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# АНГЛИЙСКИЙ ЯЗЫК ПОСОБИЕ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ



Учебное пособие по английскому языку  
для студентов 1 курса  
неязыковых направлений подготовки  
**ЧАСТЬ 1**

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Учебное пособие разработано в соответствии с федеральным государственным образовательным стандартом высшего образования с целью повышения эффективности образования и самообразования в ходе практических занятий по учебной дисциплине «Иностранный язык».

Учебное пособие адресовано студентам высших учебных заведений очной формы обучения всех направлений. Рекомендуются как для самостоятельной подготовки студентов, так и для аудиторной работы.

Пособие содержит методические указания к практическим занятиям, включающие в себя учебные цели, перечень образовательных результатов, обеспеченность занятий, краткие теоретические и учебно-методические материалы по темам, задания для практических работ студентов и инструкции по их выполнению.

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## ПРЕДИСЛОВИЕ

Возрастающая роль и значение самостоятельной работы студентов в вузе в системе высшего образования неоспорима и давно волнует преподавателей высшей школы, так как глубокие прочные знания и устойчивые умения могут быть приобретены студентами только в результате самостоятельной работы. Вопрос в том, как организовать самостоятельную работу студентов наиболее эффективно с тем, чтобы не только предоставить студентам определённую сумму знаний, а стимулировать их взять из полученного ими материала все самое необходимое, уметь применять на практике знания, которые должны быть активными и развивающимися. При таком подходе знания студентов не являются конечной целью, а служат лишь средством их дальнейшего развития.

Особое значение для формирования у студентов потребности в самостоятельном овладении знаниями, умениями и навыками самообразования имеет учебно-методическая литература. В связи с этим было разработано учебное пособие по английскому языку для студентов 1 курса неязыковых направлений подготовки как необходимого компонента системно-методического обеспечения процесса обучения.

Эффективным инструментом обеспечения самостоятельной работы предполагается использование в учебном процессе данного учебно-методического пособия. Пособие имеет чёткую структуру, методическое руководство по достижению целей и различными формами самоконтроля знаний. Авторы попытались максимально наполнить его необходимым материалом.

Результативность работы студентов зависит от чётко поставленных задач, правильной организации и продуманности работы, отбора учебно-методического материала и систематического, планомерного контроля со стороны преподавателя. Помочь решить все эти задачи должно учебное пособие.

Пособие построено на принципе блочно-модульного подхода, что предполагает тематическое членение материала, текущий контроль за качеством овладения материалом, акцентирование внимания на вопросах, вызывающих у студентов особые сложности, максимальную поддержку и помощь в процессе освоения материала.

Учебно-методическое пособие представляет следующие возможности и условия для обеспечения самостоятельной работы студентов:

- даётся программа действий для самостоятельной работы студентов;

- осуществляется ориентация в материале курса в целом и в каждой его части;
- осуществляется завершённость и этапность обучения;
- обеспечивается возможность постоянного и систематического контроля за качеством знаний и умений, приобретаемых студентом;
- вырабатываются навыки рациональной организации учебного процесса;
- осуществляется индивидуализация обучения.

Основой пособия выступает учебный модуль, т.е. оно содержит необходимую и достаточную информацию для управления самостоятельной учебной деятельностью студента. Данное пособие состоит из нескольких учебных модулей, соответствующих основным разделам рабочей программы:

1. Моя семья и моя биография (My Family and My Biography).
2. Мой родной город (My homeland).
3. Мой рабочий день (My working day).
4. Студенческая жизнь (Students' life).
5. Образование (Education).
6. Амурский государственный университет (Amur State University).
7. Урок английского (English lesson).

Логика выделения учебных модулей соответствует логике преподавания учебного курса. При этом учитываются временные затраты студента на проработку и усвоение раздела. Тематика и характер учебного содержания, представленного в пособии представляют самостоятельный комплекс, имеющий унифицированную структуру. Каждый элемент имеет свою тематическую направленность и состоит из следующих разделов:

1. Reading Comprehension.
2. Vocabulary Work.
3. Comprehension and Word Study.
4. Grammar.
5. Extra Reading.

В структуру пособия помимо модулей включены: тесты и задания для контроля и самоконтроля, список рекомендованной литературы, а также полезные, как для учебного процесса, так и для практической работы, приложения, включающие тексты и статьи для аннотирования и грамматический раздел, направленный на теоретическое и практическое освоение материала.

## **ОБЩИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ И УКАЗАНИЯ ПО ВЫПОЛНЕНИЮ ПРАКТИЧЕСКИХ РАБОТ**

### **1. Подготовка к практической работе**

Для выполнения практических работ обучающийся должен руководствоваться следующими положениями:

- внимательно ознакомиться с описанием соответствующей практической работы и установить, в чём состоит основная цель и задача этой работы;

- по соответствующим литературным источникам изучить теоретическую часть, относящуюся к данной работе.

### **2. Выполнение практических работ**

Успешное выполнение практических работ может быть достигнуто в том случае, если обучаемый представляет себе цель выполнения практической работы, поэтому важным условием является тщательная подготовка к работе.

### **3. Оформление практических работ**

Оформление практических работ является важнейшим этапом выполнения. Каждую работу обучающиеся выполняют, руководствуясь следующими положениями:

- на новой странице тетради указать название и порядковый номер практической работы;

- практическая работа должна быть написана разборчивым подчерком и выполнена в тетради для проверки работы преподавателем.

### **4. Форма контроля выполнения практической работы:**

Выполненная работа представляется преподавателю в тетради для выполнения практических работ.

## **УВАЖАЕМЫЕ СТУДЕНТЫ!**

Учебное пособие по английскому языку для самостоятельной работы студентов 1 курса разработано в помощь для работы на занятиях и подготовки к ним. Практические занятия, как и самостоятельная работа, являются важным видом учебной работы по изучению дисциплины Иностранный язык, они проводятся в соответствии с часами предусмотренными учебным планом.

Цель пособия – развитие навыков и умений чтения, перевода, составления монологических / диалогических высказываний на нейтральные темы, совершенствование навыков аннотирования / реферирования.

Пособие формирует базовые знания английского языка по курсу General English, достаточные для дальнейшего совершенствования в профессионально-ориентированной сфере.

Приступая к выполнению практической работы, вы должны внимательно ознакомиться с целью и задачами занятия, с краткими теоретическими и учебно-методическими материалами по теме практической работы, выполнить письменно задания.

Наличие положительной оценки по практическим работам необходимо для получения зачета по дисциплине или допуска к экзамену, поэтому в случае отсутствия на занятии по любой причине или получения неудовлетворительной оценки за практическую работу вы должны найти время для ее выполнения или передачи. Наименьшая положительная оценка – 4 балла выставляется при правильном выполнении не менее 2/3 заданий.

Внимание! Если в процессе подготовки к практическим работам у вас возникают вопросы, разрешить которые самостоятельно не удаётся, необходимо обратиться к преподавателю для получения разъяснений или указаний.

**Желаем успехов!**

**Авторы**

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## **Практическое занятие № 1**

### **Тема: "ABOUT MYSELF. MY BIOGRAPHY"**

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты на русский язык.
4. Выполнить упражнения.

### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и переведите их письменно.
5. Письменно выполните упражнения 1-6.

### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 10 баллов.

Упражнение 2 – 10 баллов.

Упражнение 3 – 20 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 10 баллов.

Упражнение 6 – 10 баллов.

### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.



## Задания для практического занятия

### ТЕХТ А

#### ABOUT MYSELF



My name is Alla Petrova. I am Russian. I was born on May 5, 2006 in the village of Tambovka, Amur region. Two years ago our family moved to Blagoveshchensk where I live now together with my parents. My father is a doctor, he works at a hospital. My mother is a

housewife. She has much work to do about the house. We are five in the family. I have a younger sister and a brother. They are both schoolchildren. Lucy is in the fifth form and Boris is a student of the ninth form. Our family is very united.

In May I finished school № 16 in Blagoveshchensk. I always did well at school and studied with great interest. I also took an active part in social life, attended a sport clubs and subject classes.

My favorite subjects at school were Literature, Math and I was good at Physics too. I was on the top of the list in our class in these subjects. I also liked English. I'd like to learn some other European languages to communicate with people from different countries.

I'm quite sociable and easy to deal with. I have many friends with whom we spend much time together. I can also add that I'm energetic, rather intelligent, patient, calm and never lose my temper. I love animals and children. My hobby is collecting badges.

I entered the Amur State University this year. Our University trains specialists in many fields and hard-working students have practically unlimited opportunities to learn a profession. As a result of thorough theoretical, practical as well as professional training the students get diplomas.

As for me, I study at the power engineering department. I hope that I will be a highly-qualified specialist in my own field.

You see, my biography isn't long. I can only add that I'm fond of reading books on history and I'm keen on sports. I play volleyball and have many friends among sportsmen. I also like shaping; it helps me to keep fit.

## **TEXT B**

From the very start I should say that it's not an easy thing to speak about yourself as it's hard to have a look at yourself from aside, but at the same time who knows you better than you yourself do? So to begin with I should say that my name is Nick and I am a boy of sixteen with dark hair and blue eyes. I am fairly tall, i.e. 180 centimeters tall, but not of a very powerful build. I am shortsighted and I have to wear glasses most of the time.

I was born on the 25<sup>th</sup> of April 2008 in Blagoveshchensk where I live now together with my parents and my younger sister. My early years, which I don't remember well, were typical of a child living in a town, but unlike most other small children I was not sent to a kindergarten because of my delicate health. So I stayed at home with my mother.

At the age of 7 I went to school. I studied at the same school for 11 years. In senior classes my favourite subjects were Mathematics, English, Biology, Art and Music. And I think I was rather good at these subjects. Besides learning school subjects I did karate, attended a sports clubs and did a bit of photography.

I had asked myself a lot of times what I wanted to do when I left school. A few years ago it was difficult for me to give a definite answer. As the years passed I changed my mind several times. It was only in my last year at school that I finally made up my mind as to what profession I would most like to have in future. I realized that my strongest desire was to continue specializing in sciences and study foreign languages as well. I decided to become an engineer. Everybody knows that it is a very useful and interesting profession nowadays. Now I am a first-year student of Amur State University. Many professors and highly qualified lecturers deliver lectures and hold seminars in different subjects such as: physics, mathematics, technical drawing, descriptive geometry, strength of materials, foreign languages, the history of Russia, etc. I spend a lot of time in the Internet-center of our library where I read up for my seminars. I try to visit all meetings, festivals and conferences which are held in our gala complex.

Now a few words about my character and interests. My friends say that I'm sociable, honest, helpful and cheerful. But my parents and my teachers sometimes say that I am not hard-working enough, and that sometimes I am stubborn and hard to deal with, but I don't think I am. I often lose my temper but never have a grudge against anybody. My favourite occupation is playing the guitar, reading and going to the theatre. I am fond of sport as well. That's all I can say about myself.

## Vocabulary

1. first / Christian / given name – имя
2. surname / family name / last name – фамилия
3. nationality – национальность
4. age – возраст
5. occupation – занятие, род деятельности
6. to be married – быть женатым
7. to be single – быть холостым
8. to go to school – ходить в школу
9. to leave (finish) – school закончить школу
10. sociable – общительный
11. to communicate – общаться
12. intelligent – умный
13. first-year student – первокурсник
14. to introduce oneself – представиться
15. to get acquainted – познакомиться
16. to be born – родиться
17. to die – умереть
18. to come from – происходить
19. to enter the University – поступить в университет
20. to fail in an exam – провалиться на экзамене
21. to pass exams – сдать экзамены
22. to serve in the army – служить в армии
23. to get a job – найти работу
24. to make a career – делать карьеру
25. patient – терпеливый
26. calm – спокойный
27. ambition – стремление
28. warm – сердечный, отзывчивый
29. to move – переезжать
30. education – образование
31. primary school – начальная школа
32. secondary school – средняя школа
33. good-looking – красивый
34. attractive – привлекательный
35. middle-aged – среднего возраста
36. elderly – пожилой

- 37.in her twenties – ей от 20 до 30
- 38.in his early forties – ему от 40 до 43
- 39.in her mid-fifties – ей от 53 до 57
- 40.in his late seventies – ему от 77 до 79
- 41.short (волосы, рост) – короткий, низкий
- 42.of medium height – среднего роста
- 43.broad-shouldered – широкоплечий
- 44.well-built – хорошо сложенный
- 45.slim, slender – стройный
- 46.plump – полный
- 47.thin – худой
- 48.complexion – цвет лица
- 49.beard – борода
- 50.moustache – усы
- 51.eyebrow – бровь
- 52.bearing – осанка
- 53.beautiful – красивый (о женщинах)
- 54.blond / fair dark hair – светлые / русые, черные волосы
- 55.blue (grey, green, hazel) eyes – голубые (серые, зеленые, карие) глаза
- 56.curly – кудрявые
- 57.straight hair – (прямые) волосы
- 58.dyed hair – крашенные волосы
- 59.figure – фигура
- 60.handsome – красивый (о мужчинах)
- 61.height – рост
- 62.look like (smb.) – быть похожим на (кого-либо)
- 63.of powerful built – крепкого телосложения
- 64.plain – некрасивый
- 65.pretty – симпатичный
- 66.straight (snubbed) – nose прямой (курносый) нос
- 67.take after (mother, father) – быть похожим на (мать, отца)
- 68.tall – высокий

*Exercise 1. Answer the following questions:*

1. What are their names? Who are they? How old are they?
2. Where and when were they born?
3. Have they got families?

4. How many people are there in their families?
5. What relations do they have in their families (parents, sisters, brothers, etc.)?
6. Where do they live?
7. Do they work? What do they do?
8. When did they enter the Amur State University?
9. How well did they do at school? What was their favorite subject?
10. What sport do they go in for?

*Exercise 2. Say whether it is true or false:*

1. In these texts the authors describe their biographies.
2. Alla was born on May 15, 2020.
3. Three years ago Alla's family moved to Blagoveshchensk where she lives now together with her parents.
4. She has an elder sister and a brother.
5. Nick went to school at the age of 6.
6. Nick's favorite subject at school was Russian Literature.
7. Now she's an applicant for entry to the Amur State University, Power engineering department.
8. Nick is a first-year student of the Amur State University.
9. Alla's biography isn't very long.
10. To the author's mind it is important to go in for sport.

*Exercise 3. Translate into Russian:*

To be born; to be of a powerful built; to move; to be short-sighted; to change one's mind; to have a grudge against somebody; to be a housewife; to be united; to do well at school; to take an active part in; to attend sport clubs; on the top of the list; to be easy to deal with; to face a new life; to lose one's temper; to become a good expert in; to be good at; to be fond of; to be keen on; to keep fit.

*Exercise 4. Put the words in the correct order.*

1. Your / name / is / full / what?
2. Samuel Clemens / of / the / pen-name / is / Mark Twain.
3. Nicknames / have / special / many / celebrities / sports / stars / especially.
4. You / do / where / from / come?
5. Has / got / blue / hair / dark / eyes / and / she / curly.
6. I / seven / years / old / when / moved / England / was / to / we.
7. He / think / is / very / I / good-looking / am.

8. I / fair / medium-length / hair / straight / have / but / going / I / am / bold.
9. Face / rather / long / I / have / got / a / strong / chin / with / a.
10. Looks / in / her / and / bears / general / she / quite / age / attractive / well.

*Exercise 5. Fill in the correct prepositions:*

1. I am fond ... reading books.
2. I was born ... May 5, 2006 ... the village ... Tambovka, Amur region.
3. She has much work to do ... the house.
4. Lucy is ... the fifth form and Boris is a student ... the ninth form.
5. Two years ago our family moved ... Blagoveshchensk where I live now together with my parents.
6. I also took an active part ... social life, attended sport clubs and subject classes.
7. My favorite subject at school was Literature and I was good ... Physics too.
8. Our University trains specialists ... many fields.
9. As a result ... thorough theoretical, practical as well as professional training the students get diplomas.
10. I'm fond ... reading books ... history and I'm keen ... sports.

*Exercise 6. Complete the sentences using the words in brackets:*

Here is the \_\_\_\_\_ (personality, character, face, description) of Mrs. Smith. She is fairly slim and about average \_\_\_\_\_ (height, length, tall, long). She has got jet-black curly hair. Her hazel eyes are wide-set under arched \_\_\_\_\_ (forehead, eyelashes, eyebrows, eyelid). Her triangular face is slightly wrinkled. \_\_\_\_\_ (teeth, tooth, mouth, tongue) are pearly. She has got a small pert nose and scarlet full \_\_\_\_\_ (cheeks, lips, face, eyelids). I like the way she wears her hair. It is parted in the middle and done in a knot. Sometimes she \_\_\_\_\_ (makes, does, carries, brings) her hair in a plait or wears it \_\_\_\_\_ (loose, lose, lost, loosen). She is delicately built with shapely slender arms and legs. Her \_\_\_\_\_ (complexion, figure, complexity, complexation) is tanned. There are beautiful dimples on her cheeks. She has got a bronze mole on the right temple. Her \_\_\_\_\_ (gaiter, gate, bearing, gait) is steady but graceful. Her bearing is perfectly straight. In general she looks quite \_\_\_\_\_ (attracting, attractable, attractive, attraction) and bears her age well.

## Практическое занятие № 2

**Темы: "PERSONAL AND POSSESSIVE PRONOUNS", "THE NOUN", "THE VERB", "TO BE", "THERE IS / THERE ARE", "TO HAVE"**



**Учебная цель:** правильное употребление личных и притяжательных местоимений, имени существительного, множественного числа имён существительных, глагола to be, оборота there is / there are (there + to be), глагола to have; формирование и дальнейшее развитие практических навыков по теме.

**Учебные задачи:** систематизировать и скорректировать знания по ряду базовых грамматических явлений английского языка, а также выработать практические навыки употребления изученных грамматических явлений в письменной речи.

### **Задачи практической работы**

1. Совершенствовать навык самостоятельной работы.
2. Повторить материал по теме.
3. Выполнить упражнения.

### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы. Напишите номер и название практической работы.
2. Прочитайте грамматический материал по теме «Личные и притяжательные местоимения, имя существительное, глагол to be, оборот there is / there are (there + to be), глагол to have».
3. Письменно выполните упражнения для закрепления темы.

### **Критерии оценки:**

- Упражнение 1 – 10 баллов. Упражнение 5 – 15 баллов.  
Упражнение 2 – 15 баллов. Упражнение 6 – 10 баллов.  
Упражнение 3 – 10 баллов. Упражнение 7 – 15 баллов.  
Упражнение 4 – 15 баллов. Упражнение 8 – 10 баллов.

### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.

2. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
3. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.



## Задания для практического занятия

### 1. PERSONAL AND POSSESSIVE PRONOUNS (личные и притяжательные местоимения)

	личные местоимения		притяжательные местоимения	
	именительный падеж	объектный падеж	основная форма	абсолютная форма
<i>единственное число</i>				
1-е лицо	I	me	my	mine
2-е лицо	you	you	your	yours
3-е лицо	he	him	his	his
	she	her	her	hers
	it	it	its	its
<i>множественное число</i>				
1-е лицо	we	us	our	ours
2-е лицо	you	you	your	yours
3-е лицо	they	them	their	theirs

### 2. THE NOUN (имя существительное)

#### а. Падежи имен существительных

Существительные в английском языке имеют только два падежа: общий падеж (the common case) и притяжательный падеж (the possessive case).

Притяжательный падеж выражает принадлежность и, таким образом, соответствует в русском языке родительному падежу. В форме притяжательного падежа употребляются в основном существительные, обозначающие одушевленные предметы.

Притяжательный падеж существительных в единственном числе образуется прибавлением апострофа и буквы s ('s) к форме существительного в общем падеже. Окончание 's произносится [s] после глухих согласных, [z] после звонких согласных и гласных, и [ɪz] после шипящих и свистящих.

общий падеж		притяжательный падеж	
<i>единственное число</i>			
aunt	тётя	aunt's house	тётин дом
dog	собака	dog's name	кличка собаки
father	отец	father's book	книга отца
James	Джеймс	James's friend	друг Джеймса
<i>множественное число</i>			
horses	лошади	horses' races	скачки лошадей

dogs	собаки	dogs' masters	хозяева собак
------	--------	---------------	---------------

## в. Множественное число имён существительных

При образовании формы множественного числа к существительному прибавляется окончание -s, -es, например:

a cat	кошка	cats	кошки
a pencil	карандаш	pencils	карандаши
a bench	скамейка	benches	скамейки
a pie	пирог	pies	пироги

Существительные, оканчивающиеся на -у с предшествующей согласной, меняют во множественном числе букву у на і и принимают окончание -es, например:

a factory	фабрика	factories	фабрики
a lorry	грузовик	lorries	грузовики

Некоторые существительные образуют множественное число путем изменения корневой гласной буквы, не принимая никаких окончаний, например:

a man	мужчина	men	мужчины
a woman	женщина	women	женщины
a tooth	зуб	teeth	зубы
a foot	ступня	feet	ступни
a goose	гусь	geese	гуси
a child	ребенок	children	дети
a mouse	мышь	mice	мыши

Некоторые существительные в английском языке употребляются только в единственном числе, например:

advice	money	news	water	weather
information	iron	permission	progress	work

## 3. THE VERB (глагол)

### а. Глагол to be (быть)

Формы глагола **to be** в настоящем времени (The Present Indefinite Tense)

<i>утвердительная форма</i>	<i>вопросительная форма</i>	<i>отрицательная форма</i>
<b>I am</b>	<b>Am I?</b>	<b>I am not</b>
<b>He (she, it) is</b>	<b>Is he (she, it)</b>	<b>He (she, it) is not</b>
<b>We (you, they) are</b>	<b>Are you (they, we)</b>	<b>They (you, we) are not</b>

### b.оборот there is / there are (there + to be)

В сочетании с вводным словом **there** глагол **to be** в личной форме образует оборот **there is / there are** со значением "есть", "находится".

Глагол **to be** в этом обороте может стоять в настоящем, прошедшем и будущем временах и согласуется с последующим существительным:

<i>Present Indefinite</i>	<i>Past Indefinite</i>	<i>Future Indefinite</i>
There is a bus in the street. На улице есть автобус.	There was a bus in the street. На улице был автобус.	There will be a bus in the street. На улице будет автобус.
There are buses in the street. На улице есть автобусы.	There were buses in the street. На улице были автобусы.	There will be buses in the street. На улице будут автобусы.

Вопросительная форма:

Is there a pencil in your bag?	Was there a book on the desk?	Will be there a book on the desk?
Are ther pencils in your bag	Were there books on the desk?	Will be there books on the desk?

Для образования отрицательной формы слово **no** ставится после оборота **there is / there are** , однако в кратких отрицательных ответах используется отрицание **not**.

There is no book on the desk.	На столе нет книги.
Is there a clock on the desk? No, there is not.	На столе есть часы? Нет.

### c. Глагол to have (иметь)

<i>единственное число</i>	
I have	I have not
you have	you have not
he has	he has not
she has	she has not
it has	it has not

<i>множественное число</i>	
we have	we have not
you have	you have not
they have	they have not

Глагол **to have** употребляется в роли:

1. Смыслового глагола ("иметь", "обладать"):

I have a book. У меня есть книга.

She has a house. У нее есть дом.

2. Вспомогательного глагола (для образования времен группы Perfect):

I have read this book. Я прочел эту книгу.

He has bought this toy. Он купил эту игрушку.

3. Модального глагола **to have to** (и как заменитель модального глагола **must**):

You will have to come here again. Вам придётся прийти сюда снова.

*Exercise 1. Insert the necessary form of the verb to be:*

My name ... Alfred Welsh. I ... 28. I ... married. My wife's name ... Helen.  
We ... a well-to-do family. I ... electronic engineer at a large engineering firm. My  
salary ... pretty good, so I ... a respectable gentleman.

Helen ... a very good businesswoman. It ... due to Helen, that the company ...  
a go-go one.

Jack and Jimmy ... our twins. They ... only 3. We ... a very happy family.

*Exercise 2. Complete the sentences, using the following forms of the verb to be:*

*am*

*is*

*are*

*am not*

*is not*

*are not*

1. David's new bicycle ... blue.

2. Are these your books? – No, they ... not.

3. My children ... eight and six years old.

4. I ... am interested in baseball. I think it's boring.

5. We can walk to the supermarket. It ... far.

6. Are you a teacher? – Yes, I ... .

7. ... those birds from South America? – The red one ..., but the blue one ....

8. When ... your birthday? Kate and Sandra ... at work today, because it ... a  
holiday.

9. You ... wrong 9x9 is 81, not 82.

- 10.... this the right bus for the city? Where ... my shoes? – In the bedroom.  
 11.Math ... not a very difficult subject.  
 12.Our English teacher ... not from America, he's from Australia.  
 13.They ... not at home, they're at work.  
 14.... you late for the class today?

*Exercise 3. Complete the sentences using the verb to be and one of the question forms below:*

- |            |               |       |
|------------|---------------|-------|
| • How      | • What        | • Who |
| • How much | • What colour | • Why |
| • How old  | • Where       |       |
| •          |               |       |

- |                                      |                               |
|--------------------------------------|-------------------------------|
| 1. A: ..... my keys?                 | B: On the table.              |
| 2. A: ..... the time, please?        | B: Half past five.            |
| 3. A: ..... your headache now?       | B: Much better, thanks.       |
| 4. A: ..... the holiday photographs? | B: In the handbag.            |
| 5. A: ..... that clock?              | B: Three hundred years.       |
| 6. A: ..... your new shoes?          | B: Red.                       |
| 7. A: ..... Simon is happy today?    | B: Because it's his birthday. |
| 8. A: ..... Maria from?              | B: Spain, I think.            |
| 9. A: ..... these trousers?          | B: They are 40 roubles.       |
| 10. A: ..... that man in the car?    | B: My uncle.                  |

*Exercise 4. Put the following nouns into plural:*

- |           |                    |
|-----------|--------------------|
| • a box   | • a picture        |
| • a child | • a piece of bread |
| • a foot  | • a road           |
| • a goose | • a sportsman      |
| • a house | • a story          |
| • a lady  | • a tiger          |
| • a moon  | • a tooth          |
| • a night | • a town           |
| • a page  | • a woman          |

*Exercise 5. Translate into English and transform according to the model:*

*Model: This is my book. – This book is mine.*

1. Это книга Лены.
2. Эти Сашины тетради.
3. Это мамина и папина спальня.
4. Это кровать моего младшего брата.
5. Это её задача.
6. Это их дом.
7. Это рояль моего соседа.
8. Это её книги, а те – мои.
9. Это его машина. 10. Это ее ученики.
10. Это были самые красивые розы, какие я когда-либо видел.
11. Посмотрите, кто это? – Это один из наших студентов.
12. Эта река самая длинная на Дальнем Востоке.
13. Кто там? – Откройте, это я.
14. Какие это были чудесные цветы!

*Exercise 6. Use "there is (are)" construction in the appropriate tense form.*

1. Look! ... their telephone number in the letter.
2. Polotsk is a very old town. ... a lot of ancient buildings there.
3. Excuse me, ... a restaurant near here?
4. How many students ... in your group?
5. I was hungry but ... anything to eat.
6. ... a football match on TV last night.
7. ... many people at the meeting?
8. Look! ... an accident. Call the ambulance!
9. ... 24 hours in a day.
10. This box is empty. ... nothing in it.

*Exercise 7. Extend the sentences according to the model.*

**Model:** I always *have* sandals in the summer. (this summer)

I *haven't got* any sandals this summer.

1. They *have* seminars every month. (this month)
2. They *have* a lot of flowers in their garden every summer. (this summer)
3. We *have* messages from our friends every week. (this week)
4. He *often has* a sore throat. (today)
5. I *usually have* warm shoes in the winter. (this winter)
6. She *has* a new dress every summer. (this summer)
7. They *always have* a light supper. (tonight)
8. I *often have* a headache in the evening. (tonight)
9. I *often have* fish for dinner. (today)
10. Oliver *usually has* a bodyguard to protect him. (tonight)
11. We *have* two English classes every week. (this week)

12. He has many e-mails each month. (this month)
13. You always have a lot of practice in English. (this term)
14. I have a holiday every autumn. (this autumn)
15. Our group has a lot of laboratory works every year. (this year)

*Exercise 8. Translate into English.*

1. В этом журнале много интересных статей.
2. В нашем городе много музеев и театров.
3. В этой комнате есть телевизор?
4. В этой комнате два окна.
5. В чашке не было чая.
6. Сколько статей было в этом журнале? – Там было несколько статей.
7. Сколько студентов в аудитории? – Двадцать.
8. Рядом с нашим домом будет парк.
9. На этой улице была школа?
10. На столе лежит несколько книг.

## Практическое занятие № 3

### Тема: "MY FAMILY"

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

### Задачи практической работы:

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты на русский язык.
4. Выполнить упражнения.

### Обеспеченность занятия

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

### Инструкция по выполнению практической работы

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и переведите их письменно.
5. Письменно выполните упражнения 1-6.

### Критерии оценки практической работы (максимум – 100 баллов)

Письменный перевод: 20 баллов.

Упражнение 1 – 15 баллов.

Упражнение 2 – 10 баллов.

Упражнение 3 – 15 баллов.

Упражнение 4 – 20 баллов.

Упражнение 5 – 10 баллов.

Упражнение 6 – 10 баллов.

### Список рекомендуемой литературы:

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.



## Задания для практического занятия

### ТЕКСТ А

#### MY FAMILY



I'm Alex Kovalev. I am fifteen. I'd like to tell you about my family. We are a family of three. I live with my parents. But I've got an elder brother. He is married and has a family of his own.

In my opinion, family is an emotional centre of a person's life, transmitter of culture, the place where children are being raised. The process of upbringing children is difficult. It requires much effort, mutual respect, tolerance. In happy families parents are frankly honest with their children without moralizing, and the children in their turn learn how to get on with other people.

The proverb says, "Men make houses, women make homes". In my view, it means that the man provides for his family, pays attention to the problems of the members of the family. And the woman creates the homely atmosphere, encourages her husband and children to keep up family traditions and keeps the house. Together they bring up their children in the right way.

It is true to our family, I think. My parents have been married for twenty-six years. My father's name is Vitaly. He is 45 years old. He is an engineer at a Motor Plant. He is tall and strong both in body and character, but rather stout. He has plump oval face with an aquiline nose. He's generous and full of joy, but very careless. He can make different things with his own hands. Almost all the bookshelves in our flat were made by my father.

My mother's name is Irina. She is a medium size woman. She has got a thin oval attractive face and light grey eyes and a snub nose. When she was young she had thick curly ash-blond long hair, now she wears her hair short. My mother is a woman of character, well-bred, tactful and fair. She's warm-hearted and at the same time practical, reserved and full of common sense. She is a housewife; she does all the housework and helps my elder brother to bring up his sons. She is really concerned about them. They are the apple of her eye. And the boys feel affection for their Granny. My father and I try to help her about the house.

My brother Igor is about 25. He is married, as I have already said. He has got two sons. My elder nephew is a spitting image of my brother and the junior one takes after his mother, my brother's wife. The boys are funny and curious.

We have got a lot of relatives, because my mother has got five sisters and a brother. So I've got many aunts, uncles and cousins. We are all on friendly terms.

## **TEXT B**

A vocabulary defines a family as "people who are closely related". Psychologists usually refer to a family consisting of mother, father and their children, who are either twins or siblings, as a nuclear family. Some of them are one-parent or single parent families. They usually call all the family including aunts, uncles, nephews, cousins, nieces, grandparents, daughters- and sons-in law as an extended family. George Orwell (1903-1950), a famous British author, wrote that he came from a "stuffy Victorian family, with not many black sheep in it but with all its cupboards bursting with skeletons (family secrets). It has rich relations who have to be kow-towed to and poor relations who are horribly sat upon, and there is a deep conspiracy about the source of income. It is a family in which the young are generally thwarted and most of the power is in hands of irresponsible uncles and bedridden aunts. Still it is a family".

There is no exact definition, what a family is. It is definitely a fabulous phenomenon, cemented by blood, which is thicker than water. It is really a masterpiece and as every genius creation of humanity it is immortal. Its roots date back to prehistoric times, and it has made a long way from polygamy to monogamy. Like a real masterpiece it constantly changes preserving its essence. Prehistoric mothers used to be as caring, over-protective and ambitious about their adorable offspring, as all today's mothers are.

Most of families start with marriages, which are said to be made in heaven. Ancient philosopher Diogenes (the Cynic) said, "Marriage is the greatest earthly happiness when founded on complete sympathy". Like every masterpiece this highly personal matter is strictly controlled and supported by law. Young people nowadays are to understand that it is not enough to promise to love and cherish each other, it is important to realize that they have taken a big step both legally and financially by deciding to get married. A husband is entitled to a married man's allowance, and both husband and wife can claim tax relief. They start sharing common property and if they decide to split up they will both have to start a divorce proceeding. If they have children and decide to separate they will have to agree who gets the custody over their children and set the proposed arrangements for children to meet both parents.

The importance of family bonds has been portrayed in proverbs and sayings by all nations. Here we say "East or West, home is best", the English say "My home is my castle" and I'm sure there are wise sayings like these in other languages. It seems a bit sad that families are getting so small these days. A family with three or four children is not a common thing. More often you will find many families where there is just Mummy, Dad, one kid and may be a dog. I don't know what it feels like being an only child in the family. There are three children in our family. So by modern standards we are considered to be a fairly large family.

Here I should say as well that I am lucky to have been brought up in a friendly two-parent family. This is not always the case. The number of problem families has grown up lately due to many reasons: material, economic, housing difficulties and heavy drinking.

I'd like to give a brief description of each of us. Firstly my father, the head and the main supporter of our family. He is a research worker by profession. About 10 years ago he was with the Central Scientific Research Institute of Technology and Administration. But he had to quit it and look for a better paid job to support the many of us. He went in for trade. At present he is trying his luck in several trade aspects.

Generally speaking my father and I are very similar in character though in appearance I take after my mother. He is determined, strong-willed, energetic but at the same time he is reserved and thoughtful. He always achieves the aims he sets. He looks very businesslike and at the same time he tries not to lose the sense of humour. And though he is very busy, he always devotes his free time to the children; mainly to my younger brother and sister because he takes me for a grown-up person, he trusts me and relies on me. He is even sure that I can be his partner in business translating some business papers and documents for him. In my turn I try to be most helpful and it makes me feel important and grown-up.

My mother has turned 40 this year. But she doesn't look her age. My mother is a programmer by profession. But as I was a very feeble child almost until the age of 9 my mother stayed out of work. It happened so that up to now she hadn't got a chance to start working again as the two younger children came. So she has to sacrifice her career to the upbringing of the three of us. But while she was looking after the smaller ones she took an interest in psychology. And when the children got a little older, she became a student of the Pedagogical University. She is exactly the person about whom the English saying goes "It's never too late to learn". She is a very attractive, self-possessed, sociable and persistent woman. She is concerned about her appearance, tries to be in good shape, elegant and dressed according to the latest vogue, that's why she looks so good for her age.

In fact I'm more attached to my mother than to my father. We understand each other better which I think is quite natural. We can spend hours and hours on end talking about our family problems, fashions, views on education, people's relations, their ambitions and the like.

My younger brother is only 7 years old. He studies at the same school I do. He does well at school which makes all of us happy. He is a diligent, kind and intelligent boy. He is tall for his age, sporty and we hope he'll make a good basketball player one day.

As for my younger sister she is only 4 years of age. She is a very pretty, lively, cheerful and energetic little thing. She is very restless and it's hard for her to

stay in one and the same place for more than a minute, so when the two of them are playing they make a hell of the house.

Of course I have many remote relations: two grandmothers and a grandfather, aunts, uncles and cousins. But only my grandfather and grandmother on the mother's side live in Minsk. Though my grandma is already an elderly woman, she often visits us, helps my mother to look after the children and always brings something delicious to eat. We all enjoy her visits.

To finish with, I'd like to say that there are times in our lives, when everything seems to be going badly. We all have problems we can't cope with. We feel depressed and dispirited and suffer from acute anxiety and despair. We moan and groan and think we are losers and failures. A fatherly manly hug or a mother's loving embrace can really restore you from the ashes. Then I hear my Mum's favourite words: "You are a Fallible Human Being" and understand that even if the whole world turns its cold shoulder on me, there'll still be a family to turn to for love, compassion and understanding. And as every great masterpiece the family will remain in your soul forever.

### **Vocabulary**

1. family – семья
2. parents – родители
3. father – отец
4. mother – мать
5. sister – сестра
6. brother – брат
7. daughter-in-law – невестка
8. father-in-law – тесть, свёкор
9. mother-in-law – тёща, свекровь
10. son-in-law – зять
11. great grandpa – прадед
12. husband – муж
13. wife – жена
14. stepfather – отчим
15. stepmother – мачеха
16. stepchild – приёмный сын, приёмная дочь
17. uncle – дядя
18. aunt – тётя
19. nephew – племянник
20. niece – племянница
21. granddaughter – внучка
22. grandson – внук
23. to marry smb. – жениться, выходить замуж

- 24.relative – родственник
- 25.bachelor – холостяк
- 26.cousin – двоюродный брат, двоюродная сестра
- 27.son – сын
- 28.daughter – дочь
- 29.child – ребёнок
- 30.baby – грудной ребёнок
- 31.twins – близнецы
- 32.fiancé – жених
- 33.fiancée – невеста
- 34.couple – пара
- 35.respectful – почтительный
- 36.to consist of – состоять из
- 37.to look like – выглядеть
- 38.to involve – вовлекать, включать
- 39.to gain – приобретать
- 40.to provide – обеспечивать, предоставлять
- 41.to require – требовать
- 42.to suit to – подходить, соответствовать
- 43.to get married to smb. – жениться, выйти замуж
- 44.to be married – быть женатым, замужем
- 45.to be engaged to smb. – быть помолвленным
- 46.to live separated from one's wife – жить отдельно от жены
- 47.to be divorced – быть в разводе
- 48.to be on pension – быть на пенсии
- 49.to be single – быть неженатым
- 50.to get on well with – быть в хороших отношениях
- 51.to share domestic duties – разделять домашние обязанности
- 52.to spend time together – проводить время вместе
- 53.to be attached to smb. – быть привязанным к кому-либо
- 54.to find support and understanding – находить поддержку и понимание
- 55.mutual respect – взаимное уважение
- 56.spitting image – точная копия
- 57.emotional centre – эмоциональный центр
- 58.close relatives – близкие родственники
- 59.distant relatives – дальние родственники

*Exercise 1. Answer the following questions:*

1. What is the right age for young people to get married in your opinion?
2. Why do some young families break up do you think?
3. Do you think big families or small families are better?

4. Who keeps the house and cooks meals in your family?
5. Do you think your parents are always right when they tell you what to do and what not to do?
6. What do you do if your parents are not right in your opinion?
7. Why does the fathers-and-sons problem always exist?
8. What do your parents make you do that you don't like doing?
9. What is your parents' attitude to your friends?
10. At what age should children be given more freedom and independence?
11. What do your parents praise you for?
12. Which of your actions upset your parents most of all?
13. How much pocket money should teenagers be given?
14. What is your idea of a good husband (wife)?
15. What does family happiness depend on in your opinion?

*Exercise 2. Say whether it is true or false:*

1. A dictionary gives an exact definition of a family phenomenon.
2. A family constantly changes preserving its essence.
3. A marriage has not become a common thing nowadays.
4. Britain has one of the highest divorce rates in Western Europe: approximately one in three marriages ends in divorce, half of them in the first ten years of marriage.
5. There are times in our lives when everything seems to be going badly.
6. Most of families start with divorces.
7. Psychologists usually call all the family including aunts, uncles, nephews, cousins, nieces, grandparents, daughters- and sons-in law as a nuclear family.
8. Prehistoric mothers used to be as caring, over-protective and ambitious about their adorable offspring, as all today's mothers are.
9. A family with three or four children is a common thing nowadays.
10. We may say that the family is a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and take care of their young.

*Exercise 3. Translate into Russian:*

single parent families; a nuclear family; an extended family; the source of income; a fabulous phenomenon; date back to prehistoric times; adorable offspring; to rely on somebody; to be a very feeble child; to look one's age; to be concerned about one's appearance; to cope with something; to suffer from acute anxiety and despair; to moan and groan; to look after the children.

*Exercise 4. Fill in the gaps with proper words.*

1. Jack's parents don't live together. They are \_\_\_\_\_ .
2. Frank has no parents. So he is an \_\_\_\_\_ .
3. Her \_\_\_\_\_ name was Hope. But after the marriage her name is Dickson.
4. He hasn't got a family of his own, he is \_\_\_\_\_ so far.
5. Are you an \_\_\_\_\_ child in the family? – No, I've got an elder brother.
6. My grandparents are \_\_\_\_\_ already.
7. He is 19. He \_\_\_\_\_ of age last year.
8. Children go to school at the \_\_\_\_\_ of six in our Republic.
9. He is married now but two years ago he was \_\_\_\_\_ .
10. He is a native born, but his wife is a \_\_\_\_\_ .
11. He is in \_\_\_\_\_ late sixties.
12. His daughter is in \_\_\_\_\_ mid teens.
13. Is Kate a relation of ...? – No, we are just friends.
14. Do you have a family of \_\_\_\_\_ own?
15. This is Barbara Dickson. She is a colleague of \_\_\_\_\_ .
16. They prefer to live by \_\_\_\_\_ .
17. Does she live with \_\_\_\_\_ parents?
18. He is a dear old friend of \_\_\_\_\_ .
19. At first you should introduce \_\_\_\_\_ .
20. He is old enough to take care of \_\_\_\_\_ .

*Exercise 5. Fill in the correct prepositions:*

1. Like every masterpiece this highly personal matter is strictly controlled and supported ... law.
2. The importance of family bonds has been portrayed ... proverbs and sayings ... all nations.
3. I'd like to give a brief description ... each ... us.
4. The process ... upbringing children is difficult; it requires much effort, mutual respect and tolerance.
5. Generally speaking my father and I are very similar ... character though ... appearance I take ... my mother.
6. Marriage is the greatest earthly happiness when founded ... complete sympathy.
7. My mother is a programmer ... profession.
8. I was a very feeble child almost the age ... 9 my mother stayed out ... work.
9. She is very busy, she always devotes his free time ... the children.
10. While she was looking ... the smaller ones she took an interest ... psychology.

*Exercise 6. Complete the sentences using the words in brackets.*

I am Frankie Watson. My \_\_\_\_\_ (surname, Christian, full, nickname) name is Frances Elizabeth Watson. I come \_\_\_\_\_ (out, from, in, for) England. I am twenty-one. I am a \_\_\_\_\_ (a three-year, third course, third-year, seven-years) student of the university. I have got a lot of friends. Most of them are my \_\_\_\_\_ (schoolmates, schoolboys, schoolmasters, school-leavers). My best companions are two girlfriends. They are very kind and well-bred. I also have a boyfriend. His name is Joe.

My brother-in-law, Henry Perkins, is \_\_\_\_\_ (get married, engaged, marry, married) to my \_\_\_\_\_ (elder, elderly, the oldest, elderer) sister Helen. I am a member of her family. My \_\_\_\_\_ (brother-in-law, sister-in-law, brethren, brotherhood) is a dentist. He has got a mother but he has no father. My sister is a \_\_\_\_\_ (householder, housewoman, housewife, house-trained). They have got only one child – Lucy. Lucy is my \_\_\_\_\_ (niece, nephew, nice, nick), she is five. She is \_\_\_\_\_ (fond, interested, keen, found) of birds and animals. We have white mice, a dog and a parrot in the house. Now Lucy wants to have a rabbit. But her mother is against it. We have no peace because of all Lucy's animals.



## **Практическое занятие № 4**

### **Тема: "THE PRESENT SIMPLE (INDEFINITE) TENSE AND THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE"**

**Учебная цель:** правильное простого настоящего и длительного времён; формирование и дальнейшее развитие практических навыков по теме.

**Учебные задачи:** систематизировать и скорректировать знания по ряду базовых грамматических явлений английского языка, а также выработать практические навыки употребления изученных грамматических явлений в письменной речи.

#### **Задачи практической работы**

1. Совершенствовать навык самостоятельной работы.
2. Повторить материал по теме.
3. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте грамматический материал по теме "The Present Simple (Indefinite) tense and the Present Continuous (Progressive) tense".
4. Письменно выполните упражнения для закрепления темы.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

- Упражнение 1 – 15 баллов. Упражнение 5 – 15 баллов.  
Упражнение 2 – 15 баллов. Упражнение 6 – 10 баллов.  
Упражнение 3 – 10 баллов. Упражнение 7 – 10 баллов.  
Упражнение 4 – 10 баллов. Упражнение 8 – 15 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
3. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

## Задания для практического занятия

### THE PRESENT SIMPLE (INDEFINITE) TENSE (простое настоящее время) – видовременная форма глагола, которая



используется для выражения обычных, регулярно повторяющихся действий. Для простого настоящего времени характерно наличие следующих слов-маркеров: usually, sometimes, often, always, never, seldom / rarely, regularly, from time to time, once in a while, hardly ever, every day / week / month / year / morning / evening.

Примеры предложений в простом настоящем времени с использованием слов-маркеров:

I always get up at six o'clock in the morning. – Я всегда встаю в 6 часов утра.

My brother often listens to music. – Мой брат часто слушает музыку.

The Earth rotates around the Sun. – Земля вращается вокруг Солнца.

Что касается отрицательной формы глаголов в простом настоящем времени, то она образуется при помощи вспомогательного глагола **do (does** 3-е л., ед. ч.) и отрицания **not**, которые ставятся перед смысловым глаголом в форме инфинитива без частицы **to**, при этом **not** произносится с ударением. Например:

I do not play hockey. – Я не играю в хоккей.

My sister does not like to read books. – Моя сестра не любит читать книги.

В устной и письменной видах речи очень часто употребляется сокращённая форма от **do not – don't** и **does not – doesn't**

Например:

I don't go for shopping every day. – Я не хожу за покупками каждый день.

My friend doesn't speak English. – Мой друг не говорит по-английски.

Вопросительная форма глаголов в простом настоящем времени образуется при помощи вспомогательного глагола **do (does)**, который ставится перед подлежащим. За подлежащим следует смысловый глагол в форме инфинитива без частицы **to**. При этом на последнем ударном слоге предложения тон голоса повышается:

Do you work at school? – Вы работаете в школе?

