowed to go out.</p> <p>Вам позволят выйти.</p>
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В.

МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ, ВЫРАЖАЮЩИЕ НЕОБХОДИМОСТЬ СОВЕРШЕНИЯ ДЕЙСТВИЯ			
№	ГЛАГОЛ	ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ	ПРИМЕР
1	MUST	<p>Неизбежность совершения действия, обусловленная объективными причинами</p> <p>Вынужденность совершения действия, обусловленная объективными причинами</p> <p>Необходимость, обусловленная субъективным мнением говорящего</p>	<p>He <u>must</u> understand it. Он должен понять это.</p> <p>You must not ask too much of it. Вы не должны спрашивать про это слишком много.</p> <p>I must be off as soon as I can. Я должен уйти, как только смогу.</p>
2	SHOULD	Необходимость совершения действия, вызванная	You shouldn't have come here. Тебе не следовало приходить сюда.

		субъективным мнением говорящего Необходимость совершения действия, вызванная объективными причинами	Insulators <u>should</u> be kept very clean. Изоляторы должны храниться в чистоте.
3	OUGHT TO	Целесообразность действия, обусловленная субъективным мнением говорящего	Perhaps I ought to have a talk to him about it first. Наверное, мне следует сначала поговорить с ним об этом.
4	SHALL	Необходимость совершения действия, обусловленная субъективным мнением говорящего Вопросительное предложение с shall содержит вопрос говорящего о мнении собеседника по поводу совершения действия	Henry shall go home. Генри должен пойти домой. Shall I open the door? Мне открыть дверь?
5	NEED	Передает оттенок нужности, надобности действия	We needn't talk to each other unless we feel like it. Нам не нужно говорить друг с другом, если только мы не захотим этого.
6	TO HAVE*(TO HAVE GOT)*	Вынужденность действия Надобность действия	I didn't have to make any decisions. Мне не пришлось принимать решения. I have to know it. Мне надо это знать.

7	TO BE*	Необходимость совершения действия согласно предварительной договоренности или согласно расписанию	He was to come yesterday. Он должен был прийти вчера. The train is to come at 5 p.m. Поезд должен прийти в 5 часов вечера.
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С.

МОДАЛЬНЫЕ ГЛАГОЛЫ, ВЫРАЖАЮЩИЕ ПРЕДПОЛОЖЕНИЕ			
№	ГЛАГОЛ	ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ	ПРИМЕР
1	MUST	Предположение, основанное на фактах, знаниях, почти граничащее с уверенностью	He must be at home. Он, вероятно, дома.
2	SHOULD	Предположение, основанное на фактах	They <u>should</u> all be of equal mass. Вероятно, все они имеют одинаковую массу.
3	WILL WOULD	Предположение, основанное на субъективном мнении говорящего	You 'll have heard of him? Вы, наверно, слышали о нем?
4	CAN (COULD)	Употребляется главным образом в отрицательных предложениях, выражая, таким образом, предположение о невероятности совершения действия	You can't really love me, or you wouldn't hesitate. Ты, на самом деле, не любишь меня, иначе ты бы не колебался.
5	MIGHT	Предположение, в верности которого говорящий не уверен	She might have been thirty-five. Ей тогда было лет тридцать пять.

6	NEED	Употребляется в отрицательных предложениях в значении предположения о необязательности действия	It need not take you very long. Вряд ли это займет у вас много времени.
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APP 28

ФОРМЫ ГЕРУНДИЯ		
	ACTIVE	PASSIVE
INDEFINITE	asking	being asked
PERFECT	having asked	having been asked

№ п/п	СХОДСТВО ГЕРУНДИЯ С СУЩЕСТВИТЕЛЬНЫМ	
1.	Может иметь определение, выраженное притяжательным местоимением или существительным в притяжательном или общем падеже	I know of your reading . <i>Я знаю, что вы много читаете.</i>
2.	Может сочетаться с предлогом	I insist on your going there now. <i>Я настаиваю на том, чтобы вы пошли туда сейчас.</i>
3.	В предложении выполняет те же функции	

№ п/п	СХОДСТВО ГЕРУНДИЯ С ГЛАГОЛОМ	
1.	Имеет залог (действительный и страдательный)	I like writing letters. <i>Я люблю писать письма.</i> The baby likes being spoken to. <i>Ребенок любит, когда с ним разговаривают.</i>

2.	Имеет простую и перфектную формы. Перфектный герундий, так же как и перфектный инфинитив, выражает действие, которое произошло ранее действия, выраженного сказуемым	I know of his coming to Moscow. <i>Я знаю, что он приезжает в Москву.</i> I know of his having come to Moscow. <i>Я знаю, что он приехал в Москву.</i>
3.	Может иметь прямое дополнение	I like reading books. <i>Я люблю читать книги.</i>
4.	Может определяться обстоятельством, выраженным наречием	I like walking slowly. <i>Я люблю ходить медленно.</i>

В русском языке нет форм, соответствующих формам герундия, ввиду чего изолированно, вне предложения, они не могут быть переведены на русский язык.