Does your grandmother live in the village? – Твоя бабушка живёт в деревне?

Спрашиваемый должен ответить следующим образом: Yes, I do или No, I don't. Если же в вопросе ссылаются на представителя 3-го лица единственного числа, то следует ответить, как Yes, he / she / it does или No, he / she / it doesn't.

Употребление времени Present Simple

- обозначение регулярных, повторяющихся действий в настоящем времени: I get up at 6. – Я встаю в 6.
- обозначение привычек: My father drinks coffee in the mornings. – Мой папа пьет кофе по утрам.
- в утверждениях, которые верны всегда: Cats eat mice. – Кошки едят мышей.
- указание на расписание, особенно транспорта или программы: The train leaves at 5 a.m. – Поезд отправляется в 5 утра.
- выражение своего мнения, а также обещания, клятв и т. д.: I think, it is important. I swear, it is true. – Я думаю, это важно. Клянусь, это правда, и т. д.
- когда мы говорим о законченных действиях в настоящем времени, происходящих одно за другим, например, комментирование своих действий или спортивных матчей и т. д.: First, I take two eggs and break them into this bowl... – Сначала я беру два яйца и разбиваю их в миску...
- когда мы даем инструкцию или спрашиваем о ней, например, при вопросе о правильной дороге: How do I get to the station? – Как мне дойти до вокзала?
- в официальной корреспонденции в клишированных фразах (в менее официальной переписке эти фразы могут употребляться в длительном времени): We write to advise you... – Мы пишем, чтобы посоветовать Вам...
- в водных фразах, таких, как I see, I hear, I understand, I gather. Смысл фраз также может относиться к прошедшему времени: **I hear** they are getting married. – Я слышал, они женятся.

В английском языке простое настоящее время невозможно спутать с другими видовременными формами глагола. Глаголы, употребляющиеся в данной форме, указывают на постоянность выполняемых действий.

**PRESENT CONTINUOUS (PROGRESSIVE) TENSE (настоящее длительное время)**

<i>Утверждение</i>	<i>Отрицание (полная форма)</i>
I am playing	I am not playing
You are playing	You are not playing
He / she / it is playing	He /she / it is not playing
We are playing	We are not playing
You are playing	You are not playing
They are playing	They are not playing
<i>Отрицание (краткая форма)</i>	<i>Вопрос</i>
I am not playing	Am I playing?
You're not playing	Are you playing?
He / she / it's not playing	Is he / she / it playing?
We aren't playing	Are we playing?
You're not playing	Are you playing?
They aren't playing	Are they playing?

Present Continuous употребляется для выражения действия, длящегося в настоящий момент или в момент речи. Указание на время типа now (сейчас), at the moment (в данный момент) может быть либо выражено, либо подразумеваться.

Очень часто настоящее длительное время используется для обозначения будущих запланированных действий:

1. Tomorrow we are having an English lesson. (Завтра у нас английский)
2. In a month I am having an exam in grammar. (Через месяц у меня экзамен по грамматике)
3. Are you going to the South this year? (Вы едете на юг в этом году?) Также довольно часто используется оборот "to be going to do smth." (собираться сделать что-либо):

1. Are you going to do your job? (Вы собираетесь делать свою работу?)
2. He isn't going to buy a car. (Он не собирается покупать машину)
3. They are going to get married. (Они собираются пожениться)

С глаголами, которые обозначают не действие, а состояние, Present Continuous обычно не употребляется: *to live, to stay, to hear, to see, to know, to realize, to believe, to remember, to think, to belong, to contain, to consist, to want, to like, to love, to hate, to need, to prefer, to suppose, to mean, to understand, to seem.*

Глаголы *to feel* (чувствовать) и *to look* (выглядеть) могут употребляться в форме **Present Simple** и в форме **Present Continuous**, чтобы сказать, как кто-то выглядит или чувствует себя сейчас. Например:

You look well today. – You are looking well today. How do you feel now? –

How are you feeling now?

**The Present Indefinite (Simple) vs the Present Continuous Tenses (настоящее несовершенное / простое и настоящее длительное время)**

	<i>Present Indefinite</i>	<i>Present Continuous</i>
1. Какое действие выражает	1. Action as a fact (действие как факт): normally, actually, generally, usually, often, frequently, seldom, rarely, sometimes, never, always	The process of action at the moment of speech in the present (процесс действия в настоящий момент времени): (right) now, at the (this) moment, still, constantly
2. Формы	2. to grow – I, we, you, they grow he, she, it grows	to grow – I am growing we, you, they are growing he, she, it is growing
3. Вспомогательные глаголы	3. do, does (he, she it) in negations and questions	is, am, are
4. Образование отрицания	4. Negations: do not (don't) grow does not (doesn't) grow	am not growing are not (aren't) growing is not (isn't) growing
5. Образование вопросительной формы	5. Questions: do, does before the subject Do you always grow so fast? Does it always grow so fast? Do you normally grow fast or slow? Does it normally grow fast or slow? Why do you always grow so fast? Why does it always grow so fast? Who (What) grows so fast? You always grow so fast, don't you? It always grows so fast, doesn't it?	am, are, is before the subject Are you growing now? Am I growing fast or slow now? Why are they growing now? Who is growing now? I am growing fast now, am I not?
6. Способ перевода	6. На русский язык переводится настоящим временем изъявительного наклонения	аналогично

*Exercise 1. Open the brackets using the Present Continuous Tense:*

1. 10.30 a.m. Jane is in her office. She \_\_\_\_\_ (to read) some e-mails and \_\_\_\_\_ (to type) her replies. Her secretary, Mary, \_\_\_\_\_ (to make) some coffee. She \_\_\_\_\_ (to sing) a song.

2. 10.40 a.m. Jane and Mary \_\_\_\_\_ (to drink) their coffee. Jane \_\_\_\_\_ (to talk) about her holiday plans, but Mary \_\_\_\_\_ (not to listen) to her. She \_\_\_\_\_ (to think) about her new car. They \_\_\_\_\_ (not to work) at the moment, they \_\_\_\_\_ (to have) their coffee break.

3. 10.50 a.m. The bell \_\_\_\_\_ (to ring) and that is the end of their break. Now they are back to work.

4. 10.55 a.m. The telephone \_\_\_\_\_ (to ring). Jane \_\_\_\_\_ (to sit) at her desk next to the window and \_\_\_\_\_ (to ask) some questions to an important customer. In a few minutes she \_\_\_\_\_ (to have) a meeting with him.

*Exercise 2. Complete the following sentences using don't, doesn't, isn't, aren't or am not.*

1. We \_\_\_\_\_ watching a television programme now.
2. We \_\_\_\_\_ watch television every day.
3. It \_\_\_\_\_ raining very hard at the moment.
4. I \_\_\_\_\_ hear you well.
5. It \_\_\_\_\_ rain very much in summer.
6. Mr. Johnson ... eating his lunch now.
7. I \_\_\_\_\_ see any students in that room.
8. They \_\_\_\_\_ like milk for lunch.
9. He \_\_\_\_\_ have money for a new car.
10. We \_\_\_\_\_ listen to music every night.
11. Mr. White \_\_\_\_\_ have a private office.
12. These exercises \_\_\_\_\_ seem very difficult.
13. The men \_\_\_\_\_ always eat at that cafe.
14. That tall man \_\_\_\_\_ work for this company.
15. The students \_\_\_\_\_ speak English very well

*Exercise 3. Correct grammar mistakes:*

1. Steve are reading a book.
2. The children, Sam and Eric, are play with the toys.
3. They are wearing sun glasses.
4. Pam cooking fish.
5. She am crying because the smoke getting in her eyes.
6. Joe are lying on the grass and listening to music on his headphones.
7. She eating an orange.
8. Fred, the dog, is play with the ball.
9. My father and elder brother is repairing the car.
10. Everybody are having a wonderful time.

*Exercise 4. Complete the sentences choosing the correct verb form (Present Indefinite or Continuous), explain your choice:*

1. \_\_\_\_\_ learning English? (Do you like / Are you liking)
2. \_\_\_\_\_ this program. (I am not understanding / I don't understand)
3. Jim and his father \_\_\_\_\_ They are asleep. (aren't watching / don't watch TV)
4. Tony is upstairs in the bathroom. He \_\_\_\_\_ his hair. (washes / is washing)
5. Why \_\_\_\_\_ ? Are we late? (do we run / are we running)
6. There are some strange noises in the sitting room. What \_\_\_\_\_ ? (is Tom doing / does Tom do)
7. What time \_\_\_\_\_ every day? (does John get up / is John getting up)
8. \_\_\_\_\_ from Denmark? – No, I am Swedish. (Are you coming / Do you come)
9. \_\_\_\_\_ in the same hotel in New York (I always stay / I am always staying)
10. \_\_\_\_\_ in winter in your country? (Does it snow / Is it snowing)

*Exercise 5. Complete the sentences. Put the verbs into the Present Indefinite or Present Continuous, positive or negative:*

1. Have a chocolate. – No, thank you. I \_\_\_\_\_ (to like chocolate).
2. Let's have lunch in the garden. – No, we can't. It \_\_\_\_\_ (to rain).
3. What \_\_\_\_\_ Pam? She is a doctor. (to do)
4. Tony \_\_\_\_\_ at the moment. He is on holiday. (to work)
5. Why \_\_\_\_\_ ? – Because I am happy. (to smile)
6. Sandra and her husband are vegetarians. They \_\_\_\_\_ (to eat meat)
7. What \_\_\_\_\_ ? – A letter from my sister. (to read)
8. What time \_\_\_\_\_ ? – Me? About 7.00 a.m. usually. (to get up)
9. Where's Dave? – He is in the kitchen. He \_\_\_\_\_ (to make coffee)
10. How \_\_\_\_\_ ? – I usually catch a bus. (to go to work)
11. I think Shaun and David are asleep. – Mmm. Turn the TV off. They \_\_\_\_\_ (to watch it)
12. John and I want to go to Greece for our holidays, so we \_\_\_\_\_ (to learn Greek)
13. \_\_\_\_\_ a birthday party tomorrow? (to have)
14. He \_\_\_\_\_ to San Francisco next week, because he has no money. (to go)
15. Henry is \_\_\_\_\_ to my sister Helen next week. (to get married)

*Exercise 6. Ask questions and give your own positive or negative short answers. Use the Present Indefinite or the Present Continuous Tenses:*

1. you / have dinner at the moment? – \_\_\_\_\_
2. you / read / a newspaper every day? – \_\_\_\_\_
3. it / snow much in your country? – \_\_\_\_\_
4. you / usually / do / your homework on a word processor? – \_\_\_\_\_
5. you / drink / coffee now? – \_\_\_\_\_
6. you / drink coffee for breakfast every day? – \_\_\_\_\_
7. you / work / at the moment? – \_\_\_\_\_
8. children / eat lunch at school in your country? – \_\_\_\_\_
9. you / come / with me tomorrow? – \_\_\_\_\_
10. you / buy / bread / usually? – \_\_\_\_\_

*Exercise 7. Complete the sentences using the words in brackets.*

1. Every Monday, Sally (drive) \_\_\_\_\_ her kids to football practice.
2. Usually, I (work) \_\_\_\_\_ as a secretary at ABT, but this summer I (study) \_\_\_\_\_ French at a language school in Paris. That is why I am in Paris.
3. Shhhhh! Be quiet! John (sleep) \_\_\_\_\_.
4. Don't forget to take your umbrella. It (rain) \_\_\_\_\_.
5. I hate living in Seattle because it (rain, always) \_\_\_\_\_.
6. I'm sorry I can't hear what you (say) \_\_\_\_\_ because everybody (talk) \_\_\_\_\_ so loudly.
7. Justin (write, currently) \_\_\_\_\_ a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.
8. Jim: Do you want to come over for dinner tonight? Denise: Oh, I'm sorry, I can't. I (go) \_\_\_\_\_ to a movie tonight with some friends.
9. The business cards (be, normally) \_\_\_\_\_ printed by a company in Minsk. Their prices (be) \_\_\_\_\_ inexpensive, yet the quality of their work is quite good.
10. This delicious chocolate (be) \_\_\_\_\_ made by a small chocolatier in Rome.

*Exercise 8. Translate the following sentences into English:*

1. – Где Вадим? – Он играет в теннис.
2. – Он хорошо играет в теннис? – Нет, он играет в теннис плохо.
3. Я не знаю человека, который (who) разговаривает с моей мамой.
4. Я часто разговариваю с моим другом о нашей поездке.
5. Кто-то идёт сюда. Я слышу шаги.
6. Слушайте. Кто-то поет в соседней комнате.
7. Он не видит, что я на него смотрю. Он читает книгу.



8. Позвоните ему сейчас. Я думаю, что он не спит.
9. Посмотрите на человека, который стоит у окна. Это мой учитель английского языка.
10. Джон на улице (outside). Он моет машину.
11. Я читаю книгу. Не мешай мне.
12. Я вас не понимаю. 13. Мой брат ждёт меня внизу.
13. Кто плачет? – Моя сестра плачет.
14. Джейн хорошо поёт. Слышишь? Она поёт сейчас.

## Практическое занятие № 5

### Тема: "EXTRA READING" (ВНЕАУДИТОРНОЕ ЧТЕНИЕ)



**Учебная цель:** дальнейшее развитие практических навыков по темам "ABOUT MYSELF", "MY FAMILY"; развитие навыков реферирования / аннотирования; развитие умения понимать прочитанное с целью извлечения информации.

**Учебные задачи:** совершенствовать навыки реферирования / аннотирования; совершенствовать умение работать с источниками в интернете.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно составить аннотацию статьи и словарь.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Текст статьи.
3. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Пользуясь интернетом найдите статью по теме "ABOUT MYSELF" или "MY FAMILY" (2500-3000 печатных знаков, письменно переведите).
4. Составьте словарь (вокабуляр) к статье (10-15 слов / словосочетаний).
5. Составьте аннотацию статьи, пользуясь шаблонными фразами для аннотирования статьи на английском языке (10-15 предложений).

#### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 30 баллов.

Словарь (вокабуляр) к статье – 20 баллов.

Аннотация – 50 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Шаповалова Т. Р. Реферирование и аннотирование специальных текстов на иностранном языке : учебно-методическое пособие – Южно-Сахалинск : СахГУ, 2019.
3. Маркушевская Л. П., Цапаева Ю. А. Аннотирование и реферирование (Методические рекомендации для самостоятельной работы студентов) – СПбГУ ИТМО, 2008.

## **Задания для практического занятия**

### **ВНЕАУДИТОРНОЕ ЧТЕНИЕ ПО ТЕМАМ "ABOUT MYSELF", "MY FAMILY"**

#### **HOW TO WRITE ABSTRACT**

**I. Formulate the theme of information from the text using the following clichés:** the text deals with (touches upon, is devoted to, describes).

**II. Process the information given in the text in the following way:**

a) divide the text into some parts according to its content; b) write out a number of key-words to each part of the text; c) retell each part using the key-words; d) determine the main idea of the text; e) retell the text in 10-12 sentences.

**III. Find out author's conclusion in the text; write it down using the following clichés:** the author concludes with a consideration of, the author comes to the conclusion that, in conclusion the author says that.

**IV. Give your own comments on the information from the text.** Try to answer the questions: a) how do you evaluate the actuality of this information; b) how do you think who and for what purposes could use it. Use the following clichés: the information of the texts is addressed to the students (graduates, engineers, specialists, all those interested in); the texts may be recommended to; the information of the texts is interesting (important, useful, hard to understand).

**V. Present your abstract of the information from the text according to the following structure:**

1. The theme of the text.
2. The main idea of the text.
3. Summary of the text.
4. Author's conclusion.
5. Your own comments.

#### **THE SCHEME OF RENDERING THE ARTICLE**

##### **1. The headline of the article**

The article (we deal with) is headlined (entitled) ... – статья (с которой мы имеем дело) озаглавлена ...

The headline of the article (under consideration) is the following ... – заголовок статьи (которую мы рассматриваем) следующий ...

The title of the article is ... – заголовок статьи...

##### **2. The author of the article**

The author of it is ... – ее автор ...

The article (under consideration / under review) is written by ... – статья, которую мы рассматриваем, написана ...

##### **3. Where and when the article was published**

It is published (printed) in ... – она опубликована (напечатана) в ...

It is a first (second) page article – это статья первой (второй страницы)

The article is published under the rubric ... – статья опубликована под рубрикой

#### **4. The main idea of the article**

The article is devoted to the problem ... – статья посвящена проблеме ...

The article (author) deals with the problem of ... – статья (автор) имеет дело с проблемой ...

The author of the article dwells on the certain idea of ... – автор подробно останавливается на ...

The author concentrates on ... – автор концентрируется на ...

The article (briefly) touches upon ... – статья (коротко) затрагивает ...

The purpose of the article is ... (to give information to the reader) – цель статьи ...

The aim of the author is to provide the reader with some material of ... – цель автора – обеспечить читателя материалом ...

#### **5. The content of the article (With my own simultaneous commentary)**

The problem revealed ... – раскрытая проблема ...

The author starts by telling the reader about ... – автор начинает с того, что говорит читателю о ...

The author writes, considers, points out, etc. – автор пишет, полагает, выделяет, и т. д.

According to the problem of the article I should ... – в соответствии с проблемой статьи я должен ...

The author reports that ... – автор сообщает, что ...

In conclusion ... – в заключении ...

The author concludes with the following ... – автор делает вывод (заключает) следующим ...

The author comes to the following conclusion ... – автор приходит к следующему заключению ...

The author sums up by telling ... – автор подводит итог следующим ...

Summing everything up the author says ... – суммируя все, автор говорит ...

#### **6. Our own opinion of the article (My understanding, opinion of the article)**

I found the article ... – я считаю статью ...

important / acute / actual / of no value – важной / острой / актуальной / не представляющей из себя никакой ценности

worth attention – стоящей внимания

quite to the point – как раз кстати (по теме, к делу)

I express approval of ... (support of ...) – я выражаю одобрение ... (поддержку ...)

I express alarm (concern, disappointment) ... – я выражаю тревогу (озабоченность, разочарование) ...

I strongly protest against ... – я решительно выступаю против ...

## **Практическое занятие № 6**

### **Тема: "MY HOMELAND"**

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты на русский язык.
4. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и переведите их письменно.
5. Письменно выполните упражнения 1-6.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 10 баллов.

Упражнение 2 – 10 баллов.

Упражнение 3 – 10 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 25 баллов.

Упражнение 6 – 15 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### ТЕХТ А

#### MY HOMETLAND (KRASNOYARSK)



I live in Krasnoyarsk. This is my native town. It looks so beautiful at any time of the year, especially in spring, when everything is in bloom. Krasnoyarsk is situated in a very picturesque place in the centre of Russia on the banks of the great Siberian river Yenisey. Krasnoyarsk

is a large city with a population of more than one million people.

It was founded by a Moscow nobleman Andrey Dubenskiy in 1628. People named the fortress Krasny Yar because of its position and the beauty of the place.

The history of Krasnoyarsk is marked with many famous names. Krasnoyarsk is the birthplace of the Russian painter Vasily Surikov. Citizens of Krasnoyarsk proudly keep his memory alive. The house where Surikov was born is now a museum named after him. A school of Arts and street in the city are named after the painter too.

The leading Russian author Victor Astafyev is in the list of these well-known people. He wrote mostly about Siberia. A top favourite book is his «King Fish» in which he expands on the Yenisey life.

Dmitry Khvorostovsky is a name known to opera fans around the world today.

The architectural face of the city reflects its history. The oldest of the buildings is Pokrovskaya Church built in 1795 in Siberian Baroque Style. Among other interesting pieces of architecture is the Organ Hall, the building of the Regional Museum looking like an Egyptian temple.

Krasnoyarsk is a beautiful city but due to a very complex ecological situation the fauna and flora are gradually perishing. The main reason is that Krasnoyarsk is a big industrial centre. It is known for the production of Aluminium Plant, Metallurgical works, a number of chemical enterprises and so on.

Krasnoyarsk is a big scientific centre of the Eastern Siberia. Now there are a lot of higher schools in the city, more than 50 scientific research institutes. They solve important problems of industrial, agricultural and cultural life.

Krasnoyarsk is a city of long-standing cultural traditions. At presents there are 5 theatres, such as: the Opera and Ballet House, the Musical Comedy Theatre, the Drama Theatre, the Young Spectator's Theatre and the Puppet Theatre.

The Stolby Nature Reserve defines the city of Krasnoyarsk. Tourists visit this lovely city because of its stunning natural surroundings (it's one of the most

beautiful natural places in Russia). There is so much to keep the explorer occupied here, from hikes and rock climbing in the summer to skiing in the winter. You can even take a sightseeing tour around the national park.

My native city is famous not only for its beauty, but also for its people. They are warm and friendly. You are welcome to visit Krasnoyarsk.

## **TEXT B**

### **KRASNOYARSK TERRITORY**

The Krasnoyarsk territory is situated in the East Siberian Region of Russia. The Krasnoyarsk territory is 6.5 times larger than Germany and 4 times larger than France. The length of the territory from the North to the mountains of Southern Siberia is about 3,000 km. In the North the Region borders Karskoe Sea and Laptev Sea. In the East the Region borders the Republic of Sakha (Yakutia) and the Irkutsk region, in the South – the Republic of Tuva and Khakassia Republic, in the West – the Republic of Altai, Kemerovo and Tomsk regions.

Since 2006, the Krasnoyarsk territory includes the Evenki and Taimyr (Dolgan-Nenets) Regions.

The Region includes three climatic zones: arctic, subarctic and moderate. The ecology of the territory is extraordinary diverse: arctic desert, tundra, tundra forest, the steppe and forest steppe. The climate of the Krasnoyarsk territory is continental and characterised by long winters, short springs and short summers.

The main river of the territory is Yenisei.

The fauna of the territory consists of 342 species of birds and 89 species of mammals. Polar foxes, wolves inhabit the tundra. The brown bears, maral, deer, squirrels are found in the taiga. The rivers and lakes of the territory are rich in fish.

Tourism in the Krasnoyarsk region can be divided into several categories: sport tourism, hunting, fishing, cultural and historical tourism. The most popular tourist routes across the Krasnoyarsk territory are boating, foot tourism, ski tourism, mountaineering and speleo-turizm.

The Krasnoyarsk territory is one of Russia's richest raw material areas. The most important natural resources are oil, gas, hydro-energy, forests, iron, ore, coal, gold and so on. Today Krasnoyarsk territory is an independent member of Russian Federation.

### **Vocabulary**

1. to be situated – находиться
2. to characterize – характеризовать
3. to inhabit – обитать, заселять
4. inhabitant обитатель
5. to be rich in – быть богатым чем-то
6. resources – ресурсы, запасы

7. oil – нефть
8. gas – газ
9. hydro-energy – гидроэнергетика
- 10.iron – железо
- 11.ore – руда
- 12.coal – уголь
- 13.independent – независимый
- 14.climate – климат
- 15.species – виды
- 16.mammals – млекопитающие
- 17.because of / due to – из-за
- 18.population – население
- 19.to be founded (by) – быть основанным
- 20.bank – берег
- 21.fortress – крепость
- 22.position – место расположения
- 23.beautiful – красивый
- 24.beauty – красота
- 25.outstanding – выдающийся
- 26.famous – знаменитый
- 27.well-known – известный
- 28.to name after – называть в честь
- 29.enterprise – предприятие
- 30.research – исследование (научное)
- 31.science – наука
- 32.scientific – научный
- 33.citizen – горожанин
- 34.to keep memory alive – хранить живую память
- 35.building – здание
- 36.to be marked with – быть отмеченным чем-либо
- 37.nobleman – дворянин
- 38.to be remarkable for – быть примечательным чем-либо
- 39.long-standing cultural traditions – устоявшиеся традиции
- 40.exhibition – выставка
- 41.monument – памятник
- 42.resident – житель
- 43.to invade – вторгаться
- 44.a Tatar invasion / horde – татарское вторжение / орда
- 45.a Decembrist – декабрист
- 46.to occupy – занимать
- 47.the symbol of the city – символ города



- 48. a chapel – часовня
- 49. to celebrate an anniversary – праздновать годовщину
- 50. to be known as – быть известным как
- 51. to be considered (as) – рассматривать (как)
- 52. to mention – упоминать
- 53. to be proud of – гордиться
- 54. a residential area – жилой район
- 55. outskirts – окраина
- 56. suburbs – пригород
- 57. to go sightseeing – осматривать достопримечательности
- 58. an attraction – достопримечательность
- 59. a pavement – тротуар
- 60. a bridge – мост
- 61. an educational establishment – учебное заведение
- 62. city administration – администрация города
- 63. industrial centre – промышленный центр
- 64. an enterprise – предприятие
- 65. a confectionery (producing) plant – кондитерская фабрика
- 66. pharmaceutical plant – фармацевтический завод
- 67. aluminium plant – завод по производству алюминия
- 68. a dam – плотина
- 69. to generate electricity – вырабатывать электроэнергию
- 70. to produce goods – производить товары
- 71. an embankment – набережная
- 72. The Krasnoyarsk Hydroelectric Plant – Красноярская ГЭС

*Exercise 1. Answer the questions:*

1. What is your native town? Can you tell anything about it?
2. What do you know about its history, culture and interesting places?
3. How many years does the first page of history of Krasnoyarsk date back?
4. Where is Krasnoyarsk situated?
5. What is the Krasnoyarsk territory rich in?
6. What is the population of Krasnoyarsk?
7. What is the climate like here?
8. What species of mammals live in the Krasnoyarsk territory?
9. Are there any monuments and places of interest in our city?
10. Where can our residents have a rest? / Where will you invite your guests?

*Exercise 2. Fill in the gaps:*

1. The ... of Krasnoyarsk is over 1 million people.
2. Krasnoyarsk ... .. on the ... of the river Yenisey.

3. Krasny Yar was named because of its ... and ... .
4. The history of Krasnoyarsk ... .. with many famous names.
5. The architectural face of the city ... its ... .
6. Surikov ... .. in our city. He is a ... painter.
7. Eight ... were deported from ... to Krasnoyarsk after the failure of the ... .
8. A ... near Krasnoyarsk carries the Trans-Siberian Railway across the ... .
9. Krasnoyarsk ... is a large power plant on the Yenisei River in 40 km from Krasnoyarsk, near the town ... .
10. Krasnoyarsk is a homeland of such famous people as painter ..., actress ..., actor ..., writer ..., opera singer ... and many others.

*Exercise 3. Translate the sentences from Russian into English:*

1. Жители Красноярска называли улицу в честь Сурикова.
2. Выдающийся оперный певец Дмитрий Хворостовский родился в нашем городе.
3. Красноярск – город устоявшихся культурных традиций.
4. Здание Покровского кафедрального собора было построено в 1795.
5. Красноярск был основан в 1628 году отрядом казаков во главе с Андреем Дубенским как военный острог.
6. Город отличают уникальные ландшафты, горные пейзажи, могучий сибирский лес и знаменитый заповедник «Столбы».
7. В Красноярске много культурных и исторических памятников.
8. Красноярск – это промышленный центр, в котором очень много крупных предприятий.
9. В нашем городе сложная экологическая ситуация.
10. Горожане решают важные проблемы промышленной, научной и культурной жизни нашего города.

*Exercise 4. Agree or disagree:*

1. Krasnoyarsk is a small town with a population of 1 thousand people.
2. It is situated in the steppe.
3. It was founded by Dubenskiy in 1728.
4. The Yenisey is one of the longest rivers in Russia.
5. Many famous people Pushkin, Solzhenitsin, Shishkin lived in Krasnoyarsk.
6. The railway bridge across the Yenisey is the symbol of our city.
7. Krasnoyarsk is a big industrial and scientific centre.
8. There are no interesting places and historical buildings in Krasnoyarsk.
9. Krasnoyarsk is the city of long-standing cultural traditions.
10. Different exhibitions are regularly held in Krasnoyarsk.

*Exercise 5. Read the text and fill in the gaps using the words below:*

- 1628
- 1934
- 7
- administrative center
- Civil War
- constructions
- covers
- equipment
- fascists
- fortress
- generations
- Great Patriotic War
- invasion
- is determined
- is divided
- left
- mortars
- nobleman
- one million
- plants
- political exile
- repressions
- restored
- Soviet times
- steam locomotives
- was founded

## **KRASNOYARSK**

Siberia has always been the place of \_\_\_\_\_. Representatives of all \_\_\_\_\_ of political exiles have been in Krasnoyarsk – which \_\_\_\_\_ in \_\_\_\_\_ by the Moscow \_\_\_\_\_ Andrew Dubensky as a \_\_\_\_\_ against the Tatar \_\_\_\_\_ – the Decembrists, Polish rebels, Narodnics, Social-democrats and in \_\_\_\_\_, the victims of Stalin's \_\_\_\_\_. After the \_\_\_\_\_ Krasnoyarsk became a big industrial city. There began \_\_\_\_\_ of new plants, factories, schools, houses, But in 1941 a new war began, the most terrific and destructive – the \_\_\_\_\_ against \_\_\_\_\_. Being just in the heart of Russia Krasnoyarsk became the city of hospitals and evacuated plants.

In August – October 1941 almost 6000 carriages with the \_\_\_\_\_ of the first plant arrived to Krasnoyarsk and the plant turned out its first \_\_\_\_\_. Then the staff of the plant began to produce heavy cranes and \_\_\_\_\_. In May 1943 the first Krasnoyarsk locomotive \_\_\_\_\_ the plant's yard. In 1983 it was found, \_\_\_\_\_ and put in the square. Nowadays the «Sibtyashmash» plant is one of the largest \_\_\_\_\_ in the country producing Heavy-machines. The present face of Krasnoyarsk \_\_\_\_\_ first of all by its role as the regional center. The Krasnoyarsk center was founded in \_\_\_\_\_ and Krasnoyarsk became its \_\_\_\_\_. The city now \_\_\_\_\_ more than 370 square kilometers and \_\_\_\_\_ into \_\_\_\_\_ administrative districts. It has the population of more than \_\_\_\_\_.

*Exercise 6. Make sentences about Blagoveshchensk, put the words in the correct order.*



1. live, the area, called, the Amur, in, we, which, Region, is
2. center, is, the, the, of, of, Amur, located, state border, Russia, administrative, (with China), on, Blagoveshchensk, region, the.
3. together, Italy, placed, be, Belgium, can, this, Netherlands, territory, on.
4. people, Russia, attracts, our, because, borders, it, China, region, from, parts, other, of, on.
5. developed, has, my, place, a, native, agriculture.
6. buildings, proud, we, which, beautiful, are, really, are, of, ancient, very.
7. Blagoveshchensk, over, thousand, people, is, the, 200, population, of.
8. has, town, many, our, the Museum, places, the, Art Gallery, of interest, monuments, parks, and several.
9. vegetables, fruits, so, and, on, we, potatoes, grow, wheat.
10. are, the inhabitants, fond of, the, of, embankment, the Amur, the guests, and.
11. you, people, in, the, can, evening, walking, the embankment, see, you, along, and, of the Amur, town, in the center of, the, especially, many.
12. founded, and, in, since, 1858, Blagoveshchensk, sounded, time, was, that, the biggest, it, town, of the Amur, became, region.
13. but, some, they, parts, of the Amur Region, covered, are, not, mountains, high, with, are.
14. is, Blagoveshchensk, on, situated, of, the, 2, confusion, the, rivers, the, and, Amur, important, the Zeya, very.
15. is, the Amur, famous, Region, its, because, for, soy-beans, is, for climate, it, good, is, our.

## **Практическое занятие № 7**

### **Тема: "THE PAST INDEFINITE (SIMPLE) AND THE PAST CONTINUOUS TENSES"**

**Учебная цель:** правильное употребление прошедшего несовершенного / простого и прошедшего длительного времен; формирование и дальнейшее развитие практических навыков по теме.

**Учебные задачи:** систематизировать и скорректировать знания по ряду базовых грамматических явлений английского языка, а также выработать практические навыки употребления изученных грамматических явлений в письменной речи.

#### **Задачи практической работы**

1. Совершенствовать навык самостоятельной работы.
1. Повторить материал по теме.
2. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте грамматический материал по теме «Прошедшее несовершенное / простое и прошедшее длительное время».
4. Письменно выполните упражнения для закрепления темы.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

- Упражнение 1 – 10 баллов. Упражнение 5 – 10 баллов.  
Упражнение 2 – 20 баллов. Упражнение 6 – 10 баллов.  
Упражнение 3 – 10 баллов. Упражнение 7 – 20 баллов.  
Упражнение 4 – 10 баллов. Упражнение 8 – 10 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
3. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

## Задания для практического занятия



### THE PAST INDEFINITE (SIMPLE) AND THE PAST CONTINUOUS TENSES (прошедшее несовершенное / простое и прошедшее длительное времена)

Past Simple используется, когда говорят о законченных действиях в законченный период времени. Например:

**Yesterday evening, I played tennis with a friend.**

**I went to school in 2010.**

**When I was at school, I liked history.**

**Five minutes ago, I finished the report for my boss.**

**Last week I attended a meeting in a conference hall**

### REGULAR AND IRREGULAR VERBS (ПРАВИЛЬНЫЕ И НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ)

По способу образования прошедшего времени все глаголы в английском языке можно разделить на две группы: правильные и неправильные. У правильных глаголов вторая и третья формы (Past Indefinite Tense и Past Participle – простое прошедшее время и причастие прошедшего времени) совпадают между собой и образуются путем прибавления к основе глагола окончания -ed (-d):

to ask – asked to change – changed

to receive – received to work – worked

При этом существует ряд особенностей:

а) если глагол оканчивается на -у с предшествующей согласной, то буква у меняется на / и добавляется окончание -ed: to supply – supplied

Если глагол оканчивается на -у с предшествующей гласной, то буква у не меняется и добавляется окончание -ed: to stay – stayed

б) если глагол оканчивается на согласную с предшествующим кратким гласным звуком, то согласная на конце удваивается: to stop – stopped

После звонких согласных и гласных звуков окончание -ed или -d произносится как

[d] loved, said, а после глухих согласных как [t] looked.

После звуков [d] и [t] на конце слова окончание -ed (-d) произносится как [ɪd] landed, started.

Неправильные глаголы образуют вторую и третью формы различными способами, без четких правил. Это наиболее часто употребляемые глаголы. В конце пособия приведен список часто встречающихся неправильных глаголов.

Отрицательная и вопросительная формы в Past Indefinite образуются при помощи вспомогательного глагола did с частицей not, краткая форма

– didn't. Вопросительные предложения образуются, как правило, простой перестановкой подлежащего и вспомогательного глагола. Вопросительные местоимения при этом стоят всегда впереди.

<i>Утверждение</i>	<i>Отрицание</i>	<i>Вопрос</i>
I played.	I did not play. I didn't play.	Did I play?
You played.	You did not play. You didn't play.	Did you play?
He/she/it played.	He/she/it did not play. He/she/it didn't	Did he/she/it play?
We played.	play. We did not play. We didn't play.	Did we play?
You played.	You did not play. You didn't play.	Did you play?
They played.	They did not play. They didn't play	Did they play?

### THE PAST CONTINUOUS TENSES (прошедшее длительное время)

**Past Continuous** – прошедшее длительное время английского языка, обозначает действие, происходившее в определённый момент в прошлом, которое обозначено либо обстоятельством времени, либо другим действием в прошлом, как правило, подчёркивается сам процесс действия, его продолжительность.

**Past Continuous** обычно употребляется для выражения конкретного действия, длившегося в точно указанный момент или период в прошлом. Например: Yesterday evening, at 9 o'clock, I was watching television.

**Past Continuous** также употребляется для выражения длительного действия, во время которого произошло другое, более краткое действие. Например: Yesterday evening, while I was watching television, the phone rang. When my husband arrived home yesterday evening, I was cooking dinner. Глаголы английского языка в Past Continuous употребляются со следующими временными маркерами: from 5 till 6 yesterday – с 5 до 6 вчера, when I came – когда я пришел, when I saw him – когда я увидел его, on our way home – по пути домой, all day (long) yesterday – весь день вчера, still – все еще, while – пока, during the night – в течение ночи, for 2 hours – в течение 2-х часов.

<i>Прошедшее продолженное время Past Continuous образуется при помощи глагола to be и -ing формы глагола</i>					
<b>Past Continuous</b>					
<i>утвердительная форма</i>		<i>отрицательная форма</i>		<i>вопросительная форма</i>	
I, he, she, it	we, you, they	I, he, she, it	we, you, they	I, he, she, it	we, you, they
<b>was</b>	<b>were</b>	<b>was not</b>	<b>were not</b>	<b>was</b>	<b>were</b>
<i>Английский глагол + ing</i>					
I was singing at 3 o'clock yesterday.		I was not singing at 3 o'clock yesterday.		Was I singing at 3 o'clock yesterday?	
He was driving a car for		He was not driving a car		Was he driving a car for 2	

2 hours. When she came, they were learning English.	for 2 hours. When she came, they were not learning English.	hours? Were you learning English from 5 till 6 yesterday?
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**The Past Indefinite (Simple) and the Past Continuous Tenses (прошедшее несовершенное / простое и прошедшее длительное времена)**

<i>Past Indefinite</i>	<i>Past Continuous</i>
1. Action as a fact in past (действие как факт, совершенное в прошлом) yesterday, last (week, year etc.), in 1995	The process of action in the moment of speech in past (процесс действия в момент речи в прошлом) Yesterday at 10 a.m., last Monday the whole day etc.
2. to wash up – washed up (for regular verbs – для правильных глаголов); to get up – got up (for irregular verbs – см. 2-ю колонку таблицы неправильных глаголов)	to wash up – was washing up (singular – для единственного числа); – were washing up (plural – для множественного числа)
3. did – in questions and negations	Was / were – in questions and negations
4. negations – did not (didn't) + the infinitive without "to" (didn't + инфинитив без частицы "to") didn't wash up didn't get up	was not / were not washing up
5. Questions: did – before the subject Did you wash up yesterday? Did you get up at 7 or 6 a.m. yesterday? When did you get up yesterday? Who got up at 7 a.m. yesterday?	Was – before the subject Was he washing up yesterday at 10 o'clock? Were you or your sister washing up yesterday?
You washed up yesterday, didn't you?	Why were you washing up yesterday? Who was washing up yesterday? You were washing up yesterday, weren't you?
6. В основном на русский язык переводится глаголом прошедшего времени совершенного вида: помыл, встал.	В основном на русский язык переводится глаголом прошедшего времени несовершенного вида: делал (мыл).

NB: При употреблении времени "Past Continuous" большую роль в определении момента времени играет контекст: When I came in, they were having dinner. (Когда я вошёл (сов. вид), они обедали (несов. вид)).



*Exercise 1. Open the brackets using the Past Indefinite Tense:*

1. John \_\_\_\_\_ (not / to play) football yesterday, he \_\_\_\_\_ (to play) basketball.
2. The museum \_\_\_\_\_ (not / to open) at 9 a.m. last Sunday, it \_\_\_\_\_ (to open) at 10 a.m.
3. I \_\_\_\_\_ (not / to break) a glass last night, I \_\_\_\_\_ (to break) a plate.
4. We \_\_\_\_\_ (not / to go) to Spain last year, we \_\_\_\_\_ (to go) to France.
5. Carol \_\_\_\_\_ (not / to have) fruit for breakfast, she \_\_\_\_\_ (to have) an egg.
6. Angus \_\_\_\_\_ (not / to wear) trousers for his wedding, he \_\_\_\_\_ (to wear) a kilt.
7. It \_\_\_\_\_ (not / to snow) much last winter, it \_\_\_\_\_ (to rain) a lot.
8. Barbara and Charley \_\_\_\_\_ (not / to watch) TV last night, they \_\_\_\_\_ (to go) to the movies.
9. Tim \_\_\_\_\_ (not / to go) to his parents last week, he \_\_\_\_\_ (to phone) them.
10. We \_\_\_\_\_ (not / to go) down town by bus, we \_\_\_\_\_ (to walk).

*Exercise 2. Put the following sentences into the Past Indefinite Tense:*

1. I play in the field.
2. He wants to go home.
3. The driver stops the car.
4. He drinks coffee every day.
5. It begins to rain.
6. They like our house.
7. I dream every night.
8. The teacher gives me a book.
9. He writes letters.
10. Mary comes to the class early.
11. We catch fish in the river.
12. The dog eats its dinner.
13. The boys go for a holiday.
14. Richard knows George.
15. The plane flies very high.
16. He teaches us English.
17. I wash my hands and dry them.
18. I lie in my bed.
19. He goes to school.
20. I cut the string.

*Exercise 3. Open the brackets using the Past Continuous Tense:*

1. Felix \_\_\_\_\_ (to sleep) in a car.
2. Pete \_\_\_\_\_ (to read) a newspaper
3. Rosa \_\_\_\_\_ (to operate) a computer.
4. Paul \_\_\_\_\_ (to repair) a car.
5. Sam's dogs \_\_\_\_\_ (to chase) each other.
6. Mrs. Drake \_\_\_\_\_ (to enter) the baker's.
7. Sam \_\_\_\_\_ (to climb) the tree.
8. Lynn \_\_\_\_\_ (to lie) in the sun.
9. Mike and Tim \_\_\_\_\_ (to wait) at the bus stop.
10. Emma and Beth \_\_\_\_\_ (to study) when I came to visit them.

*Exercise 4. Make the following sentences negative:*

1. Two boys fought in the street.
2. I was reading up for exam all evening.
3. The water froze in the pond last night.
4. I was singing at karaoke at the same time yesterday.
5. John was cleaning the house when the phone rang.
6. Mr. Brown hung the picture straight.
7. He was living in London from 2015 to 2025.
8. I woke up early this morning.
9. Around me people are talking German, Italian and English.
10. They were having dinner when I came in.

*Exercise 5. Make up all kinds of questions:*

1. That baker sold us good cakes.
2. We were studying English yesterday at 2:00 pm.
3. Mary ate her breakfast quickly.
4. Paul shook the bottle before he took the medicine.
5. This time last year I was living in Thailand.
6. Bob was sitting in class yesterday at ten o'clock.
7. The ship sank in the great storm.
8. The thieves stole all the jewels.
9. He told me the secret.
10. Jane was lying on the beach all day.

*Exercise 6. Change the following sentences from the Present Continuous Tense into the Past Continuous Tense and make up different questions:*

1. He is playing the piano.

2. The workman is painting the house.
3. She is helping me.
4. The cat is sleeping.
5. We are listening to music.
6. The bell is ringing.
7. Richard and Henry are swimming in the river.
8. I am singing a song.
9. Tom is making a model airplane.
10. He is looking at the picture.

*Exercise 7. Complete the conversations using was / were, Past Indefinite or Past Continuous:*

1. **Policeman:** What \_\_\_\_\_ (you / to do) when the accident \_\_\_\_\_ (to happen)?  
**Colin:** I \_\_\_\_\_ (to be) at the bus stop. I \_\_\_\_\_ (to wait) for a bus.  
**Policeman:** \_\_\_\_\_ (you / to see) the accident?  
**Colin:** No, because I \_\_\_\_\_ (to read) the newspaper.
2. **Nicola:** I \_\_\_\_\_ (to phone) you at 9 o'clock last night but you were not at home.  
**Martin:** 9 o'clock? I \_\_\_\_\_ (to sit) in a cafe and \_\_\_\_\_ (to drink) hot chocolate.  
**Nicola:** \_\_\_\_\_ (to be) Jane with you?  
**Martin:** No, she \_\_\_\_\_ (to work) in the library.  
**Nicola:** Where (you / to go) after the cafe?  
**Martin:** I \_\_\_\_\_ (to go) home.
3. **Mum:** Oh no! My beautiful new plate! What's happened?  
**Angela:** I'm really sorry, Mum. I \_\_\_\_\_ (to break) it when I \_\_\_\_\_ (to wash) it. My hands \_\_\_\_\_ (to be) wet and I \_\_\_\_\_ (to drop) it on the floor.
4. **Sophie:** Do you think yesterday's exam \_\_\_\_\_ (to be) difficult?  
**Edward:** No, not really, but I \_\_\_\_\_ (not /to write) very much.  
**Sophie:** Why not?  
**Edward:** Because I \_\_\_\_\_ (to dream) about my holidays.
5. **Andrew:** There \_\_\_\_\_ (to be) a crash outside my house yesterday.  
**Sean:** What \_\_\_\_\_ (to happen)?  
**Andrew:** I don't know. It \_\_\_\_\_ (to rain) but the drivers \_\_\_\_\_ (to go) fast.  
**Sean:** Were they hurt?  
**Andrew:** One man \_\_\_\_\_ (to break) his arm and the other man \_\_\_\_\_ (to cut) his head.
6. **Tracy:** Pardon? I didn't hear you. Could you repeat that, please?  
**Neil:** I \_\_\_\_\_ (not / to talk) to you.  
**Tracy:** Who \_\_\_\_\_ (you / to talk) to?  
**Neil:** Sarah.

**Tracy:** Oh, sorry.

*Exercise 8. Put the correct Past Tense of the verbs in the following sentences:*

1. He \_\_\_\_\_ (to write) a letter when I \_\_\_\_\_ (to see) him.
2. Harry \_\_\_\_\_ (to do) his job while his brothers \_\_\_\_\_ (to play) games.
3. The man \_\_\_\_\_ (to fall down) as he \_\_\_\_\_ (to run) for the bus.
4. We \_\_\_\_\_ (to sing) a song when George \_\_\_\_\_ (to come) into the room.
5. While the teacher \_\_\_\_\_ (to give) a lesson a small dog \_\_\_\_\_ (to walk) into the room.
6. When the phone bell \_\_\_\_\_ (to ring) I \_\_\_\_\_ (to work) in the garden.
7. My hat \_\_\_\_\_ (to blow) off while I \_\_\_\_\_ (to cross) the bridge.
8. When the rain \_\_\_\_\_ (to begin) to fall we \_\_\_\_\_ (to watch) the game.
9. He \_\_\_\_\_ (to lose) his pocket book while he \_\_\_\_\_ (to walk) along the embankment.
10. We \_\_\_\_\_ (to have) dinner when she \_\_\_\_\_ (to enter) the restaurant.