А.

УПОТРЕБЛЕНИЕ ГЕРУНДИЯ В ФОРМЕ INDEFINITE (SIMPLE)		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Когда действие, которое он выражает, одновременно с действием, выраженным глаголом в личной форме	I am surprised at hearing this. <i>Я удивлен слышать это.</i> I was quite disappointed at not finding him there. <i>Я был очень разочарован, не застав его там.</i>
2.	Когда действие, которое он выражает, относится к будущему времени	We intend shipping the goods in May. <i>Мы намерены отгрузить товары в мае.</i> We think of going there in the summer. <i>Мы думаем поехать туда летом.</i>
3.	Когда действие, которое он выражает, безотносительно ко времени его совершения	Swimming is a good exercise. <i>Плавание — хорошее физическое упражнение.</i>

		Loading heavy weights requires great skill. <i>Погрузка тяжелых грузов требует большого искусства.</i>
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В.

ГЕРУНДИЙ В ФОРМЕ PERFECT		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1.	Когда действие, которое он выражает, предшествует действию, выраженному глаголом в личной форме	I don't remember having seen him before. Я не помню, видел ли я его раньше.
NB!	После предлогов on (upon) и after обычно употребляется Indefinite (Simple) Gerund, хотя в этих случаях действие, выраженное герундием, предшествует действию, выраженному глаголом в личной форме.	On receiving the answer of the firm, we handed all the documents to our legal adviser.
NB!	Indefinite Gerund , а не Perfect Gerund, употребляется и в других случаях, когда нет необходимости подчеркнуть, что действие, выраженное герундием, предшествовало действию, выраженному глаголом в личной форме.	I thank you for coming. (a <i>ne</i> : for having come) He apologized for leaving the door open. (a <i>ne</i> : for having left)

С.

СПИСОК ОСНОВНЫХ ГЛАГОЛОВ И ГЛАГОЛЬНЫХ СОЧЕТАНИЙ, ПРИЧАСТИЙ И ПРИЛАГАТЕЛЬНЫХ, ЗА КОТОРЫМИ СЛЕДУЕТ ГЕРУНДИЙ	
<p>to be disappointed at <i>быть разочарованным в чем-либо</i></p> <p>to accuse of <i>обвинять в</i></p> <p>to approve (disapprove) of <i>одобрать (не одобрать) что-л.</i></p> <p>to think of <i>думать о</i></p> <p>to prevent from <i>препятствовать, мешать (сделать что-л.)</i></p> <p>to consist in <i>заключаться в</i></p> <p>to be fond of <i>любить что-л.</i></p> <p>to be proud of <i>гордиться чем-л.</i></p> <p>to count on (upon) = to depend on (upon) <i>рассчитывать на</i></p> <p>to succeed in <i>удаваться</i></p> <p>to insist on (upon) <i>настаивать на</i></p> <p>to be interested in <i>интересоваться чем-л.</i></p> <p>to be tired of <i>уставать от чего-л.</i></p> <p>to get used to <i>привыкать к</i></p> <p>to be used to <i>привыкнуть к</i></p> <p>to go on <i>продолжать(ся)</i></p> <p>to suggest <i>предлагать</i></p>	<p>to be surprised at <i>удивляться чему-л.</i></p> <p>to suspect of <i>подозревать в</i></p> <p>to be responsible for <i>быть ответственным за</i></p> <p>to hear of <i>слышать о</i></p> <p>to be afraid of <i>бояться чего-л.</i></p> <p>to be capable (incapable) of <i>быть способным (неспособным) на</i></p> <p>to persist in <i>упорно продолжать что-л.</i></p> <p>to result in <i>иметь результатом что-л., приводить к чему-л.</i></p> <p>to spend in <i>тратить (время) на что-л.</i></p> <p>to be engaged in <i>заниматься чем-л.</i></p> <p>to object to <i>возражать против</i></p> <p>to thank for <i>благодарить за что-либо</i></p> <p>can't help <i>не мочь не</i></p> <p>to mind <i>возражать</i></p> <p>to start <i>начинать</i></p> <p>to want <i>хотеть</i></p> <p>to need <i>нуждаться</i></p> <p>to finish <i>заканчивать</i></p>

ПРИМЕРЫ

I am fond of **skating**. *Я люблю кататься на коньках.*

Go on **reading**, please. *Продолжайте читать, пожалуйста.*

Thank you for your **coming** here. *Благодарю вас за то, что вы пришли сюда.*

Would you mind **opening** the window? *Вы не будете возражать, если я открою окно?*

He thought of **going** to the theatre. *Он думал о том, чтобы пойти в театр.*

I couldn't help **laughing**. *Я не мог не засмеяться.*

**ОСНОВНЫЕ ГЛАГОЛЫ, ПОСЛЕ КОТОРЫХ МОГУТ
УПОТРЕБЛЯТЬСЯ КАК ГЕРУНДИЙ, ТАК И ИНФИНИТИВ**

to like *нравиться, любить*

to continue *продолжать*

to prefer *предпочитать*

to begin *начинать*

See more: <http://study-english.info/>

APP 29

PARTICIPLE II

ПРИЧАСТИЕ ПРОШЕДШЕГО ВРЕМЕНИ			
ФОРМЫ ПРИЧАСТИЯ			
ЗАЛОГ (VOICE)	PARTICIPLE I	PARTICIPLE I PERFECT	PARTICIPLE II
ACTIVE	asking	having asked	<u>asked</u> правильного глагола <u>done</u> неправильного глагола
PASSIVE	being asked	having been asked	

ПРИЧАСТИЕ II (PARTICIPLE II)

Форма **причастия II** (причастия прошедшего времени) стандартных (правильных) глаголов совпадает с формой прошедшего времени этих глаголов, т.е. образуется прибавлением к основе глагола суффикса -

ed с соответствующими орфографическими изменениями: to solve *решать* - solved *решил* - **solved** *решенный* (-ая, -ое).

Форма причастия II нестандартных (неправильных) глаголов образуется разными способами и соответствует 3-й форме этих глаголов: to speak - spoke - **spoken**, to make - made - **made**, to go - went - **gone**.

ФУНКЦИЯ	ПРИМЕР
<p style="text-align: center;">Определение</p> <p>В этой функции <u>причастие II</u> употребляется либо перед определяемым словом (слева от него), либо после (справа). В последнем случае, если нет относящихся к нему слов, при переводе <u>причастие</u> переносится влево. На русский язык <u>причастие II</u> обычно переводится причастием страдательного залога на -мый, -щийся, -нный, -тый, -вшийся</p>	<p>the solved problem, the problem solved <i>решенная задача</i> the houses built <i>построенные дома</i> the opened book <i>открытая книга</i> the method used <i>используемый метод</i></p>
<p>Обстоятельство причины</p> <p>Соответствует в русском языке причастиям на -мый, -щийся, -нный, -тый, -вшийся или придаточным предложениям причины</p>	<p>Well-known all over the world the Russian book on electronics was also translated into English. <i>Так как русская книга по электронике известна во всем мире, она была переведена и на английский язык.</i></p>
<p>Обстоятельство времени</p> <p>Соответствует в русском языке придаточным предложениям времени. Такие обстоятельственные причастные обороты могут иногда вводиться</p>	<p>When given the book read the article about environment protection. <i>Когда вам дадут книгу, прочтите статью об охране окружающей среды.</i></p>

союдами when <i>когда</i> , while <i>в то время как, во время</i>	
Часть сказуемого В этом случае <u>причастие</u> II вместе с <u>глаголом</u> to have является сказуемым предложения в одном из времен группы Perfect	He had translated the text before I came. <i>Он перевел текст, прежде чем я пришел</i>

APP 30

НАКЛОНЕНИЕ - MOOD

<p>Наклонение – это грамматическая категория, выражающая устанавливаемое говорящим отношение действия к действительности. Говорящий может рассматривать действие как факт или событие реальной действительности, или как предположительное, нереальное, воображаемое действие, или как желательное действие. Это отношение выражается формой глагола.</p> <p>В английском языке, как и в русском, есть три наклонения:</p>	
<p>1. Изъявительное наклонение The Indicative Mood</p>	<p>Глаголы в изъявительном наклонении обозначают факты, действия, которые происходят, происходили или будут происходить в реальной действительности. Действия глаголов в этом наклонении могут относиться к разному времени и иметь различные видовые и залоговые характеристики.</p>
<p>2. Повелительное наклонение The Imperative Mood</p>	<p>Глагол в повелительном наклонении выражает не само действие, а побуждение к действию, приказ, просьбу.</p> <p>Go home! – Иди домой! Give me a pen, please. - Дай мне ручку, пожалуйста.</p>