## Практическое занятие № 8

### Тема: "WORKING DAY"

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты и диалог на русский язык.
4. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и диалог, переведите их письменно.
5. Письменно выполните упражнения 1-6.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 20 баллов.

Упражнение 2 – 10 баллов.

Упражнение 3 – 15 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 10 баллов.

Упражнение 6 – 15 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### ТЕХТ А

#### MY WORKING DAY



On weekdays the alarm-clock wakes me up at 6.30 and my working day begins. I'm not an early riser, that's why it's very difficult for me to get out of bed. Every day I turn on my favorite music on the headphones and do my morning exercises. Then I go to the bathroom, take a warm shower, and clean my teeth. After that I go to my bedroom to get dressed. At 7.00

I am ready to have breakfast. For breakfast I have a cup of tea or coffee and some sandwiches as a rule. After breakfast I wash dishes and clean the table.

As I live far from the Amur State University, I go there by bus. The bus stop is not far from our house. It takes me 30 minutes to get to the University and I leave home at 7.30.

Our classes begin at 8.15. According to the time-table we study six hours a day. We usually have two lectures and two seminar or practical class. I always attend all lectures and practical classes.

At the lectures we listen to the lecturer attentively and make notes. At the seminars we discuss problems and answer the questions of the teachers holding seminars. As for English classes I like them very much. During our English classes we read and translate texts, speak English, learn grammar rules and do exercises. Between classes we have short breaks. At 13.05 we have a long break for lunch. I may go to the canteen and have a full meal or a snack there.

Our classes are over at 15.30 o'clock and I go home. At home I have a short rest and then prepare my home assignments.

I usually have dinner (supper) at 7 o'clock. In the evening I surf the net, read books, and watch TV. If I have free time I go to see my friends. I usually go to bed at 11.30. And still I always look forward to my next working day because I like to study. I think I get a lot of useful knowledge and fun.

### ТЕХТ В

#### THE TAYLORS' DAILY ROUTINE AND LEISURE TIME

Family routine is established similar in the most families in the world. The same thing is with the Taylors' family. As you remember, Bill and Carol have three children. When they were small, the parents had to get up even at night. So they were both early-risers. They took turns in getting up at night to look after babies and towards the end of the day they felt exhausted and desperately needed sleep. Bill has to wake up early for his work (at 6 a.m.). He enjoys his work that includes having appointments with clients and working out technical

problems of reducing noise in factories and workshops. In his leisure time he plays the cello regularly in a local amateur orchestra. As for Carol, she was looking after the children almost the whole day and she was always in a rush and so she is now. She is worried about her children's illnesses, about getting the housework done: scrubbing out the sink, scooping the rubbish into the bucket and carrying it to the dustbin; about finding time to shop and about whether her relationship with her husband is suffering from all these other worries.

When the children grew up, Carol returned to her work. Conditions at schools in Britain and Russia vary enormously: the toilets are much cleaner, fit for human beings; a clean wash-basin with running hot and cold water; a mirror, enough toilet paper, towel or paper towels. But the atmosphere at school in Britain and Russia is almost the same (schoolchildren everywhere are alike). Sometimes it can lead you to a nervous breakdown.

The duties about the house are distributed between the children. They tidy the rooms, wash up, wipe the dust, clean the floor and carpets, get the things into order, water the flowers, go for a walk with their dog and empty the bin. Senior children help their mother to cook meals and baby-sit for junior ones.

Sarah, Peter and Kate attend local school, leaving home at about 8.15 in the morning and returning at about 4 p.m. Sarah and Kate do very good at school, just the other way round with Peter. He tends not to like his studies. He comes home, rushes through the last of his homework. He often says that he is fed up with exams and schoolwork and wants to get a job as soon as possible. He is earning a little now on a newspaper round delivering correspondence to the houses on his route. Sometimes he helps his neighbours to build something (for example, a garage) or goes swimming at the local pool.

Sarah plays the flute at the school orchestra. When a baby, Kate was restless. She never seemed to sleep, particularly at night and Carol often found herself in tears, especially when Sarah and Peter kept telling her that they didn't like the new baby. But soon Kate learned to sleep. Kate grew up to be very clever at her lessons but difficult at school, because she was bullied by other children and sometimes she herself hit them. The parents spent many hours talking to Kate's teachers. They wanted to protect her from the cruel behaviour of other children, but also to condemn her own violent behaviour. Kate had a lot of friends and brought them all home from school or spent the day exploring some notorious spots of London with them. Very often she went on long walks with her boyfriends to discos and got back very late. Now she is 16 and she takes part in social activities: joins demonstrations against nuclear weapons and against destroying the Amazon rainforests and argues a lot with her dad about politics.

In their free time the family watches TV, goes on a picnic, and sometimes goes to opera and ballet, which are almost exclusively the pleasure of the educated middle-classes. Bill and Carol decorate their home, make furniture, and fit in shelves, cupboards. Not long ago Bill turned the roof space into a room. Carol, like many women, is more concentrated on needlework: sewing curtains, cushion covers, clothes or knitting. On holidays the family travels a lot.

## DIALOGUE

**Steve:** Hello, Bob. Let's go and play chess.

**Bob:** Sorry, Steve, I can't. I'm washing up, today is my turn.

**Steve:** Do you mean you and your wife take turns in performing home duties?

**Bob:** Oh, yes. My wife feels exhausted and she desperately needs sleep. She was working all the day yesterday.

**Steve:** As for me, I'm free from family routine. I never tidy the rooms, wash up, clean the floor or carpets, cook or scrub out the sink. My wife does all these things.

**Bob:** Is she a housewife?

**Steve:** No, she has a permanent job. She is a shop assistant at the department store. **Bob:** Poor thing. And you don't help her, do you?

**Steve:** Yes, I do. I throw away the garbage, walk with our dog and sometimes get the laundry. You see, the duties are strictly distributed between us.

**Bob:** But don't you think that your wife needs more rest?

**Steve:** No, when you are gentler with them they become lazy.

**Bob:** Well, I guess our opinions on this point vary enormously. But you know there's a proverb: "Don't poke your nose into somebody's affairs".

**Steve:** That's all right. Come to dine with us tomorrow.

**Bob:** Thanks, with pleasure.

**Steve:** So long then.

**Bob:** See you tomorrow.

## Vocabulary

1. to switch on – включать
2. to do one's bed – заправлять постель
3. as a rule – как правило
4. to go / get to the University – добираться до Университета
5. to leave home – уходить из дома
6. class – занятие; practical class – практическое занятие
7. according to – в соответствии с ...
8. time-table – расписание
9. it takes me (him, her, them, us) – мне (ему, ей, им, нам) требуется
10. attentively – внимательно
11. to make notes – записывать, конспектировать
12. to hold seminar – вести (проводить) семинар
13. break – перерыв
14. refectory / canteen – столовая
15. snack bar – буфет
16. to be over – заканчиваться



17. to have a full meal / a snack – пообедать (перекусить)
18. to prepare home assignment – готовить домашнее задание
19. go to see somebody – навещать кого-либо
20. family routine – ежедневные домашние заботы
21. to establish (to be established) – устанавливать (быть установленным)
22. an early-riser – «ранняя пташка»
23. to take turns in doing smth. – делать что-либо по очереди
24. to feel exhausted – чувствовать себя истощенным (быть выжатым как лимон)
25. to include (to contain) – включать в себя (содержать)
26. to make (to have) an appointment with – назначать встречу с (встречаться с)
27. to work out – разрабатывать
28. a workshop – завод, мастерская, семинар
29. leisure time (free time, spare time) – досуг (свободное время)
30. to play the cello (the violin) – играть на виолончели (скрипке)
31. to play basketball, football etc. – играть в баскетбол, футбол и т. д.
32. amateur – любительский (Ant. professional – профессиональный)
33. to be in a rush (Syn. to be in a hurry) – спешить
34. to scrub out the sink – чистить раковину на кухне
35. to scoop the rubbish into the bucket – собирать мусор в ведро
36. a dustbin – мусорный контейнер
37. to suffer from – страдать от
38. to vary enormously – сильно различаться
39. to fit for (to fit in smth.) – подходить для (вмещать, встраивать)
40. a wash-basin – раковина в ванной
41. nervous break-down (to break down) – нервный срыв (расстраиваться)
42. to distribute the duties – распределять обязанности
43. to tidy the rooms – прибирать в комнатах
44. to wash up (to wash the dishes, to get the dishes, to do the dishes) – мыть посуду
45. to wipe the dust – вытирать пыль
46. to empty the bin (to throw away the garbage) – выносить мусор
47. senior (Ant. junior) – старший (младший)
48. to attend – посещать
49. to do very good at school – хорошо учиться в школе
50. to tend to be (to do smth.) – быть склонным к чему-либо (делать что-либо)
51. to rush through smth. – бегло просматривать что-либо
52. to be fed up with smth. – быть сытым по горло чем-либо (устать от чего-либо)
53. to deliver to – доставлять куда-либо
54. to keep doing smth. – продолжать делать что-либо
55. to be bullied by – подвергаться нападению (to bully – задираться)

56. to protect smb. from the cruel behavior of smb. – защищать кого-либо от грубого поведения кого-либо
57. to condemn (to disapprove) – осуждать (Ant. to approve – одобрять)
58. violent behaviour – резкое поведение
59. nuclear weapons – ядерное оружие
60. to argue with smb. – спорить с кем-либо
61. to turn into – превращать в
62. needle work – шитье
63. to sew – шить
64. to knit – вязать

*Exercise 1. Answer the questions:*

1. Does your working day begin early?
2. When do you usually get up?
3. What do you do in the morning?
4. What do you usually have for breakfast?
5. When do you leave home in the morning?
6. How do you get to the University?
7. How long does it take you to get there?
8. When do the classes usually begin?
9. How many classes do you have every day?
10. Do you always attend all lectures and practical classes?
11. What do you do at the lectures, at the seminars and at the English classes?
12. Where do you have lunch?
13. When are your classes over?
14. Do you stay at the University after classes or go home?
15. Where do you prepare your home assignment?
16. When do you have supper?
17. What do you do in the evening?
18. Do you go to the cinema or to the theatre?
19. When do you go to see your friends?
20. When do you go to bed?

*Exercise 2. Give the English for:*

добраться до университета; ехать на метро (автобусе, трамвае); это занимает у меня; каждодневные домашние заботы; ранняя пташка; делать что-либо по очереди; сильно нуждаться во сне; чистить раковину; быть сытым по горло; быть сконцентрированным на шитье.

*Exercise 3. Insert prepositions where necessary:*

1. My friend plays ... the piano very well.
2. The mother is looking ... her children almost the whole day.
3. I am suffering ... terrible headache.
4. Carol returned ... her work.
5. The apartment doesn't fit ... human beings.
6. The atmosphere ... my workplace is very pressing.
7. They didn't like to tidy ... the rooms.
8. Who baby-sits ... your brother?
9. My neighbour does very well ... the University, just the other way round ... me.
10. Just a minute, I am rushing ... my homework.
11. The parents protected their daughter ... the cruel behavior ... her schoolmates. 12.

Why were they exploring notorious spots ... New York?

13. The father fitted ... two new shelves yesterday.
14. Very soon the baby turned ... a lovely little girl.
15. I like to swim ... the local pool.

*Exercise 4. Paraphrase the following sentences:*

1. The work about the house is established in the same way in many countries.
2. They changed each other in washing up.
3. Towards the end of the day I am squeezed as an orange.
4. Their characters differ greatly.
5. Children perform different duties.
6. Did you empty the bin?
7. Which school do they go to?
8. She didn't sleep very much especially at night.
9. He continued arguing with his parents.
10. I disapprove your behavior.

*Exercise 5. Find antonymic sentences:*

1. They get up very late.
2. The living conditions in Britain and Russia are similar.
3. I play in a professional football team.
4. They were very bad students.
5. Your creative work is over.
6. I like my lessons and exams.
7. He did his homework very carefully.
8. She laughed very often.
9. He approved her violent behavior.
10. She is very gentle to her children.

*Exercise 6. Translate the following sentences into English:*

1. Я сыт по горло своими повседневными заботами.
2. Вы убрали в комнате по очереди?
3. Сейчас он разрабатывает новую компьютерную программу.
4. В прошлом году он играл на скрипке в местном любительском оркестре.
5. Прости, я очень спешу.
6. Она страдает от головной боли, не так ли?
7. Она почистила раковину, собрала мусор в ведро и вынесла его в мусорный контейнер.
8. Мэри, ты убираешь в комнате или играешь в телефоне?
9. Ты нянчился со своей сестрой, когда она была маленькой?
10. Она продолжала спорить.
11. Я осуждаю ваше резкое поведение.
12. Он редко защищал её от грубого поведения других детей.
13. Члены организации «Гринпис» протестуют против уничтожения тропических лесов.
14. Родители превращают его в эгоиста.
15. Иногда она шьёт занавески или вяжет.

## Практическое занятие № 9

### Тема: "EXTRA READING" (ВНЕАУДИТОРНОЕ ЧТЕНИЕ)



**Учебная цель:** дальнейшее развитие практических навыков по темам "MY HOMETLAND", "MY WORKING DAY"; развитие навыков реферирования / аннотирования; развитие умения понимать прочитанное с целью извлечения информации.

**Учебные задачи:** совершенствовать навыки реферирования / аннотирования; совершенствовать умение работать с источниками в интернете.

#### Задачи практической работы:

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно составить аннотацию статьи и словарь.

#### Обеспеченность занятия

1. Тетрадь для практических занятий.
3. Текст статьи.
4. Словарь.

#### Инструкция по выполнению практической работы

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Пользуясь интернетом найдите статью по теме "MY HOMETLAND" или "MY WORKING DAY" (2500-3000 печатных знаков, переведите письменно).
4. Составьте словарь (вокабуляр) к статье (10-15 слов / словосочетаний).
5. Составьте аннотацию статьи, пользуясь шаблонными фразами для аннотирования статьи на английском языке (10-15 предложений).

#### Критерии оценки практической работы (максимум – 100 баллов)

Письменный перевод: 30 баллов.

Словарь (вокабуляр) к статье – 20 баллов.

Аннотация – 50 баллов.

#### Список рекомендуемой литературы:

1. Англо-русский / русско-английский словарь.
2. Шаповалова Т. Р. Реферирование и аннотирование специальных текстов на иностранном языке : учебно-методическое пособие – Южно-Сахалинск : СахГУ, 2019.
3. Маркушевская Л. П., Цапаева Ю. А. Аннотирование и реферирование (Методические рекомендации для самостоятельной работы студентов) – СПбГУ ИТМО, 2008.

## Задания для практического занятия

### ВНЕАУДИТОРНОЕ ЧТЕНИЕ ПО ТЕМАМ "MY HOMETOWN", "MY WORKING DAY"

#### HOW TO WRITE ABSTRACT

**I. Formulate the theme of information from the text using the following clichés:** the text deals with (touches upon, is devoted to, describes).

**II. Process the information given in the text in the following way:**

a) divide the text into some parts according to its content; b) write out a number of key-words to each part of the text; c) retell each part using the key-words; d) determine the main idea of the text; e) retell the text in 10-12 sentences.

**III. Find out author's conclusion in the text; write it down using the following clichés:** the author concludes with a consideration of, the author comes to the conclusion that, in conclusion the author says that.

**IV. Give your own comments on the information from the text.** Try to answer the questions: a) how do you evaluate the actuality of this information; b) how do you think who and for what purposes could use it. Use the following clichés: the information of the texts is addressed to the students (graduates, engineers, specialists, all those interested in); the texts may be recommended to; the information of the texts is interesting (important, useful, hard to understand).

**V. Present your abstract of the information from the text according to the following structure:**

1. The theme of the text.
2. The main idea of the text.
3. Summary of the text.
4. Author's conclusion.
5. Your own comments.

#### THE SCHEME OF RENDERING THE ARTICLE

##### 1. The headline of the article

The article (we deal with) is headlined (entitled) ... – статья (с которой мы имеем дело) озаглавлена ...

The headline of the article (under consideration) is the following ... – заголовок статьи (которую мы рассматриваем) следующий ...

The title of the article is ... – заголовок статьи...

##### 2. The author of the article

The author of it is ... – ее автор ...

The article (under consideration / under review) is written by ... – статья, которую мы рассматриваем, написана ...

##### 3. Where and when the article was published

It is published (printed) in ... – она опубликована (напечатана) в ...

It is a first (second) page article – это статья первой (второй страницы)

The article is published under the rubric ... – статья опубликована под рубрикой

#### **4. The main idea of the article**

The article is devoted to the problem ... – статья посвящена проблеме ...

The article (author) deals with the problem of ... – статья (автор) имеет дело с проблемой ...

The author of the article dwells on the certain idea of ... – автор подробно останавливается на ...

The author concentrates on ... – автор концентрируется на ...

The article (briefly) touches upon ... – статья (коротко) затрагивает ...

The purpose of the article is ... (to give information to the reader) – цель статьи ...

The aim of the author is to provide the reader with some material of ... – цель автора – обеспечить читателя материалом ...

#### **5. The content of the article (With my own simultaneous commentary)**

The problem revealed ... – раскрытая проблема ...

The author starts by telling the reader about ... – автор начинает с того, что говорит читателю о ...

The author writes, considers, points out, etc. – автор пишет, полагает, выделяет, и т. д.

According to the problem of the article I should ... – в соответствии с проблемой статьи я должен ...

The author reports that ... – автор сообщает, что ...

In conclusion ... – в заключении ...

The author concludes with the following ... – автор делает вывод (заключает) следующим ...

The author comes to the following conclusion ... – автор приходит к следующему заключению ...

The author sums up by telling ... – автор подводит итог следующим ...

Summing everything up the author says ... – суммируя все, автор говорит ...

#### **6. Our own opinion of the article (My understanding, opinion of the article)**

I found the article ... – я считаю статью ...

important / acute / actual / of no value – важной / острой / актуальной / не представляющей из себя никакой ценности

worth attention – стоящей внимания

quite to the point – как раз кстати (по теме, к делу)

I express approval of ... (support of ...) – я выражаю одобрение ... (поддержку ...)

I express alarm (concern, disappointment) ... – я выражаю тревогу (озабоченность, разочарование) ...

I strongly protest against ... – я решительно выступаю против ...

## Практическое занятие № 10

### Тема: "STUDENT'S LIFE"

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

#### Задачи практической работы:

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты на русский язык.
4. Выполнить упражнения.

#### Обеспеченность занятия

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### Инструкция по выполнению практической работы

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и переведите их письменно.
5. Письменно выполните упражнения 1-6.

#### Критерии оценки практической работы (максимум – 100 баллов)

- Письменный перевод: 20 баллов.  
Упражнение 1 – 20 баллов.  
Упражнение 2 – 10 баллов.  
Упражнение 3 – 10 баллов.  
Упражнение 4 – 10 баллов.  
Упражнение 5 – 15 баллов.  
Упражнение 6 – 15 баллов.

#### Список рекомендуемой литературы:

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.



## Задания для практического занятия

### ТЕХТ А

#### STUDENT'S LIFE



Now I am a student of the Amur State University. It is very important for me, because I want to get a good job and to earn a lot of money in the future, and it is impossible to do without special knowledge. It is very interesting to study at the University but sometimes it is a hard work. It is normal because we are not pupils any more, we are students. Student's life differs from pupil's

life.

Our academic year is divided into two terms. We have examinations and credit-tests at the end of each term. So we take exams twice a year. The course of training lasts 4 years.

I am a full-time student. Every day we have three or four classes. We study at the University 6 or 8 hours a day. In the junior courses we study such subjects as higher mathematics, physics, chemistry, history, English and others. In the senior courses we will study special subjects.

As for me I live in Blagoveshchensk, it takes me 20 minutes to get to the University. The students from other places have two ways to solve the problem of living. They can live in the dormitory. Rooms in the dormitory are quite comfortable they have beds, a table, chairs, cupboards and just enough space for everyone. The second way is to rent a flat.

The problem of money is very important. Our grant is not enough to live on. Even if you are the kind of student who spends all day in the library, does not smoke or drink alcohol and wear a pair of jeans and a couple of T-shirts for a year, you will find it impossible to live on your grant. So students have to earn money or to ask it from their parents.

I have told you a lot about study at the university, but except study we have time for rest and communication with each other. We have different hobbies and interests. Some of us like to go in for sports. At our University there are many sport clubs. Others prefer singing or dancing, visiting theatres and cinema, or just watching TV, or reading books.

Tastes differ. I can say that our life at the University is very interesting.

## **TEXT B**

### **STUDENT'S LIFE IN ENGLAND**

British pupils, who want to go to the University, have a hard-working final year at school. They study for the A-level examination. It is the most important and serious exam. They give documents to 3 or 4 Universities and have interviews there. Universities select students on the basis of the A-level examination and personal interviews. Teachers also take note of the interests and hobbies of each candidate.

Very often, future students decide "to take a year out" before study at University. So, what do they do? They work and earn money to visit other countries. They visit the other countries with the purpose to learn about a different culture and way of life of other people. Students stay at home very rarely. They think that they are responsible for their own life and it is always better to experiment away from home.

British students prefer to go to Universities away from home. How do they solve the problem of living? They have 2 ways to solve this problem.

1. They live in a hostel. Rooms at the hostel are normally for one person, but they are very small.
2. The students of the senior courses rent a room in a family house or group together with 4 or 5 other students to rent a whole house.

The problem of money is very important for English students. Students receive a grant from the State, but it is not enough to live on. So, students have to borrow money or to earn it. Usually they borrow money from banks and leave University seriously in debt. Do parents help them? Sometimes they help. But more often they think that their children must be responsible for their finance.

### **Vocabulary**

1. to be a student of the university – быть студентом университета
2. to get a good job получить – хорошую работу
3. to earn money зарабатывать – деньги
4. special knowledge – специальные знания
5. academic year – академический (учебный) год
6. to study at the university – учиться в университете
7. to differ – отличаться
8. examination – экзамен
9. credit-test – зачет
10. term – семестр
11. to take an exam – сдавать экзамен
12. the course of training – курс обучения
13. to be a full-time student – быть студентом дневного отделения
14. junior course – младший курс
15. senior course – старший курс

- 16.subject – предмет
- 17.it takes me – это занимает (о времени)
- 18.to come up – добратся
- 19.to solve the problem of living – решать проблему жилья
- 20.hostel / dormitory – общежитие
- 21.to rent a flat – снимать квартиру
- 22.to live on – жить на что-либо
- 23.grant – стипендия
- 24.communication – общение
- 25.to go in for sports – заниматься спортом
- 26.to be divided into – быть поделённым на что-либо
- 27.impossible – невозможно
- 28.to last – длиться
- 29.except – кроме
- 30.club – секция
- 31.to ask money from – просить деньги у кого-либо
- 32.twice – дважды
- 33.receive – получать
- 34.degree – степень
- 35.to take note of – отмечать, делать пометки, учитывать
- 36.level – уровень
- 37.to give documents – подавать документы
- 38.to enter the university – поступать в университет
- 39.to pass entering (final) exams – сдавать вступительные (выпускные) экзамены
- 40.to graduate from university – заканчивать университет
- 41.graduate – выпускник университета
- 42.to select on the basis of – выбирать на основании чего-либо
- 43.culture – культура
- 44.away from home – вдали от дома
- 45.to decide – решать что-либо сделать
- 46.to be responsible for – быть ответственным за
- 47.to receive grant – получать стипендию
- 48.to borrow money from – занимать деньги у
- 49.purpose – намерение, цель
- 50.rarely – редко
- 51.debt – долг

*Exercise 1. Answer the questions:*

1. You are a student, aren't you?
2. What faculty do you study at?

3. Why do you study at the University?
4. What is your future profession? Where do you want to work?
5. Do you like to be a student?
6. What subjects do you study at the University?
7. What is the most difficult subject for you?
8. What foreign languages do you study? Are you good at them?
9. How many lectures do you have weekly? Do you attend them?
10. Do you study regularly or by fits and starts?
11. How much are university subjects different from school ones?
12. How many exams will you have in summer? In what subjects?
13. Do you have time for self-study and entertainment?
14. Do you have free time? Do you have any new interests now?
15. Where do you live now?
16. How do English students enter the University?
17. How do English Universities select students?
18. What do they do during the "year out"? Why?
19. Where do the students live when they study?
20. What problems do they have?

*Exercise 2. Put in the right words:*

1. After classes we have ... for rest and ...
2. I am ... of ...
3. At our University we have ...
4. To study at the Technical University is important for me because ...
5. The students have two problems: ...
6. Our ... year is ... into two ...
7. The students receive ...
8. Very often students ... money ...
9. We ... 6 or 8 hours a day at the University.
10. Students from other places live ...

*Exercise 3. Ask questions so that the sentences below could be answers:*

1. She is very good at English Grammar.
2. Our course runs for four years.
3. He fell behind the group because of his illness.
4. The brightest student in our group is Mary.
5. My favourite subject is English.
6. She couldn't stay after classes because she was very busy.
7. You can get this book at the library.
8. She has made good progress in English because she works hard.

9. Ann failed in History.
10. We will have a seminar on Culture.

*Exercise 4. Complete the sentences in English:*

1. Students have (специальные предметы) and receive (специальные знания).
2. At the end of each (семестр) students have (экзамены) and (зачеты).
3. In the (младшие курсы) we study a lot of subjects and in the (старшие курсы) we study (специальные предметы).
4. It (занимает) me 20 minutes (добраться до университета).
5. Students can (жить в общежитии) or (снимать квартиру).
6. I prefer to (заниматься спортом).
7. Our (стипендия) is not enough to (жить на неё).
8. Students have time not only for studying but they (имеют время для отдыха и общения).
9. The course of training (длится) 4 years.
10. Students have to (решать проблему жилья и денег).

*Exercise 5. Translate the sentences from Russian into English:*

1. Я подаю документы в Технический Университет.
2. Студенты обычно подают документы в 2-3 вуза.
3. Преподаватели отбирают студентов на основе экзаменов.
4. Преподаватели отбирают студентов на основе специальных знаний.
5. Я отбираю литературу на основе моих интересов.
6. Мы интересуемся русской культурой.
7. Каждая страна имеет собственную культуру.
8. Я решаю поступать в университет.
9. Он решает найти хорошую работу.
10. Она решает заработать много денег.
11. Я ответственен за мою учёбу.
12. Родители ответственны за своих детей.
13. Мы получаем стипендию.
14. Английские студенты берут деньги в банке.
15. Я не люблю занимать деньги.

*Exercise 6. Translate the text from Russian into English:*

Моя сестра – студентка. Ей 17 лет. Она учится в университете. Она студентка первого курса. Она изучает математику, английский, физику, а также специальные предметы. Она учится с большим интересом. В университете она получает специальные знания и развивает профессиональные навыки, которые помогут ей

получить хорошую работу в будущем. Моя сестра учится хорошо, поэтому ей легко сдавать зачёты и экзамены в конце каждого семестра.

Моя сестра – общительный человек. Она любит ходить в кафе и на вечеринки с друзьями. Моя сестра увлекается музыкой. Она слушает рок-музыку и часто посещает концерты, поэтому тратит большую часть стипендии на билеты. Кроме того, она занимается спортом. Она хорошо играет в теннис.

Иногда ей нравится оставаться одной дома, особенно когда ей нужно расслабиться. Тогда она смотрит телевизор или читает книги. У неё интересная жизнь.

## Практическое занятие № 11

### Тема: "THE PRESENT PERFECT TENSE" (НАСТОЯЩЕЕ СОВЕРШЕННОЕ ВРЕМЯ)

**Учебная цель:** правильное употребление настоящего совершенного времени; формирование и дальнейшее развитие практических навыков по теме.

**Учебные задачи:** систематизировать и скорректировать знания по ряду базовых грамматических явлений английского языка, а также выработать практические навыки употребления изученных грамматических явлений в письменной речи.

#### Задачи практической работы

1. Совершенствовать навык самостоятельной работы.
1. Повторить материал по теме.
2. Выполнить упражнения.

#### Обеспеченность занятия

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

#### Инструкция по выполнению практической работы

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте грамматический материал по теме «Настоящее совершенное время».
4. Письменно выполните упражнения для закрепления темы.

#### Критерии оценки практической работы (максимум – 100 баллов)

- Упражнение 1 – 10 баллов. Упражнение 5 – 20 баллов.  
Упражнение 2 – 10 баллов. Упражнение 6 – 10 баллов.  
Упражнение 3 – 10 баллов. Упражнение 7 – 10 баллов.  
Упражнение 4 – 10 баллов. Упражнение 8 – 20 баллов.

#### Список рекомендуемой литературы:

1. Англо-русский / русско-английский словарь.
2. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
3. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

## Задания для практического занятия



### THE PRESENT PERFECT TENSE (НАСТОЯЩЕЕ СОВЕРШЕННОЕ ВРЕМЯ)

Present Perfect обозначает действие, которое только что завершилось. Оно используется, когда для нас значимым является результат этого действия, а не сам процесс.

Present Perfect образуется при помощи глагола have / has и Причастия II (Participle II). С этим временем употребляются такие наречия как: ever – когда-либо, never – никогда, already – уже, just – только что, yet – еще (не), still – еще.

I have just read this book.	I have not read this book.	Have I read this book? Yes, I have. No, I have not.
She has just read this book.	She has not read this book.	Has she read this book? Yes, she has. No, she has not.

### Contracted forms (сокращенные формы)

I have = I've

She has = She's    have not = haven't    has not = hasn't

He She Mary John	has left ('s left) has not left (hasn't left)		for the Institute. for the library. for England. for Moscow.
I We You They	have left ('ve left) have not left (haven't left)		for the institute? for the library? for England? for Moscow?
Has	he (she) Mary John Father	(not) left	for the institute? for the library? for England? for Moscow?
Have	I we you they	(not) left	for the institute? for the library? for England? for Moscow?
He She Mary John	has already had ( 's already had)		breakfast. lunch. dinner. an English lesson.
I We Betty and Tom	have already had ( 've already had)		breakfast. dinner. an English lesson



*Exercise 1. Use since or for.*

1. Where is Kate? Oh, she's been to London ... 2019.
2. I've known him ... a long time.
3. We've been on holiday ... three weeks.
4. He's been a student ... four years.
5. She hasn't been to work ... July.
6. She has been ill ... a fortnight.
7. They have been divorced ... last year.
8. We have been very busy ... Christmas.
9. My grandmother has been a pensioner ... five years.
10. He has been away ... a month.

*Exercise 2. Put the following sentences into negative:*

1. Jack has washed the dog.
2. Father has already cleaned his car.
3. Mr. Snowdon has made a speech at the conference.
4. Granny has bought me some cakes.
5. They have painted their old house.
6. Liz has bought some flowers.
7. My sister has just cooked breakfast for the family.
8. The cat has already eaten fish.
9. Mrs. Gracy has gone to London.
10. I have never been to India.

*Exercise 3. Answer the following questions:*

*Model: When did you see her last? (since autumn) – I haven't seen her **since** autumn.*

1. When did it rain last time? (since September)
2. When did you eat caviar last time? (for ages)
3. When did you play chess last? (for a long time)
4. When did he write to you last? (since last summer)
5. When did you ride a bike last? (for two months)
6. When did you visit her last? (since last month)
7. When did your boyfriend give you a present last? (since my birthday)
8. When did you buy fruit last? (for two days)
9. When did you speak to your granny last? (since New Year)
10. When did you clean the room last time? (for a long time)

*Exercise 4. Choose the correct form of the verb.*

1. We went / have been to the seaside last summer.
2. I finished / 've finished my homework. Can I go out now?
3. I was / 've been ill three months ago.
4. I've waited / waited for a bus for twenty minutes. Then I decided to walk.
5. My hobby is fishing. I've caught / caught a lot of fish.
6. Jenny is in Oxford today, but she was / has been in London yesterday.
7. I played / 've played basketball when I was younger, but I don't play now.
8. I've already seen / already saw "Shrek".
9. Julie has been / was ill since Tuesday.
10. I didn't see / haven't seen Josh since 2022.

*Exercise 5. Open the brackets and put the verbs in the Present Perfect tense.*

1. She \_\_\_\_\_ (to do) no shopping this month.
2. The students \_\_\_\_\_ (to make) progress this term so far.
3. The scientists \_\_\_\_\_ (to learn) a lot in the last fifty years.
4. I am afraid we have to drink tea this morning. I \_\_\_\_\_ (to forget) to buy coffee.
5. Mary \_\_\_\_\_ (not / to buy) a new dress for years.
6. He \_\_\_\_\_ (to live) in the country since his wife died.
7. Paul \_\_\_\_\_ (to read) never Shakespeare in the original because it is too difficult for him.
8. She \_\_\_\_\_ (to feel) very unwell today.
9. They \_\_\_\_\_ (to be) happy all their life.
10. My sister \_\_\_\_\_ (not / to marry) yet.
11. The students never \_\_\_\_\_ (to be) to England.
12. Our town \_\_\_\_\_ (to change) recently.
13. I \_\_\_\_\_ (not / hear) the story before.
14. The clock already \_\_\_\_\_ (to strike)
15. You ever \_\_\_\_\_ (to see) Stonehenge?
16. He just \_\_\_\_\_ (to leave) home.
17. They \_\_\_\_\_ (not / to see) each other lately.
18. I always \_\_\_\_\_ (to want) to be a vet.
19. Look! She \_\_\_\_\_ (to fall) off the bike.
20. He is known as a well-read man. He \_\_\_\_\_ (to get) a good collection of different books.

*Exercise 6. Translate from English into Russian:*

1. Yesterday we read, wrote words, answered questions and translated the text at the lesson.

2. We planted trees near our school last spring.
3. I began learning English when I was seven years old.
4. Why are you so nervous? – I have lost my notebook somewhere and I don't remember the phone number of my aunt.
5. As I didn't know the phone number of my niece I could not call her up yesterday.
6. Was he surprised when you told him about it?
7. She has told me a wonderful story lately.
8. I've had much work to do this year.
9. When did you go on vacation last year?
10. He made a lot of mistakes in the dictation and got a bad mark.

*Exercise 7. Put the verbs in brackets in the Past Simple or in the Present Perfect tense.*

1. Maria \_\_\_\_\_ (to get) some bad news last week. She \_\_\_\_\_ (to be) sad since she \_\_\_\_\_ (to get) the bad news.
2. I \_\_\_\_\_ (to start) school when I was five years old. I \_\_\_\_\_ (to be) at school since I \_\_\_\_\_ (to be) five years old.
3. I \_\_\_\_\_ (to change) my job three times this year.
5. The weather \_\_\_\_\_ (to be) hot and dry for many weeks. But two days ago it \_\_\_\_\_ (to rain).
6. Tom \_\_\_\_\_ (to break) his leg five days ago. He's in hospital. He \_\_\_\_\_ (to be) in hospital since he \_\_\_\_\_ (to break) his leg.
7. Are you going to finish your work before you go to bed? – I \_\_\_\_\_ (to finish) it (already). I \_\_\_\_\_ (to finish) my work two hours ago.
8. I \_\_\_\_\_ (to cut) some flowers from my garden yesterday. I \_\_\_\_\_ (to cut) lots of flowers from my garden so far this summer.
9. I \_\_\_\_\_ (not to see) Tom lately.
10. The artist \_\_\_\_\_ (to draw) a picture of sunset yesterday. She \_\_\_\_\_ (to draw) many pictures of sunsets in her lifetime.

*Exercise 8. Translate from Russian into English:*

1. Я знаю его очень хорошо, мы знакомы целую вечность.
2. Ты уже видела этот фильм? Он очень смешной.
3. Мы не можем поехать за город, мы ещё не сдали последний экзамен.
4. Последнее время они виделись очень редко.
5. Я никогда не слышала такой лжи.
6. Моя сестра замужем 5 лет.
7. Вы когда-нибудь видели восход солнца в горах?
8. Смотри! Мальчик упал с велосипеда.
9. Туристы уже осмотрели многие достопримечательности нашего города.
10. Сегодня я испекла твой любимый пирог.

11. Ваш брат ещё не пришёл? Я бы хотела поговорить с ним.
12. Сегодня тепло на улице и я не надела шапку и перчатки.
13. Мне кажется, что кто-то постучал в дверь.
14. Мы ходили в театр несколько раз за последние два года.
15. Они недавно купили автомобиль и теперь часто путешествуют.
16. Ты никогда не читал книги этого автора?
17. Недавно учёные сделали ряд открытий в этой области.
18. Она сделала много ошибок в диктантах, но теперь пишет правильно.
19. Он не вернулся с работы до сих пор, и я очень беспокоюсь.
20. Я не вижу мою тетрадь. Она только что была здесь. Кто её взял?

## Практическое занятие № 12

### Тема: "EDUCATION"

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

### Задачи практической работы:

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты и диалоги на русский язык.
4. Выполнить упражнения.

### Обеспеченность занятия

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

### Инструкция по выполнению практической работы

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и диалоги, переведите их письменно.
5. Письменно выполните упражнения 1-6.

### Критерии оценки практической работы (максимум – 100 баллов)

Письменный перевод: 20 баллов.

Упражнение 1 – 10 баллов.

Упражнение 2 – 10 баллов.

Упражнение 3 – 10 баллов.

Упражнение 4 – 15 баллов.

Упражнение 5 – 10 баллов.

Упражнение 6 – 25 баллов.

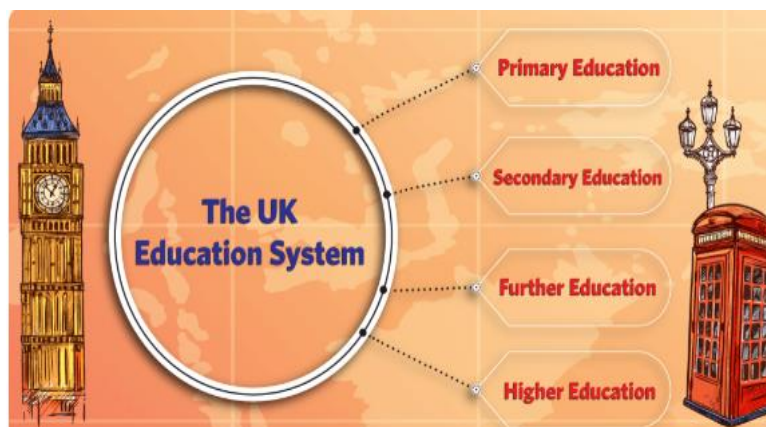
### Список рекомендуемой литературы:

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### ТЕХТ А

#### EDUCATION IN THE U. K.



The system of education in the United Kingdom is rather complicated. It is divided into school education, further education and higher education. There are different types of educational institutions: schools, colleges, universities and various courses. It should be mentioned that the education may be public or private. It depends on

the source of funding. If an institution is financed by the government – it is public, and students study there free of charge. In private ones the course of studies costs the parents a pretty penny.

For British people education is compulsory from the age of five and up to sixteen. But children can go to nursery schools at the age of three. These schools are not cheap but still available and many parents prefer them. At the age of five children go to primary schools where they get primary education. They study there up to eleven. From eleven secondary education begins. There are three types of secondary schools in the U. K.: grammar schools, technical schools and secondary modern schools. In grammar schools pupils get classical education. They are prepared to go on for higher education that is to enter the university. The level of education there is very high. In technical schools various technical subjects are included into the curriculum. From there pupils enter technical colleges. Secondary modern schools are opposed to grammar schools. The level of knowledge is low and the graduates can only start working but can't get higher education. After a secondary school high school (that is a college) begins. In colleges students are selected according to their abilities (like at schools). From there students apply to the university.

There are three types of universities according to their age: old (Oxford and Cambridge), redbrick (London University) and new, which are built almost in every big city. Every year thousands of high school graduates apply to universities.

At the university students obtain a Bachelor's degree (Bachelor of Arts, Science, Law etc.). After the Bachelor's degree is obtained they may also go on to obtain a Master's degree, Doctor's degree or, at last, a Professor's degree.

## **TEXT B**

### **EDUCATION IN RUSSIA**

By and by we are becoming a democratic society and it brings changes in all the spheres of our life. This is quite true for the system of education.

First of all there appeared the division of educational institutions into public that is state supported, and private. But, sorry to say, the quality of education in many of them leaves much to be desired. There are two tendencies, which are competing to take priority. The first tendency is that we are coming back to gymnasiums, lyceums, which is a purely Russian tradition. The second tendency is the attempt to Americanize our education, and the fact that many schools and other secondary institutions are turning into colleges and students at the universities obtain Bachelor's and Master's degree, proves it. Many people criticize these new ideas. But the results are positive rather than negative. On the one hand we can make a choice from the great amount of variants; the level of education is higher, especially in universities and academies. On the other hand this choice is very often the question of money. The educational system in Russia is undergoing a crisis just like all the spheres of our life. But we hope that it's good future that faces our education. But we shouldn't live in a fool's paradise, looking forward to this good future and doing nothing. We must do our best to struggle our way through life and to find the best means of educating our future.

### **DIALOGUE A**

**Mary:** Today is a very special workshop. There is no text to read or listen to, no exercises to do. You may ask me all sorts of questions, if you have any.

**Student A:** Do English students take examinations every term?

**Mary:** No, they don't. They do exams – they are called "finals" in their last term at the University.

**Student B:** Only once. Then they can enjoy life in the first years.

**Mary:** They have a lot of work to do. They attend lectures, seminars and tutorials and write essays. Technical students do a lot of work in the lab. And then they take class exams every year about May, but these are not public exams.

**Student A:** We do class exams every other week. That is not difficult.

**Student C:** What is a tutorial?

**Mary:** In a tutorial a teacher discusses individual work with a student. The teacher is called a tutor. He reports to the head of the department, so the professor knows everything about the students.

**Student B:** What do they do in a seminar?

**Mary:** Discuss things.

**Student A:** Do all students live in the halls of residence?

**Mary:** Most first year students do. Others rent a flat or a bedsitter in town.

**Student C:** Where do married students live?

**Mary:** Married students? They do not normally marry while at the University. They wait till they get a job and can support a family.

**Student C:** Do English students receive grants?

**Mary:** It depends on their parents' income.

**Student A:** Are there any clubs?

**Mary:** A lot of them. The Students' Union organizes social, sporting and cultural activities.

**Student B:** What about having a party?

**Mary:** A party in the English club? We could order a pizza and have a nice talk.

**Students:** That's a great idea. When?

## **DIALOGUE B**

Henry Robinson is twenty-two and he is in his final year at Cambridge. Liz Robinson is twenty and is at a redbrick university in a northern industrial city. Patricia, who is nineteen, has just started at one of the new universities.

**Pat:** We live in halls of residence around the main university building. We are a real community. We've got comfortable common rooms and bars. We arrange dances and parties. We've got clubs, theatre groups, choirs and so on. And we've got an orchestra. I play the drums in it.

**Liz:** We've got bars and common rooms and clubs too. But I hate to live in the sort of closed community you live in, Pat. Two other girls and I rent a house in the middle of the city, about ten minutes' walk from the university. The district is poor and the house is falling to pieces.

**Henry:** I couldn't work in a place like yours.

**Pat:** Nor could I.

**Liz:** You're a couple of snobs. We live among real people, who treat us as a real people. We prefer to be independent. It's nice to belong to the city and to do things outside the university.

**Henry:** What sort of things do you do outside the university?

**Liz:** Well, there's a group of us who go and help in a home for handicapped children. And I sing in the city Bach choir. We get on well with the local people – not like Henry and the people in Cambridge.

**Henry:** Oh, most of us get on very well with the local people. Cambridge isn't a big place.

**Liz:** So you're sorry you chose Cambridge?

**Henry:** No, I'm reading chemistry and Cambridge is one of the best universities for any science subject. Besides, Cambridge, like Oxford, has got a special atmosphere.

**Pat:** I chose my university because of its progressive ideas on education and its broader and more varied courses. Many of the new universities are experimenting with new subjects. And besides I am fond of this "seminar system" which is common in the new universities. It works, because we get on well with the professors and lecturers. Some of them aren't much older than we; and they don't mind at all, if we disagree with them.

**Liz:** You're lucky. We have classes, but we hardly ever ask questions or discuss anything.



The profs don't seem to be able to do anything but lecture. Besides, the course itself is out of date. It hasn't changed for twenty years.

**Henry:** Just so the professors and lecturers are more interested in their own research than in helping students in their studies. However, we attend lectures given by some of the most brilliant scholars in the country. I go to classes as well as to lectures, but most important person in my academic life is my tutor. I enjoy my weekly tutorials.

## Vocabulary

1. available – доступный
2. compulsory – обязательный
3. complicated – сложный
4. educational institutions – образовательные учреждения
5. to include – включать в себя
6. various courses – различные курсы
7. public / private – государственный (общественный) / частный
8. to depend on – зависеть
9. the source of funding – источник финансирования
10. to finance – финансировать
11. free of charge – бесплатный
12. to cost a pretty penny – влетать в копеечку
13. the course of study – курс обучения
14. a nursery school – младшая школа, детсад
15. a primary school – начальная школа
16. a secondary school – средняя школа
17. a grammar school – грамматическая школа
18. a technical school – техническая школа
19. a secondary modern school – средняя современная школа
20. a level of education – уровень образования
21. to go on for higher education – продолжать образование до получения высшего
22. to enter the university – поступать в университет
23. to graduate from – закончить
24. curriculum – учебная программа
25. to apply to the university – подать заявления для поступления в университет
26. to obtain – приобретать
27. a bachelor's degree – степень бакалавра
28. Bachelor of Arts – бакалавр искусств
29. Bachelor of Science – бакалавр наук
30. Bachelor of Law – бакалавр закона
31. old-fashioned – старомодный
32. further education – дальнейшее образование

33. by and by – постепенно
34. democratic society – демократическое общество
35. to bring changes – приносить изменения
36. spheres of life – сферы жизни
37. true – правдивый
38. to appear – появляться
39. division – разделение
40. sorry to say – к сожалению
41. quality of education – качество образования
42. to leave much to be desired – оставляет желать лучшего
43. to compete – соревноваться
44. to take priority – принять первенство
45. pure – чистый
46. attempt – попытка
47. to turn into – превратиться
48. to prove – доказывать
49. to criticise – критиковать
50. on the one hand / on the other hand – с одной / с другой стороны
51. to make a choice – сделать выбор
52. great amount of variants – огромное количество вариантов
53. especially – особенно
54. to undergo the crisis – претерпевать кризис
55. to face – ожидать, столкнуться
56. to look forward to – с нетерпением ждать
57. to do one's best – сделать все возможное
58. to struggle one's way in life – пробить дорогу в жизни
59. to find the best means – найти лучшее средство

*Exercise 1. Give the English for:*

бесплатный курс обучения; государственные школы; частные учебные заведения; стремиться получить высшее образование; постепенно; оставляет желать лучшего; учебная программа дальнейшего образования; источник финансирования начальных школ; превратиться в демократическое общество; претерпевая кризис.