<p>3. Сослагательное наклонение The Subjunctive Mood</p>	<p>Глагол в сослагательном наклонении обозначает действие не как реальный факт, а как желаемое или предполагаемое.</p> <p>I wish he were with us now. - Хотела бы я, чтобы он был сейчас с нами.</p>
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APP 31 THE IMPERATIVE SENTENCES

Побудительные предложения

<p>Побуждение к действию, просьба, приказ обычно адресуется к собеседнику или собеседникам, поэтому глагол в повелительном наклонении употребляется только в форме 2-го лица единственного и множественного числа.</p>	
<p>Утвердительная форма совпадает с основной глагола (инфинитива) без частицы to:</p>	<p>Read! – <i>Читай (читайте)!</i> Go straight all the way then turn right. - <i>Идите прямо всю дорогу, затем поверните направо.</i></p>
<p>Отрицательная форма образуется при помощи вспомогательного глагола to do в повелительном наклонении, за которым следует отрицание not и инфинитив смыслового глагола без частицы to:</p> <p>На русский язык глагол в повелительном наклонении переводится также глаголом в повелительном наклонении.</p>	<p>Do not (don't) talk! - <i>Не разговаривайте!</i></p>
<p>Для выражения вежливой просьбы в побудительном предложении добавляется слово please – <i>пожалуйста.</i></p>	<p>Do take care of the child, please. <i>-Позаботьтесь, пожалуйста, о ребенке.</i></p>

<p>Для усиления просьбы употребляется вспомогательный глагол to do без частицы to перед основным глаголом.</p>	<p>Do come to see us tonight. – <i>Неприменно приходи к нам вечером.</i></p>
<p>Побуждение к действию, обращенное к 1 и 3 лицу единственного и множественного числа, выражается сочетанием глагола to let в форме повелительного наклонения и инфинитива знаменательного глагола без частицы to. Лицо, к которому обращено побуждение, выражается соответствующим личным местоимением в объектном падеже или существительным в общем падеже.</p> <p>В разговорной речи местоимение 1-го лица множественного числа we в объектном падеже (us) сокращается и сливается с глаголом to let</p>	<p>Let me speak. – <i>Дай (me) мне сказать!</i></p> <p>Let us speak. – <i>Давайте поговорим.</i></p> <p>Let them speak. – <i>Пусть они скажут.</i></p> <p>Let's (let us) play. – <i>Давайте играть.</i></p>
<p>Типы побудительных предложений</p>	
<p>обычно используются в нашей повседневной жизни чтобы: - передать инструкции</p>	<p>Fold the blanket. - <i>Сложите одеяло.</i> Let the water boil for fifteen minutes. - <i>Дайте воде прокипеть 15 минут.</i></p>
<p>- передать пожелания или просьбы</p>	<p>Drink lots of water.-<i>Пейте больше воды.</i> May God bless you!- <i>Да благословит Вас Бог!</i></p>

- поделиться приглашением	Come for the party tonight. - <i>Приходите сегодня на вечеринку.</i> Come to my house tonight. - <i>Приходите сегодня вечером к нам домой.</i>
-отдать команду	Please don't tease the dog.- <i>Пожалуйста, не дразни собаку.</i> Stop making noise! – <i>Прекрати шуметь!</i>

APP 32 THE EXCLAMATORY SENTENCES

Восклицательные предложения

<p>Восклицательные предложения передают различные виды чувств- радость, разочарование, огорчение и т.п. Они начинаются со слов what – какой, how- как.</p> <p>What – относится к существительному, how - относится к прилагательному.</p> <p>Порядок слов – прямой (подлежащее, за ним сказуемое)</p> <p>Восклицательные предложения произносятся с падением тона.</p>	
<p>What a beautiful song she is singing! What a funny girl she is!</p>	<p><i>Какую красивую песню она поёт!</i> <i>До чего смешная девчонка!</i></p>
<p>How strange her words are! How late it is!</p>	<p><i>Как странны ее слова!</i> <i>Как поздно!</i></p>

Схема восклицательного предложения

What How	Определение	Дополнение или именная часть сказуемого	Подлежащее	Сказуемое Или его часть	Дополнение
What		<i>a nice present</i>	<i>he</i>	<i>gave</i>	<i>me!</i>
How		<i>beautifully</i>	<i>she</i>	<i>sings!</i>	

ВОПРОСИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ			
№	Типы вопросов	Правило	Примеры
1.	<p>Общий вопрос the General Question</p> <p>Обратный порядок слов</p> <p>Образуют вспомогательные глаголы to do to be to have</p> <p>и модальные глаголы *</p>	<p>Задается с целью получить на него подтверждение или отрицание; ответом может быть либо «да», либо «нет». 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 отрицательную форму, которая образуется при помощи частицы not и выражает удивление. Сокращенная форма употребляется в разговорной речи.</p> <p>Переводится вопросительным предложением, которое начинается со слов –разве, неужели.</p>	<p>Do you know him? <i>Вы знаете его?</i></p> <p>Does she speak English? <i>Она говорит по-английски?</i></p> <p>Did you send him a message? <i>Вы послали ему сообщение?</i></p> <p>Can you answer my question? <i>Вы можете ответить на мой вопрос?</i></p> <p>Have you been to school today? <i>Ты сегодня был в школе?</i></p> <p>Have you been translating this text long? <i>Вы давно уже переводите этот текст?</i></p> <p>Did you not read English well? = Don't you speak English well? (разг.) <i>Разве (неужели) вы не читаете хорошо по-английски?</i></p>

2.	<p>Специальный вопрос Special Question</p> <p>Обратный порядок слов*</p> <p><i>Специальные слова, образующие вопрос:</i></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>НО: вопрос, начинающийся со слов- who? (кто?), what? (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>Where do you live? Где ты живешь? What can you tell me? Что вы можете мне сказать? When will you come? Когда ты придёшь? What are you reading? Что вы читаете? Why have you done it? Почему ты сделал это?</p> <p>Who likes roses? Кто любит розы? Who has done it? Кто это сделал? Who is playing the guitar now? Кто сейчас играет на гитаре? -My sister is. = My sister- Моя сестра играет. -What is it? Что это? -It is a pen. =A pen. Ручка.</p> <p>Which colour is better, red or black? Какой цвет лучше- красный или черный? How many children are playing in the garden? Сколько детей играет в саду?</p>
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		<p>Вопрос к <u>дополнению</u>, лицо, на которое направлено действие, вводится местоимением who(m)- кого. Ответом может быть полное или неполное предложение.</p> <p>Вопрос к <u>определению</u> начинается с вопросительных слов what-какой, which-который, whose- чей, how much (many)- сколько – 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>-Who(m) did you see yesterday? <i>Кого вы вчера видели?</i> - I saw our professor. = Our professor. <i>Я видел нашего профессора. = Нашего профессора.</i></p> <p>What pictures did he show you? <i>Какие фото он тебе показал?</i></p> <p>-How many colour pictures did he show you? <i>Сколько цветных фото он тебе показал?</i> -He showed us ten colour pictures= Ten. <i>Он показал десять цветных фото. =Десять (разг.)</i></p>
3.	<p>Альтернативный вопрос The Alternative Question</p> <p>Структура вопроса =две части общего вопроса, соединенных союзом - or- или</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,</p>	<p>Are you a student or a teacher? – <i>Вы студент или учитель?</i> Can you skate or ski? <i>Ты умеешь кататься на коньках или на лыжах?</i> Are you reading or writing now? <i>Ты сейчас читаешь или пишешь?</i></p> <p>-Is it your book or mine? - It's mine. =Mine.</p>

		соответствующее одной из частей вопроса	- <i>Это твоя книга или моя?</i> - <i>Это моя.</i> = <i>Моя.</i> (разг.)
4.	<p>Разделительный вопрос The Disjunctive Question</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. 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 Present или Past Simple, то в вопросительной части употребляется вспомогательный глагол to do 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</p>	<p><u>He is a student, isn't he?</u> <i>Он студент, не так ли?</i></p> <p><u>You are looking for something, aren't you?</u> <i>Вы что-то ищете, не правда ли?</i></p> <p><u>I can go now, can't I?</u> <i>Я могу теперь идти, не так ли?</i></p> <p><u>You live with your parents, don't you?</u> <i>Ты живёшь с родителями, да?</i></p> <p><u>Your brother lives in Moscow, doesn't he?</u> <i>Твой брат живет в Москве, не так ли?</i></p> <p><u>Your brother doesn't live in Moscow, does he?</u> <i>Твой брат не живет в Москве, верно ведь?</i></p> <p><u>You haven't been to Paris yet, have you?</u></p>