*Exercise 2. Give the Russian for the following:*

to apply to the Amur State University; to graduate from the Institute; to bring changes into spheres of life; to criticize the quality of education; to make choice from a great amount of variants; to cost a pretty penny; pure attempt; to compete for taking priority; a division into nursery, primary, secondary and secondary modern schools; to look forward to obtaining the degree of a Bachelor of Science.

*Exercise 3. Insert prepositions where necessary:*

1. Secondary modern schools are opposed ... grammar schools.
2. The level ... education is very high.
3. The charge depends ... the source of funding.
4. In our country public education is free ... charge.
5. We face ... the terrible crisis.
6. He is looking ... obtaining the Bachelor of Law.
7. He applied ... a technical college.
8. It turned ... an institution of a high quality.
9. There are three types of universities according ... their age.
10. After school many young people go ... higher education.

*Exercise 4. Paraphrase the sentences using the active vocabulary:*

1. The quality of education is not high.
2. Secondary school includes grammar, technical and secondary modern schools.
3. Abilities are the criteria for selecting students.
4. Nursery schools are not cheap.
5. We are facing a terrible crisis.
6. We can make a choice from the alternatives.
7. We should not only dream, waiting for the good future.
8. He tries to use every possibility to struggle his way through life.
9. The second tendency is that we try to Americanize our education.
10. Some schools become gymnasiums and lyceums.
11. They are in good relations with local people.
12. I am studying literature.
13. They like modern tendencies in education.
14. The course is old-fashioned.
15. The "seminar system" is a usual thing in new universities.

*Exercise 5. Find antonymic sentences:*

1. The quality of education is very low.
2. All spheres of our life are successfully developing.
3. Education in private institutions is free of charge.
4. Many people don't like nursery schools, because it is impossible to pay for them.
5. The graduates of secondary modern schools can get higher education.
6. The results are positive.
7. Last year he entered the university.
8. It is a modern institution.
9. I don't like to live in a close society.

10. There aren't many courses in this university.

*Exercise 6. Translate the following sentences into English:*

1. Современные образовательные учреждения России разделены на государственные и частные.

2. К сожалению, качество образования в некоторых частных школах оставляет желать лучшего.

3. Постепенно многие техникумы превращаются в колледжи.

4. Частное образование в России недоступно среднему классу.

5. Тип образовательного учреждения зависит от источника финансирования.

6. Он не витает в облаках, а стремится к высшему образованию.

7. Это всего лишь попытка.

8. Мы настоящее сообщество и у нас особая атмосфера.

9. Мы жили среди обычных людей, которые относились к нам как к обычным людям.

10. Он не ладил со своим преподавателем.

11. Наш университет знаменит своими прогрессивными идеями в образовании и разнообразными курсами.

12. Мне нравится моя научная работа.

13. Лекционная система устарела и поэтому мы экспериментируем с новыми предметами и используем семинарскую систему.

14. Он не только изучает математику, но и занимается работой вне университета.

15. В настоящее время студенты делают все возможное, чтобы пробить себе дорогу в жизни.

16. Он сделал правильный выбор из огромного количества вариантов.

17. Частные школы появились, когда государственные претерпевали кризис.

18. Я думаю, наше образование ожидает хорошее будущее.

19. Он с нетерпением ждёт получения степени бакалавра искусств.

20. Это всего лишь предположение, которое ничего не доказывает.

21. Мы включили различные технические предметы в программу.

22. Университетское образование доступно, но необязательно.

23. В прошлом году он поступил в Амурский государственный университет.

24. Через год он заканчивает педагогический университет.

25. Неделю назад он подал заявление в медицинскую академию.

## Практическое занятие № 13

### Тема: "EXTRA READING" (ВНЕАУДИТОРНОЕ ЧТЕНИЕ)



**Учебная цель:** дальнейшее развитие практических навыков по темам "STUDENT'S LIFE", "EDUCATION"; развитие навыков реферирования / аннотирования; развитие умения понимать прочитанное с целью извлечения информации.

**Учебные задачи:** совершенствовать навыки реферирования / аннотирования; совершенствовать умение работать с источниками в интернете.

#### Задачи практической работы:

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно составить аннотацию статьи и словарь.

#### Обеспеченность занятия

1. Тетрадь для практических занятий.
3. Текст статьи.
4. Словарь.

#### Инструкция по выполнению практической работы

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Пользуясь интернетом найдите статью по теме "STUDENT'S LIFE" или "EDUCATION"; (2500-3000 печатных знаков, переведите письменно).
4. Составьте словарь (вокабуляр) к статье (10-15 слов / словосочетаний).
5. Составьте аннотацию статьи, пользуясь шаблонными фразами для аннотирования статьи на английском языке (10-15 предложений).

#### Критерии оценки практической работы (максимум – 100 баллов)

Письменный перевод: 30 баллов.

Словарь (вокабуляр) к статье – 20 баллов.

Аннотация – 50 баллов.

#### Список рекомендуемой литературы:

1. Англо-русский / русско-английский словарь.
2. Шаповалова Т. Р. Реферирование и аннотирование специальных текстов на иностранном языке : учебно-методическое пособие – Южно-Сахалинск : СахГУ, 2019.
3. Маркушевская Л. П., Цапаева Ю. А. Аннотирование и реферирование (Методические рекомендации для самостоятельной работы студентов) – СПбГУ ИТМО, 2008.

## Задания для практического занятия

### ВНЕАУДИТОРНОЕ ЧТЕНИЕ ПО ТЕМАМ "STUDENT'S LIFE", "EDUCATION"

#### HOW TO WRITE ABSTRACT

**I. Formulate the theme of information from the text using the following clichés:** the text deals with (touches upon, is devoted to, describes).

**II. Process the information given in the text in the following way:**

a) divide the text into some parts according to its content; b) write out a number of key-words to each part of the text; c) retell each part using the key-words; d) determine the main idea of the text; e) retell the text in 10-12 sentences.

**III. Find out author's conclusion in the text; write it down using the following clichés:** the author concludes with a consideration of, the author comes to the conclusion that, in conclusion the author says that.

**IV. Give your own comments on the information from the text.** Try to answer the questions: a) how do you evaluate the actuality of this information; b) how do you think who and for what purposes could use it. Use the following clichés: the information of the texts is addressed to the students (graduates, engineers, specialists, all those interested in); the texts may be recommended to; the information of the texts is interesting (important, useful, hard to understand).

**V. Present your abstract of the information from the text according to the following structure:**

1. The theme of the text.
2. The main idea of the text.
3. Summary of the text.
4. Author's conclusion.
5. Your own comments.

#### THE SCHEME OF RENDERING THE ARTICLE

##### 1. The headline of the article

The article (we deal with) is headlined (entitled) ... – статья (с которой мы имеем дело) озаглавлена ...

The headline of the article (under consideration) is the following ... – заголовок статьи (которую мы рассматриваем) следующий ...

The title of the article is ... – заголовок статьи...

##### 2. The author of the article

The author of it is ... – ее автор ...

The article (under consideration / under review) is written by ... – статья, которую мы рассматриваем, написана ...

##### 3. Where and when the article was published

It is published (printed) in ... – она опубликована (напечатана) в ...

It is a first (second) page article – это статья первой (второй страницы)

The article is published under the rubric ... – статья опубликована под рубрикой

#### **4. The main idea of the article**

The article is devoted to the problem ... – статья посвящена проблеме ...

The article (author) deals with the problem of ... – статья (автор) имеет дело с проблемой

...

The author of the article dwells on the certain idea of ... – автор подробно останавливается на ...

The author concentrates on ... – автор концентрируется на ...

The article (briefly) touches upon ... – статья (коротко) затрагивает ...

The purpose of the article is ... (to give information to the reader) – цель статьи ...

The aim of the author is to provide the reader with some material of ... – цель автора – обеспечить читателя материалом ...

#### **5. The content of the article (With my own simultaneous commentary)**

The problem revealed ... – раскрытая проблема ...

The author starts by telling the reader about ... – автор начинает с того, что говорит читателю о ...

The author writes, considers, points out, etc. – автор пишет, полагает, выделяет, и т. д.

According to the problem of the article I should ... – в соответствии с проблемой статьи я должен ...

The author reports that ... – автор сообщает, что ...

In conclusion ... – в заключении ...

The author concludes with the following ... – автор делает вывод (заключает) следующим

...

The author comes to the following conclusion ... – автор приходит к следующему заключению ...

The author sums up by telling ... – автор подводит итог следующим ...

Summing everything up the author says ... – суммируя все, автор говорит ...

#### **6. Our own opinion of the article (My understanding, opinion of the article)**

I found the article ... – я считаю статью ...

important / acute / actual / of no value – важной / острой / актуальной / не представляющей из себя никакой ценности

worth attention – стоящей внимания

quite to the point – как раз кстати (по теме, к делу)

I express approval of ... (support of ...) – я выражаю одобрение ... (поддержку ...)

I express alarm (concern, disappointment) ... – я выражаю тревогу (озабоченность, разочарование) ...

I strongly protest against ... – я решительно выступаю против ...

## Практическое занятие № 14

### Тема: "AMUR STATE UNIVERSITY"

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести тексты на русский язык.
4. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте тексты и переведите их письменно.
5. Письменно выполните упражнения 1-6.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 15 баллов.

Упражнение 2 – 20 баллов.

Упражнение 3 – 10 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 10 баллов.

Упражнение 6 – 15 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.



## Задания для практического занятия ТЕХТ А

### THE AMUR STATE UNIVERSITY



Education is an important part of a person's life: it helps to become a highly-qualified specialist, to get a prestigious job. People study for the sake of their prosperity and prominent future. Studying at the University also contributes to developing personality and character; it shows how to get on with other people, and gives an opportunity to learn how to communicate with them.

The Amur State University is one of the youngest, perspective and fast developing universities in the Far Eastern Region of Russia. The university keeps the best traditions of the native higher education and explores new trends and technologies in education and science.

The AmSU was founded in 1975 as the Institute of technology to train specialists for light industry in the Amur Region and the Far East. In 1992, the Blagoveshchensk Technological Institute was renamed into the Blagoveshchensk Polytechnic Institute. The institute existed as a polytechnic for only two years, becoming a springboard for the creation of a full-fledged multidisciplinary classical university in the Amur Region – Amur State University.

Nowadays the Amur State University ensures high-quality education in its departments and facilities embracing various branches of knowledge. Today the AmSU provides training in a wide range of natural sciences, social sciences, humanities, engineering and creative fields. The university structure includes the Institute of Computer Science and Engineering and eight faculties – Law, Economics and Finance, Power Electric Engineering, Social Sciences, International Relations, Design and Technologies, Philology, and Faculty of Secondary Professional Education. Annually approximately 1,200 students enter the University that offers 92 different majors of undergraduate, specialist, master and graduate programs.

The period of education at the day-time department lasts 4, 5 or 6 years. The teaching at the University includes lectures, seminars, practical classes, laboratory works, consultations, credit tests and exams. The academic year is divided into two terms and the students pass exams at the end of each term. If a student takes his exams with good and excellent marks he receives a scholarship.

The University curriculum offers a broad range of obligatory and optional subjects. The students of the first and second course study Higher Mathematics, Physics, Chemistry,

Fundamental of Informatics, Russian language and Business Communication, Foreign Languages, History, Time Management, Drawing, Philosophy, Physical training and Sports, and other subjects.

The university runs programs of Double Degree. Apart from studying a main chosen academic field students have a possibility to gain extra qualifications that take two years each.

But of course, students` life is not only formal learning, the students can be involved in extracurricular activities embracing different kinds of sports (athletics, volleyball, basketball, chess, orienteering, football, cheerleading, athletic tourism); youth scientific unions, including construction bureaus; student theaters, dance bands, performance teams, singing and instrumental groups; stand-up projects; volunteering; participating in students` mass media work (local television studio, local paper), etc.

Well-developed local infrastructure of the AmSU campus includes eight academic buildings, some halls of residence, libraries, experimental labs, a sports complex, a swimming pool, students` cultural center, several dining places, and a café.

The Amur State University is one of the best far-eastern places of Russia, where each student can get a valuable degree, develop his own skills and talents and start a career.

## **TEXT B**

### **SIBERIAN FEDERAL UNIVERSITY**

The Russian Federation is a state where education is accessible to everybody. Every citizen has a right to education according to the constitution of the Russian Federation. The network of schools has grown in our country. Now there are 500 higher schools. Over 8 million students study at institutes and universities.

The growing economy of our country needs specialists in all fields of science and all branches of industry. To meet these needs many of our cities were turned into educational centres. Krasnoyarsk is one of them. At the disposal of our youth there are many higher schools in Krasnoyarsk. One of the parts of the city is called "Students Township". Here on the Afontov hill the Siberian Federal University stands. It is the biggest higher school of our city. Today the Siberian Federal University is considered as one of largest education and scientific centers of Siberia and the Far East.

The Siberian Federal University was founded in 2006. The university was founded by merging 5 major Krasnoyarsk institutions of higher education. Today the University consists of 21 institutes. Besides, there are correspondence and evening departments for those, who wish to combine work with study. Our university also has the post-graduate course. About 3,000 teachers work at the university. The staff has some professors and many candidates of science.

Over 41,000 students study at the Siberian Federal University. They have good conditions for their study. The university has many buildings on its territory. All the university buildings have spacious classrooms, many laboratories and workshops provided

with the educational equipment. The university library and reading-rooms provide students with all necessary text-books and specialized periodicals. Each institute has its own hostel. The university has sport halls, a stadium and a swimming pool.

The students of the Siberian Federal University also carry on research work. There are various students' scientific societies for those who are interested in sciences. Moreover, amateur clubs and sport clubs are at the disposal of students.

The graduates of the university actively solve all problems confronting the industry.

## Vocabulary

1. the Amur State University (the AmSU) – Амурский государственный университет (АмГУ)
2. perspective – перспективный
3. highly-qualified – высококвалифицированный
4. prestigious – престижный
5. for the sake (of) – ради чего-либо / кого-либо
6. contribution – вклад
7. development – развитие
8. personality – личность
9. to get on (with) – ладить, иметь отношения
10. opportunity – возможность
11. communication – общение
12. keep traditions – сохранять традиции
13. higher education – высшее образование
14. explore – исследовать
15. trend – направление
16. science – наука
17. scientific research – научное исследование
18. light industry – лёгкая промышленность
19. full-fledged – полноценный
20. to ensure – обеспечивать
21. department – отдел, кафедра
22. to embrace – охватывать
23. various – различный
24. branch – направление
25. knowledge – знания
26. faculty – факультет
27. to enter – поступать
28. major – специализация
29. undergraduate / Bachelor – бакалавр
30. master – магистр

- 31.(to) graduate (n, v) – заканчивать, выпускаться / выпускник, аспирант
- 32.credit test – зачёт
- 33.term / semester – семестр
- 34.to pass – сдавать
- 35.to receive – получать
- 36.scholarship – стипендия
- 37.curriculum – учебный план
- 38.to offer – предлагать
- 39.broad – широкий
- 40.subject – предмет
- 41.course – курс
- 42.obligatory – обязательный
- 43.optional – факультативный
- 44.to run (a program) – запустить / начать (программу)
- 45.degree – степень
- 46.field – отрасль, область, сфера
- 47.possibility – возможность
- 48.to gain – получать
- 49.qualification – квалификация
- 50.to involve – включать, вовлекать
- 51.extracurricular activity – внеучебная деятельность
- 52.to participate – участвовать
- 53.to attend – посещать
- 54.to include – включать
- 55.hall of residence – общежитие
- 56.library – библиотека
- 57.experiment – опыт, эксперимент
- 58.valuable – ценный, значимый
- 59.skill – навык
- 60.career – карьера
- 61.education – образование
- 62.according to – в соответствии с чем-либо
- 63.to need – нуждаться
- 64.youth – молодёжь
- 65.accessible – доступный
- 66.citizen – гражданин
- 67.to have a right – иметь право
- 68.network – сеть
- 69.to turn – поворачивать (превращать)
- 70.to wish – желать

- 71. staff – персонал, штат
- 72. to provide – обеспечивать
- 73. educational equipment – образовательное оборудование
- 74. fields of science – область науки
- 75. scientific society – научное общество
- 76. branch of industry – отрасль промышленности
- 77. to meet needs – соответствовать потребностям
- 78. at the disposal – в распоряжении кого-либо
- 79. to be considered as – рассматривается в качестве чего-либо
- 80. to be founded – быть основанным
- 81. correspondence department – заочное отделение
- 82. evening department – вечернее отделение
- 83. post-graduate course – аспирантура
- 84. to combine – совмещать, объединять
- 85. conditions – условия
- 86. workshop – мастерская, семинар
- 87. to carry on / out – проводить, исполнять (функцию)
- 88. research work – научная работа
- 89. library – библиотека
- 90. necessary – необходимо
- 91. various – различный
- 92. graduate – выпускник
- 93. amateur clubs – любительские клубы

*Exercise 1. Answer the questions:*

1. Why is education considered to be an important part of a person's life?
2. What does studying at the University contribute to?
3. What is the Amur State University?
4. When was the AmSU founded? When was it renamed?
5. How many departments are there in the AmSU nowadays? What are they?
6. What faculty do you study at?
7. How many majors of undergraduate, masters' and graduate programs does the University offer for its students?
8. How many years does the period of education at the University last?
9. What does the teaching at the AmSU include?
10. Do the AmSU students receive a scholarship?
11. What does the University curriculum offer?
12. What subjects do you study at the first course?

13. What is the Double Degree program? Are you going to gain extra qualifications while studying at the AmSU?
14. What extracurricular activities can the AmSU students be involved in? Do you take part in any extracurricular activities?
15. What does the AmSU campus include?
- 16.11. What is the biggest higher school in Siberia and the Far East?
17. Where is the Siberian Federal University situated?
18. How many institutes does the Siberian Federal University consist of?
19. All the university buildings have spacious classrooms, many laboratories and workshops provided with the educational equipment, don't they?
20. What sports facilities does the Siberian Federal University have?

*Exercise 2. Give the English equivalents for the words and word combinations:*

1) получить престижную работу; 2) вклад в развитие личности; 3) возможность общаться с друзьями; 4) перспективная специальность; 5) получать высшее образование в Амурском государственном университете; 6) научная карьера; 7) поступить на филологический факультет; 8) учиться на первом курсе факультета социальных наук; 9) закончить программу бакалавриата; 10) различные направления подготовки аспирантуры; 11) получать стипендию; 12) изучать обязательные и факультативные предметы; 13) изучать курс «Русский язык и деловая коммуникация» в первом семестре; 14) сдавать зачёт по иностранному языку; 15) выбрать академическое направление подготовки; 16) возможность получить дополнительную квалификацию по программе «Два диплома»; 17) принимать участие во внеучебной деятельности университета; 18) посещать библиотеку; 19) получить степень магистра; 20) развивать навыки.

*Exercise 3. Insert prepositions where necessary:*

1. He entered ... the faculty ... Power Electric Engineering to become a highly-qualified specialist and to get ... a prestigious job.
2. He graduated ... the faculty ... secondary professional education ... the Amur State University.
3. If students take exams ... good and excellent marks they receive ... a scholarship.
4. Polytechnic Institute became a springboard ... the creation ... a full-fledged multidisciplinary classical university ... the Amur Region – Amur State University.
5. Students ... the first and second course study ... obligatory and optional subjects.
6. Studying ... the University contributes ... developing one's personality and character.
7. The academic year is divided ... two terms and the students pass exams ... the end ... each term.
8. The AmSU was founded ... 1975 as the Institute ... technology ... training specialists ... light industry ... the Amur Region and the Far Eastern region.

9. The Amur State University is one ... the perspective universities ... the Far East ... Russia.
10. The University offers a variety ... majors ... undergraduate, specialist, master and graduate programs.

*Exercise 4. Find the synonyms for the following words and word combinations:*

to study compulsory subjects; to participate in different researches; to found a classical University; to include various branches of knowledge; to take exams at the end of each semester; to get a scholarship; to live in a hostel; to give a chance; to relax and entertain; target.

*Exercise 5. Find the antonyms for the following words and word combinations:*

to spoil international relations; to enter the University; to fail an exam; part-time department of the AmSU; to pass exams with bad marks; to study optional subjects; ordinary; to close the Internet-center; to forbid access to information resources; teaching staff.

*Exercise 6. Translate the sentences into English:*

1. Амурский государственный университет был основан в 1975 году как Технологический институт для подготовки специалистов лёгкой промышленности в Амурской области и на Дальнем Востоке.
2. Благодаря высшему образованию он получил престижную работу и стал высококвалифицированным специалистом.
3. Внеучебная деятельность университета предполагает участие студентов в работе научных, спортивных, танцевальных, театральных, музыкальных коллективов.
4. Обучение в университете включает лекции, семинары, практические занятия, лабораторные работы, консультации, зачёты и экзамены.
5. Основанный в 1992 году политехнический институт стал платформой для создания в Амурской области полноценного многопрофильного классического университета.
6. Программа «Два диплома» даёт студентам университета возможность получить дополнительную квалификацию.
7. Сегодня структура Амурского государственного университета включает в себя институт компьютерных и инженерных наук, а также 8 факультетов, охватывающих различные отрасли знаний.
8. Студенты АмГУ обучаются по различным направлениям подготовки программ бакалавриата, специалитета, магистратуры и аспирантуры.
9. Университетское образование помогает людям овладевать профессиональными и коммуникативными навыками.

10. Учебная программа университета предлагает широкий спектр обязательных и факультативных дисциплин.



## Практическое занятие № 15

### Тема: "THE PAST PERFECT TENSE (ПРОШЕДШЕЕ СОВЕРШЕННОЕ ВРЕМЯ)"

**Учебная цель:** правильное употребление прошедшего совершенного времени; формирование и дальнейшее развитие практических навыков по теме.

**Учебные задачи:** систематизировать и скорректировать знания по ряду базовых грамматических явлений английского языка, а также выработать практические навыки употребления изученных грамматических явлений в письменной речи.

#### Задачи практической работы

1. Совершенствовать навык самостоятельной работы.
1. Повторить материал по теме.
2. Выполнить упражнения.

#### Обеспеченность занятия

1. Тетрадь для практических занятий.
2. Тексты заданий.
3. Словарь.

#### Инструкция по выполнению практической работы

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте грамматический материал по теме «Прошедшее совершенное время».
4. Письменно выполните упражнения для закрепления темы.

#### Критерии оценки практической работы (максимум – 100 баллов)

- Упражнение 1 – 10 баллов. Упражнение 5 – 15 баллов.  
Упражнение 2 – 10 баллов. Упражнение 6 – 15 баллов.  
Упражнение 3 – 15 баллов. Упражнение 7 – 10 баллов.  
Упражнение 4 – 10 баллов. Упражнение 8 – 15 баллов.

#### Список рекомендуемой литературы:

1. Англо-русский / русско-английский словарь.
2. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
3. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

## Задания для практического занятия



### THE PAST PERFECT TENSE (ПРОШЕДШЕЕ СОВЕРШЕННОЕ ВРЕМЯ)

Время **Past Perfect** обозначает действие, которое завершилось до некоего момента в прошлом:

I called Jim too late, he had already left. Я позвонил Джиму слишком поздно, он уже ушел.

#### Образование Past Perfect

Утвердительные предложения:	I had played. You had played. He / she / it had played. They had played. We had played. You had played.
Вопросительные предложения:	Had I played? Had they played? Had he / she / it played? Had we played? Had you played? Had you played?
Отрицательные предложения:	I had not played. You had not played. He / she / it had not played. They had not played. You had not played. We had not played.

Время **Past Perfect** образуется при помощи вспомогательного глагола **to have** в прошедшем времени и причастия прошедшего времени значимого глагола, то есть его «третьей формы».

**To have** в прошедшем времени имеет единственную форму **had**.

Причастие второе, или причастие прошедшего времени (**Participle II**), можно образовать, прибавив к начальной форме значимого глагола окончание **-ed**: examine – examined, enjoy – enjoyed, close – closed.

Однако в английском языке есть также достаточно большая группа неправильных глаголов, которые образуют форму прошедшего времени не по общим правилам.

В **вопросительном предложении** вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

**Had you brushed** your teeth before you went to bed? Ты почистил зубы, прежде чем пойти спать?

В **отрицательных предложениях** за вспомогательным глаголом следует отрицательная частица **not**. При этом они могут быть сокращены до формы **hadn't**.

How did you hope to pass the exam if you **had not (hadn't)** even **opened** the textbook? Как ты надеялся сдать экзамен, если ты до этого даже учебник не открыл?

#### Случаи употребления Past Perfect:

- Действие, закончившееся до определенного момента в прошлом, на который может указывать точная дата или час, начало другого действия или контекст:

After the Sun **had set**, we saw thousands of fireflies. После того, как зашло солнце, мы увидели тысячи светлячков.

- Перечисление действий в прошлом, произошедших до времени повествования в целом: I finally caught Lucky and looked around. The nasty dog **had scratched** the

furniture, **had torn** the wallpapers and **had eaten** my lunch on the table. Я, наконец, поймал Лаки и осмотрелся вокруг. Мерзкая собака исцарапала мебель, порвала обои и съела мой обед на столе.

С этим временем употребляются такие наречия как: *because, as, for, so, that's why, when, before, after, as soon as and so on.*

*Exercise 1. Explain the usage of the Past Perfect Tense in the following sentences:*

1. Mary said (that) she hadn't done her homework.
2. The policeman asked me if I had seen the accident.
3. The sick man felt better after he had taken his medicine.
4. When we reached the station, the train had left.
5. It was five to ten in the morning. The exhibition had not opened yet, but all the preparations for the opening ceremony had been made, and a lot of people, who had come to watch it, were standing outside and waiting.
6. Many reporters wanted to talk to the winner, but he was too tired to talk. He had run a long race and wanted to have a rest. He was very happy, because it was his first real victory. He had never taken part in such an outstanding event before.
- 7 In the shopping mall I met a friend who I hadn't seen for ages.
- 8 We lost the match because we hadn't practiced the days before.
- 9 He asked me which animals I hadn't seen in Australia.
- 10 Where had she studied before she got a job?

*Exercise 2. Complete the sentences using the Past Perfect tense:*

*Model: I went to bed after I had learnt the poem.*

1. I went to see my friend after...
2. I watched a new film after...
3. They went home after...
4. He phoned me after...
5. She went to dance after...
6. We wrote a composition after...
7. They rebuilt the house after...
8. We went for a walk after...
9. I helped my mother about the house after...
10. I fell asleep after...

*Exercise 3. Translate the sentences into English:*

1. arrived – had caught (Когда прибыла полиция, мы уже поймали вора.)
2. had finished – rang (Миша закончил тест до того, как прозвенел звонок.)
3. came – had fallen asleep (Когда Анна пришла, чтобы пожелать спокойной ночи, ее дети уже спали.)

4. had prepared – got home (Миссис Смит уже приготовила ужин, когда ее муж пришел домой с работы.)

5. got married – had known (Когда Брэд и Сюзан поженились, они знали друг друга три года.)

6. didn't enjoy – had read (Ей не понравился фильм, потому что она прочитала до этого книгу.)

7. was – had had (Наша квартира была в беспорядке, потому что у меня накануне ночью был день рождения.)

8. didn't go – had spent (Мы не пошли в ресторан, так как потратили все деньги на одежду.)

9. couldn't – had broken (Мэри не могла кататься на коньках после того, как сломала ногу.)

10. was late – had got stuck (Ларри опоздал, так как застрял в дорожной пробке.)

11. died – hadn't watered (Розы погибли, потому что я не поливала их несколько недель.)

12. came – had started (Когда мы пришли в кинотеатр, фильм уже начался.)

13. missed – had forgotten (Боб опоздал на поезд, потому что забыл свой паспорт.)

14. was switched off – hadn't paid (Электричество было отключено, так как мы не оплатили счет.)

15. was happy – had passed (Студент был счастлив, так как сдал все экзамены.)

*Exercise 4. Put the verb in the correct form. Open the brackets.*

1. The teacher (to understand) that Lily (not / to do) her homework.

2. The children (to put away) all their toys before mother (to arrive).

3. The rain (already / to end) before we (to set off) for the journey.

4. The whole family was sitting in the room. Grandmother was telling that my aunt (finally / to finish) decorating the house by June.

5. She (to eat) all the chocolates before they (to have) a dinner.

6. Melisa (to tell) that she (to find) a good recipe for the dinner.

7. By the time I (to wake up) my sister (already / come back) from her morning training.

8. I (to book) the table before we (to go) to the cafe.

9. They (to be) late because they (to get) the tyre flat.

10. When they (to arrive) the boarding for their flight (already / to begin)

*Exercise 5. Translate the sentences into Russian:*

1. Everybody had finished his work by the appointed time.

2. The doctor had already examined ten patients by twelve o'clock.

3. At last I learned what had happened to my friend.

4. I was sure that I had never seen that man before.
5. He was awfully sorry that he had hurt a friend of his.
6. The pond became much deeper after it had rained heavily.
7. I thanked my teacher for what he had helped me with my English.
8. Yesterday we went for a walk in the forest and suddenly found that we had lost our way.
9. The sportsmen had trained much before the competition.
10. When the football players had won the first match by only one point, they realized that they must train harder to win championship.
11. Ann spoke to her brother in almost the same words as she had spoken to her sister.
12. She found that the man who had come to see her when she wasn't at home was her brother.
13. When the taxi arrived, they had already finished packing.
14. He couldn't help thinking that he had seen that face somewhere before.
15. I was surprised to hear that Mary had passed the examination at the age of fourteen.

*Exercise 6. Use the Past Indefinite or the Past Perfect instead of the infinitives in brackets.*

1. Margot (to go) to the door and (to lock) it, and (to return) with the key.
2. He sighed again and again, like one who (to escape) from danger.
3. He (to make) tea and (to eat) the biscuits which Mrs. Aberdeen (to bring) him.
4. It (to be) all so sudden that for a moment no one (to know) what (to happen).
5. He (to tell) me that they (to be) at the same public school and (to be) friends ever since.
6. Near the door he (to see) the man he (to notice) at the station.
7. The new bus-driver (to have) an accident after he (to drive) a few yards.
8. The students (to enter) the classroom five minutes after the bell (to ring).
9. After she (to lock) and (to bolt) all the doors, she (to go) to bed.
10. The students (to do) all the exercises very well after the teacher (to show) them how to.
11. She (to feel) sick after she (to eat) a whole box of chocolates.
12. The sun (to rise) when the farmer (to start) work.
13. At the age of seventy-four he (to be) excited as a boy about his expedition.
14. The house (to be) much smaller than he (to think) at first.
15. Cassie (to spend) the night at home, and on entered the dining-room (to glance) at the space above the fire.

*Exercise 7. Use the Past Indefinite, the Past Continuous or the Past Perfect instead of the infinitives in brackets.*

1. Yes, Jane? What you (to say)?

2. He even (not to count) the money that Lammiter (to hold) out to him.
3. I (to look) at her. She (to smile) to herself and (not to answer) my questions at once. I (to repeat) it.
4. For some time she (not to realize) where she (to be) and what (to happen).
5. The silence in the room (to tell) that the rain (to stop).
6. My mother (to make) sandwiches in the kitchen and (not to hear) the bell.
7. He (to go) to school for the first time with a bunch of flowers in his hand, and it (to seem) to him that everyone (to turn) to look at him.
8. The grass (to be) damp; it (to tell) us that the rain (to fall) in the night.
9. Now she (to look) at me with wide open eyes.
10. After the war they (to part) and he (to tell) me that he (not to see) her since.

*Exercise 8. Translate the sentences into English:*

1. Я посмотрел телевизор, после того как прочитал книгу.
2. Аня позавтракала, перед тем как пойти в университет.
3. Они поженились до того, как купили дом.
4. Когда дождь прекратился, мы пошли гулять.
5. Мы пошли в кино, после того как поужинали.
6. Он пошёл домой, после того как закончил работу.
7. К тому времени путешественники уже прошли около десяти миль и начали чувствовать усталость.
8. Том и Джон посмотрели друг на друга, пытаясь разобраться, что случилось.
9. К трём часам они уже закончили все приготовления ко дню рождения их дочери.
10. Вчера вечером я закончил переводить статью, которую я начал переводить неделю назад.
11. Так как мы не купили билеты заранее, нам пришлось идти в кинотеатр пораньше, перед началом фильма.
12. Я не успел перевести этот текст к концу рабочего дня, и мне пришлось остаться в офисе после работы.
13. Моих родителей не было дома сегодня утром. К тому времени они уже уехали за город.
14. Хотя Том вернулся домой в полночь, его жена и дети еще не спали.
15. Вчера перед собранием мы обсудили этот вопрос.

## Практическое занятие № 16

### Тема: "AN ENGLISH LESSON"

**Учебная цель:** развить на основе предыдущих языковых знаний необходимые речевые умения и навыки выражать свои мысли, понимать прочитанное.

**Учебные задачи:** познакомить с новым языковым материалом, способствовать активному использованию лексики по теме.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Выучить новые слова и выражения.
3. Письменно перевести текст и диалог на русский язык.
4. Выполнить упражнения.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Прочитайте новые слова (вокабуляр).
4. Прочитайте текст и диалог, переведите их письменно.
5. Письменно выполните упражнения 1-6.

#### **Критерии оценки практической работы (максимум – 100 баллов)**

Письменный перевод: 20 баллов.

Упражнение 1 – 15 баллов.

Упражнение 2 – 15 баллов.

Упражнение 3 – 15 баллов.

Упражнение 4 – 10 баллов.

Упражнение 5 – 10 баллов.

Упражнение 6 – 15 баллов.

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.

## Задания для практического занятия

### TEXT

#### AT THE ENGLISH LESSON



English is rather a difficult subject even for those who have a bend to it. The course of English at the University is more interesting and more complicated than at school. It's no easy matter to make progress in a foreign language. You must not only have talent but also industry. According to the new curriculum we deal with original texts, that is why students must look up words frequently. At the very first lessons

we review the material which we studied at school. We begin with the course of phonetics. We are trained in pronunciation, rules of reading and spelling, we do our best to be fluent in speech. We are aware of the fact that taking the phonetic course is not enough for having a good command of English. It's very good, if you improve spelling, pronunciation and reading skills, but you need to master grammar skills and those of oral communication as well. To help us with the English grammar the teachers give us small lectures on the subject. The lectures are both in English and in Russian, and we try to make as many notes at these lectures as we can.

At the English lesson we perform a plenty of exercises both routine and creative; translate sentences from Russian into English and vice versa, learn new vocabulary by heart, paraphrase sentences using synonymic constructions, try to find antonymic pairs, retell texts, make dialogues and monologue situations. For each type of work the teacher gives us a mark: excellent, good, satisfactory, or poor.

To confess the truth, our English teacher reprimands us quite often. There are several reasons for that. First of all, some of the students do lessons by fits and starts and lag behind the group. The other reason is absenteeism, when students miss lessons without a reasonable excuse. Attendance is very important and, if you play truant, you must have an excuse signed by a doctor. Because of the reasons given above students get out of practice and the lack of practice does not help them to catch up with the group.

In the time of extending international communication you must not fail to know the international language – the English language. English has every right to be considered an international language, because there are 59 English-speaking countries in the world. The more so English is the language of international political debates, conferences, negotiations and scientific progress. It is also one of the official languages of the Organization of the United Nations. Having this in mind we may argue with those, who consider English not obligatory but optional. We do English for the sake of our self-development and future prosperity.



## DIALOGUE

**A.** Are you still studying English.

**B.** Yes, but I'm pressed for time to study it properly. I have so many other things to do.

**A.** The same with me. I can read English without much difficulty, but I find it rather difficult to speak English. And the more so, I don't always understand people when they speak English to me.

**B.** Yes, we lack practice in English, I suppose. By the way, do you listen to the English programmes on the internet?

**A.** Yes. It helps me to understand English better, but not to speak English better.

**B.** We must speak English with one another all the time not to get out of practice.

**A.** Yes, you're right. It's the best way to master it.

## Vocabulary

1. a bend to – склонность к
2. complicated – сложный
3. industry – прилежание
4. according to – в соответствии с
5. to deal with – иметь дело с
6. in original – в оригинале
7. to look up words – искать слова в словаре
8. to review smth. – повторять что-либо
9. course of phonetics – курс фонетики
10. to train smb. in smth. – тренировать кого-либо в чем-либо
11. to be trained in smth. – тренироваться кем-либо в чем-либо
12. to do one's best – делать все возможное
13. to be fluent in speech – бегло говорить
14. to be aware of smth. – осознавать что-либо
15. to have a good command of English – иметь хорошие знания английского языка
16. to improve smth. – улучшить что-либо
17. skills – умения, навыки
18. spelling, pronunciation, reading, grammar skills – орфографические, фонетические, грамматические навыки, навыки чтения
19. oral communication – устное общение
20. to master smth. – овладеть чем-либо
21. a lecture on a subject – лекция по предмету
22. to make notes at a lecture on a subject – конспектировать лекцию по предмету
23. to perform – выполнять (делать)
24. routine work – рутинная работа
25. creative work – творческая работа
26. to translate – переводить

27. to learn by heart – учить наизусть
28. to paraphrase – перефразировать
29. synonymic constructions – синонимические конструкции
30. antonymic pairs – антонимические пары
31. to retell – пересказывать
32. to make up dialogues (monologue situations) – составлять диалоги и монологические ситуации
33. to give a mark – (good, excellent, satisfactory, poor) – ставить оценку (хорошо, отлично, удовлетворительно, плохо)
34. to confess the truth – по правде говоря
35. to be reprimanded by – получать выговор от
36. to do lessons by fits and starts – заниматься урывками (нерегулярно)
37. to be (get, fall, lag) behind the group – отстать от группы
38. absenteeism (to be absent) – пропуски (отсутствовать)
39. to miss a class (to cut a lesson, to play truant) – пропускать занятие
40. a reasonable excuse – уважительная причина
41. with / without a reasonable excuse – по уважительной причине, без уважительной причины
42. to sign – подписывать
43. to get out of practice in – потерять практические навыки в
44. lack of smth. (to lack practice in) – недостаток чего-либо, иметь недостаток практики в
45. to catch up with the group – догнать группу
46. to extend smth. – расширять что-либо
47. to fail to do smth. – не суметь сделать что-либо
48. to argue with – спорить с
49. obligatory subjects – обязательные предметы
50. optional subjects – факультативные предметы
51. for the sake of – ради чего-либо
52. self-development – саморазвитие
53. prosperity, prosperous – процветание, процветающий
54. to study (to do) a subject – изучать предмет
55. to be good at (to do well in a subject) – хорошо заниматься по предмету
56. to help smb. with smth. – помогать кому-либо в чем-либо
57. to take (have) an exam in a subject – сдавать экзамен по предмету
58. to fail (in) an exam – провалить экзамен
59. to repeat (retake) an exam – пересдать экзамен
60. to expell from (to be expelled from) – исключить из (быть исключённым из)
61. to graduate from – закончить (какое-либо учебное заведение)
62. to enter smth. – поступать (в какое-либо учебное заведение)

63.attendance – посещаемость

64.curriculum – программа (обучения)

*Exercise 1. Give the English equivalents for:*

иметь склонность к; сложный; согласно чему-либо; повторять материал; иметь хорошие знания в английском; улучшать навыки написания, произношения и чтения; делать записи на лекциях по предмету; перефразировать используя синонимические конструкции; пересказывать тексты; составлять диалоги и монологические ситуации; отстать от группы; догнать группу; прогулять (пропустить) занятие; недостаток практики; обязательные и факультативные предметы.

*Exercise 2. Find the Russian equivalents for:*

industry; to be fluent in speech; to be aware of; skills of oral communication; to give lectures; to perform; vice versa; we are reprimanded by; to do lessons by fits and starts; attendance; a reasonable excuse; the international language; having this in mind; for the sake of the self-development and future prosperity; learn by heart.

*Exercise 3. Insert prepositions where necessary:*

1. He has a bend ... languages.
2. I am the student ... the University.
3. We are making progress ... English.
4. You must look ... unknown words frequently.
5. Last year my friend entered ... the University.
6. In 2007 he graduated ... the college.
7. They were aware ... his problems.
8. The firm is improving ... the characteristics of the machines.
9. Please, help me ... English grammar.
10. I always make notes ... the lectures ... economics.
11. He didn't learn the new vocabulary ... heart.
12. They want to catch ... ... the group.
13. You mustn't miss lessons ... a reasonable excuse. 1
4. The student got ... ... practice.
15. The teacher gave ... us only good marks yesterday.

*Exercise 4. Paraphrase the sentences:*

1. We don't do our lessons regularly.
2. It's difficult to make progress in pronunciation.
3. I understand this fact.
4. The students of our group have good knowledge of English.
5. We are making the skills of oral communication better.

6. He tries to write down everything that he can at the lecture.
7. At the lesson we do plenty of exercises both interesting and uninteresting.
8. Frankly speaking, our English teacher is not pleased with us quite often.
9. You are losing your practical skills.
10. It's not an obligatory subject.

*Exercise 5. Find the antonymic sentences:*

1. The course of English is easy and boring.
2. We deal with adapted texts only.
3. He is very slow in speech.
4. They are very bad at English.
5. It's a creative job.
6. The teacher is satisfied with our knowledge.
7. She does home assignment to every lesson.
8. You lag behind the group.
9. We are getting out of practice in spelling.
10. This subject is optional.

*Exercise 6. Translate into English:*

1. Они пропускают не только факультативные, но и обязательные предметы.
2. Почему ты всегда готовишься к занятиям урывками?
3. Вы теряете практические навыки, не так ли?
4. Он до сих пор отстаёт от группы.
5. Они делают записи на лекции по истории?
6. Вы повторяете материал по статистике или экономике сейчас?
7. Мы работаем только с оригинальными текстами.
8. Отсутствие практики не улучшает навыки устной коммуникации, не так ли?
9. Он делает все возможное, чтобы освоить английскую грамматику.
10. У вас есть способности к английскому или французскому?
11. Мы осознаем тот факт, что курс фонетики очень важен.
12. Я никогда не учу тексты наизусть, обычно я их пересказываю.
13. Вы выполняете рутинную или творческую работу?
14. Я очень волнуюсь из-за его пропусков.
15. Через полгода он поступает в университет.

## Практическое занятие № 17

### Тема: "TERMINAL TEST"

**Учебная цель:** итоговый контроль уровня сформированности иноязычных компетенций.

**Учебные задачи:** проверить усвоение лексико-грамматического материала, пройденного студентами (бакалаврами) в первом семестре, проследить динамику усовершенствования иноязычных навыков.

#### **Задачи практической работы:**

1. Совершенствовать навык самостоятельной работы.
2. Проверить усвоение лексико-грамматического материала.
3. Письменно выполнить задания итогового теста.

#### **Обеспеченность занятия**

1. Тетрадь для практических занятий.
3. Тексты заданий.
4. Словарь.

#### **Инструкция по выполнению практической работы**

1. Запишите в тетради для практических работ на полях дату выполнения работы.
2. Напишите номер и название практической работы.
3. Ознакомьтесь с заданиями теста.
4. Письменно выполните задания теста.

#### **Критерии оценки практической работы (максимум – 20 баллов)**

За каждый правильный ответ теста студент получает один балл, максимальное количество баллов – 20. Для получения оценки «удовлетворительно» студенту следует выполнить 60% в предлагаемом тесте (не менее 12 правильных ответов), если же он претендует на оценку «хорошо» – от 75 до 89% (15-17 правильных ответов) и на оценку «отлично» – от 90 до 100% (18-20 правильных ответов).

#### **Список рекомендуемой литературы:**

1. Англо-русский / русско-английский словарь.
2. Пиляева Т. Г. Английский язык для неязыковых направлений подготовки : учебно-методическое пособие. – Южно-Сахалинск : СахГУ, 2019.
3. Let's speak English together. Учебное пособие. – Благовещенск : АмГУ, 2007.
4. Кадырова А. А., Закирова Р. Р. Грамматика английского языка : учебное пособие для студентов 1-2 курсов неязыковых направлений – Казань: КФУ, 2016.
5. Процукович Е. А., Бузина М. С. Grammar in Use : учеб. пособие / АмГУ, ФФ – Благовещенск : Изд-во Амур. гос. ун-та, 2015.

**Задания для практического занятия  
"TERMINAL TEST"**



*Choose the correct variant.*

1. A family that consists of parents and their children is a / an ... family.  
a) nuclear  
b) extended  
c) impeccable  
d) one-parent
2. Helen is my ... name and Grigorova is my last one.  
a) family name  
b) first name  
c) nickname  
d) surname
3. I have a lot of ... – parents, brothers and sisters, aunts, uncles, and grandparents.  
a) couples  
b) cousins  
c) relatives  
d) siblings
4. A family that includes three or more generations is a / an ... family.  
a) nuclear  
b) extended  
c) impeccable  
d) one-parent
5. Blagoveshchensk was founded in ... .  
a) 1855  
b) 1858  
c) 1885  
d) 1896
6. I study at the University in my native town so I don't need to ... .  
a) be a full-time student  
b) pass entering exams  
c) receive a scholarship  
d) solve the problem of living



c) is looking

d) was looking

16. They usually ... every Sunday.

a) are meeting

c) meets

b) meet

d) were meeting

17. My little brother ... at school.

a) are studying

c) studies

b) studied

d) study

18. Tim ... for the next Olympic Games this month.

a) is training

c) trains

b) trained

d) was training

19. The window was open and a bird ... into the room

a) flew

c) fly

b) flies

d) flying

20. Helen and Jim just ... to the library.

a) are going

c) went

b) have gone

d) will go



## **APPENDIX 1**

### **TEXTS FOR SUPPLEMENTARY READING**

#### **PART 1. ABOUT MYSELF. MY FAMILY**

##### **Text 1. GENERATION GAP**

Everywhere people are rattled about children, who are described these days as "difficult", "rude", "wild" and "irresponsible". Only some people say that they will grow up to make their country a better place.