	<p>глагол-сказуемое употребляется в отрицательной форме, то в вопросительной части глагол ставится в положительной форме.</p> <p>Но: глагол to be в 1 лице ед.числа в отрицательной вопросительной части имеет форму aren't</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 - yes да или no нет.</p> <p>Возможен и неожиданный ответ-</p>	<p><i>Ты до сих пор так и не была в Париже, не так ли?</i></p> <p><u>I am not ill, am I?</u> <i>Я ведь не болен, не так ли?</i></p> <p>Но: <u>I am busy, aren't I?</u> <i>Я занят, верно ведь?</i></p> <p><u>-Jack works hard, doesn't he?</u> <i>Джек много работает, не так ли?</i></p> <p>-Yes, he does. <i>-Да.</i></p> <p><u>-Jack doesn't work hard, does he?</u> <i>-Джек не работает много.</i></p> <p>-No, he doesn't. <i>-Нет.</i></p> <p>-But he does. <i>-Но он работает.</i></p>
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APP 34

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 (**clauses**) 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		
<p style="text-align: center;">COMPOUND SENTENCES</p> <p style="text-align: center;"><u>Сложносочинённые предложения -</u> предложения, в которых простые предложения равноправны и связаны сочинительными союзами.</p> <p style="text-align: center;">Схема сложносочиненного предложения:</p>		
<u>It never rains</u>	←- but-→	<u>it pours.</u>
В сложносочиненном предложении простые предложения могут соединяться союзами. На письме они обычно отделяются запятой. Для соединения простых предложений в сложносочинённом предложении употребляются:		
1. Сочинительные союзы: and - и, as well as – так же как и, not only ... but also не только ... но и, и др	The car stopped and the driver got out.- <i>Машина остановилась, и водитель вышел.</i>	
2. Противительные союзы - but но, да, while, whereas 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: or или , either...or или ... или, otherwise 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: for ибо, so поэтому и др.	The days became longer, for it was now spring time. - <i>Дни стали длиннее, потому что (ибо) была весна.</i>	

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	<p>That he is a good friend is well known. - <i>То, что он хороший друг, хорошо известно.</i></p> <p>What is done cannot be undone.- <i>Что сделано, того не изменишь.</i></p>
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Придаточные подлежащие часто стоят после сказуемого, в этом случае перед сказуемым стоит местоимение it.	<p>It is uncertain when we'll go abroad. – <i>Неизвестно, когда мы поедем за границу.</i></p>
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Придаточные предложения подлежащие не отделяются запятой от главного предложения.

2. **Придаточные предикативные предложения** (Predicative Clauses)

В сложном предложении выполняют функцию именной части составного сказуемого и отвечают на вопросы: what is the subject? Каково подлежащее? Что оно такое? What is the subject like? Что подлежащее собой представляет?

Они соединяются с главным предложением теми же союзами и союзными словами, что и придаточные предложения подлежащие.	<p>The suggestion was that no one should interfere. – <i>Предложение было, чтобы никто не вмешивался.</i></p> <p>The summer's weather is not what it was last year.- <i>Погода этого лета не такая, как была прошлый год.</i></p>
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3. **Придаточные предложения дополнительные** (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>Они соединяются с главным предложением теми же союзами и союзными словами, что и придаточные предложения подлежащие и предикативные.</p>	<p>I don't know where you live. – Я не знаю, где ты живёшь.</p>
<p>Дополнительные придаточные предложения не отделяются запятой от главного предложения.</p>	
<p>В придаточных предложениях, подлежащих, предикативных и дополнительных, начинающихся словами whose, whom, which, what, when, where, why, how- употребляется прямой порядок слов, т.е. порядок повествовательного предложения. Обратный порядок слов употребляется только в самостоятельном вопросительном предложении.</p>	<p>How did she do it? – Как она это сделала? How she did it is impossible to explain. – Невозможно объяснить, как она это сделала. (придаточное подлежащее) That's how she did it. – Вот как она это сделала. (придаточное предикативное) She told me how she had done it. – Она сказала мне, как она это сделала. (придаточное дополнительное)</p>
<p>4. Придаточные предложения определительные (Attributive Clauses) в предложении выполняют функцию определения и отвечают на вопросы What? Which? - Какой?</p>	
<p>С главным предложением соединяются союзными словами: <u>местоимениями</u> who -который (whom -которого), whose- чей, которого, which, that- который и <u>наречиями</u> when - когда, where - где, куда, why – почему и др.</p>	<p>The man who was at the exhibition yesterday is a famous painter. - Мужчина, который был вчера на выставке, знаменитый художник.</p>
<p>Определительные придаточные предложения делятся на три типа:</p>	
<p>а) индивидуализирующие, являются индивидуальным признаком лица или предмета</p>	<p>The young couple who live in that house is my son's friends. – Молодая пара, которая живёт в этом доме, друзья моего сына.</p>

b) классифицирующие, служат признаком, по которому лицо или предмет причисляется к классу лиц или предметов.	Pupils who studies well can go to the Artek in the Crimea. – Ученики, кто учится хорошо могут поехать в Артек, в Крым.
с) описательные – служат для описания лица или предмета или для сообщения о нем дополнительных сведений	In the street I saw teens, who played the football. - На улице я видел подростков, которые играли в футбол.
Описательные придаточные предложения обычно отделяются от главного предложения запятой.	

<p>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>	
<p>а) придаточные времени- (of Time)</p> <p>отвечают на вопросы when? – когда? since when? – с каких пор? how long? - как долго?</p> <p>Соединяются с главным предложением <u>союзами</u>: when – когда, whenever – всякий раз когда, while – в то время как, когда, пока, after – после того как, before- до того как, till, until – пока, до тех пор пока ... не, as soon as- как только, as long as –пока, since – с тех пор как, by the time (that) – к</p>	<p>While there is life, there is hope.- <i>Пока есть жизнь, есть надежда</i></p>

<p>тому времени когда, as – когда, в то время как, и др.</p> <p>В придаточных времени глагол в будущем времени не употребляется, только в настоящем времени.</p>	<p>When I come back, <u>I will call you.</u> - <i>Когда я вернусь, я тебе позвоню.</i></p>
<p>b) придаточные места (of Place)- отвечают на вопросы where? куда? from where? откуда? Они соединяются с главным предложением <u>союзными словами</u> where? где, куда? wherever- где бы ни, куда бы ни</p>	<p>He went where the commander sent him. – <i>Он поехал туда, куда направил его командир.</i></p>
<p>с) придаточные причины (of Cause) - отвечают на вопрос why? – почему? Соединяются с главным предложением союзами: because – потому что, as – так как, since – так как, поскольку, for- так как, now that – теперь, когда, поскольку и др.</p>	<p><u>Now that</u> he is here, he can explain his absence. – <i>Теперь, когда (поскольку) он здесь, он может объяснить своё отсутствие.</i></p>
<p>d) придаточные образа действия (of Manner) - отвечают на вопрос how? - как? каким образом? Соединяются с главным предложением <u>союзами</u>: as – как, as if (as though) – как будто, как если, that- что</p> <p>придаточные сравнительные (of comparison) – они соединяются с главным при помощи <u>союзов</u>: than- чем, as ... as – так (такой)</p>	<p>He played the violin so well that everybody admired him. – <i>Он играл на скрипке так хорошо, что все восхищались им.</i></p> <p>The movie is not as interesting as advertised. - <i>Фильм не такой</i></p>

<p>же... как, not so...as – (не) так (такой)... как</p>	<p><i>интересный, как его рекламировали.</i></p>
<p>е) придаточные цели (of Purpose) – указывают, с какой целью совершается действие главного предложения, отвечает на вопросы: what for? зачем? для чего? for what purpose?- с какой целью? Соединяются с главным предложением <u>союзами</u>: so that, so, in order that – для того чтобы. Самым распространенным является союз – so that. Союз - so – характерен для разговорной речи.</p>	<p>Usually he speaks English slowly so that children may understand him. – <i>Обычно он говорит по - английски медленно, чтобы дети могли понимать его.</i></p>
<p>ф) придаточные условия (of Condition) - соединяются с главным предложением союзами: if- если, in case – в случае, unless – если ... не, providing (that), on condition (that) - при условии если/ что и др.</p>	<p>If I see him tomorrow, I'll ask him about the exam. – <i>Если я его увижу завтра, я спрошу его об экзамене.</i> He won't go to the party unless he is invited. - <i>Он не пойдет на вечеринку, если его не пригласят.</i></p>
<p>г) придаточные следствия (of Result) – выражают следствие, вытекающее из содержания главного предложения. Они соединяются с главным предложением союзом so that - так что, вместо которого в разговорной речи часто употребляется so.</p>	<p>A huge broken tree was blocking the way so (that) one could not pass.-<i>Огромное сломанное дерево преграждало дорогу, так что нельзя было проехать.</i></p>

<p>h) придаточное уступительное (of Concession) указывают на обстоятельство, вопреки которому совершается действие главного предложения. Соединяются с главным союзами:</p> <p>though (although) – хотя, in spite of the fact that – несмотря на то, что</p>	<p>Although he is tall, he was not accepted into basketball team. – <i>Несмотря на то, что он высокий ростом, его не приняли в баскетбольную команду.</i></p>
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APP 36 Эмфатическая конструкция
It is ... that (who)