Nowadays young people have more opportunities than ever because the world's economy has been booming. They are accustomed to a world of information and they'll probably be the best educated generation in history. A substantial majority expects to go to college. But in all communities the problem of the gap between the younger generation and the older one is in the centre of public attention.

Children have got an insatiable desire for the latest in everything – from clothes with labels so that everyone will know that they've got the latest stuff – to CDs. To parents and teachers they can be a nightmare, aping the hair, clothes, and makeup of celebrities twice their age.

Nowadays teenagers have more marketing potential than ever. Children have a say in all kinds of purchases – from soft drinks to cars. There is always something new they want. A lot of money goes to clothes. Almost fifty years ago when girls talked about self-improvement they were thinking of doing good works or doing better at school. Now everything comes down to appearance. They think that having the right stuff is the quickest way to acceptance. But why do they have so much to say?

Guilt is one factor. Parents who aren't around much often try to compensate their kids almost everything they ask for. There is also a bribery theory – a new CD can buy cooperation in a hectic week.

Children's influence also grows out of a dramatic change in family relationships. Now people treat each other like members of a group, rather than sons and daughters and moms and dads. If parents ask "What do you want?" or say "I'm interested in your opinion", kids may grow up with a false sense of power or may end up spoiled and unhappy because they are not going to have their way all the time. Letting kids have their way means that it is necessary to set limits.

Children are exposed to adult things from birth. The pressure to act like grownups starts at homes. Too old for child care and not old enough to travel about town on their own they are often alone in the afternoon with only the computer or

TV, which takes up most of their free time. Parents try to regulate the number of hours kids watch TV and monitor films. Experts say that the rush to grow up is due to popular media – magazines and TV shows. Being brought up by single parents as well as watching TV can also accelerate the desire of children for being independent and creates behaviour problems.

Most children don't belong to any clubs and just hang about after school. Friends are becoming increasingly important during these years. At school and colleges there are cliques who decide what is "cool". Many parents are afraid of their children being exposed to drugs. Kids also began cutting down their classmates (USA). "Wild parties with alcohol, smoking, and trying drugs are not for our children," – parents say. Some of them think that they should act as role models and try to show the kind of behaviour they want to see in their children.

Every society does have a serious problem. It is not the problem of the younger generation but the society itself. Some communities have such a culture that children cannot find a solace in their friend or family and their heads are being filled with violent pictures they have seen on TV.

There is no way to predict how today's children will turn out. Keeping faith in kids is necessary. They are not bad. They are optimistic. They expect to have a better life than their parents.

## **Text 2. ENGLISH FAMILY**

Years ago it was important to have large families. The best Victorian mother was the mother who had the most children. The best Victorian father was the father who had the most sons. It was important to have many children. If you were rich, you needed sons to help you with your work. Rich or poor, you needed daughters to help you with a large household.

Not only children were important. Everybody in the family was important. The large family gave people a sense of stability.

Now things are different. Young people leave the place where they lived with their parents and take their own families (wife and children) with them. Their own family becomes more and more important as they forget their other relatives.

In Britain, families are getting smaller and smaller. People have fewer children because children are expensive. Who can afford more than three children? Who can afford a large house for them? Many people believe that two children will be ideal for an English family. There is another problem now. Britain is a small country where 59 million people live. 12 million of those live in London. People can't have big families when they live in a small country.

Now people get more and more isolated. Sometimes they live very close to other people but don't know them. They have only each other to talk to. What is the future of the family?

### **Text 3. FAMILY STRUCTURE**

Thus, we may say that the family is a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and take care of their young.

There are people who say that the family unit in Britain is in crisis and that traditional family life is a thing of the past. This is of great concern to those who think a healthy society is dependent upon a stable family life. They see many indications that the family is in decline, in such things as the acceptance of sex before marriage, the increased number of one-parent families, the current high divorce rate and what they see as a lack of discipline within the family. Some politicians blame social problems, such as drug taking and juvenile crime, on a disintegrating family life.

Nevertheless, the British live longer, marry later, have fewer children and are more likely to get divorced than ever before. Young people leave home earlier, though not necessarily to get married. More women now go out to work and more people, especially the old, live alone. The nuclear family (parents and perhaps two children) has largely replaced the extended family where several generations lived together.

Although patterns are changing, most people in Britain still get married and have children and stay together until the end of their lives. People are marrying later: the average woman gets married at twenty-four to a man who is just over two years older (although it is estimated that 40 per cent of couples live together before getting married).

Significant family events such as weddings, birth and funerals are not automatically accompanied by large gatherings of people. It is still common to appoint people to certain roles on such occasions, such as "best man" at a wedding, or godmother and godfather when a child is born. But for most people these appointments are of sentimental significance only. They do not imply lifelong responsibility. In fact, family gatherings of any kind beyond the household unit are rare. For most people they are confined to the Christmas period.

Mrs. Average now has her first child at the age of twenty-seven, but she will have only one or two children: only one mother in four has more. Nine out of ten married women will have children at some point in their lives. And despite the changes in working habits it is usually the woman who has overall responsibility for domestic life: the traditional division of family responsibilities still persists.

Britain has one of the highest divorce rates in Western Europe: approximately one in three marriages ends in divorce, half of them in the first ten years of marriage. As a result more people are getting remarried and there are now over a million single parents looking after 1.6 million children. There has also been a sharp rise in the rate of illegitimacy: in 1987 23 per cent of babies were born outside marriage. Therefore, the family has changed greatly in the last 20 or 30 years. Many of these changes are similar to changes taking place in other countries. However, these trends do not necessarily mean that the nuclear family is disappearing and experts say that the family is as strong as ever and it is still at the center of most people's lives.

#### **Text 4. DON'T PUSH YOUR KIDS TOO HARD**

*(Dr. Benjamin Spock on bringing up today's children)*

Today's children are under stress. It is stressful for children to have to cope with groups, with strangers, with people outside the family. That has emotional effects, and, if the deprivation of security is at all marked, it will have intellectual effects, too.

We know now that if there's good day care it can substitute pretty well for parental care. But we have nowhere near the amount of subsidized day care we need. We're harming our children emotionally and intellectually to the degree that they're in substandard day care. Children raised in single-parent homes are more stressed than other kids. It's harder to raise a child in most cases with one parent than it is with two parents. The parents can comfort and consult and back up each other. Our emphasis on fierce competition and getting ahead minimizes the importance of cooperation, helpfulness, kindness, lovingness. These latter qualities are the things that we need much more than competitiveness. Competition imposes strains on children. It teaches them that winning is the important thing. We've gone much too far in stressing winning.

I was in Japan lecturing, and they told me that the rate of suicide among elementary schoolchildren is shockingly high and that Japanese elementary schoolchildren commit suicide because they are afraid that they aren't getting grades high enough to satisfy their parents. We can at least bring up children with a strong feeling that they're in the world not just for their own fulfillment — although I think fulfillment is fine - but also to be useful and help others.

Children should be brought up with a strong feeling that there are lots of problems in the neighbourhood, the nation and the world, and that they're growing up to help solve those problems. That emphasis on helpfulness should begin at a very early age with things as simple as letting them help set the table. Never say, «It's easier for me to do it myself.» You should encourage children to be helpful,

and not by scolding them or forcing them but by supporting them or complimenting when they're helpful. In bringing up children there are specific things to avoid. Absolutely no violence on television. Don't give war toys. These are poisonous to children. This whole Rambo spirit is a distressing thing. Watching television is harmful to kids. A lot of what they see brutalizes sexuality. Every time a child or an adult watches brutality, it desensitizes and brutalizes them to a slight degree. We have by far the highest crime rates in the world in such areas as murders within the family, rape, wife abuse, child abuse. If children are brought up with tension and harshness, then they'll do the same with their children.

Everybody acquires his attitude and behaviour toward his children by how he was treated in his own childhood. What was done to you in childhood, you are given permission to do. To put it more positively, parental standards are what makes for a better society, and poor parental standards are what makes for a deteriorating society.

### **Text 5. CHARACTER AND APPEARANCE**

Appearances are deceptive. It is a common truth; practically everyone has met at least someone whose character and appearance differ radically.

When one sees a tall, broad-shouldered youth, one expects him to be strong-willed and brave. One thinks: "A model to follow!" How often a good-looking individual turns out to be petty, weak-willed or even cowardly. Then one thinks: "A mediocrity!"

At the same time everyone knows that a lot of great people were of a poor build: short and fragile. It did not stop them from displaying intelligence and courage. Ingenuity does not depend on one's complexion or constitution.

Plump or fat people create an impression of generous and kind personalities. Strangely enough, not rarely they may be thrifty or even greedy. One usually thinks: "A scrooge!"

On the other hand, thin or slim nervous ladies often tend to be lavish. They like to buy and never think twice when they pay. One thinks: "I would call her open-handed and Mother would call her a spendthrift". Yes, mothers are always stricter in judgements.

Has it ever happened to you that you come to an important office and see an important boss? You immediately evaluate his looks: "Round-faced, small narrow eyes, dimples on the cheeks and an up turned nose. What a kind-hearted person! A simpleton!" You tell the boss of your troubles and expect immediate help. But the boss appears to be rude, harsh and willful. You never get your help and think: "A stone heart and an iron fist".

When someone sees a delicately built pretty blonde with curly hair, blue eyes, a straight nose and a high forehead, one is inclined to think that the beauty is intelligent and nice. It may be disappointing to think later "What a stupid, capricious, impolite bore!"

On the contrary, when one sees a skinny brunette with ugly irregular features – a hooked nose, pointed chin, close-set eyes and thin lips, strange thoughts come to one's head; because it is the image of evil people – cruel and cunning. It may be a relief some time later to find her a clever, gentle and good-mannered lady and think: "What charm! A heart of gold!"

Another general misconception lies in the fact that children are always expected to resemble their parents. And parents like it when children take after them. Relatives like to compare moles, the shape of noses, etc. The greatest compliment is: "They are as like as two peas". The greatest disappointment is to find nothing in common. We want to deny people their exclusiveness, we don't want to admit that nature has selected other options from an enormous genetic fund developed over generations. Why do we like our copies? Who knows!

## **Text 6. PARENTS ARE TOO PERMISSIVE WITH THEIR CHILDREN NOWADAYS'**

*From „For and against” by Lui Alexander*

Few people would defend the Victorian attitude to children, but if you were a parent in those days, at least you knew where you stood: children were to be seen and not heard. Freud and company did away with all that and parents have been bewildered ever since. The child's happiness is all-important, the psychologists say, but what about the parents' happiness? Parents suffer constantly from fear and guilt while their children gaily romp about pulling the place apart. A good old-fashioned spanking is out of the question: no modern child-rearing manual would permit such barbarity. The trouble is you are not allowed even to shout. Who knows what deep psychological wounds you might inflict? The poor child may never recover from the dreadful traumatic experience. So it is that parents bend over backwards to avoid giving their children complexes which a hundred years ago hadn't even been heard of. Certainly a child needs love, and a lot of it. But the excessive permissiveness of modern parents is surely doing more harm than good.

Psychologists have succeeded in undermining parents' confidence in their own authority. And it hasn't taken children long to get wind of the fact. In addition to the great modern classics on child care, there are countless articles in magazines and newspapers. With so much unsolicited advice flying about, mum and dad just don't know what to do any more. In the end, they do nothing at all. So, from early

childhood, the kids are in charge and parents lives are regulated according to the needs of their offspring. When the little dears develop into teenagers, they take complete control. Lax authority over the years makes adolescent rebellion against parents all the more violent. If the young people are going to have a party, for instance, parents are asked to leave the house. Their presence merely spoils the fun. What else can the poor parents do but obey?

Children are hardy creatures (far hardier than the psychologists would have us believe) and most of them survive the harmful influence of extreme permissiveness which is the normal condition in the modern household. But a great many do not. The spread of juvenile delinquency in our own age is largely due to parental laxity. Mother, believing that little Johnny can look after himself, is not at home when he returns from school, so little Johnny roams the streets. The dividing-line between permissiveness and sheer negligence is very fine indeed.

The psychologists have much to answer for. They should keep their mouths shut and let parents get on with the job. And if children are knocked about a little bit in the process, it may not really matter too much. At least this will help them to develop vigorous views of their own and give them something positive to react against. Perhaps there's some truth in the idea that children who've had a surfeit of happiness in their childhood emerge like stodgy puddings and fail to make a success of life.

## **Text 7. SIBLING FIGHTING**

© *Carl Pickhardt Ph.D.*

“Why can’t our kids just get along? Why must they always fight?” Parents get tired of the bickering, teasing, competing, and ongoing provocation between their children that’s always going on. They can’t understand why their children won’t stay off each other’s case, get out of each other’s way, leave each other alone, and just be friends. Sibling conflict is just an additional and unnecessary source of family stress. “Who needs it?” parents ask.

The answer is “the children do.” Fighting is not a sign of children not getting along. It is *how* they get along – using conflict to test their power, establish differences, and ventilate emotion with a familiar family adversary. Conflict from sibling rivalry is built into family life as children compete for dominance, parental attention, parental support, and household resources. Who gets what? Who does what? Who goes first? Who gets most? Who’s right? Who’s best? Unless your children are eight to ten years apart in age, there will be sibling rivalry between them. And even then, older child will probably resent the younger for getting away with more, getting given more, and being allowed to do

more than older child was at younger child's age. While the much younger child will resent the older for acting like another parent.

No wonder so many couples now elect to have an only child. They don't have to listen to all the sibling arguments, break up all the sibling spats, or worry about dividing the parental attention and resources they have to give. Of course, the downside of being an only child is often manifest in significant adult relationships later on. By missing out on the rough and tumble of sibling warfare, the young adult only child may be woefully inexperienced with the complexity of sharing, and have a low tolerance and limited understanding for how to deal with conflict.

The more similarity there is between your children – same sex, close in age, similar interests – the more sibling conflict over dominance and differentiation there is likely to be. The major exception to this is identical twins for whom similarity creates an unusual intimacy. They seem to enjoy sharing a single identity between them. The more alike they are, the closer they feel. The closer they feel, the more alike they want to become. They can feel incomplete in absence from each other, they can have unspoken means of knowing what is going on in each other, and they may even construct a secret language between them that no one else understands.

For other siblings, however, similarity only increases conflict by increasing the need to win competition and establish individuality. To reduce some of this need for conflict from inadequate diversity (or excessive similarity), parents can encourage

- Separate social circles for siblings,
- Separate interests and activities for siblings,
- Separate goals and future directions for siblings,
- Separate times with parents,
- Attendance at separate schools,
- And joint activities that both siblings enjoy doing together.

The more diversity between siblings, the less they have to fight to differentiate from one another and contest dominance between them.

## **Text 8. HOMEBOYS**

*Simon Brooke*

*Published in Midweek*

I used to laugh at my mate Ted. Why? Ted is 32 and still lives at home. A surveyor, he earns a good salary, has a girlfriend and lots of mates but he still lives with his parents.



The image of the grown man treated like a kid by his bossy, overbearing mother is always good for a laugh. So, we used to laugh at Ted. I say we used to laugh because soon afterwards it dawned on me there are advantages to living at home. "Dad pays the bills. Mum does my washing and cooks my dinner", he says. Ted is part of a growing trend. In nearly one in ten British homes, the children are independent adults. More than half of all young men aged 24 now live at home compared with just 48% in 1979. A quarter of men in their late twenties live with their parents compared to less than a fifth twenty years ago. Even among 30 - 34 year-olds the figure has increased from one in 11 to one in nine.

Needless to say economics have a lot to do with this. The average age of first time buyers has risen from 27 to 32 in the past decade.

"I don't think people in the nineties are as keen to buy their own flats", says twenty-nine year-old Mark who lives with his parents. "I enjoyed sharing a flat so I've proved I can do it but I don't feel the need to get my own place yet. Besides I help my Mum and Dad around the house".

This last comment brings a snort of indignant laughter from Mark's sister who moved out when she was 18. "Shopping, cooking and housework are still considered women's work, especially by our parents' generation. Mum and I would fall out in no time over what to cook. Mark hasn't got a clue and my parents wouldn't expect him to. She may complain, but Mum loves still feeding him and doing his ironing".

Changing attitudes towards masculinity are also partly responsible believes Mick Cooper, a lecturer in counselling at Brighton University. "Men don't feel that living at home detracts from their masculinity".

Recently a woman in Italy got so fed up with looking after her forty year-old son that she changed the locks of the family home. He took her to court where the judge decided he could move back in immediately because a parent's obligation to provide support should go on either until the child has had enough or the parent died. But despite this now notorious ruling, in Italy the situation is in reverse according to Italian journalists living in London. "Even ten years ago for a man and a woman to live together without being married was the cause of gossip. Now it is quite acceptable, especially in the big cities. It's causing a lot of anguish amongst traditional Italian mothers".

Ted sympathises. "Let's face it, most mothers would like their sons to stay at home if they could. In many ways I'm just doing it to keep my Mum happy".

You're an angel, Ted.

## **Text 9. WEDDING SUPERSTITIONS**

Are you superstitious? Even if you are not yourself, you will probably be able to sympathize with those brides and grooms who are determined to do everything right in hope that it will bring them good luck in their married life. It is considered unlucky for the bride to put on the whole of her bridal outfit before the wedding. So, when the bride tries on her dress, veil and other accessories, she should do it in sections, never all at once. Some brides even leave part of the dress unfinished so that it could be done on the wedding day. More than that, the bride would not look at herself fully dressed in the wedding gown in a mirror. Why not? It is believed that if she does, this may cause something to happen that will prevent the marriage. The bride and groom traditionally avoid seeing each other on the morning of the wedding day. Perhaps this superstition originated in the time of arranged marriages. The father of the bride may have been afraid that the groom would change his mind if his bride was not to his liking. So the groom was supposed to see his bride only at the actual wedding ceremony. On the way to the wedding, some sights and events are considered lucky for the bride and groom. Others are thought to be very bad for their happiness. The bride is expected to leave her house out the front door and step out right boot first. If the sun shines on her or she sees a rainbow, it is a sign of good luck. Meeting a black cat, a chimney sweep, or an elephant (however unlikely) is also fortunate. On the other hand, it is an unlucky sight to see a pig running across the road. The worst of all omens is to meet or even see a funeral procession. Death is also foretold if the horse (or the more contemporary car) refuses to start.

## **Text 10. ON MARRIAGE**

*By J.Mikes*

Marriage is different from love. It's a good institution but I must add that a lot depends on the person you are married to.

There is no such thing as a good wife or a good husband – there is only a good wife to Mr. A or a good husband to Mrs. B. If a credulous woman marries a pathological liar, they may live together happily to the end of the days. A man who cannot live without constant admiration should marry a “*God, you are wonderful*” type of woman (a woman who worships her husband or lover so greatly that she finds every little thing he says or does wonderful). If he is unable to make up his mind, he is right in *wedding a dictator*. One dictator may prosper in a marriage: two are too many.

The way to harmonious happiness is closed to no one. It's all a matter of choice. One should not look for perfection, one should look for the complementary half of a very imperfect other half.

If someone buys a refrigerator, it never occurs to him that it is a bad refrigerator because he cannot play gramophone records on it; nor does he blame his hat for not being suitable for use as a flower-vase. But many people who are very fond of their stomach marry their cook or a cook – and then blame her for being not intelligent or witty. Or a man may be anxious to show off his wife's beauty and elegance, marry a mannequin and be surprised to discover in six months that she has no balanced views on the international situation. Another marries a girl only and exclusively because she is seventeen and is much surprised fifteen years later to find that she is not seventeen any more. Or again if you *marry a female bookworm* who knows all about the gold standard and Kepler's laws of planetary motions, you must not blame her for being something less beautiful and temperamental than Marilyn Monroe. And if ladies *marry a title or a bank account*, they must not blame their husband for being rather far from romantic heroes of the Errol Flynn type.

You should know *what you are buying*. And as long as you do not play records on your refrigerator and do not put bunches of chrysanthemums into your hat, you have a reasonable chance of so-called happiness.

## **PART 2. MY HOMELAND. WORKING DAY**

### **Text 1. MEN FORCED TO BE WIVES**

*Marie Clair*

*Published in Denise Dowling reports*

In an unusual festival in northern Greece, husbands and wives swap roles for Nikos Mitrelis's list of chores is long: sweep steps, hang laundry, scrub bathroom, get groceries, cook soup. His wife Dina, meanwhile, reclines on a sofa.

Dressed in his wife's bathrobe, apron and headscarf, Nikos fetches her a coffee. Dina

sips it and scans the morning paper He parts the lace curtains and peers outside. Thankfully, no one has witnessed his servile behavior. But despite appearances, Nikos is not that rarity in Greece - a subservient husband. He may be henpecked this morning, but he rules the roost during the rest of the year. For today is Gynaikratia (women in charge), a role-reversal festival held on 8<sup>th</sup> January each year in several villages of north-eastern Greece. During Gynaikratia, men are forbidden to leave their home. If one is imprudent enough to venture outdoors, the women have been known to beat him.

While some of the women take it easy, others are taking care of business – like the two dressed as police officers. In a blue uniform and white high heels, Teresa blows a whistle to stop traffic. "Today this village is honouring the rule of women. Would you like to donate money to the women's union?" The money will pay for the women to take a holiday, leaving their husbands at home. By now, some men have taken the risk.

Of breaking their curfew and wander by sulkily swinging worry beads. A hunched man hobbles past, raising his cane like an exclamation mark "Women should not have rights for the day", he says. "Not even for an hour Janios Theofilikieas and his cronies admit to being domestically challenged on the other 364 days of the year 'It's a matter of pride", the farmer explains. "The older men believe it's a woman's job to do the housework and care for the children".

"Last year my husband dressed as a woman and did the housework", says Janios's wife Julia. "But his friends teased him so much, he refused to do it this year". Their fifteen-year-old daughter Niki shudders as she recalls the meals her father served.

Dimos Somalos, 69, is feeding his grandchild. He delicately spoons in strained carrots while Marina covers her mouth to hide the giggles. "It's better that women care for babies and the house", she says, "because men don't know what they're doing".

Dimos seems to be enjoying himself, bustling about with baby food and hanging laundry. But he says there is one task he won't perform. "I don't change nappies", he laughs. "That is not a man's job". The couple's son however is quite open about helping his wife at home. "But they live in Athens, so it's different", Dimos says.

Then they travel to the local hall where only women are admitted. Inside they drink from bottles of retsina, but even though the conversation grows increasingly raucous with every swig, the women remain fairly decorous. However, they have been known, later in the evening, to imitate their men by stuffing potatoes in their pants and chasing each other around the room.

"When I marry I want my husband to help me with the housework", Niki announces. "I want to marry though it is also good to be single". Her cousin Aleka smiles with wisdom greater than her nineteen years and says, "But if a woman is not married, she is free".

## **Text 2. DOMESTIC CHORES**

Have you ever met a woman who never touched a broom or a floor-cloth in her life? Nearly all women but a queen has to put up with the daily routine doing all sorts of domestic work. But different women approach the problem differently.

The so-called lady-type women can afford to have a live-in help who can do the housework. She is usually an old hand at doing the cleaning and washing, beating carpets and polishing the furniture. She is like a magician who entertains you by sweeping the floor in a flash or in no time making an apple-pie with one hand. Few are those so lucky as to have such a resident magician to make them free and happy.

Efficient housewives can do anything about the house. Tidying up is not a problem for such women. An experienced housewife will not spend her afternoon ironing or starching collars; she gets everything done quickly and effortlessly. She keeps all the rooms clean and neat, dusting the furniture, scrubbing the floor, washing up and putting everything in its place. She is likely to do a thorough cleaning every fortnight. She removes stains, does the mending, knits and sews. What man doesn't dream of having such a handy and thrifty wife?

The third type of woman finds doing the everyday household chores rather a boring business. You can often hear her say that she hates doing the dishes and vacuuming. So you may find a huge pile of washing in the bathroom and the sink is probably piled high with plates. A room in a mess and a thick layer of dust everywhere will always tell you what sort of woman runs the house. What could save a flat from this kind of lazy-bones? Probably a good husband.

Finally, there are housewives who do not belong to any group. They like things in the house to look as nice as one can make them. But they never do it themselves. They'd rather save time and effort and they do not feel like peeling tons of potatoes or bleaching, and rinsing the linen. It is simply not worth doing. They persuade their husbands to buy labor-saving devices – a dish-washer, a vacuum-cleaner, a food processor or ... a robot-housewife. Another way for them to avoid labor-and-time-consuming house chores is to send the washing to the laundry, to cook dinner every other day, or at least make their husbands and children help them in the home.

There exist hundreds of ways to look after the house. You are free to choose one of them. What kind of housewife would you like to be?

### **Text 3. DISCIPLINE**

*(by J. Edward Mason The modern Parents' Guide)*

Just as opinions about diet, clothes and even morals, have greatly changed since Victorian times, so have opinions about discipline.

Charles Dickens, in his novel *Dombey and Son*, drew a picture of a Mrs. Pipchin, a great “manager of children”. The secret of her management was to give them everything they didn't like and nothing that they did. This, as Dickens records with heavy sarcasm, “was found to sweeten their dispositions very much”.

Critics of the present age and generation sometimes wonder if we are not in danger of going too far in the other direction, including both our children and ourselves to our ultimate undoing.

Discipline means control – and there is no finer discipline in the world and none more to be desired than *self-control*. But before we can hope to develop self-control in our children, we have to develop it in ourselves.

It is a homely truth, worth pondering over, that *the ill-disciplined child is really the product of the ill-disciplined home*. Your child will be just as good and just as wicked, just as self-controlled and just as ill-disciplined, as you are yourself – and especially *as you are in your relations toward him*.

The art of controlling children is not to be acquired by Mrs. Pipchin's methods, working against the grain and so thwarting and breaking their wills, but through persuasion and *example*, leading them on to desire those things you most wish them to desire.

Success in this often means self-sacrifice and self-discipline on the part of parents. It is not necessarily costly in money, but it is certainly costs something in the renouncing of personal pleasure and convenience.

If children are to enjoy and profit from the right kind of food, then someone – usually Mother – has to give thought to its selection, effort to its preparation, and

full consideration to its attractive presentation. If thee are to have the right amount of rest, and of the right kind, so that body and mind can be refreshed daily as they develop, then someone – and it need not always be Mother! – must see that they go to bed at the proper time, that lights are put off, and that there is always a responsible adult i this house so that they can sleep safely and securely.

#### **Text 4. SUBURBAN LIFE**

This is how house agents describe a semi-detached house in a language of their own: "For sale. Compact semi-detached residence in select suburb. Three beds, two receipts, kitchen and bathroom, garage space, nice garden".

A residence is here merely a house. A compact residence makes the best of the fact that it is a very small house. There is, of course, no central heating, or it would have been advertised as a "luxury residence". "Semi-detached" makes it sound loose and unstable, but, in fact, it means that it is joined as a twin to a similar house.

Besides, the "nice garden" is mostly at the back and is entirely surrounded by nice gardens of other compact residences. There is a small gap at the side of your house, between it and the next pair of Siamese twins. Your half of this gap may be wide enough to provide standing-room for a car. That is what the house agent means by "garage space".

In the suburbs of Britain's towns there must be several million compact residences with three bedrooms and a bathroom upstairs and two rooms and a kitchen downstairs. There live the large suburban nation who form the tidal wave of passengers surging by train and bus to the offices and shops in the centre of the towns and ebbing away to the suburbs at night. They know that travelling in the rush-hours is horrible, but they would rather do that than bring up their children in a flat ten or twelve floors up in the middle of the city.

Living in a suburb involves certain rules to conform to. Gardening, for instance. Your back-garden may be a jungle of weeds, but you are expected to look after the patch in the front. Ideally, it should be fall of bright colours. Ifs all a matter of how things look to passersby in the street. And it is not done to start being very sociable the moment you move in. There's a convention that you do not start a conversation over the fence when your neighbour appears in his back-garden. You usually can't fail to see him but you must ignore him except for a "good afternoon". Some people even maintain the fiction that anyone in his back-garden is, for social purposes, invisible.

## **Text 5. CANALS**

Canals are very useful. Ships and boats in the sea or on rivers can carry heavy things a long way. They are slow, but they use very little power. In the 18th century the industrial revolution began in Britain. People wanted to carry coal, iron and other heavy materials. Sometimes boats travelled along large rivers like the Thames or the Mersey, but often there was no river. The first canals joined two rivers. Boats from one river travelled along the canal to the other river.

In the late 18<sup>th</sup> century people built canals all over Britain. Canal boats, called barges, did not have sails or motors. Barges were pulled by horses. They walked along a path beside the canal and pulled the barges.

In the 19<sup>th</sup> century people started to build railways. The new railways carried heavy things more quickly than the old canals. By the middle of the 20<sup>th</sup> century most of the canals were empty. No one wanted to use them. Then people began to use the canals for holidays. They bought old canal barges. They cleaned and repaired them. Then they built kitchens, bathrooms, bedrooms and sitting rooms inside the old barges.

Today, canal holidays are very popular. Some people like to use the old barges but others prefer modern holiday boats. A canal holiday is quiet and relaxing because you escape from the stress and traffic of the roads. On a canal holiday you can see a different side of Britain.

## **Text 6. SOME NATIONAL TRAITS**

Some of the British national traits are resulting from the fact that Great Britain is an island. The British display a very wide toleration of individual differences among themselves, and even among others, sometimes it seems as a willingness to encourage individual eccentricities. It is part of Englishman's code not to intrude upon his neighbours and their way of doing things.

The British are really conservative, they love familiar things in familiar places. On a national scale their conservatism may be illustrated by the attitude to the monarchy which is held in affection by nearly all English people. Local corporations, universities, schools and societies have their own private traditions.

The English countryside is many things to many people. Every Englishman is a countryman at heart. As he looks out of the window of his flat over the vast desert of brick and stone, he has in his mind a vivid picture of the day when he will live in a cottage with roses round the porch and a garden with beds of flowers. The village is a symbol of "roots" and stability to many people.

It was the British who started the fashion for seaside holidays. The coast is the most popular place of English people for their annual holiday.



Most people in Britain work a 5-day week, from Monday to Friday. Schools, colleges, universities are also closed on Saturdays and Sundays. Everyone looks forward to the weekend and when Friday comes along, as people leave work they say to each other: "Have a nice weekend". Then on Monday morning they ask: "did you have a nice weekend?"

Saturday morning is a very busy time for shopping, on Saturday afternoon the most important sporting events of the week take place – football, rugby, horse-racing and other sports. Some people go and watch, others sit and watch the sports programmes on TV. Saturday evening is the favourite time for parties, dances, going to the pictures, the theatre, in fact for "going-out" generally.

Sunday is the day when most people are engaged in some fairly light activity such as gardening or visit to a pub – either a walk to the local pub, or often nowadays a drive to a more pleasant country pub. Sunday has always been a favourite day for inviting people – friends, relations, colleagues – to afternoon tea, and there are no signs that custom is losing popularity nowadays.

## **Text 7. SOME INTERESTING FACTS**

### **DID YOU KNOW?**

1. 10% of the world's population speak English as their mother tongue (Chinese 21%, Spanish 6%, Russian 6%, Malay 4%, Hindi 4%, Japanese 3%, Arabic 3%, Portuguese 3%, French 2%, German 2%)

2. Rains of many kinds of living creatures have actually been reported from earliest times and all over the world. On 28th May 1881, during a thunderstorm on the outskirts of Worcester, England, tons of periwinkles and small hermit crabs fell on Cromer Gardens Road and the surrounding fields.

3. The alarm clock was not invented by the Marquis de Sade, as some suspect, but rather by a man named Levi Hutchins of Concord, New Hampshire, in 1787. Perversity, though, characterized his invention from the beginning. The alarm on his clock could ring only at 4 am. Rumor has it that Hutchins was murdered by his wife at 4:05 am on a very dark and deeply cold New England morning.

4. A man named Sir Henry Wyatt was sentenced to the Tower of London, at a time when prisoners generally starved to death. Sir Henry's kitty-cat seemed to understand the situation because she snuck into the Tower bringing him a freshly-killed pigeon every day. When the king heard of this, he must have felt sad for the kitty, because he immediately set Sir Henry free.

5. Heathrow Airport handles more international passengers than any other airport in the world and offers flights to many international destinations including 33 flights to Paris and 23 flights to New York each day. The most popular country

for flights from Heathrow is the United States of America. The busiest routes are New York, Paris, Amsterdam and Dublin.

## PART 3. EDUCATION. STUDENTS' LIFE

### Next 1. METHODS OF EDUCATION: EAST VERSUS WEST

What causes this difference in educational methods? In a classroom in any country, the instructor teaches more than art or history or language. He or she also teaches culture (the ideas and beliefs of that society). Each educational system is a mirror that reflects the culture of the society.

In a Western society such as the United States or Canada, which has many national, religious, and cultural differences, people highly value individualism—the differences among people—and independent thinking. Teachers place a lot of importance on the qualities that make each student special. The educational systems in these countries show these values. Students do not often memorize information. Instead, they work individually and find answers by themselves, and they express their ideas in class discussion. At an early age, students learn to form their own ideas and opinions.

In most Asian societies, by contrast, the people have the same language, history, and culture. Perhaps for this reason, the educational system in much of Asia reflects society's belief in group goals and traditions rather than individualism. Children in China, Japan, and Korea often work together and help one another on assignments. In the classroom, the teaching methods are often very formal. The teacher lectures, and the students listen. There is not much discussion. Instead, the students recite rules or information that they have memorized.

There are advantages and disadvantages to both these systems of education. For example, one advantage to the system in Japan is that students there learn the social skill of cooperation—of working together. Another advantage is that they learn much more math and science than American students learn by the end of high school. They also study more hours each day and more days each year than North Americans do. The system is difficult, but it prepares students for a society that values discipline or self-control. There is, however, a disadvantage. Memorization is an important learning method in Japanese schools, yet many students say that after an exam, they forget much of the information that they have memorized.

The advantage of the educational system in North America, on the other hand, is that students learn to think for themselves. They learn to take the initiative—to make a decision and take action without someone telling them what to do. The system prepares them for a society that values creative ideas. There is, however, a drawback, a disadvantage. When students graduate from high school, they haven't studied as many basic rules and facts as students in other countries have.

## **Text 2. THE UNIVERSITY OF LIFE**

That was the happiest year of my life. I spent eight months away altogether – four months in South-East Asia, three months in Australia and then a final month back in Thailand. I have always been keen on the idea of travelling. My parents have both travelled quite extensively, and I guess that's rubbed off on me. Once I left school and turned eighteen, I realized I could do it. South East Asia had always interested me. No one from my family had ever been there, so it seemed new and different and so very far away from home. I was searching for something that wouldn't be easy. In fact, that "gap year" between school and university made me see the world entirely differently. Looking back, I think I didn't prepare myself emotionally for what I was going to do. At first I travelled in Asia with my pal Jim. So I wasn't completely alone. But I realized soon that you can still feel lonely, whoever you are with, wherever you are. The biggest culture shock for me was being in the ethnic minority for the first time in my life. Once I got over the 92 shock of being the only white person in the street, I began to love it. It was a wonderful lesson for me and allowed me to understand the immigrant population at home much more. Bangkok is a massive change from London. The language barrier was a big shock since, as an English speaker, I take it for granted that everyone speaks English. But after a while you begin to realize the power of the smile. A really friendly smile gets you a long way in South-East Asia. It is a beautiful land with its people so warm and so friendly. I met so many people from different backgrounds. I learned so much from them all and even some of those I just talked to had an impact on me. Every day in South-East Asia was a new experience. You learn new things about the way the world works, you learn new things about yourself. When you are on the road, you think and think for hours, you analyse your life and everything around you. When I was away, I had time to examine my life. I know now what my bad points are, but I also know my qualities. My outlook on life is a little more positive than before. I have now realized that we do, for the most part, live in a beautiful world and there are beautiful people.

## **Text 3. E-LEARNING: DISTANCE LEARNING ON THE INTERNET**

It's 10 A.M. Angela gets out of bed, brushes her teeth, and washes her face. She walks into the kitchen, makes a cup of coffee, and sits down at her computer. She logs on to her university's Web site and checks an e-mail from her economics professor about an assignment that is due on Tuesday. Then, she accesses the course message boards to read student comments about the week's assignment. She reviews this week's presentation online and then continues working on the economics problem set she has to finish for tomorrow evening.

How is Angela's experience different from a traditional university classroom experience? Well, for one thing, today is Sunday, and Angela is "at school." But for Angela, it doesn't matter because the doors to this "virtual university" are open 24 hours a day. She can submit homework assignments, review student discussions, and, although the university is in the United States, she can review her professor's presentation from her home in Buenos Aires, Argentina. Another thing that distinguishes Angela from traditional students is that she is not a full-time student. She is taking classes part-time to complete her business degree while working full-time for a computer software company. She can interact with and read comments from students all around the world in her virtual international classroom. Does it sound futuristic? Well, it is already happening on personal computers around the world.

In the information age, where knowledge is power, many full- and part-time professionals are going online to further their education and professional knowledge, obtaining multiple master's degrees and other types of qualifications. Distance education has expanded significantly in the last few years because of the development of the Internet. The advantages distance learning offers to working professionals include convenience, flexibility, and the opportunity to accommodate multiple learning styles. In areas where unemployment is high or where tight work schedules can't accommodate traditional learning, e-learning has become very popular.

But skeptics wonder if distance education programs maintain a high quality of instruction and if they offer enough interaction with the instructor and other students in the class. It is still difficult to say if distance education is better than the classroom-based experience; it requires extra effort from the student and the teacher. However, the virtual classroom seems to be here to stay, and many people are taking advantage of it.

#### **Text 4. UNIVERSITY SYSTEM IN THE UNITED STATES AND CANADA**

Good morning, everyone. My name is Richard Baldwin, and I am the academic advisor here at the English Language Center. This morning I want to give you a general introduction to the university system in the United States and Canada.

First I want to tell you about three types of university courses. And I should explain that I'm talking about undergraduate course now, because the system is different at the graduate level. The most common type of undergraduate course is called a lecture course. In a lecture course, the professor talks and the students sit and make notes. This is very important ... I mean it's essential to take notes because the information in a lecture is not the same as the information in your

books, and you can expect to have questions on your exam that are based on the lectures. So it isn't enough to just read your textbooks, like it is in some countries; here you have to attend lectures, and during the lectures you have to make notes. Then later you use the notes to study for your exams.

Now, as an undergraduate in almost any field or major you'll probably spend four to six hours a week attending lectures. That's four to six hours for each lecture course, all right? And the last thing about lecture courses is that they are often held in very large rooms because undergraduate courses like Introduction to Psychology can have two or three hundred students in them, especially at large universities.

All right. I just told you that a lecture course can have as many as three hundred students in it. And there is no way that one professor can meet with that many students. So, for every lecture course you are taking, you'll also have a second kind of class, which is called a discussion section. This class is smaller, maybe 20 or 30 students, and it meets two or three hours a week. Your discussion section is the place where you can ask questions about the lectures and the readings and go over homework. However, discussion sections are not taught by professors. At large universities they are often taught by graduate students called teaching assistants, or TAs.

The third kind of class I want to mention is especially important for science majors; it's called a lab class. «Lab» is short for laboratory. If your major is physics or chemistry or any other kind of science, you'll have to spend several hours a week in the lab. This is where you do your experiments.

Let's move on now to the second major topic I mentioned, which is course requirements. Course requirements means the things you have to do or finish in order to pass a course. First, nearly every class you take will have one or more tests or exams. Most university courses have at least two big exams: one in the middle of the course, called a midterm, and another big one at the end, called the final exam. You might also have smaller tests from time to time. A smaller test is called quiz.

In addition, in many courses you might also have to do something called a term paper or research paper, so let me tell you a little about that. A term paper is a large report that has several steps. First, you choose a topic related to the course. Then you do research on this topic, either in a library or on the Internet. «Do research» means that you read and take notes on the topic. And finally, you use your notes to write a paper in your own words. A research paper can be anything from 5 pages to 25 pages long.

Now, this is a good place for me to introduce you to something called plagiarism. Plagiarism is a serious problem at American universities. Ok, what is plagiarism? Well, I just said that when you write a term paper, it has to be in your

own words. That means you can't copy your paper or even small parts of your paper from another student or a book or the Internet. If you do, if you copy, that's plagiarism. Plagiarism is cheating, and it's absolutely forbidden. If you plagiarize and get caught, the punishment can be very serious. You can fail the course or even get kicked out of the University. As I said, this is a very serious problem and you need to be very careful about it.

Ok; does anyone have questions at this point about types of university courses, about course requirements, or about plagiarism? No? then let's stop here and take a break.

## **Text 5. SCHOOL UNIFORMS**

By *Hannah Boyd*

*Updated on Jul 21, 2008*

To require uniforms or not to require uniforms: that is the question many school districts are facing these days. Students in many cities are wearing uniforms to school, and parents across the country are facing off over proposals to institute uniform policies. All this fuss over khaki pants and a white shirt?

While private and parochial schools have long required students to follow a dress code or wear uniforms, [public schools](#) have traditionally allowed students to wear what they (and their parents) like. Pro-uniform parents say that only worked because schools used to be safer. Now that kids are getting mugged for their designer clothes and expensive sneakers, school uniforms seem a safer alternative to many. Furthermore, uniforms prevent gang members from wearing gang colors and insignia to school, and make it easier for security guards to spot intruders.

Of course, the lack of a dress code isn't an issue only in high-crime areas. Middle-class students report peer pressure to buy expensive clothing, cliquish behavior exacerbated by differences in what students can afford, and kids wearing inappropriately sexualized clothing that isn't conducive to studying. Rachel Berman, who graduated from a private high school that required uniforms, says, "the uniforms contributed to a more sedate, professional feel that I think made it easier to focus on school."

On the flip side, opponents believe uniforms squash creativity and free expression and worry that they could prevent students from expressing their religious or political beliefs. (In fact, the law requires that religious garb like yarmulkes and head scarves cannot be prohibited, and expressive gear like political buttons is allowed unless it interferes with the rights of others, as with gang insignia.) Many schools have an "opt-out" clause for students who choose not to wear the uniform, and most provide free uniforms to those who cannot afford them.

“My two children attend a school with a lower school uniform and I love it,” says Marcia Turner. “Having a specific set of clothes the kids must choose from makes outfit selection a no-brainer. No more fights or discussions about what to wear since that decision has virtually been made for them.”

“You’ll have the popular girls and the nerdier girls with or without the uniforms,” says Daisy Kong, who graduated from a parochial school that required uniforms. Nonetheless, she adds that, “there were days in college where I actually found myself missing my uniform because I didn’t know what to wear and would spend 30-40 minutes shuffling through my closet.”

## **Text 6. CLASSROOM TECH TRENDS TO WATCH**

*By Merry Gordon*

*Updated on Aug 19, 2013*

Your kid spent half of math class with his cell phone out, tweeted his way through Spanish and came home only to spend an hour on a social networking site—and he swears it’s homework. Delinquency run amok? Think again. Before you start revoking phone and computer privileges, read up on how classrooms are capitalizing on new media with their tech-savvy audiences.

### **Revisiting Cell Phones in the Classroom**

Once the bane of high school teachers everywhere, cell phones have gone from irritating to imperative in the secondary classroom. Charting Magellan’s course, compiling a list of Shakespeare’s apocrypha or calculating pi to three hundred decimal places?—there’s probably an app for that. Cell phones can be used as cameras for media projects, portals for Internet access and graphing calculators, and their myriad uses evolve constantly with the integration of new technology. Though the threat of cheating or disruptive conversations via text message looms large, mobile enthusiasts argue that these evils existed in the classroom long before the advent of cell phones.

One particular use for cell phones in the classroom is [Poll Everywhere](#). Poll Everywhere tracks live audience polling via SMS text messages or the web. While it offers tiered pricing for the corporate sector, the free version is popular for educators who use this slick app for quick quizzing or classroom surveys.

### **Mouse Mischief**

It’s no secret that education funding is suffering. If a laptop for every student can be tough for schools to pull off, a mouse for each student isn’t as much of a stretch—Microsoft is hoping teachers will see things that way. Its program [Mouse Mischief](#) works in tandem with Microsoft PowerPoint, allowing teachers to include interactive elements like multiple choice questions in their presentations. Students, using wireless or wired USB mice, click their answers in real time. It’s an easy tool



for student engagement, and Microsoft has made management simple for teachers by enabling single-click commands and teacher controls that disable mice and set timers, among other things. The design sustains up to 40 mice in a classroom and has been tested around the globe. The premise is similar to that of PollEverywhere text polls, but capitalizes on what most schools already have, rather than banking on student cell phone ownership. For any student who has ever sat through a dry PowerPoint presentation, Mouse Mischief will be a welcome foray back into synergistic classroom technology.

## **Text 7. ARE SCHOOLS SAFE?**

*by Education.com*

*Updated on Jan 14, 2008*

School should be a safe haven, free of crime and violence. But that's not always the case according to a new report out from the National Center for Education Statistics (NCES).

The study, *Indicators of School Crime and Safety*, is the ninth in a series of annual publications produced by the NCES and a handful of government agencies. It aims to show what students face when they enter the schoolyard. And it covers a wide range of education topics most parents don't like to think about – victimization, fights, bullying, weapons, drugs, and alcohol.

Parents who think of school as a place where a child's biggest problem might be someone stealing his lunch have some catching up to do. Today's students have bigger fish to fry. In 2004, students aged 12-18 were victims of about 1.4 million nonfatal crimes at school, including about 863,000 thefts, 476,000 violent crimes (like simple assault), and 107,000 serious violent crimes (rape, sexual assault, robbery, and aggravated assault). Fifty-five out of every 1,000 students in America, aged 12-18, were victimized in 2004. This is compared to 73 in 2003. So the numbers have gone down a bit – a small consolation, but a consolation nonetheless.

As for school being a haven? The study found that students aged 12-18 were more likely to be robbed *in* school, than away from school. One in 10 male high school students reported being threatened or injured with a weapon on school property in the past year. Almost one in four students reported the presence of gangs in their schools. And one-quarter of all high school students had been offered drugs on school property.

The biggest problem on students' minds though is bullying. Almost 30 percent of middle and high school students reported having been bullied at school during the last six months. And for many, it was reason enough to avoid school altogether.

We all want school to be a safe harbor for our children. But that is sadly not always the case. If you've been functioning under the assumption that not much has changed since you roamed the halls, it may be time to reevaluate that assumption. Talk to your kids about their school. Let them know you're listening and that you take their fears or concerns seriously. Because no child should have to be afraid in the schoolyard – whether they're 8, or 18.

## **Text 8. HIGH SCHOOL RANKINGS: WHAT DO THEY MEAN?**

By [\*Hannah Boyd\*](#)

*Updated on Jul 14, 2008*

First came lists naming the country's "best colleges." Then magazines began ranking high schools. With a click of the mouse, parents can read whether their local school is considered one of the top 100 in the country, one of the top 1000, or whether it fails to make the cut. While this may fill "winners" with pride, it leaves others wondering why their wonderful school didn't make the list, and how any one school can claim to be the "best" anyway.

"There are plenty of rankings available, and some feel like 'beauty' contest awards – 'best test scores,' 'top debate or sports teams' etc," says Paul Gazzo, Director of School Evaluation Services, which helped create the methodology used for US News and World Report's "Best High Schools" issue. "So, despite how tempting it is to get excited about a 'best school' ranking, the first question any skeptical consumer should ask is, 'best at what?'"

Newsweek's list of the "Top 1300 High Schools," for example, is based on the number of students taking Advanced Placement (AP), International Baccalaureate (IB) or Cambridge tests. New Jersey Monthly's list of "Top High Schools in New Jersey" is based on a number of factors, including the school environment, student performance on AP and SAT exams, and the number of students going on to college. US News and World Report's "Best High Schools" list, which bills itself as the most thorough, is based on a complex stew that takes into account the relative performance of financially disadvantaged and minority students, as well as college preparation.

For parents, these lists often raise as many questions as they answer. Many excellent schools don't make the list, although they send scores of students on to competitive colleges. Other schools on the list might be ideal for high-achieving kids, but provide few, if any, services for kids with special needs, or those not bound for college. Some schools achieve high scores by cutting time spent in art, drama, music and sports. Others simply don't have the budget to offer extracurriculars. Additionally, because these lists rank only public schools, they exclude many of the country's most prestigious independent schools.

“Lists like these are tools, not solutions,” says Dan Gilbert, Lecturer at the Stanford School of Education. “I think parents can use these lists as a tool for reflection on what makes a good school and what makes a school good for their child.”

While it’s exciting to see a great school recognized, it’s just as important to remind yourself that education isn’t one-size-fits-all. Whether your child’s school is #1, #200, or not on the list at all is probably less important than how she fits in there. Only you can judge the best school for your child, and any child with parents that invested in her education is likely to thrive anywhere.

## Text 9. NO HOMEWORK: A GROWING TREND?

By Patricia Smith

Updated on May 25, 2010

A day of school, an hour or two on the soccer field, 30 minutes of piano practice, and suddenly it’s dinner time. Your child is tired, grumpy, and overwhelmed at the prospect of several hours of reading and geometry still to come. You know you are about to enter a war zone with homework at the heart of the battle.

Does your child have too much homework? Is homework only busy work? Will homework make your child smarter? The answers: yes, yes, and probably not. At least according to Denise Clark Pope, director of the Stanford University School of Education Stressed Out Students (S.O.S.) project.

“The value of homework is overrated,” says Pope, author of *Doing School: How We Are Creating a Generation of Stressed-Out, Materialistic, and Miseducated Students*. Based on her studies, Pope believes overburdened students are more prone to cheating, depression, unhealthy study habits, and a distorted view of success.

The campaign against homework *is* garnering popularity. Administrators in wealthy communities with high-achieving students appear to be the first to heed the message. Recently, David Ackerman, principal at Oak Knoll Elementary School in Menlo Park, California, made national news when he advised his staff to limit homework to reading assignments only.

Despite this growing movement, in most communities homework isn’t going anywhere anytime soon. The U.S. Department of Education offers parental advice on winning the nightly homework wars.

- **Designate a work area:** Promote strong study habits by creating a quiet, comfortable, well-lit place to tackle homework without distractions.
- **Ask open-ended questions about homework assignments:** Allow your child to express displeasure or excitement about a project. Discussing an

assignment focuses your child’s attention and also keeps you in touch with what the school is teaching.

- **Encourage efforts to achieve:** Ask your child to share his finished homework. Praise him for a job well-done. If your child expresses interest in a particular topic or assignment, encourage him to ask his teacher about opportunities for extra credit.

- **Offer assistance:** If your child is struggling, help out. Offer hands-on support. Having mom or dad occasionally type up a paper isn’t going to make or break a child’s academic career.

- **Express high expectations:** Your student will rise to the occasion when given clear, concise directives. When expectations aren’t met, try re-examining them with your child. Continue to praise your child’s efforts while encouraging future success.

## **Text 10. A FEW GOOD MEN IN THE CLASSROOM**

*By Beth Hering*

*Updated on Dec 28, 2010*

The U.S. Marines aren't the only ones looking for a few good men. While female teachers have dominated elementary schools for quite some time, the ratio of men to women in the classroom has steadily declined over the past two decades. Nowadays, only about 9 percent of elementary school teachers are male.

What's keeping men away? According to the National Education Association (NEA), one big reason is the salaries of teachers compared to other professionals. It's probably not a coincidence that states with the highest teacher salaries tend to have the highest percentage of male teachers.

Other reasons for the shortage, according to educational experts and men themselves, include:

- the perception that teaching is “women's work”
- the fear of false child-abuse accusations
- the fear of feeling out-of-place in a predominantly female workplace

Many men who do become teachers find that they are not expected to stay in the classroom for long. People often assume they are just using the experience as a stepping-stone to a higher position. Some male teachers have even reported receiving advertisements in their mailboxes for positions as principals and administrators—notices that female colleagues did not get.

While hiring and retaining male teachers may not be easy, studies show the effort can have a large pay-off, especially by helping boys to view school as a male-friendly place. In fact, research done by Swarthmore professor Thomas Dee and published in the journal *Education Next* raises the possibility that the academic

gap between boys and girls might be narrowed by exposing boys to more male teachers.

Just as women have made great strides in many male-dominated fields, it is time to encourage men to break the elementary school gender cycle. For as we find a few more good men to teach our children, we might just find that we turn out a few more excellent men in years to come.

## APPENDIX 2

### GRAMMAR PRACTICE

#### THE VERB "TO BE"

#### THE VERB "TO BE" IN THE PRESENT SIMPLE TENSE

POSITIVE FORM	NEGATIVE FORM	QUESTIONS
I <b>am</b> (I'm )	I <b>am not</b> ( I'm not )	<b>Am</b> I?
You <b>are</b> (you're )	You <b>are not</b> (you aren't )	<b>Are</b> you?
He <b>is</b> ( he's )	He <b>is not</b> ( he isn't )	<b>Is</b> he?
She <b>is</b> ( she's )	She <b>is not</b> ( she isn't )	<b>Is</b> she?
It <b>is</b> ( it's )	It <b>is not</b> (it isn't )	<b>Is</b> it?
We <b>are</b> ( we're )	We <b>are not</b> (we aren't )	<b>Are</b> we?
You <b>are</b> (you're )	You <b>are not</b> (you aren't )	<b>Are</b> you?
They <b>are</b> ( they're )	They <b>are not</b> (they aren't )	<b>Are</b> they?

#### 1. Put in *am, is or are*.

1. – \_\_\_\_\_ your father a manager? – No, he \_\_\_\_\_ .
2. \_\_\_\_\_ there a sports centre in your town?
3. How far \_\_\_\_\_ the bank from here?
4. How old \_\_\_\_\_ you?
5. I \_\_\_\_\_ glad to see you.
6. John \_\_\_\_\_ (not) a student, he \_\_\_\_\_ a doctor.
7. That book \_\_\_\_\_ (not) very interesting. Take this one.
8. The best seats \_\_\_\_\_ 10 \$.
9. The dog \_\_\_\_\_ in your garden.
10. Tom's parents \_\_\_\_\_ travel agents.
11. What \_\_\_\_\_ your aunt's name?
12. What \_\_\_\_\_ your job?
13. Where \_\_\_\_\_ your brother?

#### 2. Put in *am, is or are*.

1. Amy \_\_\_\_\_ at home but her parent's \_\_\_\_\_ in church.
2. I \_\_\_\_\_ a student.
3. I \_\_\_\_\_ cold. Can you switch on the heating, please?
4. I \_\_\_\_\_ not tired.
5. Look! This \_\_\_\_\_ Maggie!
6. My brother and I \_\_\_\_\_ good tennis players.

7. My sister \_\_\_\_\_ an engineer.
8. The castle \_\_\_\_\_ one thousand years old.
9. The child \_\_\_\_\_ ill.
10. The sky \_\_\_\_\_ very blue today.
11. These shelves \_\_\_\_\_ very heavy.
12. This case \_\_\_\_\_ not heavy.

**3. Write full sentences. Use *am / is / are* each time.**

1. (my grandparents very old) **My grandparents are very old.**
2. (I not very clever today) \_\_\_\_\_
3. (Mr. Wren's grandson six years old) \_\_\_\_\_
4. (my desk very comfortable) \_\_\_\_\_
5. (the examination not difficult) \_\_\_\_\_
6. (the houses in this street very big) \_\_\_\_\_
7. (the shops not open today) \_\_\_\_\_
8. (this house very expensive) \_\_\_\_\_
9. (those flowers very beautiful) \_\_\_\_\_
10. (your spectacles in your bag) \_\_\_\_\_

**4. Write positive or negative sentences. Use *am / am not / is / isn't / are / aren't*.**

1. (Brussels ... the capital of Belgium). **Brussels is the capital of Belgium.**
2. (Diamonds ... cheap) \_\_\_\_\_
3. (I ... afraid of dogs) \_\_\_\_\_
4. (I ... angry) \_\_\_\_\_
5. (I ... interested in hockey) \_\_\_\_\_
6. (It ... cold today) \_\_\_\_\_
7. (Lisbon ... in Switzerland) \_\_\_\_\_
8. (Motor-racing ... a dangerous sport) \_\_\_\_\_
9. (My hands ... dirty) \_\_\_\_\_
10. (Russia ... a very big country) \_\_\_\_\_
11. (Squirrels ... big animals) \_\_\_\_\_
12. (The Amur ... in Europe) \_\_\_\_\_

**5. Write questions with *What / Who / How / Where / Why...?* Use *am / is / are*.**

1. (What colour your bedroom?) **What colour is your bedroom?**
2. (How much these shoes?) \_\_\_\_\_
3. (How old your grandmother?) \_\_\_\_\_
4. (What colour his hair?) \_\_\_\_\_
5. (Where my key?) \_\_\_\_\_

6. (Where my trousers?) \_\_\_\_\_  
7. (Who your favourite actor?) \_\_\_\_\_  
8. (Why you always late?) \_\_\_\_\_

**6. Write positive and negative short answers (Yes, I am. / No, he isn't, etc.)**

1. Are you married? No, I'm not.  
2. Is she tall? Yes, she is.  
10. Is it sunny? \_\_\_\_\_  
3. Are you an engineer? \_\_\_\_\_  
4. Are you hungry? \_\_\_\_\_  
5. Are you thirsty? \_\_\_\_\_  
6. Are your hands warm? \_\_\_\_\_  
7. Is it cold today? \_\_\_\_\_  
8. Is it light now? \_\_\_\_\_  
9. Is your father tall? \_\_\_\_\_

**7. Translate into English.**

1. Твой брат дома? Is your brother at home?  
2. Все магазины сегодня открыты.  
3. Мне жарко.  
4. Моя сестра архитектор.  
5. Музей сегодня открыт?  
6. Они не студенты, они врачи.  
7. Откуда родом ее муж?  
8. Сколько стоят эти книги?  
9. Эта гостиница очень дорогая.  
10. Я интересуюсь искусством.  
11. Я не устала.

**8. Put in am, is or are.**

1. (on the telephone) Who \_\_\_\_\_ I speaking to?  
2. \_\_\_\_\_ Bob and Tom good tennis players?  
3. \_\_\_\_\_ you hungry?  
4. I \_\_\_\_\_ (not) interested in football at all.  
5. I \_\_\_\_\_ hot. Open the window, please.  
6. Moscow \_\_\_\_\_ the capital of Russia.  
7. She \_\_\_\_\_ of a medium height and build.  
8. The news \_\_\_\_\_ (not) very bad today.  
9. What \_\_\_\_\_ the weather like today?



10. What \_\_\_\_\_ your favourite rock-group?
11. What \_\_\_\_\_ your parents' address?
12. Your money \_\_\_\_\_ in your handbag.

### THE VERB "TO BE" IN THE PAST INDEFINITE TENSE

POSITIVE FORM	NEGATIVE FORM	QUESTIONS
I was	I was not (wasn't)	Was I?
You were	You were not (weren't)	Were you?
He was	He was not (wasn't)	Was he?
She was	She was not (wasn't)	Was she?
It was	It was not (wasn't)	Was it?
We were	We were not (weren't)	Were we?
You were	You were not (weren't)	Were you?
They were	They were not (weren't)	Were they?

#### 1. Put in was / wasn't / were / weren't.

1. We didn't like that house. It was very old and it wasn't large enough.
2. " . \_\_\_\_\_ you at home at 9.30?" – "No, I \_\_\_\_\_ . I \_\_\_\_\_ at work."
3. Helen got married when she \_\_\_\_\_ 21 years old.
4. I called you yesterday evening but you \_\_\_\_\_ at home. Where \_\_\_\_\_ you?
5. My son \_\_\_\_\_ at work last week because he \_\_\_\_\_ ill. He's better now.
6. The shops \_\_\_\_\_ open yesterday because it \_\_\_\_\_ a public holiday.

#### 2. Translate into English.

1. Где они были вчера вечером?
2. Почему ты вчера опоздал?
3. Его вчера не было в университете.
4. Меня там не было.
5. Её не было дома в 5 часов.

#### 3. Complete the sentences with the correct form of the verb to be.

1. I don't know. They \_\_\_\_\_ in the garden ten minutes ago.
2. Where \_\_\_\_\_ the dogs?
3. This time last year I \_\_\_\_\_ in England.

4. Tom \_\_\_\_\_ late for work yesterday.
5. Anton Chekhov died in 1904. He \_\_\_\_\_ a famous Russian writer.
6. We \_\_\_\_\_ tired when we arrived home, so we went to bed.

### "THERE IS (ARE)" CONSTRUCTION

We use "there is (are)" constructions talking about the existence of people, things, etc. These constructions have the meaning "есть", "имеется", "находится", and "существует". The verb "to be" in such constructions can be used in different tense forms:

**there is / are**

**there was / were**

**there will be**

**there has / have been**

**there had been**

Russian	English
<i>В моей комнате</i> есть (имеется) телефон	There is a telephone <i>in my room</i> .
<i>В саду</i> (имеется) много яблонь.	There are many apple-trees <i>in the garden</i> .
<i>Вчера в институте</i> было собрание.	There was a meeting <i>at the Institute yesterday</i> .

### INTERROGATIVE AND NEGATIVE FORMS

- **Is there** a telephone in your room?
- No, **there isn't**. No, **there is no** telephone in my room.
- **Was there** a meeting at the Institute?
- No, **there wasn't**.
- **Will there be** many people there?
- No, **there won't**. **No, there won't be** any people there.

Mind that the sentences: "There is a book on the table" and "The book is on the table" have different meaning. The first one shows that there is something (a book) in that place; the second one shows that the object (the book) we now are speaking about or looking for is in that place (on the table).

#### 1. Put in there is / are in the appropriate form.

1. \_\_\_\_\_ a nice concert on TV last night. Did you like it?
2. \_\_\_\_\_ five people in my family: my parents, my two sisters and me.
3. How many members \_\_\_\_\_ in your family?

4. Look! \_\_\_\_\_ a photograph of George in the newspaper!
5. Munford is a very modern town. \_\_\_\_\_ many old buildings.
6. The bookcase was empty. \_\_\_\_\_ any books in it.
7. We can't take any photographs. \_\_\_\_\_ any film in the camera.
8. We didn't visit the museum. \_\_\_\_\_ enough time.

**2. Ask questions to the following statements, and then answer them according to the model.**

**Model:** There is a good programme on TV tonight.

**– Is there a good programme on TV tonight?**

**– Yes, there is.**

There aren't any theatres in my town.

**– Are there any theatres in your town?**

**– No, there are not / there aren't.**

1. There are a few mistakes in the test.
2. There are difficult exercises in this book.
3. There are plenty of glasses in the cupboard.
4. There are several vacant seats in the room.
5. There is a cat in the window.
6. There is something on the shelf.
7. There isn't anything on the plate.
8. There wasn't anybody in the room.
9. There were a lot of people at the stadium.
10. There weren't any pears on the plate.
11. There will be some interesting programmes on TV tomorrow.

**3. Use "there is (are)" construction in the appropriate tense form.**

1. Look! \_\_\_\_\_ their telephone number in the letter.
2. This box is empty. \_\_\_\_\_ nothing in it.
3. \_\_\_\_\_ somebody at the airport to meet you when you arrive tomorrow.
4. When we arrived at the cinema \_\_\_\_\_ a long queue outside.
5. Polotsk is a very old town. \_\_\_\_\_ a lot of ancient buildings there.
6. Excuse me, \_\_\_\_\_ a restaurant near here?
7. How many students \_\_\_\_\_ in your group?
8. I was hungry but \_\_\_\_\_ anything to eat.
9. \_\_\_\_\_ a football match on TV last night.
10. \_\_\_\_\_ many people at the meeting?
11. Look! \_\_\_\_\_ an accident. Call the ambulance!

12. \_\_\_\_\_ 24 hours in a day.

**4. Translate into English.**

1. В этом журнале много интересных статей.
2. В нашем городе много музеев и театров.
3. В этом доме есть домофон?
4. В этой комнате два окна.
5. В чашке не было чая.
6. Сколько статей было в этом журнале? – Там было несколько статей.
7. Сколько студентов в аудитории? – Двадцать.
8. Рядом с нашим домом будет парк.
9. На этой улице была школа?
10. На столе лежит несколько книг.

**5. Put in there is / are in the appropriate form.**

1. Where can we sit? \_\_\_\_\_ any chairs.
2. \_\_\_\_\_ a bus from the city centre to the airport?
3. I'm sorry I'm late. \_\_\_\_\_ a lot of traffic.
4. \_\_\_\_\_ any letters for me yesterday?
5. "We stayed at a nice hotel". "Did you? \_\_\_\_\_ a swimming-pool?"
6. I found a wallet in the street but \_\_\_\_\_ any money in it.
7. "\_\_\_\_\_ many people at the meeting?" "No, very few."
8. The radio wasn't working because \_\_\_\_\_ any batteries in it.

## THE VERB "TO HAVE"

### THE VERB "TO HAVE" IN THE PRESENT SIMPLE TENSE

POSITIVE FORM	NEGATIVE FORM		QUESTIONS
I <b>have</b> (got) (I've got)	I <b>have not got</b> (haven't got)	I <b>do not have</b> (don't have)	<b>Have I got?</b> (Do I have)
You <b>have</b> (got) (you've got)	You <b>have not got</b> (haven't got)	You <b>do not have</b> (don't have)	<b>Have you got?</b> (Do you have)
He <b>has</b> (got) (he's got)	He <b>has not got</b> (hasn't got)	He <b>does not have</b> (doesn't have)	<b>Has he got?</b> (Does he have)
She <b>has</b> (got) (she's got)	She <b>has not got</b> (hasn't got)	She <b>does not have</b> (doesn't have)	<b>Has she got?</b> (Does she have)
It <b>has</b> (got) (it's got)	It <b>has not got</b> (hasn't got)	It <b>does not have</b> (doesn't have)	<b>Has it got?</b> (Does it have)
We <b>have</b> (got) (we've got)	We <b>have not got</b> (haven't got)	We <b>do not have</b> (don't have)	<b>Have we got?</b> (Do we have)
You <b>have</b> (got) (you've got)	You <b>have not got</b> (haven't got)	You <b>do not have</b> (don't have)	<b>Have you got?</b> (Do we have)
They <b>have</b> (got) (they've got)	They <b>have not got</b> (haven't got)	They <b>do not have</b> (don't have)	<b>Have they got?</b> (Do they have)

Note that *have* stresses the idea of regularity, *have got* is linked with "now" and means a particular thing. In spoken English the form *I've got* is used almost universally for *I have* in the sense of *I own (possess)*.

I **have** a cup of tea for breakfast in the morning (usually).

I **haven't got** tea for breakfast this morning.

The past of **have** is **had**. In negatives and questions we use **did** + **have**.

#### 1. Put in *have got* ('ve got), *has got* ('s got), *haven't got* or *hasn't got*.

1. Ben doesn't read much. He \_\_\_\_\_ many books.
2. It's a nice town. It ... a very nice shopping centre.
3. Mother is going to the dentist. She ... a toothache.
4. Where's my newspaper? – I don't know. I ... it.
5. Julia wants to go on holiday but she ... got any money.
6. I'm not going to work today. I ... a bad cold.

**2. Extend the sentences according to the model.**

**Model:** I always have sandals in the summer. (this summer)

I haven't got any sandals this summer.

1. He often has a sore throat. (today) \_\_\_\_\_
2. I often have a headache in the evening. (tonight) \_\_\_\_\_
3. I often have fish for dinner. (today) \_\_\_\_\_
4. I usually have warm shoes in the winter. (this winter) \_\_\_\_\_
5. She has a new dress every summer. (this summer) \_\_\_\_\_
6. They always have a light supper. (tonight) \_\_\_\_\_
7. They have a lot of flowers in their garden every summer. (this summer) \_\_\_\_\_
8. They have seminars every month. (this month) \_\_\_\_\_
9. We have a letter from home every week. (this week) \_\_\_\_\_

**3. Paraphrase the sentences.**

**Model:** There are no books in his bag. – He has no books in his bag. / He hasn't got any books in his bag.

1. There are no French books in her library. \_\_\_\_\_
2. There are no maps on the walls of our classroom. \_\_\_\_\_
3. There are no mistakes in his dictation. \_\_\_\_\_
4. There are no pictures in her room. \_\_\_\_\_
5. There is no coffee in my cup. \_\_\_\_\_
6. There is no English dictionary on her table. \_\_\_\_\_
7. There is no garden near his house. \_\_\_\_\_
8. There is no sugar in Peter's tea. \_\_\_\_\_
9. There is no telephone in my flat. \_\_\_\_\_

**4. Put in have got ('ve got), has got ('s got), haven't got or hasn't got.**

1. They like flowers. They've got a lot of roses in their garden
2. Jane hasn't got a car. She goes everywhere by bicycle.
3. Everybody likes Tom. He \_\_\_\_\_ a lot of friends.
4. I can't open the door. I \_\_\_\_\_ a key.
5. Mr. and Mrs. Eastwood \_\_\_\_\_ two children, a boy and a girl.
6. Quick! Hurry! We \_\_\_\_\_ much time.
7. This insect \_\_\_\_\_ six legs.
8. What's wrong? – I \_\_\_\_\_ something in my eye.

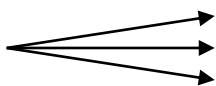
**5. Translate into English.**

1. Когда вы пьёте чай?
2. Мы хорошо провели время вчера.
3. Сколько у вас земли?
4. У меня вчера болела голова.
5. У моего брата голубая машина.
6. У нас не было машины в прошлом году.
7. У неё большие зелёные глаза.
8. У них есть три собаки и три кошки.

## ENGLISH TENSES ACTIVE

### INDEFINITE

shows an action as a fact (customary, repeated)



**PRESENT**

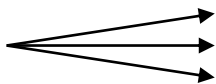
**PAST**

**FUTURE**

verb

### CONTINUOUS

shows an action as a process



**PRESENT**

**PAST**

**FUTURE**

to be + -ing

### PERFECT

shows an action completed before a definite moment, connected with it



**PRESENT**

**PAST**

**FUTURE**

to have +  
Participle II

### PERFECT

**CONTINUOUS**  
shows an action in progress, whose duration before a definite moment is expressed



**PRESENT**

**PAST**

**FUTURE**

to have been+ -  
ing

## THE PRESENT SIMPLE TENSE (INDEFINITE) / THE PRESENT CONTINUOUS TENSE

### 1. Put the verb in brackets into the Present Continuous.

**Model:** Please don't make so much noise. I am studying (study).

Let's go out now. It isn't raining (not / rain) any more.

1. (*in the cinema*) It's a good film, isn't it? \_\_\_\_\_ (you / enjoy) it?
2. Excuse me, I \_\_\_\_\_ (look) for a phone box. Is there one near here?
3. I \_\_\_\_\_ (not / work) this week. I'm on holiday.
4. I want to lose weight. I \_\_\_\_\_ (not / eat) anything today.
5. Listen! Can you hear those people next door? They \_\_\_\_\_ (shout) at each other again.
6. Look! It \_\_\_\_\_ (snow).
7. Please be quiet. I \_\_\_\_\_ (try) to concentrate.
8. Why \_\_\_\_\_ (you / look) at me like that? Have I said something wrong?
9. Why \_\_\_\_\_ (you / wear) your coat today? It's very warm.
10. You \_\_\_\_\_ (make) a lot of noise. Can you be a bit quieter?



2. Complete these sentences using one of these verbs into the Present Continuous. You don't have to use all the verbs and you can use some of them more than once.

- get
- become
- change
- rise
- improve
- fall
- increase

**Model:** The population of the world **is rising** very fast.

1. George has gone to work in Spain. When he arrived, his Spanish wasn't very good but now it \_\_\_\_\_.
2. He is still ill but he \_\_\_\_\_ better slowly.
3. The cost of living \_\_\_\_\_. Every year things are dearer.
4. The economic situation is already very bad and it. \_\_\_\_\_ worse.
5. The number of people without jobs \_\_\_\_\_ at the moment.
6. The world \_\_\_\_\_. Things never stay the same.
7. These days food \_\_\_\_\_ more arid more expensive

3. Put the verb in brackets into the Present Simple.

**Model:** Water **boils** (boil) at 100 degrees centigrade.

1. "What \_\_\_\_\_ (you / do)?" "I'm an electrical engineer."
2. "Where \_\_\_\_\_ (your father / come) from?" "He (come) from Scotland."
3. I have a car but I \_\_\_\_\_ (not / use) it very often.
3. How many cigarettes \_\_\_\_\_ (you / smoke) a day?
4. I \_\_\_\_\_ (play) the piano, but I \_\_\_\_\_ (not / play) very well.
5. I don't understand the word "deceive". What \_\_\_\_\_ ("deceive" / mean)?
6. If you need money, why \_\_\_\_\_ (you / not / get) a job?
7. The swimming bath \_\_\_\_\_ (open) at 9.00 and \_\_\_\_\_ (close) at 18.30 every day.
8. What time \_\_\_\_\_ (the banks / close) in Britain?

4. Use these sentences to make questions. Begin your question with the word(s) in brackets.

**Model:** Tom plays tennis. (How often?) **How often does Tom play tennis?**

1. Ann watches television. (How often?) \_\_\_\_\_?
2. I go to the cinema. (How often?) \_\_\_\_\_?
3. I have dinner in the evening? (What time / usually?) \_\_\_\_\_?
4. I write to my parents. (How often?) \_\_\_\_\_?
5. People do stupid things. (Why?) \_\_\_\_\_?

6. The car breaks down. (How often?) \_\_\_\_\_?
7. Tom works. (Where?) \_\_\_\_\_?

**5. Decide whether the verbs in these sentences are right or wrong. Correct those which are wrong. The verb is underlined.**

**Model:** I don't know your telephone number. **RIGHT**

Please don't make so much noise. I study. **WRONG – am studying.**

1. Look! Somebody is climbing up that tree over there. \_\_\_\_\_
2. Are you believing in God? \_\_\_\_\_
3. Can you hear those people? What do they talk about? \_\_\_\_\_
4. I'm thinking it would be a good idea to leave early. \_\_\_\_\_
5. I'm usually going to work by car. \_\_\_\_\_
6. Look! That man tries to open the door of your car. \_\_\_\_\_
7. The government is worried because the number of people without jobs is increasing. \_\_\_\_\_
8. The moon goes round the earth. \_\_\_\_\_

**6. Put the verb in brackets into the Present Continuous or the Present Simple.**

**Model:** Please don't make so much noise. I am studying (study).

1. (*at a party*) I usually \_\_\_\_\_ (enjoy) parties but I \_\_\_\_\_ (not / enjoy) this one very much.
2. George says he's 80 years old but I \_\_\_\_\_ (not / believe) him.
3. Hurry! The bus \_\_\_\_\_ (come). I \_\_\_\_\_ (not / want) to miss it.
4. I \_\_\_\_\_ (not / belong) to a political party.
5. My parents \_\_\_\_\_ (live) in Bristol. They were born there and have never lived anywhere else. Where \_\_\_\_\_ (your parents / live)?
6. Ron is in London at the moment. He \_\_\_\_\_ (stay) at the Hilton Hotel. He usually \_\_\_\_\_ (stay) at the Hilton Hotel when he's in London.
7. She \_\_\_\_\_ (stay) with her sister at the moment until she finds somewhere to live.
8. The river \_\_\_\_\_ (flow) very fast today – much faster than usual.
9. The River Nile \_\_\_\_\_ (flow) into the Mediterranean.
10. We usually \_\_\_\_\_ (grow) vegetables in our garden but this year we \_\_\_\_\_ (not / grow) any.
11. You can borrow my umbrella. I \_\_\_\_\_ (not / need) it at the moment.

**7. Put the verb in brackets into the Present Continuous or the Present Simple.**

**Model:** We are going (go) to the theatre this evening.

**Does** the film begin (the film / begin) at 3.30 or 4.30?

1. We \_\_\_\_\_ (have) a party next Saturday. Would you like to come?
2. George, is it true that you \_\_\_\_\_ (get) married next week?
3. What time \_\_\_\_\_ (the next train / leave)?
4. Ann, we \_\_\_\_\_ (go) to town. \_\_\_\_\_ (you / come) with us?
5. The art exhibition \_\_\_\_\_ (open) on 3 May and \_\_\_\_\_ (finish) on 15 July.
6. The concert this evening \_\_\_\_\_ (start) at 7.30.

**8. Put the verb in brackets into the Present Continuous or the Present Simple.**

1. Goodnight. I \_\_\_\_\_ (go) to bed. I always \_\_\_\_\_ (go) to bed early during the week.

2. I'm afraid I'll lose this game of chess. I \_\_\_\_\_ (play) very badly. I usually \_\_\_\_\_ (play) much better.

3. Jack usually \_\_\_\_\_ (sit) near me, but this morning he \_\_\_\_\_ (sit) at the back.

4. Most days, Tom usually \_\_\_\_\_ (cycle) to work

5. My wife normally \_\_\_\_\_ (work) at home, but she \_\_\_\_\_ (spend) this month in Italy.

6. She usually \_\_\_\_\_ (wear) a blue dress, but today she \_\_\_\_\_ (wear) a grey one.

7. We usually \_\_\_\_\_ (watch) the news on TV at five o'clock, but tonight we \_\_\_\_\_ (watch) that new soap opera.

8. What's she doing? – She \_\_\_\_\_ (mend) her husband's socks. She always \_\_\_\_\_ (mend) them.

9. What's your brother doing? He \_\_\_\_\_ (do) the crossword in the newspaper. He \_\_\_\_\_ (do) it every day.

10. Yes, you can borrow my dictionary. I \_\_\_\_\_ (use) it a lot, but I \_\_\_\_\_ (not / use) it now.

**9. Put the verb in brackets into the Present Continuous or the Present Simple.**

1. \_\_\_\_\_ (You / think) that's a good idea?

2. Alice is in her room right now. She \_\_\_\_\_ (read) a book. She \_\_\_\_\_ (like) the book.

3. Carol and I \_\_\_\_\_ (think) of getting married.

4. I \_\_\_\_\_ (know) Ann Jones. She's in my class.

5. I \_\_\_\_\_ (see) many things in this room.

6. Is Marry ready to come out? – No, she still \_\_\_\_\_ (dress).
7. It \_\_\_\_\_ (snow) right now. It's beautiful! I \_\_\_\_\_ (like) this weather.
8. The river \_\_\_\_\_ (flow) very fast today than usual.
9. The river Volga \_\_\_\_\_ (flow) into the Caspian Sea.
10. The teacher \_\_\_\_\_ (talk) to us right now. I \_\_\_\_\_ (understand) everything she's saying.

**10. Put the verb in brackets into the Present Continuous or the Present Simple.**

1. \_\_\_\_\_ (you / cook) your own dinner every day?
2. I \_\_\_\_\_ (look) at the clock right now. I \_\_\_\_\_ (want) to know the time.
3. I \_\_\_\_\_ (walk) to school every day. I \_\_\_\_\_ (not / take) the bus.
4. I'm in my apartment. I \_\_\_\_\_ (try) to study. I \_\_\_\_\_ (hear) the music from the next apartment. The music is loud.
5. Robert \_\_\_\_\_ (cook) his own dinner every evening.
6. Robert is a vegetarian. He \_\_\_\_\_ (not / eat) meat.
7. That's worried because the number of people without job \_\_\_\_\_ (increase).
8. What \_\_\_\_\_ (you / read) right now? – I \_\_\_\_\_ (read) my grammar book.
9. You \_\_\_\_\_ (always / borrow) money!
10. You \_\_\_\_\_ (always / complain) that waiters are rude.

**11. Put the verb in brackets into the Present Continuous or the Present Simple.**

1. Are you in a hurry? – Yes, I \_\_\_\_\_ (walk) quickly because I'm cold. I \_\_\_\_\_ (want) to get home as soon as possible.
2. Diana \_\_\_\_\_ (wash) her hair every other day.
3. Every morning, the sun \_\_\_\_\_ (shine) in my bedroom.
4. He \_\_\_\_\_ (have) a cat.
5. I \_\_\_\_\_ (see) a butterfly. You \_\_\_\_\_ (see) it?
6. I \_\_\_\_\_ (think) he is a kind man.
7. It \_\_\_\_\_ (rain) a lot in this city, but it \_\_\_\_\_ (not / rain) right now. The sun \_\_\_\_\_ (shine).
8. Mike \_\_\_\_\_ (talk) to his classmates every day in class. Right now he \_\_\_\_\_ (talk) to Polly.

9. Polly and Mike \_\_\_\_\_ (sit) next to each other in class every day, so they often \_\_\_\_\_ (help) each other with their grammar exercises. Right now Polly \_\_\_\_\_ (help) Mike with an exercise on present verb tenses.

10. Where's your father? – He \_\_\_\_\_ (be) in the bathroom. He \_\_\_\_\_ (shave).

## THE FUTURE SIMPLE (INDEFINITE) TENSE / THE FUTURE CONTINUOUS TENSE

### 1. Complete the sentences with *I'll* + a suitable verb.

**Model:** I'm too tired to walk home. I think *I'll get* a taxi.

- Did you write that letter to Jack?  
– Is it? \_\_\_\_\_ on the hearing then.
- It's a bit cold in this room.  
– Oh, haven't we? \_\_\_\_\_ and get some.  
– Oh, I forgot. Thanks for reminding me. \_\_\_\_\_ it this evening.
- We haven't got any cigarettes.
- I feel a bit hungry. I think \_\_\_\_\_ something to eat.
- It's too late to telephone Tom now. \_\_\_\_\_ him in the morning.
- Would you like tea or coffee? \_\_\_\_\_ coffee, please.

### 2. Decide which form of the verb is correct (or more natural) in these sentences. Underline the one which is wrong.

**Model:** Tom isn't free on Saturday. He *will work* / is working.

- According to the weather forecast it will rain / is raining tomorrow.
- Don't worry about the dog. It won't hurt / isn't hurting you.
- I can't meet you this evening. A friend of mine will come / is coming to see me.
- I will go / am going to a party tomorrow night. Would you like to come too?
- I'm sure Tom will get / is getting the job. He has or a lot of experience.

### 3. Say when you are going to do something.

**Model:** Have you cleaned the car? (tomorrow) *Not yet. I'm going to clean it tomorrow.*

- |   |                |
|---|----------------|
| 1. Have you had dinner? (just)          | Not yet _____. |
| 2. Have you painted your flat? (soon)   | Not yet _____. |
| 3. Have you phoned Tom? (after lunch)   | Not yet _____. |
| 4. Have you repaired my bicycle? (just) | Not yet _____. |

**4. Say what you think is going to happen in these situations.**

**Model:** The sky is full of black clouds. (rain) It's going to rain.

1. Terry is doing his examinations tomorrow. He hasn't done any work for them and he is not very intelligent. (fail) He \_\_\_\_\_.
2. There is a hole in the bottom of the boat. It is filling up with water very quickly. (sink) It \_\_\_\_\_.
3. Ann is driving. There is very little petrol left in the tank. The nearest petrol station is a long way away. (run out of petrol) \_\_\_\_\_.
4. It is 8.30. Tom is leaving his house. He has to be at work at 8.45 but the journey takes 30 minutes. (be late) \_\_\_\_\_.

**5. Put the verb in brackets into the correct form using will or going to.**

**Model:** A: Why are you turning on the television?

B: I'm going to watch (watch) the news.

1. A: I've got a terrible headache.  
B: Have you? Wait there and I \_\_\_\_\_ (get) an aspirin for you.
2. A: Why are you filling that bucket with water?  
B: I \_\_\_\_\_ (wash) the car.
3. A: I've decided to repaint this room.  
B: Oh, have you? What color \_\_\_\_\_ (you / paint) it?
4. A: Look! There's smoke coming out of that house. It's on fire!  
B: Good, heavens! I \_\_\_\_\_ (call) the fire-brigade immediately.
5. A: The ceiling in this room doesn't it look very safe, does it?  
B: No, it looks as if it \_\_\_\_\_ (fall) down.
6. A: Where are you going? Are you going shopping?  
B: Yes, I \_\_\_\_\_ (buy) something for dinner.
7. A: I can't work out how to use this camera.  
B: It's quite easy. I \_\_\_\_\_ (show) you.
8. A: What would you like to drink tea or coffee?  
B: I \_\_\_\_\_ (have) tea, please.
9. A: Has George decided on what to do when he leaves school?  
B: Oh yes. Everything is planned. He \_\_\_\_\_ (have) a holiday for a few weeks and then he \_\_\_\_\_ (start) a computer programming course.
10. A: Did you post that letter for me?  
B: Oh, I'm sorry. I completely forgot. I \_\_\_\_\_ (do) it now.
11. A: What shall we have for dinner?  
B: I don't know. I can't make up my mind.  
A: Come on, hurry up! Make a decision!  
B: Okay then. We \_\_\_\_\_ (have) chicken.

12. Jack: We need some bread for lunch.

Ben: Oh, do we? I \_\_\_\_\_ (go) to the shop and get some. I feel like a walk.

*Before he goes out, Ben talks to Jane:*

Ben: I \_\_\_\_\_ (get) some bread. Do you want anything from the shop?

Jane: Yes, I need some envelopes.

Ben: Okay, I \_\_\_\_\_ (get) you some.

13. *John has to go to the airport to catch a plane. He hasn't got a car.*

John: Alan, can you take me to the airport this evening?

Alan: Of course I \_\_\_\_\_ (take) you. I'd be delighted.

*Later that day Eric offers to take John to the airport.*

Eric: John, do you want me to take you to the airport?

John: No thanks, Eric. Alan \_\_\_\_\_ (take) me.

**6. All the sentences in this exercise are about the future. Put the verbs in brackets into the correct form: will / won't or the Present Simple (I do).**

**Model:** When I see (see) Tom tomorrow, I will invite (invite) him to our party.

1. \_\_\_\_\_ (you / be) lonely without me while I \_\_\_\_\_ (be) away?

2. Before you \_\_\_\_\_ (leave), don't forget to shut the windows.

3. Come on! Hurry up! Ann (be) annoyed if we \_\_\_\_\_ (be) late.

4. Everyone \_\_\_\_\_ (be) very surprised if he \_\_\_\_\_ (pass) the examination.

5. I \_\_\_\_\_ (phone) you as soon as I \_\_\_\_\_ (arrive) in London.

6. If I \_\_\_\_\_ (need) any help, I \_\_\_\_\_ (ask) you.

7. Please don't touch anything before the police \_\_\_\_\_ (come).

8. We \_\_\_\_\_ (not / start) dinner until Jack \_\_\_\_\_ (arrive).

9. When you \_\_\_\_\_ (see) Brian again, you \_\_\_\_\_ (not / recognize) him.

**7. Make one sentence from two sentences.**

**Model:** You are going to leave soon. You must visit the museum before that.

**You must visit the museum before you leave.**

1. I'll find somewhere to live. Then I'll give you my address.

I \_\_\_\_\_ when \_\_\_\_\_.

2. It's going to start raining. Let's go out before that.

Let's \_\_\_\_\_ before \_\_\_\_\_.

3. I'll going to do the shopping. Then I'll come straight back home.  
\_\_\_\_\_ after \_\_\_\_\_.
4. You'll be in London next month. You must come and see me then.  
\_\_\_\_\_ when \_\_\_\_\_.
5. I'm going to finish reading this book. Then I'll get the dinner ready.  
\_\_\_\_\_ when \_\_\_\_\_.
6. We'll make our decision. Then we'll let you know.  
\_\_\_\_\_ as soon as \_\_\_\_\_.

**8. Make sentences with will be -ing.**

**Model:** I'm going to watch television from 9 until 10 o'clock this evening.

So at 9.30 I will be watching television.

1. Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30.

So at 4 o'clock tomorrow I \_\_\_\_\_.

2. Jim is going to study from 7 o'clock until 10 o'clock this evening.

So at 8.30 this evening he \_\_\_\_\_.

3. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock.

So at 10 o'clock tomorrow morning \_\_\_\_\_.

**9. Ask questions with Will you be -ing?**

**Model:** You want to borrow your friend's bicycle this evening.

(you / use / your bicycle this evening?) Will you be using your bicycle this evening?

1. You want your friend to give Tom a message this afternoon.

(you / see / Tom this afternoon?) \_\_\_\_\_

2. You want to use your friend's typewriter tomorrow evening.

(you / use / your typewriter tomorrow evening?) \_\_\_\_\_

3. You friend is going shopping. You want him/her to buy some stamps for you at the post office.

(you / pass / the post office when you're in town?) \_\_\_\_\_

**10. Put the verbs in brackets into the correct form: the Present Simple, the Future Simple, the Present Continuous or to be going + to infinitive.**

1. Do you have any plans for lunch today? – I \_\_\_\_\_ (meet) Shannon at the Shamrock Cafe in an hour. Do you want to join us?

2. How do you like your new job? – I don't start it until tomorrow. I \_\_\_\_\_ (give) you an answer next week.



3. I \_\_\_\_\_ (buy) a bicycle for my son for his birthday next month. Do you know anything about bikes for kids? – Sure. What do you want to know?
4. Kathy \_\_\_\_\_ (travel) to Caracas next month to attend a conference.
5. My regular doctor Dr. Jordan \_\_\_\_\_ (attend) a conference in Las Vegas next week, so I \_\_\_\_\_ (meet) her partner, Dr. Peterson, when I go for my appointment next Friday.
6. The coffee shop \_\_\_\_\_ (open) at seven o'clock tomorrow morning. I'll meet you there at 7:15. – Okay. I'll be there.
7. What are your plans for the rest of the year? – I \_\_\_\_\_ (study) French in Grenoble, France, this coming summer. Then I'll be back here in school in the fall.
8. What time class \_\_\_\_\_ (begin) tomorrow morning? – It \_\_\_\_\_ (begin) at eight o'clock sharp.
9. When you \_\_\_\_\_ (know) your examination results?
10. Why are you packing your suitcase? – I \_\_\_\_\_ (leave) for Los Angeles in a couple of hours.

***II. Put the verbs in brackets into the correct form: the Future Continuous, the Present Continuous, the Future Simple or to be going + to infinitive.***

1. At 10 o'clock tomorrow morning he \_\_\_\_\_ (meet) his friend.
2. At 5 o'clock tomorrow he \_\_\_\_\_ (work).
3. He \_\_\_\_\_ (have a party) on Saturday 4<sup>th</sup> December in London at 10 pm.
4. He can't come at noon tomorrow because he \_\_\_\_\_ (give) a lesson at that time.
5. In the next days you \_\_\_\_\_ (visit) famous sights.
6. Jeanne and Paul \_\_\_\_\_ (move) to London next month.
7. Leave the washing up. – I \_\_\_\_\_ (do) it later.
8. She \_\_\_\_\_ (read) an interesting book the whole evening.
9. This time tomorrow I \_\_\_\_\_ (lie) on the beach.
10. You will recognize her when you see her. She \_\_\_\_\_ (wear) a yellow hat.

## THE PAST SIMPLE (INDEFINITE) TENSE / THE PAST CONTINUOUS TENSE

### 1. Write a sentence about the past.

**Model:** Tom usually gets up at 7.30. Yesterday he got up at 7.30.

1. Tom is usually late for work. Yesterday \_\_\_\_\_.
2. Tom usually goes out in the evening. Yesterday evening \_\_\_\_\_.
3. Tom usually has a sandwich for lunch. Yesterday \_\_\_\_\_.
4. Tom usually sleeps very well. Last night \_\_\_\_\_.
5. Tom usually wakes up early. Yesterday morning \_\_\_\_\_.
6. Tom usually walks to work. Yesterday \_\_\_\_\_.

### 2. Put one of these verbs in each sentence.

- |         |        |         |
|---------|--------|---------|
| • buy   | • fall | • spend |
| • catch | • hurt | • teach |
| • cost  | • sell | • throw |

**Model:** I was hungry, so I bought something to eat in the shop.

1. Ann \_\_\_\_\_ a lot of money yesterday. She \_\_\_\_\_ a dress which \_\_\_\_\_ &50.
2. Don \_\_\_\_\_ down the stairs this morning and \_\_\_\_\_ his leg.
3. Jim \_\_\_\_\_ the ball to Sue who \_\_\_\_\_ it.
4. Tom's father \_\_\_\_\_ him how to drive when he was 17.
5. We needed some money so we \_\_\_\_\_ our car.