<p>Для выделения подлежащего, дополнения или обстоятельств в английском языке употребляется сложноподчиненное предложение с данной конструкцией, переводимое на русский язык простым предложением со словами именно, это, как раз... перед выделенным словом.</p>	<p>It was in our University club that we saw this film. – <i>Именно в клубе нашего университета мы видели этот фильм.</i></p> <p>It was Ann who I gave these books yesterday. - <i>Это Анне я дал вчера эти книги.</i></p> <p>It is your book which (that) is on my table.- <i>Это Ваша книга лежит на моем столе.</i></p>
<p>Эмфатический оборот следует отличать от сложноподчинённого предложения с формальным подлежащим it, в котором it is и that - стоит прилагательное или причастие.</p>	<p>It is known that this problem has not been solved yet. – <i>Известно, что эта проблема ещё не решена.</i></p>
<p>Эмфатический оборот it is ... that - всегда можно опустить без нарушения смысла и целостности предложения, чего нельзя сделать в сложноподчиненных предложениях.</p>	

APP 37 Structure of Informal (Personal) Letter Writing

Письмо должно быть правильно структурировано:

- обращение, соответствующее неофициальному стилю, на отдельной строке;
- вступление с ссылкой на предыдущие контакты (на полученное письмо) — отдельный абзац;
- главная часть, соответствующая пунктам задания (несколько абзацев — помните о правильном делении на абзацы);
- заключение;
- завершающая фраза на отдельной строке;
- подпись на отдельной строке (только имя).

Письмо надо также правильно оформить:

- краткий адрес автора в правом верхнем углу;
- дата (под адресом).

Model :

25 Severnaya St.
Vladimir
Russia
February 22, 2022

Dear Andrew,

It was good of you to think of writing to me, and I appreciate it very much.

Thanks for your letter. I was so glad to receive it.

I was delighted to receive your nice letter.

Thank you very much for the letter you sent me.

I've long been intending to write to you, but one thing or another have arisen to prevent me from carrying out my good intentions. Besides, you know, the longer one postpones writing, the more difficult it is to begin.

How are you doing? Everything is fine with me. I'm sorry that I haven't written for a while, but I've been really busy.

In your letter you ask me about ...

You ask me to tell you a few things about ...

Well, ...

As for the ...

It is great that ...

How long ...?

What ...?

Do you think ...?

Are you ...?

Please tell me more about it.

I would like very much to hear about ...

I would be very much obliged because ...

Do you think you could find time to make inquiries at bookstores in London? If you manage to get it and send it to me by airmail, I would be most grateful.

I wonder if it would be possible for you to send a copy of the book to me. I would be very pleased to send you something in return.

I have been wondering recently how you are getting on and whether things have been improving for you.

Anyway, I'd better go now. I've got loads of homework to do tonight.

I am very eager to hear from you, so please write as soon as you can.

Hope to hear from you soon.

I hope you will write me again soon.

I am looking forward to your early reply. Please write me soon.

I am looking forward to receive your letter.

Best wishes,

Ann

Фразы для ведения беседы

Как вежливо вступить в разговор:

By the way....,

That reminds me...

Excuse me; I'd just like to say that...

May I come in here?

May I say something?

That is right, but don't you think that...

Как попросить повторить что-л.:

Could you repeat that please?

Sorry. I don't catch what you said. Could you say it again, please?

Could you give an example?

I don't quite see what you mean.

Как выразить неуверенность:

Well... (I am not quite sure...)

You see...

What I mean is...

The point is...

Let me think...

Frankly speaking...

Structure of a review:

Introduction

Введение: относится к теме, например, можете выразить своё мнение о предмете рецензии, но не забудьте дать такую важную информацию, как автор, заголовок, о чем эта статья и т.д.

Body

Основная часть: детализирует содержание статьи, акцентирует внимание на отдельных чертах, деталях предмета рецензии.

Conclusion

Заключение: суммирует различные аспекты, затронутые в рецензии; важно четко заявить, можно ли рекомендовать рецензируемую статью. Начать последний абзац можно со слов: *All in all – в общем; On balance – в итоге; In conclusion- в заключение*

Language and style

Язык и стиль: т.к. рецензия должна представить ваше собственное мнение о предмете, используйте соответствующие слова и фразы (*highly informative – весьма информативно; coloured by- сильно приукрашено; a fascinating document – интересный документ.*

При написании рецензии старайтесь придерживаться одного стиля. В зависимости от содержания рецензия может быть официальной или неофициальной, поэтому вы должны выбрать один стиль и придерживаться его.

APP 40

СПИСОК НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

Начальная форма (Инфинитив)	Простое прошедшее время	Причастие прошедшего времени	Перевод
be	was/were	been	быть, находиться
become	became	become	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	стоять
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	rod	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>

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