### 3. Put the verbs in brackets into the Past Simple.

**Model:** I didn't go (not / go) to work yesterday because I wasn't (not / be) very well.

1. I \_\_\_\_\_ (not / rush) because I \_\_\_\_\_ (not / be) in a hurry.
2. She \_\_\_\_\_ (not / be) interested in the book because she \_\_\_\_\_ (not / understand) it.
3. Tom \_\_\_\_\_ (not / shave) this morning because he \_\_\_\_\_ (not / have) time.
4. We \_\_\_\_\_ (not / eat) anything because we \_\_\_\_\_ (not / be) hungry.

**4. Put the verbs into the correct form: the Past Simple or the Past Continuous.**

**Model:** (I / fall / asleep when I / watch / TV) **I fell asleep when I was watching TV.**

1. (it / begin / to rain when I / walk home) \_\_\_\_\_.
2. (the phone / ring / when I / have a shower) The phone \_\_\_\_\_.
3. (we / see / an accident when we / wait / for the bus) \_\_\_\_\_.

**5. Put the verb into the correct form: the Past Simple or the Past Continuous.**

**Model:** While Tom **was cooking** (cook) the dinner, the phone **rang** (ring).

1. \_\_\_\_\_ (you / watch) television when I phoned you?
2. Ann \_\_\_\_\_ (wait) for me when I \_\_\_\_\_ (arrive).
3. George \_\_\_\_\_ (fall) off the ladder while he \_\_\_\_\_ (paint) the ceiling.
4. I \_\_\_\_\_ (break) a plate last night. I \_\_\_\_\_ (do) the washing-up when it \_\_\_\_\_ (slip) out of my hand.
5. I \_\_\_\_\_ (not / drive) very fast when the accident \_\_\_\_\_ (happen).
6. I \_\_\_\_\_ (see) Carol at the party. She \_\_\_\_\_ (wear) a really beautiful dress.
7. Last night I \_\_\_\_\_ (read) in bed when suddenly I \_\_\_\_\_ (hear) a scream.
8. Tom \_\_\_\_\_ (take) a photograph of me while I \_\_\_\_\_ (not / look)
9. We \_\_\_\_\_ (not / go) out because it \_\_\_\_\_ (rain).
10. What \_\_\_\_\_ (you / do) at this time yesterday?

**6. Put the verb into the correct form: the Past Simple or the Past Continuous.**

1. \_\_\_\_\_ (You / watch) television when I phoned you.
2. A: What \_\_\_\_\_ (you / do) when the accident occurred?  
B: I \_\_\_\_\_ (try) to change a light bulb that had burnt out.
3. George \_\_\_\_\_ (fall) off the ladder while he \_\_\_\_\_ (paint) the roof.
4. I \_\_\_\_\_ (call) you last night after dinner, but you \_\_\_\_\_ (not / be) there. Where were you?
5. I \_\_\_\_\_ (watch) a mystery movie on TV when the electricity \_\_\_\_\_ (go) out.
6. Last night I \_\_\_\_\_ (read) in bed when suddenly I \_\_\_\_\_ (hear) a whistle.

7. Samantha \_\_\_\_\_ (live) in Berlin more than two years. In fact, she \_\_\_\_\_ (live) there when the Berlin wall came down.
8. Sandy is in the living room watching television. At this time yesterday, she \_\_\_\_\_ (watch / also) television.
9. The Titanic \_\_\_\_\_ (cross) the Atlantic when it \_\_\_\_\_ (strike) an iceberg.
10. What \_\_\_\_\_ (you / do) when the accident occurred?
11. When I \_\_\_\_\_ (walk) into the busy office, the secretary \_\_\_\_\_ (talk) on the phone.

**7. Put the verb into the correct form: the Past Simple or the Past Continuous.**

1. Bill \_\_\_\_\_ (arrive) here three days ago.
2. Bob \_\_\_\_\_ (go) to a party at Sally's apartment last Saturday night.
3. I \_\_\_\_\_ (break) a cup last night. I \_\_\_\_\_ (do) the washing up when it \_\_\_\_\_ (slip) out of my hand.
4. I \_\_\_\_\_ (not / drive) very fast when the accident \_\_\_\_\_ (happen).
5. I \_\_\_\_\_ (not / go) out because it \_\_\_\_\_ (rain).
6. I \_\_\_\_\_ (see) Carol at the party. She \_\_\_\_\_ (wear) a really beautiful blouse.
7. Tim \_\_\_\_\_ (wait) for me when I \_\_\_\_\_ (arrive).
8. Tom \_\_\_\_\_ (take) a photograph of me while I \_\_\_\_\_ (not / look).
9. What \_\_\_\_\_ (you / do) at this time last Sunday?
10. When the bell \_\_\_\_\_ (ring), Sveta \_\_\_\_\_ (jump) from her seat and \_\_\_\_\_ (run) from the room.

**8. Put the verb into the correct form: the Past Simple or the Past Continuous.**

1. He \_\_\_\_\_ (go) there twice last week.
2. Jim \_\_\_\_\_ (walk) along the High Street when he \_\_\_\_\_ (notice) someone behind him.
3. Luckily she \_\_\_\_\_ (find) a job immediately.
4. Two weeks ago she \_\_\_\_\_ (break) her leg.
5. When he \_\_\_\_\_ (drive) to work he suddenly \_\_\_\_\_ (remember) about his report.
6. When her son \_\_\_\_\_ (come) from college Jane \_\_\_\_\_ (write) a letter.

7. When she \_\_\_\_\_ (be) only fifteen Helen \_\_\_\_\_ (leave) school without any qualification.
8. When she \_\_\_\_\_ (cook) lunch she \_\_\_\_\_ (cut) her hand.
9. While he \_\_\_\_\_ (walk) around the temple, he \_\_\_\_\_ (feel) a desire to enter it.
10. While she \_\_\_\_\_ (work) there she \_\_\_\_\_ (decide) to go to evening classes to get a qualification in business studies.

## THE PRESENT PERFECT TENSE / THE PRESENT PERFECT CONTINUOUS TENSE

**1. You are writing a letter to a friend and giving news about people you both know. Use the words given to make sentences and put the verb into the Present Perfect.**

**Model:** Phil / find a new job / **Phil has found a new job.**

Dear Chris,

Lots of things have happened since I last wrote to you.

1. Charles / go / Brazil / Charles / \_\_\_\_\_.
2. Jack and Jill / decide / to get married / \_\_\_\_\_.
3. Suzanne / have / a baby / \_\_\_\_\_.
4. Monica / give up / smoking / \_\_\_\_\_.
5. George / pass / his driving-test / \_\_\_\_\_.

**2. Read the situation and then write a suitable sentence. Use the verb given into the Present Perfect.**

**Model:** Tom is looking for his key. He can't find it. (lose) **He has lost his key.**

1. Ann's hair was dirty. Now it is clean. (wash) She \_\_\_\_\_.
2. The car has just stopped because there isn't any more petrol in the tank. (run out of petrol) \_\_\_\_\_.
3. Tom was 80 kilograms. Now he weighs 70. (lose weight) \_\_\_\_\_.
4. Yesterday Bill was playing football. Now he can't walk and his leg is in plaster. (break) \_\_\_\_\_.

**3. Ask someone about things he has done in his life. Use the words in brackets to make your questions.**

**Model:** (you ever / be / to Italy?) **Have you ever been to Italy?**

1. (you ever / be / to South America?) \_\_\_\_\_
2. (you / read / any English books?) \_\_\_\_\_

3. (you / live / in this town all your life?) \_\_\_\_\_
4. (how many times / you / be / in love?) \_\_\_\_\_
5. (what's the most beautiful country you / ever / visit?) \_\_\_\_\_
6. (you ever / speak / to a famous person?) \_\_\_\_\_

**4. Read the situation and then write a suitable sentence with the Present Perfect Continuous.**

**Model:** Tom is out of breath. (he / run) **He has been running.**

1. Ann is very tired. (she / work / hard) \_\_\_\_\_.
2. Bob has a black eye and Bill has a cut lip. (Bob and Bill / fight) \_\_\_\_\_.
3. George has just come back from the beach. He is very red. (he / lie / in the sun) \_\_\_\_\_.
4. Janet is hot and tired. (she / play / tennis) \_\_\_\_\_.

**5. Ask a question for each situation.**

**Model:** Your friend's hands are covered in oil. (you / work / on the car?)

**Have you been working on the car?**

1. You have just arrived to meet your friend who is waiting for you. (you / wait / long?) \_\_\_\_\_
2. You see a little boy. His eyes are red and watery. (you / cry?) \_\_\_\_\_
3. Your friend comes in. His face and hands are very dirty. (what / you / do?) \_\_\_\_\_

**6. Say how long something has been happening.**

**Model:** It is raining now. It began raining two hours ago. **It has been raining for two hours.**

1. Ann is looking for a job. She began looking six months ago. \_\_\_\_\_ for six months.
2. George smokes. He started smoking five years ago. \_\_\_\_\_ for five years.
3. I'm learning Spanish. I started learning Spanish in December. I \_\_\_\_\_ since December.
4. Kevin is studying. He began studying three hours ago. He \_\_\_\_\_ for three hours.
5. Mary is working in London. She started working there on 18 January. \_\_\_\_\_ since 18 January.

**7. Put the verb into the Present Perfect Simple (I have done) or the Present Perfect Continuous (I have been doing).**

**Model:** I have lost (lose) my key. Can you help me look for it?

1. "Sorry I'm late." "That's all right. I \_\_\_\_\_ (not / wait) long."
2. Hello! I \_\_\_\_\_ (clean) the windows. So far I \_\_\_\_\_ (clean) five of them and there are two more to do.
3. I \_\_\_\_\_ (read) the book you gave me but I \_\_\_\_\_ (not / finish) it yet.
4. Look! Somebody \_\_\_\_\_ (break) that window.
5. My brother is an actor. He \_\_\_\_\_ (appear) in several films.
6. There's a strange smell in here \_\_\_\_\_ (you / cook) something?

**8. Read a sentence and then write another sentence with since or for.**

**Model:** I know Bob. (for five years) I have known Bob for five years.

1. Ann has a bad cold. (for the last few days) \_\_\_\_\_.
2. Bill is unemployed. (since April) Bill \_\_\_\_\_.
3. I want to go to the moon. (since I was a child) \_\_\_\_\_.
4. Jack lives in Bolton. (since he was born) Jack \_\_\_\_\_.
5. My brother is studying languages at university. (for two years) \_\_\_\_\_.
6. My cousin is in the army. (since he was 17) \_\_\_\_\_.
7. They are waiting for us. (for half an hour) \_\_\_\_\_.
8. Tim and Jane are working in Sheffield. (since February) \_\_\_\_\_.

**9. Read the situation and then write a sentence with the Present Perfect and the Past Simple.**

**Model:** Ten minutes ago Tom lost his key. Now he has it in his hand.

(lose / find) Tom lost his key but now he has found it.

1. I lost a lot of weight but now I am too heavy again.  
(lose weight / put on weight) I \_\_\_\_\_ but now I \_\_\_\_\_.
2. She went to Australia but now she is back in Britain again.  
(go / come back) She \_\_\_\_\_ but now \_\_\_\_\_.
3. Last year Kevin bought a car. Now it belongs to someone else.  
(buy / sell) \_\_\_\_\_.
4. The police arrested the man but now he is at home again.  
(arrest / release) \_\_\_\_\_.
5. Bill cut his hair. Now it is long again.  
(cut / grow) \_\_\_\_\_.
6. The prisoner escaped from the prison. Now he is back in prison.

(escape / be caught) \_\_\_\_\_.

**10. Put the verb into the correct form: the Present Perfect or the Past Simple.**

**Model:** I have lost (lose) my key. I can't find it anywhere.

**Did you see** (you / see) the film on television last night?

1. \_\_\_\_\_ (you / visit) many museums when you were in Paris?
2. His hair is very short. He \_\_\_\_\_ (have) a haircut.
3. I \_\_\_\_\_ (not / eat) anything yesterday because I \_\_\_\_\_ (not / feel) hungry.
4. Jill \_\_\_\_\_ (buy) a new cat two weeks ago.
5. Last night I \_\_\_\_\_ (arrive) home at half past twelve. I \_\_\_\_\_ (have) a bath and then I \_\_\_\_\_ (go) to bed.
6. My bicycle isn't here anymore. Somebody \_\_\_\_\_ (take) it.
7. The car looks very clean \_\_\_\_\_ (you / wash) it?
8. When \_\_\_\_\_ (you / give) up smoking?
9. Why \_\_\_\_\_ (Jim / not / want) to play tennis last Friday?
10. Brian: Hello, Susan. Is Alan here?  
Susan: No, I'm afraid he \_\_\_\_\_ (go) out.  
Brian: Oh, what a pity! When exactly \_\_\_\_\_ (he / go) out?  
Susan: About ten minutes ago.

**11. Put the verb into the correct form: the Present Perfect or the Past Simple.**

1. Mr. Clark \_\_\_\_\_ (work) in a bank for 15 years. Then he gave it up.
2. Molly lives in Dublin. She \_\_\_\_\_ (live) there all her life.
3. Bob and Alice are married. They \_\_\_\_\_ (be) married for 20 years.
4. When we were on holiday, the weather \_\_\_\_\_ (be) awful.
5. The weather \_\_\_\_\_ (be) very nice recently, don't you think?
6. My grandfather died 30 years ago. I \_\_\_\_\_ (never / meet) him.
7. I don't know Carol's husband. I \_\_\_\_\_ (never / meet) him.

**12. Put the verb into the correct form: the Present Perfect or the Past Simple.**

1. Are you going to finish your work before you go to bed? – I \_\_\_\_\_ (finish) it already. I \_\_\_\_\_ (finish) my work two hours ago.
2. Do you and Erica want to go to the movie at the Odeon with us tonight? – No thanks. We \_\_\_\_\_ (see) it already. We \_\_\_\_\_ (see) it last week!
3. I \_\_\_\_\_ (change) my job three times last year.
4. I \_\_\_\_\_ (change) my job three times this year.



5. I \_\_\_\_\_ (start) school when I was five years old. I \_\_\_\_\_ (be) in school since I \_\_\_\_\_ (be) five years old.
6. Is Jim going to eat lunch with us today? – No. He \_\_\_\_\_ (eat) already. He \_\_\_\_\_ (eat) lunch an hour ago.
7. Maria \_\_\_\_\_ (get) some bad news last week. She \_\_\_\_\_ (be) sad since she \_\_\_\_\_ (get) the bad news.
8. My wife is a writer. She \_\_\_\_\_ (write) many books.
9. The weather was hot and dry for many weeks. But two days ago it \_\_\_\_\_ (rain).
10. Tom \_\_\_\_\_ (break) his leg five days ago. He's in hospital. He \_\_\_\_\_ (be) in hospital since he \_\_\_\_\_ (break) his leg.

**13. Put the verb into the correct form: the Present Perfect or the Past Simple.**

1. Carol and I are old friends. I \_\_\_\_\_ (know) her since I \_\_\_\_\_ (be) a freshman in high school.
2. I \_\_\_\_\_ (be) never to Italy.
3. I \_\_\_\_\_ (have / not) any problems since I \_\_\_\_\_ (come) here.
4. Maria \_\_\_\_\_ (have) a lot of problems since she \_\_\_\_\_ (come) to this country.
5. Mike \_\_\_\_\_ (be) in school since he \_\_\_\_\_ (be) six years old.
6. My mother \_\_\_\_\_ (be / not) in the school since she \_\_\_\_\_ (graduate) from college in 1988.
7. Since the semester \_\_\_\_\_ (begin), we \_\_\_\_\_ (have) four tests.
8. Since we \_\_\_\_\_ (start) doing this exercise, we \_\_\_\_\_ (complete) some sentences.
9. This is a good book. Would you like to read it? – Thanks, but I \_\_\_\_\_ (read) it already. I \_\_\_\_\_ (read) it two months ago.
10. When is Jane going to call her parents and tell them about her engagement? – She \_\_\_\_\_ (call) them already. She \_\_\_\_\_ (call) them last week.

**14. Put the verb into the correct form: the Present Perfect or the Past Simple.**

1. Ann is looking for her key. She can't find it. She \_\_\_\_\_ (lose) her key.
2. Are you going to eat lunch soon? – I \_\_\_\_\_ (eat) already. I \_\_\_\_\_ (eat) lunch an hour ago.
3. George \_\_\_\_\_ (arrive) late to work again this morning. He \_\_\_\_\_ (be) late at least five times this month.
4. How many symphonies Beethoven \_\_\_\_\_ (compose)?
5. I \_\_\_\_\_ (work) in my uncle's shop when I was younger.

6. John Keats, who \_\_\_\_\_ (die) when he \_\_\_\_\_ (be) only 26 years old, \_\_\_\_\_ (write) a lot of beautiful poems.
7. Look! Somebody (spill) ink on the notebook.
8. \_\_\_\_\_ (you / ever / work) in a shop?
9. \_\_\_\_\_ (you / have) a holiday this year yet?
10. \_\_\_\_\_ (you / see) any good films recently?

**15. Put the verb into the correct form: the Present Perfect or the Past Simple.**

1. Ann \_\_\_\_\_ (wake up) late and \_\_\_\_\_ (miss) her breakfast on Monday.
2. Clare \_\_\_\_\_ (be) in New York for almost a year now. I \_\_\_\_\_ (go) to visit her last month and I have to say I \_\_\_\_\_ (be) very impressed.
3. I \_\_\_\_\_ (cut) some flowers from my garden yesterday. I \_\_\_\_\_ (cut) lots of flowers from my garden so far this summer.
4. I \_\_\_\_\_ (feed) birds at the park yesterday. I \_\_\_\_\_ (feed) birds at the park every day since I \_\_\_\_\_ (lose) my job.
5. I \_\_\_\_\_ (forget) to turn off the stove after dinner. I \_\_\_\_\_ (forget) to turn off the stove a lot of times in my lifetime.
6. I \_\_\_\_\_ (not / see) Tom recently.
7. The artist \_\_\_\_\_ (draw) a picture of sunset yesterday She \_\_\_\_\_ (draw) many pictures of sunsets in her lifetime.
8. The baseball player \_\_\_\_\_ (hit) the ball out of the stadium yesterday. He \_\_\_\_\_ (hit) a lot of homeruns since he \_\_\_\_\_ (join) our team.
9. The children \_\_\_\_\_ (hide) in the basement yesterday. They \_\_\_\_\_ (hide) in the basement often since they \_\_\_\_\_ (discover) a secret place there.
10. We first \_\_\_\_\_ (meet) in 2001. So we \_\_\_\_\_ (know) each other for 5 years.

**16. Put the verb into the correct form: the Present Perfect or the Past Simple.**

1. I \_\_\_\_\_ (see) the film and I don't want to see it again.
2. I am writing in connection with the advertisement which \_\_\_\_\_ (appear) on 3 December.
3. In my first job, I \_\_\_\_\_ (be) responsible for marketing.
4. Jazz \_\_\_\_\_ (originate) in the United States around 1900.
5. Long ago, they \_\_\_\_\_ (build) most houses out of wood.
6. Look! You \_\_\_\_\_ (spill) the coffee all over my trousers.

7. Scientists still \_\_\_\_\_ (not / find) a cure for cancer.
8. She \_\_\_\_\_ (change) a lot since she left school.
9. The first modern Olympics \_\_\_\_\_ (take) place in Athens more than a hundred years ago.
10. The last job I \_\_\_\_\_ (apply) for, required applicants to speak some Japanese.
11. Tom Hanks \_\_\_\_\_ (win) an Oscar several times already.
12. We still \_\_\_\_\_ (not / discover) life on other planets.

**17. Put the verb into the correct form: the Present Perfect Continuous or the Present Perfect.**

1. This is a great shirt! I \_\_\_\_\_ (wash) it at least a dozen times, and it still looks like new.
2. Ann never \_\_\_\_\_ (go) camping. She \_\_\_\_\_ (not / sleep) in a tent.
3. I \_\_\_\_\_ (read) this chapter in my chemistry text three times, and I still don't understand it!
4. I \_\_\_\_\_ (write) my folks at least a dozen letters since I left home and came here.
5. I'm tired. We \_\_\_\_\_ (walk) for more than an hour. Let's stop and rest for a while.
6. Mary is writing a letter to her boyfriend. She \_\_\_\_\_ (write) it since she got home from class. It's going to be a long letter!
7. Mr. Grey \_\_\_\_\_ (work) at the power company for fifteen years. He likes his job.
8. Mrs. Jones \_\_\_\_\_ (teach) kindergarten for twenty years. She's one of the best teachers at the elementary school.
9. My eyes are getting tired. I \_\_\_\_\_ (read) for two hours. I think I'll take a break.
10. The post office isn't far from here. I \_\_\_\_\_ (walk) there many times.

**18. Put the verb into the correct form: the Present Perfect Continuous or the Present Perfect.**

1. Aren't you about to finish with the dishes? You \_\_\_\_\_ (wash) the dishes for thirty minutes or more. How long can it take you to wash the dishes?
2. Can you translate this note from Stockholm? I understood Swedish when I was a child, but I \_\_\_\_\_ (forget) it all.
3. Do you mind if I clear the table? You \_\_\_\_\_ (have) enough to eat?

4. I'm not surprised he \_\_\_\_\_ (fail) that exam. He \_\_\_\_\_ (not / work) hard recently.
5. I'm sorry, John's not here; he \_\_\_\_\_ (go) to the dentist. He \_\_\_\_\_ (have) trouble with a tooth for some time.
6. John's terribly upset. He \_\_\_\_\_ (break) off his engagement to Megan. Apparently he \_\_\_\_\_ (see) someone else since he went to Africa.
7. This cassette recorder is broken. You \_\_\_\_\_ (play) about with it?
8. We \_\_\_\_\_ (go) to the Steak House restaurant many times. The food is excellent.
9. What's that dent in the side of the car? You \_\_\_\_\_ (have) an accident?
10. Your Italian is very good. You \_\_\_\_\_ (study) it long?

***19. Put the verb into the correct form: the Present Perfect, the Past Simple and the Present Perfect Continuous.***

1. Your tennis \_\_\_\_\_ (really / improve)! You \_\_\_\_\_ (practice) in secret?
2. How many times Wendy \_\_\_\_\_ (be) late for work this week?
3. I \_\_\_\_\_ (do) grammar exercises all morning. I deserve a treat for lunch.
4. I'm going to give that cat some food. It \_\_\_\_\_ (sit) on the doorstep for hours. I'm sure it's starving.
5. Now where are my keys? This is the third time I \_\_\_\_\_ (lose) them today!
6. Oh do be quiet. You \_\_\_\_\_ (grumble) all day!
7. Oh no! The children \_\_\_\_\_ (cook). Look at the state of this kitchen!
8. She \_\_\_\_\_ (work) in Australia for 2 years. Then she moved.
9. You \_\_\_\_\_ (ever / play) chess? You should try it. I'm sure it's the sort of game you'd like.
10. You \_\_\_\_\_ (not / buy) your mother a present? That's really mean of you!

## THE PAST PERFECT TENSE / THE PAST PERFECT CONTINUOUS TENSE

**1. Complete these sentences using the verbs in brackets into the Past Perfect. You went back to your home town after many years and you found that many things were different.**

**Model:** Most of my friends were no longer there. They had left (leave).

1. Bill no longer had his car. He \_\_\_\_\_ (sell) it.
2. I didn't recognize Mrs. Johnson. She \_\_\_\_\_ (change) a lot.
3. Mr. Johnson was no longer alive. He \_\_\_\_\_ (die).
4. My best friend, Kevin, was no longer there. He \_\_\_\_\_ (go) away.
5. The local cinema was no longer open. It \_\_\_\_\_ (close) down.

**2. Now you have to make sentences using the words in brackets. Use the Past Perfect.**

**Model:** I wasn't hungry. (I / just / have / lunch) I had just had lunch.

1. I invited Ann to dinner last night but she couldn't come. (she / already / arrange / to do something else) \_\_\_\_\_
2. I was very pleased to see Nora again after such a long time. (I / not / see / her for five years) \_\_\_\_\_
3. They weren't eating when I went to see them. (they / just / finish / their dinner) \_\_\_\_\_
4. Tom wasn't at home when I arrived. (he / just / go / out) \_\_\_\_\_
5. We arrived at the cinema late. (the film / already / begin) \_\_\_\_\_

**3. Put the verb into the Past Perfect (I had done) or the Past Simple (I did).**

**Model:** "Was Tom there when you arrived?" "No, he had gone (go) home."

"Was Tom there when you arrived?" "Yes, but he went (go) home soon afterwards."

1. I felt very tired when I got home, so I \_\_\_\_\_ (go) straight to bed.
2. Sorry I'm late. The car \_\_\_\_\_ (break) down on my way here.
3. The house was very quiet when I got home. Everybody \_\_\_\_\_ (go) to bed.
4. There was a car by the side of the road. It \_\_\_\_\_ (break) down and the driver was trying to repair it. So we \_\_\_\_\_ (stop) to see if we could help.

**4. Read a situation and then write a sentence. Use the Past Perfect Continuous.**

**Model:** The two boys came into the house. One had a black eye and the other had a cut lip. (they / fight) **They had been fighting.**

1. Ann woke up in the middle of the night. She was frightened and she didn't know where she was. (she / dream) \_\_\_\_\_.
2. The two boys came into the house. They had a football and they were both very tired. (they / play / football) \_\_\_\_\_.
3. Tom was watching television. He was feeling very tired. (he / study / hard all day) He \_\_\_\_\_.
4. When I walked into the room, it was empty. But there was a smell of cigarettes. (somebody / smoke / in the room) Somebody \_\_\_\_\_.
5. When Mary came back from the beach, she looked very red from the sun. (she / lie / in the sun too long) \_\_\_\_\_.

**5. Put the verb into the Past Perfect Continuous (I had been doing) or the Past Continuous (I was doing).**

**Model:** Tom was leaning against the wall, out of breath. He **had been running** (run).

I tried to catch Tom but I couldn't. He **was running** (run) very fast.

1. When I arrived, everyone was sitting round the table with their mouths full. They \_\_\_\_\_ (eat).
2. When I arrived, everyone was sitting round the table and talking. Their mouths were empty but their stomachs were full. They \_\_\_\_\_ (eat).
3. Jim was on his hands and knees on the floor. He \_\_\_\_\_ (look) for his cigarette lighter.
4. We \_\_\_\_\_ (walk) along the road for about 20 minutes when a car stopped and the driver offered us a lift.
5. When I arrived, Ann \_\_\_\_\_ (wait) for me. She was rather annoyed with me because I was late and she \_\_\_\_\_ (wait) for a very long time.

**5. Put the verb into the Past Perfect or the Past Simple.**

1. After John \_\_\_\_\_ (wash) his clothes, he \_\_\_\_\_ (begin) to study.
2. After the stewardesses \_\_\_\_\_ (serve) lunch to the passengers, they \_\_\_\_\_ (start) eating.
3. George \_\_\_\_\_ (wait) for one hour before the bus \_\_\_\_\_ (come).
4. Jane \_\_\_\_\_ (send) a letter to her university after she \_\_\_\_\_ (receive) her scholarship check.
5. Jeanette \_\_\_\_\_ (wash) the pipettes after she \_\_\_\_\_ (complete) the experiment.

6. John \_\_\_\_\_ (live) in Miami for one year when his parents \_\_\_\_\_ (come) to visit.
7. Maria \_\_\_\_\_ (enter) the university after she \_\_\_\_\_ (pass) her tests.
8. The car \_\_\_\_\_ (flip) ten times before it \_\_\_\_\_ (land) on its roof.
9. The policeman \_\_\_\_\_ (read) the suspect his rights after he \_\_\_\_\_ (arrest) him.
10. We \_\_\_\_\_ (correct) our papers after we \_\_\_\_\_ (take) the quiz.

**6. Put the verb into the Present Perfect, the Past Simple or the Present Perfect Continuous.**

1. He \_\_\_\_\_ (feel) extremely ill when he went to hospital, but he \_\_\_\_\_ (feel) much better since he came out of hospital a month ago.
2. He's over sixty, and he's still working. He \_\_\_\_\_ (work) hard all his life. When he \_\_\_\_\_ (be) a young man, he sometimes \_\_\_\_\_ (work) all night.
3. I \_\_\_\_\_ (break) my leg in 1991, but I \_\_\_\_\_ (never / break) my arm.
4. I first \_\_\_\_\_ (meet) George a month ago, and I \_\_\_\_\_ (meet) him several times since then.
5. It is October now, and we \_\_\_\_\_ (do) a lot of work this year; we \_\_\_\_\_ (do) a lot last year too.
6. It's only the middle of the month, and he \_\_\_\_\_ (spend) most of his salary; he \_\_\_\_\_ (already / spend) \$60 yesterday.
7. She \_\_\_\_\_ (buy) a coat last winter, but she \_\_\_\_\_ (not / buy) a new dress since 2022.
8. The postman \_\_\_\_\_ (come) at eight yesterday, but it's now half past eight and he \_\_\_\_\_ (not / come) yet.
9. Today is May 25th. Ted \_\_\_\_\_ (not / be) absent this month.
10. Today is Thursday, and John \_\_\_\_\_ (be) late twice this week; he \_\_\_\_\_ (be) late yesterday and on Monday.

**7. Put the verb into the Present Perfect, the Past Perfect or the Past Simple.**

1. After the children \_\_\_\_\_ (go) to bed, we \_\_\_\_\_ (watch) television.
2. As soon as she \_\_\_\_\_ (pass) her driving test she \_\_\_\_\_ (buy) a car.
3. By 5 o'clock yesterday he \_\_\_\_\_ (complete) this work.
4. By that time they \_\_\_\_\_ (settle) the matter.

5. He \_\_\_\_\_ (give) his daughter \$3000 when she got married in 2017, but he \_\_\_\_\_ (not / give) her any money since then.
6. He knew that the Browns \_\_\_\_\_ (go) to Scotland by train.
7. Henry (play) football at school, but he \_\_\_\_\_ (not / play) since he left school in 2021.
8. I couldn't pay for my ticket because a thief \_\_\_\_\_ (steal) my wallet.
9. It \_\_\_\_\_ (rain) very heavily last Monday, but it \_\_\_\_\_ (not / rain) much since then.
10. They \_\_\_\_\_ (leave) Edinburg by October.

**8. Put the verb into the Present Perfect, the Past Simple or the Present Perfect Continuous.**

1. He borrowed \$30 three months ago. He \_\_\_\_\_ (pay) back half of it last month, but he \_\_\_\_\_ (not / pay) back the other \$15.
2. I \_\_\_\_\_ (see) Tom in the street yesterday, but I \_\_\_\_\_ (not / speak) to him.
3. I \_\_\_\_\_ (wear) this shirt for two days, but it isn't dirty yet, so I'm still wearing it today.
4. She's going to marry next month. She \_\_\_\_\_ (choose) her wedding dress yesterday, but she \_\_\_\_\_ (not / choose) any other clothes yet.
5. The police \_\_\_\_\_ (catch) two of the escaped prisoners last night, but they \_\_\_\_\_ (not / catch) the third yet.
6. This dog is dangerous. It \_\_\_\_\_ (bite) several people; it \_\_\_\_\_ (bite) the postman yesterday morning.
7. We \_\_\_\_\_ (begin) to learn English three years ago.
8. We \_\_\_\_\_ (not / be) to a concert for a year. The last time we \_\_\_\_\_ (go) to a concert \_\_\_\_\_ (be) a year ago.



## THE FUTURE PERFECT TENSE / THE FUTURE PERFECT CONTINUOUS TENSE

### 1. Use the Future Perfect.

**Model:** Tom and Ann are going to the cinema. The film begins at 7.30 and it is already 7.20. And it will take them 20 minutes to get there. When they get there, (the film / already / start) **the film will have already started.**

1. Chuck came to Britain from the US nearly three years ago. Next Monday it will be exactly three years since he arrived. Next Monday (he / be / here / exactly three years) \_\_\_\_\_.
2. Jim always goes to bed at 11 o'clock. Tom is going to visit him at 11.30 this evening. When Tom arrives, (Jim / go / to bed) \_\_\_\_\_.
3. Tom is on holiday. He has very little money and he is spending too much too quickly. Before the end of his holiday, (he / spend / all his money) \_\_\_\_\_.

### 2. Put the verb into the Future Perfect or the Future Perfect Continuous.

1. Before the end of his holiday Tom \_\_\_\_\_ (spend) all his money.
2. By Christmas we \_\_\_\_\_ (work) together for ten years.
3. By this time next week they \_\_\_\_\_ (shoot) this film for three years.
4. Next year is Ted and Amy's 25<sup>th</sup> wedding anniversary. They \_\_\_\_\_ (be) married for 25 years.
5. The train \_\_\_\_\_ (leave) by the time we get to the station.
6. They \_\_\_\_\_ (finish) the plans by the end of the week.
7. We are late. I expect the film already \_\_\_\_\_ (start) by the time we get to the cinema.

## ENGLISH TENSES PASSIVE

**The Passive** is used when the person responsible for an action is not known or is not important.

Only the verbs which take an object can go into Passive. Intransitive verbs (непереходные глаголы) can't be used in the Passive Voice. They are: to fly, to arrive, to be, to become, to have, to lack, to possess, to consist, to belong, to hold, to suit, to resemble, to fit, to appear, to seem, to come, to go, to last.

e.g. They **have** a nice house. My shoes **don't fit** me. Sylvia **resembles** a Greek goddess.

### The Passive Voice

**to be** (is / was / have been, etc.) + **past participle** (done / cleaned / seen, etc.)

	<b>Indefinite</b>	<b>Continuous</b>	<b>Perfect</b>
Present	<b><i>are (am, is) examined</i></b> The students <u>are examined</u> twice a year.	<b><i>is (am, are) being examined</i></b> The student <u>is being examined</u> . Don't enter the room.	<b><i>have (has) been examined</i></b> The students <u>have just been examined</u> .
Past	<b><i>was (were) published</i></b> The paper <u>was published</u> yesterday.	<b><i>was (were) being published</i></b> The paper <u>was being published</u> at that time yesterday.	<b><i>had been published</i></b> The paper <u>had been published</u> by 7 o'clock yesterday.
Future	<b><i>will (shall) be sent</i></b> The letter <u>will be sent</u> tomorrow.	-----	<b><i>will (shall) have been sent</i></b> The letter <u>will have been sent</u> tomorrow by 7 o'clock.

#### 1. Complete these sentences with the following verbs. Use the Passive Voice.

- arrest
- carry
- check
- drive
- find
- hear
- knock
- make
- spend
- translate
- wake

**Model:** The music at the party was very loud and could **be heard** from far away.

1. A decision will not \_\_\_\_\_ until the next meeting.

2. Do you think that less money should \_\_\_\_\_ on arms?
3. Her new book will probably \_\_\_\_\_ into a number of foreign languages.
4. I don't mind driving but I prefer to \_\_\_\_\_ by other people.
5. I told the hotel receptionist that I wanted to \_\_\_\_\_ up at 6.30.
6. If you kicked a policeman, you'd \_\_\_\_\_.
7. Police are looking for the missing boy. He can't \_\_\_\_\_ anywhere.
8. That building is dangerous. It ought to \_\_\_\_\_ down before it falls down.
9. The injured man couldn't walk and had to \_\_\_\_\_ .
10. When you go through customs, your luggage may \_\_\_\_\_ by a customs officer.

**2. Complete these sentences with the following verbs. Use the Passive Voice.**

- |        |            |        |
|--------|------------|--------|
| ●might | ●should    | ●would |
| ●must  | ●shouldn't |        |

**Model:** Did anyone clean the windows?

No. They **should have been cleaned** but they weren't.

1. A: Did anyone invite Ann to the party?  
B: I don't know. She \_\_\_\_\_ – I'm not sure.
2. A: Did anyone see you?  
B: No, but I \_\_\_\_\_ if it hadn't been so dark.
3. A: Has someone repaired this machine?  
B: Well, it's working again so it \_\_\_\_\_.
4. A: Did someone throw those old letters away?  
B: Yes, but it was a mistake. They \_\_\_\_\_.

**3. Read a sentence and write another sentence with the same meaning.**

**Model:** We can solve the problem. The problem **can be solved**.

1. People should send their complaints to the head office.  
Complaints \_\_\_\_\_.
2. They had to postpone the meeting because of illness.  
The meeting \_\_\_\_\_.
3. Somebody might have stolen your car if you had left the keys in it.  
Your car \_\_\_\_\_.
4. An electrical fault could have caused the fire.  
The fire \_\_\_\_\_.
5. They are going to hold next year's congress in San Francisco.  
Next year's congress \_\_\_\_\_.

6. They shouldn't have played the football match in such bad weather.

The football match \_\_\_\_\_.

**4. Read a sentence and write another sentence with the same meaning.**

**Model:** Somebody stole my bag in the shop. My bag was stolen in the shop.

The police have arrested three men. Three men have been arrested by the police.

1. I didn't realize that someone was recording our conversation. I didn't realize that our conversation \_\_\_\_\_.
2. They have changed the date of the meeting. The date of the meeting \_\_\_\_\_.
3. Brian told me that somebody had attacked and robbed him in the street. Brian told me that he \_\_\_\_\_.
4. People don't use this road very often. This road \_\_\_\_\_.
5. Somebody accused me of stealing the money. I \_\_\_\_\_.
6. The bill includes service. Service \_\_\_\_\_ in the bill.
7. They are building a new ring-road round the city. A new ring-road \_\_\_\_\_.
8. They cancelled all flights because of fog. All flights \_\_\_\_\_.

**5. Make a passive sentence from the words in brackets.**

**Model:** That church looks very old. (when / it / build?) When was it built?

1. What happens to the cars produced in this factory? (most of them / export?) \_\_\_\_\_.
2. A: Was there any trouble at the demonstration?  
B: Yes. (about 20 people / arrest) \_\_\_\_\_.
3. A: There is no longer military service in Britain.  
B: Really? (when / it / abolish?) \_\_\_\_\_.
4. A: Did anybody call an ambulance to the scene of the accident?  
B: Yes. (but nobody / injure / so it / not / need) \_\_\_\_\_.
5. A: Last night someone broke into our house.  
B: Oh dear, (anything / take?) \_\_\_\_\_.
6. Mr. Kelly can't use his office at the moment, (it / redecorate)
7. George didn't have his car yesterday, (it / service / at the garage) \_\_\_\_\_.
8. Where's my bicycle? It's gone! (it / steal!) \_\_\_\_\_.
9. The people next door disappeared six months ago. (they / not / see / since then) \_\_\_\_\_.
10. This room looks different, (it / paint / since I was last here?) \_\_\_\_\_.

11. A tree was lying across the road, (it / blow / down in the storm)

\_\_\_\_\_.

**6. Read a sentence and then write a new sentence with the same meaning. Begin in the way shown each time.**

**Model:** They didn't offer Ann the job. Ann wasn't offered the job.

1. His colleagues gave him a present when he retired. He \_\_\_\_\_.
2. I think they should have offered Tom the job. I think Tom \_\_\_\_\_.
3. Nobody told me that George was ill. I \_\_\_\_\_.
4. They don't pay Jim very much. Jim \_\_\_\_\_.
5. They will ask you a lot of questions at the interview. You \_\_\_\_\_.
6. We will send you your examination results as soon as they are ready. You \_\_\_\_\_.
7. They didn't ask me my name. I \_\_\_\_\_.

**7. Complete the sentences. Each time you have to use being with one of these verbs:**

- keep
- give
- ask
- pay
- invite
- attack
- use

**Model:** Mr. Miller doesn't like being kept waiting.

1. He came to the party without \_\_\_\_\_.
2. She won't go out alone after dark. She is afraid of \_\_\_\_\_.
3. I don't like \_\_\_\_\_ stupid questions.
4. Few people are prepared to work without \_\_\_\_\_.
5. Mr. Kelly doesn't like his phone \_\_\_\_\_ by other people.
6. Most people like \_\_\_\_\_ presents.

**8. Fill in the blanks with or by.**

1. He had been stabbed \_\_\_\_\_ a penknife.
2. His bedroom wall was covered \_\_\_\_\_ posters of his favorite football players.
3. His shorts were completely covered \_\_\_\_\_ mud.
4. In his childhood he used to be beaten \_\_\_\_\_ a stick.
5. My parents were married \_\_\_\_\_ a priest in a tiny little church.
6. Soup is eaten \_\_\_\_\_ a spoon.
7. The deer was shot \_\_\_\_\_ a hunter \_\_\_\_\_ a rifle.
8. The house was surrounded \_\_\_\_\_ beautiful flowerbeds.
9. This cathedral was designed \_\_\_\_\_ Christopher Wren.

10. We were shocked \_\_\_\_\_ her rude behaviour.

**9. Put the verb in brackets into the Passive Voice.**

1. A lot of new houses \_\_\_\_\_ (build) in the provinces at the present moment.

2. A new drug for cancer \_\_\_\_\_ (develop) by scientists now.

3. A new underground station \_\_\_\_\_ (complete) by Christmas.

4. A new University building \_\_\_\_\_ (construct) in the center of the city.

5. All the students \_\_\_\_\_ (invite) to the party.

6. Ecological problems \_\_\_\_\_ (give) much attention to lately.

7. He told me that he \_\_\_\_\_ (offer) a well-paid job at a publishing house.

8. Her purse \_\_\_\_\_ (steal) on the bus some days ago.

9. Highly qualified specialists \_\_\_\_\_ (train) at numerous departments and faculties of the University.

10. In Greece the Olympic Games \_\_\_\_\_ (hold) once in four years.

11. Look! The bridge \_\_\_\_\_ (repair).

12. Margaret \_\_\_\_\_ (know) to be a very industrious person.

13. Mr. Snowdon \_\_\_\_\_ (interview) at the moment.

14. Much discussion \_\_\_\_\_ (hold) now about quality of education and its influence on life quality.

15. My new computer \_\_\_\_\_ (deliver) tomorrow.

16. None of the goals in education \_\_\_\_\_ (achieve) quickly or easily.

17. One of our windows \_\_\_\_\_ (break) by the wind last night.

18. Teachers ought to \_\_\_\_\_ (pay) a higher salary.

19. The book \_\_\_\_\_ (discuss) yet.

20. The day before yesterday we \_\_\_\_\_ (invite) to the restaurant by Tom Jenkins.

21. The letter and the parcel \_\_\_\_\_ (post) tomorrow.

22. The old building \_\_\_\_\_ (pull) down recently.

23. The old man (\_\_\_\_\_ take) to the hospital.

24. The pre-war education and material base of the University \_\_\_\_\_ (restore) at the end of the 1950.

25. The problem \_\_\_\_\_ (study) for three years, but they haven't got any results.

26. The salad already \_\_\_\_\_ (make).

27. The Tower of London \_\_\_\_\_ (build) by William the Conqueror in 1078 as a castle and palace.

28. This ancient settlement \_\_\_\_\_ (find) by archaeologists before the war.
29. This story \_\_\_\_\_ (tell) by Charles Dickens.
30. Thousands of rare animals \_\_\_\_\_ (kill) every year.

**10. Put the verb into the Active Voice or the Passive Voice.**

1. Brian's parents \_\_\_\_\_ (die) when he was very young. He and his sister \_\_\_\_\_ (bring) up by their grandparents.
2. I \_\_\_\_\_ (bear) in Rome but I \_\_\_\_\_ (grow) up in the north of England.
3. I \_\_\_\_\_ (take) these photographs in Paris.
4. It is a big plant. Four hundred people \_\_\_\_\_ (employ) there.
5. The parcel \_\_\_\_\_ (post) before Christmas and it \_\_\_\_\_ (arrive) only yesterday.
6. The park gates \_\_\_\_\_ (lock) at 6.30 p.m. every evening.
7. The ship \_\_\_\_\_ (sink) quickly but fortunately everybody \_\_\_\_\_ (rescue).
8. They \_\_\_\_\_ (appoint) a new director by the end of the week.
9. Water \_\_\_\_\_ (cover) most of the Earth's surface.
10. While I was on holiday, my camera \_\_\_\_\_ (steal) from my hotel room.

## MODAL VERBS

<p><i>I must hurry. I must warn him of the danger.</i> Я должен торопиться, я обязан предупредить его об опасности.</p>	<p><i>duty, obligation</i> (необходимость, моральная обязанность)</p>
<p><i>We have to carry out this experiment two times.</i> Мы должны провести этот эксперимент два раза.</p>	<p><i>necessity, duty</i> (необходимость, вызванная внутр. обстоятельствами)</p>
<p><i>The meeting is to take place at 5 p. m.</i> Совещание должно состояться в 5 вечера.</p>	<p><i>plan, agreement</i> (необходимость, вытекающая из заранее намеченного плана)</p>
<p><i>I can carry his heavy bag.</i> Я смогу нести эту тяжелую сумку.</p>	<p><i>ability, capability</i> (возможность выполнения действия благодаря физическим или умственным способностям)</p>
<p><i>He should work harder.</i> Ему следует работать усердно.</p>	<p><i>advice</i> (совет)</p>
<p><i>You may use dictionaries.</i> Вы можете пользоваться словарями.</p>	<p><i>permission, request</i> (разрешение)</p>

### 1. Give the Past Simple Tense:

1. He **can speak** English quite well.
2. He **is to be** at home at 7 o'clock.
3. She **has to work** at home today.
4. They **must be** very attentive at the lessons.

### 2. Complete the following sentences according to the models:

**Model I:** I have missed many lessons and now I have to work very hard.

The results of their experiments were bad, they had to repeat them.

1. He has worked very hard this month, he \_\_\_\_\_ a little now.
2. This substance is very dirty, if you want to use it, you \_\_\_\_\_ before the experiment.
3. They used analytical balances as they \_\_\_\_\_ very minute quantities.
4. The water is very cold, you \_\_\_\_\_ before drinking it.

**Model II:** I cannot attend the lecture as I am to be at home at six.

1. Don't be late, the meeting \_\_\_\_\_ at five sharp.



2. He \_\_\_\_\_ his research work by the end of this year, that's why he is so busy.
3. The temperature \_\_\_\_\_ to 100°C if you want to finish your experiment in time.
4. Don't you know that she \_\_\_\_\_ at three, it will take her an hour to get here.

**3. Fill in the blanks with to have to or to be to:**

1. As he made many mistakes in his last work he \_\_\_\_\_ (to rewrite) it.
2. As this question is not solved the meeting \_\_\_\_\_ (to be put off).
3. At ten a.m. he \_\_\_\_\_ (to make a report), I think it will be interesting to listen to him.
4. I can't go with them as I \_\_\_\_\_ (to be) at the Institute at half past nine.
5. If you want to understand this phenomenon better you \_\_\_\_\_ (to look through) some articles devoted to this problem.

**4. Use can or be able to. Sometimes it is possible to use either; sometimes only be able to is possible.**

**Model:** George has travelled a lot. He can (or is able to) speak four languages.

I haven't been able to sleep very well recently.

1. Tom \_\_\_\_\_ drive but he hasn't got a car.
2. I can't understand Martin. I've never \_\_\_\_\_ understand him.
3. I used to \_\_\_\_\_ stand on my head but I can't do it now.
4. Ask Ann about your problem. She should \_\_\_\_\_ help you.

**5. Complete the sentence with could.**

**Model:** I can't sing now but I could sing very well when I was a child.

1. He can't play tennis very well now but he \_\_\_\_\_ quite well when he was younger.
2. She can't run very fast now but when she was at school she \_\_\_\_\_ faster than anyone else.
3. I can't swim very far these days but ten years ago I \_\_\_\_\_ from one side of the lake to the other.

**6. Complete a sentence with could, was / were able to or couldn't.**

**Model:** My grandfather was very clever. He could (or was able to) speak five languages.

I looked everywhere for the book but I couldn't find it.

The fire spread quickly but everyone ***was able to*** escape.

1. He had hurt his leg, so he \_\_\_\_\_ walk very well.
2. I looked very carefully and I \_\_\_\_\_ see a figure in the distance.
3. My grandmother loved music. She \_\_\_\_\_ play the piano very well.
4. She wasn't at home when I phoned but I \_\_\_\_\_ contact her at her office.
5. The boy fell into the river but fortunately we \_\_\_\_\_ rescue him.
6. They didn't have any tomatoes in the first shop I went to, but I \_\_\_\_\_ get some in the next shop.

**7. Make suggestions. Use *could*.**

**Model:** Where shall we go for our holidays? (Scotland) We ***could*** go to Scotland.

1. What shall we have for dinner tonight? (fish) \_\_\_\_\_.
2. When shall we go and see Tom? (on Friday) \_\_\_\_\_.
3. What shall I give Ann for her birthday? (a book) \_\_\_\_\_.

**8. Complete these sentences using *must (have) or can't (have)*.**

**Model:** "Is he British?" "Yes, he ***must be*** British."

"Did she see you?" "No, she ***can't have seen*** me."

1. "Are they married?" "Yes, they must \_\_\_\_\_."
2. "Is he serious?" "No, he can't \_\_\_\_\_."
3. "Were they in a hurry?" "Yes, they \_\_\_\_\_."
4. "Does Ann know a lot of people?" "Yes, she \_\_\_\_\_."
5. "Did Tom know about the plan?" "Yes, he \_\_\_\_\_."
6. "Do they have much money?" "No, they \_\_\_\_\_."
7. "Was he driving carefully?" "No, he \_\_\_\_\_."
8. "Are they waiting for somebody?" "Yes, they \_\_\_\_\_."

**9. Complete these sentences with *must or can't + a suitable verb*.**

**Model:** You've been travelling all day. You ***must be*** very tired.

1. (*The doorbell rings.*) I wonder who that is. It \_\_\_\_\_ Jim. He said he would come after 7 o'clock and it's only 6.30 now.
2. Brian has got three houses, six cars, a yacht and a helicopter. He \_\_\_\_\_ a lot of money.
3. I wonder why Tom isn't at work today. I suppose he \_\_\_\_\_ ill.
4. Jack's putting on his hat and coat. He \_\_\_\_\_ out.
5. John seems to know a lot about history. He \_\_\_\_\_ a lot of books.

**10. Make sentences with may or might.**

The first four sentences are present.

**Model I:** "Do you know if Jack is in his office?" "I'm not sure. He may be in his office."

"Do you know if Ann likes ice-cream?" "I'm not sure. She might like ice-cream."

1. "Do you know if they are married?" "I'm not sure. They \_\_\_\_\_."
2. "Do you know if she wants to go?" "I'm not sure \_\_\_\_\_."
3. "Do you know if he's telling the truth?" "I'm \_\_\_\_\_."
4. "Do you know if he has a car?" "I \_\_\_\_\_."

The next three sentences are past.

**Model II:** "Do you know if he was serious?" "I'm not sure. He might have been serious."

"Do you know if they were looking?" "I'm not sure. They may have been looking."

5. "Do you know if she was ill?" "I'm not sure. She \_\_\_\_\_."
6. "Do you know if she told anybody?" "I \_\_\_\_\_."
7. "Do you know if they were listening?" " \_\_\_\_\_."

And now you have to use **may not** or **might not**.

**Model III:** "Is Jack in his office?" "I'm not sure. He might not be in his office."

8. "Does she want to go?" " \_\_\_\_\_."
9. "Is he telling the truth?" " \_\_\_\_\_."
10. "Are they ready?" " \_\_\_\_\_."

**11. Write sentences to explain each situation. Use the words in brackets to make your sentences.**

**Model:** I can't find George anywhere. I wonder where he is.

- a) (he might / go / shopping) He might have gone shopping.
- b) (he could / play / tennis) He could be playing tennis.

1. Look! Sue's going out. I wonder where she's going.
  - a) (she may / go / to the theatre) \_\_\_\_\_.
  - b) (she could / go / to a party) \_\_\_\_\_.
2. Why didn't Tom answer the doorbell? I'm sure he was in the house at the time.
  - a) (he may / go / to bed early) \_\_\_\_\_.
  - b) (he might not / hear / the bell) \_\_\_\_\_.
  - c) (he could / be / in the bath) \_\_\_\_\_.
3. How do you think the fire started?

- a) (someone may / drop / a cigarette) \_\_\_\_\_.
- b) (it could / be / an electrical fault) \_\_\_\_\_.
4. I wonder where Tom was going when you saw him.
- a) (he might / go / to work) \_\_\_\_\_.
- b) (he may / go / shopping) \_\_\_\_\_.
5. George didn't come to the party. I wonder why not.
- a) (he might / have / to go somewhere else) \_\_\_\_\_.
- b) (he may not / know / about it) \_\_\_\_\_.

**12. Talk about your (and other people's) future plans. But you are not sure what is going to happen. Use may or might.**

**Model:** Where are you going for your holidays? (to Italy)

I haven't finally decided but I **may** (or **might**) go to Italy.

- What sort of car are you going to buy? (a Mercedes)  
I'm not sure yet but I \_\_\_\_\_.
- What are you doing this weekend? (go to London)  
I don't know for sure but \_\_\_\_\_.
- Where are you going to hang that picture? (in the dining-room)  
I haven't made up my mind yet but \_\_\_\_\_.
- When is Tom coming to see us? (tomorrow evening)  
I'm not sure but \_\_\_\_\_.
- What's Jill going to do when she leaves school? (a secretarial course)  
She hasn't decided yet but \_\_\_\_\_.

**13. Read the situation and write what you would say. Use the words given in brackets.**

**Model:** You've got a pound note but you need some change. You ask somebody to help you. (Can you ...?) **Can you change a pound?**

- The person in the next room has some music on very loud. How do you ask him politely to turn it down? (Do you think you ...?) \_\_\_\_\_
- You are at an interview. You want to smoke a cigarette. What do you ask first? (May I ...?) \_\_\_\_\_
- You are telephoning the owner of a flat which was advertised in a newspaper. You are interested in the flat and you want to come and see it today. (Do you think I ...?) \_\_\_\_\_
- You have a car and you want to give somebody a lift. What do you say? (Can I ...?) \_\_\_\_\_
- You have to go to the airport but you don't know how to get there. You ask a passer-by. (Could you ...?) \_\_\_\_\_

6. You want to borrow your friend's camera. What do you say to him / her?  
(Could I ...?) \_\_\_\_\_

7. You want to invite someone to come and stay with you for the weekend.  
(Would you like ...?) \_\_\_\_\_

8. You want to leave work early because you have some important things to do. What do you ask your boss? (Do you think I ...?) \_\_\_\_\_

**14. Complete these sentences with *must* or *have to* (in its correct form).  
Sometimes it is possible to use *either*; sometimes only *have to* is possible.**

**Model:** Well, it's 10 o'clock. I must (or have to) go now.

Ann was feeling ill last night. She had to leave the party early.

1. You really \_\_\_\_\_ work harder if you want to pass that examination.
2. Many children in Britain \_\_\_\_\_ wear uniform when they go to school.
3. Last night Don suddenly became ill. We \_\_\_\_\_ call the doctor.
4. Ann has \_\_\_\_\_ wear glasses since she was eight years old.
5. I'm afraid I can't come tomorrow. I \_\_\_\_\_ work late.
6. I'm sorry I couldn't come yesterday. I \_\_\_\_\_ work late.
7. Tom may \_\_\_\_\_ go away next week.
8. We couldn't repair the car ourselves. We \_\_\_\_\_ take it to a garage.
9. When you come to London again, you \_\_\_\_\_ come and see us.

**15. Make questions with *have to*.**

**Model:** "Tom had to go police station."

"Why did he have to go to the police station?"

1. "Ann has to leave tomorrow." "What time exactly \_\_\_\_\_?"
2. "We had to answer a lot of questions in the examination." "How many questions \_\_\_\_\_?"
3. "George had to pay a parking fine." "How much \_\_\_\_\_?"
4. "I have to get up early tomorrow." "Why \_\_\_\_\_?"

**16. Make negative sentences with *have to*.**

**Model:** "Did they change trains?"

"No, it was a through train so they didn't have to change trains."

1. "Did you pay to get into the concert?"  
"No, we had free tickets so we \_\_\_\_\_."
2. "Did you get up early this morning?"  
"No, it's my day off so \_\_\_\_\_."
3. "Do you work?" "No, I'm extremely rich so \_\_\_\_\_."
4. "Does Jack shave?" "No, he's got a beard so \_\_\_\_\_."

**17. Complete these sentences with *mustn't* or *don't* / *doesn't* have to.**

**Model:** I don't want anyone to know. You ***mustn't*** tell anyone what I said.

I ***don't have to wear*** a suit to work but I usually do.

1. I can stay in bed tomorrow morning because I \_\_\_\_\_ work.
2. Whatever you do, you \_\_\_\_\_ touch that switch. It's very dangerous.
3. You \_\_\_\_\_ forget what I told you. It's very important.
4. We \_\_\_\_\_ leave yet. We've got plenty of time.

**18. Write a sentence with *needn't*.**

**Model:** Shall I do the shopping now? (no / this afternoon)

No, you ***needn't do*** it now. You can do it this afternoon.

1. Shall I clean the windows today? (no / tomorrow)  
No, you \_\_\_\_\_. You \_\_\_\_\_ tomorrow.
2. Shall I type these letters now? (no / later)  
No \_\_\_\_\_. You \_\_\_\_\_.
3. Shall I go to the bank this morning? (no / this afternoon) \_\_\_\_\_.

**19. Complete the sentences with *must*, *mustn't* or *needn't*.**

**Model:** We haven't got much time. We ***must*** hurry.

We've got plenty of time. We ***needn't*** hurry.

1. "Do you want me to wait for you?" "No, it's okay. You \_\_\_\_\_ wait."
2. Tom gave me a letter to post. I \_\_\_\_\_ forget to post it.
3. You \_\_\_\_\_ come if you don't want to but I hope you will.
4. "What sort of house do you want to buy? Something big?" "Well, it \_\_\_\_\_ be big – that's not important. But it \_\_\_\_\_ have a nice garden – that's essential."
5. We have enough food at home so we \_\_\_\_\_ go shopping today.
6. This book is very valuable. You \_\_\_\_\_ look after it very carefully and you \_\_\_\_\_ lose it.

**20. Give advice to a friend. Use *should* or *shouldn't*.**

**Model:** Your friend is always coughing because he smokes too much.

Advise him to stop smoking. You ***should*** stop smoking.

1. Your friend has a bad toothache. Advise him to go to the dentist. You \_\_\_\_\_.
2. Your friend rides his bicycle at night without lights. You think this is dangerous. Advise him not to do it. \_\_\_\_\_.
3. Your friend is going to visit Greece. Advise him to learn a few words of \_\_\_\_\_.

Greek before he goes. \_\_\_\_\_.

**21. Give your opinion about something. Use I think / I don't think.**

**Model:** Tom has just been offered a job. You think it would be a good idea for him to accept it. **I think Tom should accept the job.**

1. You think it would be a good idea for all motorists to wear seat-belts. I think \_\_\_\_\_.

2. You don't think it would be a good idea for Jill and Sam to get married. I \_\_\_\_\_.

3. Your friend has a bad cold. Tell him that you think it would be a good idea for him to stay at home this evening. I \_\_\_\_\_.

**22. Read the situations and write sentences with should (have) and shouldn't (have). Sometimes you have to use the present, sometimes the past.**

**Model:** The speed limit is 30 miles an hour but Tom is driving at 50. He **shouldn't be driving** fast.

When we got to the restaurant, there were no free tables. We hadn't reserved one. We **should have reserved** a table.

1. It's very cold. Mr. Taylor, who has been ill recently, is walking along the road without a coat. He \_\_\_\_\_.

2. We went for a walk. While we were walking, we got hungry but we hadn't brought anything with us to eat. We said: We \_\_\_\_\_.

3. I went to Paris. Marcel lives in Paris but I didn't go to see him while I was there. When I saw him later, he said: You \_\_\_\_\_.

4. The notice says that the shop is open every day from 8.30. It is not 9 o'clock but the shop isn't open. \_\_\_\_\_.

5. The driver in front stopped suddenly without warning and I drove into the back of his car. It wasn't my fault. \_\_\_\_\_.

6. The children normally go to bed at 9 o'clock. It is now 9.30. They are not in bed; they are watching television. (*two sentences*) \_\_\_\_\_.

7. The accident happened because Tom was driving on the wrong side of the road. \_\_\_\_\_.

**23. Complete the sentences with can, could, be able to.**

1. \_\_\_\_\_ you help me carry these heavy bags?

2. I \_\_\_\_\_ to meet you at the station yesterday. I was very busy.

3. In two years you will \_\_\_\_\_ speak two foreign languages.

4. Last year we \_\_\_\_\_ visit Canada.

5. Our secretary \_\_\_\_\_ to type 100 words a minute.

6. She \_\_\_\_\_ dance well.
7. She is rather old now and \_\_\_\_\_ to read without spectacles.
8. The information \_\_\_\_\_ be true! I don't believe you.
9. You \_\_\_\_\_ at least call her parents.
10. You \_\_\_\_\_ enter this territory. It is dangerous.

**24. Complete the sentences with have to, must, be to, should.**

1. Everyone \_\_\_\_\_ obey the law.
2. He \_\_\_\_\_ to stay at home yesterday because of high temperature.
3. Mary, you will \_\_\_\_\_ take our dog for a walk.
4. She \_\_\_\_\_ tell them the truth.
5. The bus didn't come on time so we \_\_\_\_\_ to wait long at the bus stop.
6. They \_\_\_\_\_ to meet last Friday to discuss important questions.
7. We \_\_\_\_\_ to finish the reconstruction according to the signed contract.
8. You \_\_\_\_\_ bite your nails.
9. You \_\_\_\_\_ lock the door at night.
10. You \_\_\_\_\_ stop smoking.



## PRONOUNS

### 1. Complete these sentences with **some / any / someone / anyone / somebody / anybody / something / anything / somewhere / anywhere**.

**Model:** Ann has bought some new shoes.

The boy refused to tell us anything.

1. Does \_\_\_\_\_ mind if I smoke?
2. Would you like \_\_\_\_\_ to eat?
3. Do you live \_\_\_\_\_ near Jim?
4. The prisoners refused to eat \_\_\_\_\_.
5. There's \_\_\_\_\_ at the door. Can you go and see who it is?
6. We slept in the park because we didn't have ... to stay. We didn't know \_\_\_\_\_ we could stay with and we didn't have \_\_\_\_\_ money for a hotel.
7. Can I have \_\_\_\_\_ milk in my coffee, please?
8. Sue is very secretive. She never tells \_\_\_\_\_ (*two words*).
9. Why are you looking under the bed? Have you lost \_\_\_\_\_ ?
10. You can cash these travellers cheques at \_\_\_\_\_ bank.
11. I haven't read \_\_\_\_\_ of these books but Tom has read \_\_\_\_\_ of them.
12. He left the house without saying \_\_\_\_\_ to \_\_\_\_\_.
13. Would you like \_\_\_\_\_ more coffee?
14. The film is really great. You can ask \_\_\_\_\_ who has seen it.
15. This is a No Parking area. \_\_\_\_\_ who parks their car here will have to pay a fine.
16. Can you give me \_\_\_\_\_ information about places to see in the town?
17. With this special tourist bus ticket you can go \_\_\_\_\_ you like on \_\_\_\_\_ bus you like.

### 2. Complete these sentences with **any / anyone / anybody / anything / anywhere**.

**Model:** I don't mind what you tell him. You can tell him anything you like.

1. I don't mind what you wear to the party. You can wear \_\_\_\_\_ .
2. I don't mind where you sit. You can \_\_\_\_\_ .
3. It doesn't matter which day you come. You \_\_\_\_\_ .
4. I don't mind who you talk to. You \_\_\_\_\_ .
5. It doesn't matter which flight you travel on \_\_\_\_\_ .
6. I don't mind who you marry \_\_\_\_\_ .
7. It doesn't matter what time you phone \_\_\_\_\_ .

**3. Complete these sentences with no / none / no-one / nobody / nothing / nowhere / any / anyone / anybody / anything / anywhere.**

**Model:** There were no shops open. I don't want anything to eat.

1. "What did you have for breakfast?" " \_\_\_\_\_ I don't usually have for ... breakfast."
2. "Where did you go for your holidays?" " \_\_\_\_\_ I stayed at home."
3. \_\_\_\_\_ intelligent person could do such a stupid thing.
4. I can't find my watch \_\_\_\_\_. I've looked all over the house.
5. I couldn't make an omelette because I had \_\_\_\_\_ eggs.
6. I didn't say \_\_\_\_\_. Not a word.
7. The accident looked serious but fortunately \_\_\_\_\_ was injured.
8. The four of us wanted to go to a restaurant but we couldn't because ... of us had \_\_\_\_\_ money.
9. The town was still the same when I returned years later. \_\_\_\_\_ had changed.
10. There was complete silence in the room. \_\_\_\_\_ said \_\_\_\_\_.
11. We cancelled the party because \_\_\_\_\_ of the people we invited could come.
12. We took a few photographs but \_\_\_\_\_ of them were very good.

**4. Complete these sentences with much, many and a lot (of). Sometimes there are two possibilities.**

**Model:** There weren't many people at the party I had seen before.

It cost me a lot of money to furnish this house.

1. We'll have to hurry. We haven't got \_\_\_\_\_ time.
2. Tom drinks \_\_\_\_\_ milk – one litre a day.
3. She is a very quiet person. She doesn't say \_\_\_\_\_.
4. I put \_\_\_\_\_ salt in the soup. Perhaps too \_\_\_\_\_.
5. \_\_\_\_\_ people do not like flying.
6. The man was badly injured in the accident. He lost \_\_\_\_\_ blood.
7. It's not a very lively town. There isn't \_\_\_\_\_ to do.
8. This car is expensive to run. It uses \_\_\_\_\_ petrol.
9. Don't disturb me. I've got \_\_\_\_\_ work to do.
10. He's got so \_\_\_\_\_ money, he doesn't know what to do with it.
11. He always puts \_\_\_\_\_ salt on his food.
12. We didn't take \_\_\_\_\_ photographs when we were on holiday.

**5. Complete these sentences with little / a little / few / a few.**

**Model:** Hurry! We've got little time.

I last saw Tom a few days ago.

1. We didn't have any money but Tom had \_\_\_\_\_.
2. He doesn't speak much English. Only \_\_\_\_\_ words.
3. Nora's father died \_\_\_\_\_ years ago.
4. "Would you like some more cake?" "Yes, please, but only \_\_\_\_\_."
5. This town isn't very well-known and there isn't much to see, so \_\_\_\_\_ tourists come here.
6. I don't think Jill would be a good teacher. She's got \_\_\_\_\_ patience with children.
7. This is not the first time the car has broken down. It has happened \_\_\_\_\_ times before.
8. The cinema was almost empty. There were very \_\_\_\_\_ people there.
9. There is a shortage of water because there has been very \_\_\_\_\_ rain recently.

**6. Complete these sentences with all everything or everyone / everybody.**

**Model:** Ann knows everyone in her street.

All I've eaten today is a sandwich.

1. \_\_\_\_\_ was very kind to us. They did \_\_\_\_\_ they could to help us.
2. \_\_\_\_\_ has got their faults. Nobody is perfect.
3. Can \_\_\_\_\_ write their names on a piece of paper, please?
4. He didn't say where he was going. \_\_\_\_\_ he said was that he was going away.
5. I can't lend you any money. \_\_\_\_\_ I've got is a pound and I need that.
6. I can't stand him. He disagrees with \_\_\_\_\_ I say.
7. I didn't spend much money in the shops. \_\_\_\_\_ I bought was a pair of gloves.
8. Jill doesn't do any of the housework. Her husband does \_\_\_\_\_.
9. Margaret told me \_\_\_\_\_ about her new job. It sounds quite interesting.
10. Tom is very popular. \_\_\_\_\_ likes him.
11. Why are you always thinking about money? Money isn't \_\_\_\_\_.

**7. Complete these sentences with some, any, no, every etc.**

1. Do they live \_\_\_\_\_ near Suvorov Street?
3. Don't worry about your problem. \_\_\_\_\_ is all right.
4. He can do the job alone. He doesn't need \_\_\_\_\_ to help him.

5. I can't find my shoes. I've looked \_\_\_\_\_.
6. If \_\_\_\_\_ ask about me I'm at Kate's.
7. I'm thirsty. Can I have \_\_\_\_\_ cold juice?
8. Stop sitting there doing \_\_\_\_\_ and help me.
9. There is \_\_\_\_\_ in my soup. It's a mosquito!
10. We cannot close our eyes to the facts \_\_\_\_\_ longer.
11. Where can she find a good job with plenty of money and \_\_\_\_\_ work?
12. Why are you looking under the table? Have you lost \_\_\_\_\_?

**8. Complete these sentences with much, many, a lot (of).**

1. Do you drink \_\_\_\_\_ coffee?
2. Have you invited \_\_\_\_\_ guests to your dinner party?
3. I like reading. I read \_\_\_\_\_.
4. It costs \_\_\_\_\_ money to travel round the world.
5. It takes \_\_\_\_\_ hard work to get a university degree.
6. Most people in town have jobs – there isn't \_\_\_\_\_ unemployment there.
7. There was so \_\_\_\_\_ traffic that we were delayed for an hour.
8. We saw \_\_\_\_\_ interesting things in the museum.

**9. Complete these sentences with little / a little / few / a few.**

1. There was \_\_\_\_\_ food in the fridge. It was nearly empty.
2. She is very lazy. She does \_\_\_\_\_ work.
3. Our friends are not rich but they've got \_\_\_\_\_ money – enough to live on.
4. This TV channel is not very good. There are \_\_\_\_\_ good programmes.
5. We can't decide now – we need \_\_\_\_\_ time to think about it.
6. He is not well-known. \_\_\_\_\_ people have heard of him.
7. Last night she went to the restaurant with \_\_\_\_\_ friends.
8. I told him \_\_\_\_\_ bit about it.
9. Unfortunately, there are \_\_\_\_\_ well-paid jobs available at present.
10. This coat is fashionable. \_\_\_\_\_ people wear coats like this one.

**10. Choose the correct variant.**

1. It was \_\_\_\_\_ (such a, so) lovely party!
2. The film was \_\_\_\_\_ (such a, so) boring!
3. The journey was \_\_\_\_\_ (such a, so) long, that we wanted to return.
4. He is \_\_\_\_\_ (such a/an, so) interesting person!

5. Her pies were \_\_\_\_\_ (such a, so) delicious, that I asked for another helping.
6. They are \_\_\_\_\_ (such, so) noisy neighbours, that we can't sleep at night.
7. They had \_\_\_\_\_ (such a, so) wonderful holiday in Italy.
8. It was \_\_\_\_\_ (such a, so) waste of time!
9. The water in the river is \_\_\_\_\_ (such, so) dirty.
10. The whole thing had \_\_\_\_\_ (such a, so) strong effect on me!

**11. Choose the correct variant.**

1. Frank bought two ice-creams. He gave \_\_\_\_\_ (one, ones) to me and kept \_\_\_\_\_ (another, the other).
2. Young couple sat for two hours without talking to \_\_\_\_\_ (each other, one the other).
3. Have you got any \_\_\_\_\_ (other, another) lamps?
4. Some people like hamburgers; \_\_\_\_\_ (other, others) prefer fishburgers.
5. There was a terrible storm but \_\_\_\_\_ (all, all of) them managed to get back safely.
6. \_\_\_\_\_ (Both, two) his parents are musicians.
7. I don't know which CD to buy. Why don't you buy \_\_\_\_\_ (both, both of) them.
8. \_\_\_\_\_ (Every, each) student was given a present.
9. I've lived in Liverpool and Glasgow but I don't like \_\_\_\_\_ (either, every) city much.
10. \_\_\_\_\_ (None of, neither of) my friends phone him anymore.

**12. Choose the correct variant.**

1. \_\_\_\_\_ (Either, neither) parents nor grandparents arrived on time.
2. \_\_\_\_\_ (Every, each) pupil has to be at school by 8 o' clock.
3. \_\_\_\_\_ (None of us, all of us) eat meat so we went to a vegetarian cafe.
4. \_\_\_\_\_ (We all, the whole) went to see a film last night.
5. Do you think I could borrow \_\_\_\_\_ (another, the other) 5000\$ this week?
6. Do you want the big bag or the small one? – \_\_\_\_\_ (Either / neither) of them would do.
7. Has everybody taken \_\_\_\_\_ (his, her, their) bag?
8. Have you got \_\_\_\_\_ (another, the other) book to read? I've finished mine.

9. I would like Gill and Tom to stay after class, \_\_\_\_\_ (others, the others) can go home.
10. Simone came to see us \_\_\_\_\_ (the other, another) day; she looked very well.
11. Terry plays football every \_\_\_\_\_ (other, the other) week.
12. The price is sixty pounds a week, then ten pounds for \_\_\_\_\_ (each, some) extra day.

**13. Choose the correct variant.**

1. – Is this Mary's pen?  
– No, it's ... .  
a) he                      b) his                      c) him
2. – Look at them! ... are playing like children!  
a) we                      b) them                      c) they
3. I like these books. ... are for children.  
a) its                      b) they                      c) their
4. We have no dictionaries. I hope they will give us ... .  
a) they                      b) their                      c) theirs
5. This man has a lot of pictures. He shows ... to children.  
a) it                      b) his                      c) them
6. She has no pencil; perhaps you can give her ... .  
a) your                      b) my                      c) yours
7. This man has a lot of books. He gives ... to his friends.  
a) it                      b) him                      c) them
8. I have no pen. Can you give me ... ?  
a) her                      b) your                      c) yours
9. Hallo, Mary! Where are ... !  
a) she                      b) you                      c) he
10. They have no books. We can give them ... .  
a) theirs                      b) my                      c) ours
11. Look! There is a letter for ... .  
a) they                      b) his                      c) you
12. I see you have no dictionary. I can give you ... .  
a) my                      b) her                      c) mine
13. I like this game. ... is for children.  
a) it                      b) he                      c) she
14. I'm afraid I've lost my pen. Can you give me ... ?  
a) her                      b) your                      c) yours
15. Hallo, my friends! Where are ... .

- a) it                      b) them                      c) you
16. I see she has no book. I can give her ... .  
a) my                      b) mine                      c) our
17. My father knows it well. Pete spoke to ... about it.  
a) he                      b) her                      c) him
18. He has no pencil, perhaps you can give him ... .  
a) my                      b) her                      c) yours

**14. Choose the correct pronoun.**

1. Bob is one of \_\_\_\_\_ (our, us, ours) best pupils.
2. It isn't \_\_\_\_\_ (my, mine) bag. I've left \_\_\_\_\_ (my, me, mine) at home.
3. Whose book is this? It's \_\_\_\_\_ (my, me, mine).
4. Let \_\_\_\_\_ (they, them, their) read the story again.
5. Will you tell \_\_\_\_\_ (we, us, our) about Great Britain?
6. \_\_\_\_\_ (Your, you, yours) house is not far from \_\_\_\_\_ (our, us, ours).
7. Whose cigarettes are these? They may be \_\_\_\_\_ (our, ours) cigarettes. Oh, yes, they are \_\_\_\_\_ (our, ours).
8. \_\_\_\_\_ (Our, ours) car is faster than \_\_\_\_\_ (their, theirs).
9. A friend of \_\_\_\_\_ (you, yours, your) came to see \_\_\_\_\_ (we, us, ours) yesterday.
10. Could you help me sort out these things? I cannot tell which are \_\_\_\_\_ (your, you, yours) and which are \_\_\_\_\_ (we, ours, our).

## ARTICLES

### 1. Complete the sentences. Add the articles where necessary.

1. Give me \_\_\_\_\_ chair, please.
2. I have \_\_\_\_\_ sister. My \_\_\_\_\_ sister is \_\_\_\_\_ engineer.  
My sister's \_\_\_\_\_ husband is \_\_\_\_\_ doctor.
3. I have no \_\_\_\_\_ handbag.
4. I have \_\_\_\_\_ spoon in my \_\_\_\_\_ plate, but I have no \_\_\_\_\_ soup in it.
5. I can see \_\_\_\_\_ pencil on your \_\_\_\_\_ table, but I can see no \_\_\_\_\_ paper.
6. Is this \_\_\_\_\_ watch? No, it isn't \_\_\_\_\_ watch, it's \_\_\_\_\_ pen.
7. Is this your \_\_\_\_\_ pencil? No, it isn't my \_\_\_\_\_ pencil, it is my sister's \_\_\_\_\_ pencil.
8. This \_\_\_\_\_ pen is good, and that \_\_\_\_\_ pen is bad.
9. This is \_\_\_\_\_ book. It is my \_\_\_\_\_ book.
10. They have \_\_\_\_\_ dog and two \_\_\_\_\_ cats.

### 2. Complete the sentences. Add the articles where necessary.

1. I can see three \_\_\_\_\_ boys. \_\_\_\_\_ boys are playing.
2. She has two \_\_\_\_\_ daughters and one \_\_\_\_\_ son. Her \_\_\_\_\_ son is \_\_\_\_\_ pupil.
3. This \_\_\_\_\_ pencil is broken. Give me that \_\_\_\_\_ pencil, please.
4. This is \_\_\_\_\_ tree. \_\_\_\_\_ tree is green.
5. We wrote \_\_\_\_\_ dictation yesterday. \_\_\_\_\_ dictation was long.
6. My \_\_\_\_\_ brother's \_\_\_\_\_ friend has no \_\_\_\_\_ dog.
7. My friend has no \_\_\_\_\_ bicycle.
8. Our \_\_\_\_\_ room is large.

### 3. Complete the sentences. Add the articles where necessary.

1. I am not \_\_\_\_\_ doctor.
2. I have 32 \_\_\_\_\_ teeth.
3. I have no \_\_\_\_\_ sister.
4. I have two \_\_\_\_\_ sisters. My \_\_\_\_\_ sisters are \_\_\_\_\_ students.
5. She has two \_\_\_\_\_ children.
6. We are at \_\_\_\_\_ home.
7. My \_\_\_\_\_ brother is not at \_\_\_\_\_ home, he is at \_\_\_\_\_



school.

8. My \_\_\_\_\_ mother is at \_\_\_\_\_ work. She is \_\_\_\_\_ doctor.
9. He has \_\_\_\_\_ child.
10. He is not \_\_\_\_\_ pilot.

**4. Complete the sentences. Add the articles where necessary.**

1. This is \_\_\_\_\_ good \_\_\_\_\_ book. Take \_\_\_\_\_ book from \_\_\_\_\_ table. Put this \_\_\_\_\_ book into \_\_\_\_\_ bookcase.
2. \_\_\_\_\_ weather is fine today. \_\_\_\_\_ sky is blue. \_\_\_\_\_ sun is shining brightly in \_\_\_\_\_ blue \_\_\_\_\_ sky.
3. This is \_\_\_\_\_ boy. \_\_\_\_\_ boy is at \_\_\_\_\_ school. He is \_\_\_\_\_ pupil. This \_\_\_\_\_ boy is my \_\_\_\_\_ brother's \_\_\_\_\_ friend. He has \_\_\_\_\_ cat, but he has no \_\_\_\_\_ dog. He likes his \_\_\_\_\_ cat. He gives \_\_\_\_\_ cat \_\_\_\_\_ milk every day.

**5. Complete the sentences. Add the articles where necessary.**

1. Where is \_\_\_\_\_ cat? – \_\_\_\_\_ cat is on \_\_\_\_\_ sofa.
2. Where is \_\_\_\_\_ book? – \_\_\_\_\_ book is on \_\_\_\_\_ shelf.
3. Where are \_\_\_\_\_ flowers? – \_\_\_\_\_ flowers are in \_\_\_\_\_ beautiful vase.
4. Where is \_\_\_\_\_ vase? – \_\_\_\_\_ vase is on \_\_\_\_\_ little table near \_\_\_\_\_ window.
5. Open \_\_\_\_\_ window, please. \_\_\_\_\_ weather is fine today. I can see \_\_\_\_\_ sun in \_\_\_\_\_ sky. I can see \_\_\_\_\_ nice little bird. \_\_\_\_\_ bird is sitting in \_\_\_\_\_ big tree. \_\_\_\_\_ tree is green.
6. There is \_\_\_\_\_ little white cloud in \_\_\_\_\_ sky.
7. We have \_\_\_\_\_ large room. There is \_\_\_\_\_ big sofa in \_\_\_\_\_ room and \_\_\_\_\_ little lamp on \_\_\_\_\_ wall over \_\_\_\_\_ sofa. I like to sit on \_\_\_\_\_ sofa and read \_\_\_\_\_ good book.

**6. Complete the sentences. Add the articles where necessary.**

1. My \_\_\_\_\_ aunt and my \_\_\_\_\_ uncle are \_\_\_\_\_ doctors. They work at \_\_\_\_\_ hospital. They get up \_\_\_\_\_ at 7 o'clock in \_\_\_\_\_ morning. They go to \_\_\_\_\_ bed at 11 o'clock.
2. I work in \_\_\_\_\_ morning and in \_\_\_\_\_ afternoon. I don't work in \_\_\_\_\_ evening. I sleep at \_\_\_\_\_ night.

3. When do you leave \_\_\_\_\_ home for \_\_\_\_\_ school? – I leave \_\_\_\_\_ home at \_\_\_\_\_ quarter past eight in \_\_\_\_\_ morning.
4. What does your mother do after \_\_\_\_\_ breakfast? – She goes to \_\_\_\_\_ work.
5. Is there \_\_\_\_\_ sofa in your \_\_\_\_\_ living-room? – Yes, there is \_\_\_\_\_ cosy little \_\_\_\_\_ sofa in \_\_\_\_\_ living-room: – Where is \_\_\_\_\_ sofa? – It is in \_\_\_\_\_ corner of \_\_\_\_\_ room to \_\_\_\_\_ left of \_\_\_\_\_ door. I like to sit on this \_\_\_\_\_ sofa in \_\_\_\_\_ front of \_\_\_\_\_ TV-set in ... evening.
6. There is ... nice coffee-table near ... window. There are ... newspapers on ... coffee-table.
7. There is \_\_\_\_\_ tea in \_\_\_\_\_ glass.
8. When do you watch \_\_\_\_\_ TV? – I watch \_\_\_\_\_ TV in \_\_\_\_\_ evening. We have \_\_\_\_\_ large colour TV-set in our \_\_\_\_\_ room. There is \_\_\_\_\_ beautiful vase on \_\_\_\_\_ TV-set. There are \_\_\_\_\_ flowers in \_\_\_\_\_ vase.
9. I have \_\_\_\_\_ large writing-desk in \_\_\_\_\_ study. There is \_\_\_\_\_ paper on \_\_\_\_\_ writing-desk. My \_\_\_\_\_ books and exercise-books are on \_\_\_\_\_ writing-desk, too.

**7. In this exercise you have to put in a/an or the. Sometimes you don't need either word – you leave it blank.**

**Model:** We went to the most expensive restaurant in town.

1. I wrote my name at \_\_\_\_\_ top of the page.
2. \_\_\_\_\_ goes round \_\_\_\_\_ Earth every 27 days.
3. The Soviet Union was \_\_\_\_\_ first country to send a man into \_\_\_\_\_ space.
4. Did you see the film on \_\_\_\_\_ television or at \_\_\_\_\_ cinema?
5. After \_\_\_\_\_ lunch, we went for a walk by \_\_\_\_\_ sea.
6. I'm not very hungry. I had \_\_\_\_\_ big breakfast.
7. John was \_\_\_\_\_ only person I talked to at the party.
8. Tim lives in \_\_\_\_\_ small village in \_\_\_\_\_ country.
9. Peru is \_\_\_\_\_ country in South America \_\_\_\_\_ capital is Lima.
10. I never listen to \_\_\_\_\_ radio. In fact I haven't got \_\_\_\_\_ radio.
11. It was \_\_\_\_\_ beautiful day. \_\_\_\_\_ sun shone brightly in \_\_\_\_\_ sky.
12. I've invited Tom to \_\_\_\_\_ dinner next Wednesday.
13. What is \_\_\_\_\_ highest mountain in \_\_\_\_\_ world?

14. We don't go to \_\_\_\_\_ theatre very much these days. In fact, in \_\_\_\_\_ town where we live there isn't \_\_\_\_\_ theatre.
15. It was a long voyage. We were at \_\_\_\_\_ sea for four weeks.
16. I prefer swimming in \_\_\_\_\_ sea to swimming in pools.
17. Can you turn \_\_\_\_\_ television down, please? It's a bit loud.

**8. Complete these sentences using the with these adjectives:**

- blind
- poor
- unemployed
- dead
- rich
- injured
- sick

*Model:* Braille is a system of reading and writing by touch for **the blind**.

1. Many people were killed in the plane crash. The bodies of \_\_\_\_\_ were taken away \_\_\_\_\_ were taken to hospital.
2. Every English child knows the story of Robin Hood. It is said that he robbed \_\_\_\_\_ and gave the money to \_\_\_\_\_.
3. Those people with jobs have enough money but life is not so easy for \_\_\_\_\_.
4. Agnes has been a nurse all her life. She has spent her life caring for ... .

**9. Complete these sentences using the following words:**

- church
- police
- university
- home
- prison
- work
- hospital
- school

*Model:* Two people were injured in the accident and were taken **to hospital**.

1. I was very tired and it was very late, so I went \_\_\_\_\_.
2. Fred robbed a bank but was caught by the police. He was sent \_\_\_\_\_.
3. Tom doesn't often go out in the evenings. He usually stays \_\_\_\_\_.
4. Jill isn't a religious person. She never goes \_\_\_\_\_.
5. In Britain, children from the age of five have to go \_\_\_\_\_.
6. Children sometimes get into trouble if they are late for \_\_\_\_\_.
7. There is a lot of traffic in the morning when everybody is going \_\_\_\_\_.
8. Mrs. Grimes has just had an operation. She is still \_\_\_\_\_.
9. When David leaves school, he wants to study economics \_\_\_\_\_.
10. Bill never gets up before 9 o'clock. It's 8.30 now, so he is still \_\_\_\_\_.

**10. Underline the correct form, with or without the.**

*Model:* Ken's brother is **in prison** / *the prison* for robbery.

1. Some children hate *school* / *the school*.
2. What time do your children finish *school* / *the school*?

3. After leaving *school / the school*, Nora worked as a cleaner *in hospital / at the hospital*.
4. My brother is very ill *in hospital / the hospital*.
5. All over the world, people are *in prison / the prison* because of their political beliefs.
6. The other-day the fire-brigade had to go to *prison / the prison* to put out a fire.
7. On the way to London we passed through a small village with an old church. We stopped to visit *church / the church*. It was a beautiful building.
8. John's mother is a regular churchgoer. She goes to *church / the church* every Sunday. John himself doesn't go to *church / the church*.
9. Every term parents are invited to *school / the school* to meet the teachers.
10. After *work / the work*, Ann usually goes *home / to home*.
11. Tom left *university / the university* without doing his examinations.
12. When Ann was ill, we all went to *hospital / the hospital* to visit her.
13. I like to read *in bed / the bed* before going to sleep.
14. What time do you have to start *work / the work* tomorrow morning?
15. How many people go to *university / the university* in your country?

**1. Add the *where* necessary.**

- |                                |                              |
|--------------------------------|------------------------------|
| 1. <u>the</u> Plaza Hotel      | 11. ___ Australia            |
| 2. ___ London University       | 12. ___ Hudson River         |
| 3. ___ University of London    | 13. ___ Dallas               |
| 4. ___ February                | 14. ___ Odeon Cinema         |
| 5. ___ 61 <sup>st</sup> Street | 15. ___ Sunday               |
| 6. ___ Princess Diana          | 16. ___ Bank of Scotland     |
| 7. ___ President of France     | 17. ___ Switzerland          |
| 8. ___ Brighton Station        | 18. ___ Shakespeare Theatre  |
| 9. ___ United States           | 19. ___ Madison Avenue       |
| 10. ___ Atlantic Ocean         | 20. ___ Museum of Modern Art |

**12. Complete the sentences. Add the articles *where* necessary.**

1. Is \_\_\_\_\_ Lisbon \_\_\_\_\_ capital of \_\_\_\_\_ Portugal?
2. Is \_\_\_\_\_ Malta in \_\_\_\_\_ Mediterranean?
3. Is \_\_\_\_\_ Paris in \_\_\_\_\_ United Kingdom or in \_\_\_\_\_ France?
4. Where is \_\_\_\_\_ Sahara Desert?
5. What is \_\_\_\_\_ biggest island in \_\_\_\_\_ Greece?
6. What is \_\_\_\_\_ capital of \_\_\_\_\_ Italy?

7. Is \_\_\_\_\_ Indian Ocean bigger than \_\_\_\_\_ Atlantic Ocean?
8. Is \_\_\_\_\_ Everest \_\_\_\_\_ highest mountain in \_\_\_\_\_ world?
9. Where are \_\_\_\_\_ Malta and \_\_\_\_\_ Corsica?
10. Where are \_\_\_\_\_ Mississippi River and \_\_\_\_\_ Thames?

**13. Fill in the articles where necessary.**

Wales is \_\_\_\_\_ (1) country that has kept a lot of traditions. It is the country that has \_\_\_\_\_ (2) reputation for \_\_\_\_\_ (3) music and \_\_\_\_\_ (4) songs. One of \_\_\_\_\_ (5) most important musical events in Wales is the World Harp (Apŷa) Festival. If you enjoy \_\_\_\_\_ (6) sport, Wales is definitely \_\_\_\_\_ (7) very place to visit. \_\_\_\_\_ (8) countryside in Wales is very beautiful. It is \_\_\_\_\_ (9) very green country and this beauty attracts many tourists, especially \_\_\_\_\_ (10) nature lovers. There are many words in \_\_\_\_\_ (11) Old Welsh language that mean "green" in \_\_\_\_\_ (12) same way as \_\_\_\_\_ (13) Eskimos have lots of different words for \_\_\_\_\_ (14) "snow".

**14. Correct the mistakes.**

1. The Canberra is capital of the Australia.
2. The San Diego is in the Southern California.
3. Is Amazon a longest river in the Latin America?
4. The Jamaica is island in Caribbean Sea.
5. The Lake Michigan is in United States.
6. The Gobi desert is in the Asia.
7. Uffizi is one of most famous museums in world.
8. Statue of Liberty was made in the France.
9. The Macy's is famous department store on the 34<sup>th</sup> Street in the New York.

**15. Fill in the missing articles:**

1. Many people enjoy snowboarding and hiking in \_\_\_\_\_ Alps and \_\_\_\_\_ Pyrenees.
2. \_\_\_\_\_ Belfast is the capital of \_\_\_\_\_ Northern Ireland and \_\_\_\_\_ Dublin is the capital of \_\_\_\_\_ Republic of \_\_\_\_\_ Ireland.
3. The highest mountain in the world, \_\_\_\_\_ Mount Everest, is in \_\_\_\_\_ Himalayas.

4. If you go to \_\_\_\_\_ New York, you must visit \_\_\_\_\_ Central Park, \_\_\_\_\_ Guggenheim museum and \_\_\_\_\_ World Trade Center, but not to visit \_\_\_\_\_ Times Square.
5. \_\_\_\_\_ Rock Garden café is half way up \_\_\_\_\_ Queen Street, off \_\_\_\_\_ George Square.
6. \_\_\_\_\_ Neva flows into \_\_\_\_\_ Gulf of Finland.
7. \_\_\_\_\_ Pacific Ocean is very deep.
8. \_\_\_\_\_ Urals are not very high.
9. \_\_\_\_\_ Kazbek is \_\_\_\_\_ highest peak of \_\_\_\_\_ Caucasus.
10. \_\_\_\_\_ Shetland Islands are situated to the north of \_\_\_\_\_ England.
11. \_\_\_\_\_ Crimea is washed by \_\_\_\_\_ Black Sea.
12. Gogol was born in \_\_\_\_\_ Ukraine in 1809.
13. \_\_\_\_\_ Caucasus separates \_\_\_\_\_ Black Sea from \_\_\_\_\_ Caspian Sea.
14. \_\_\_\_\_ Europe and \_\_\_\_\_ America are separated by \_\_\_\_\_ Atlantic Ocean.
15. \_\_\_\_\_ North Sea separates \_\_\_\_\_ British Isles from \_\_\_\_\_ Europe.

## DEGREES OF COMPARISON

**1. Complete these sentences. Each time use the comparative form of one of the following adjectives or adverbs:**

- crowded
- early
- easily
- expensive
- interested
- large
- near
- often
- quiet
- thin

**Model:** This jacket is too small. I need a larger size.

1. You look \_\_\_\_\_. Have you lost weight?
2. He's not so keen on his studies. He's \_\_\_\_\_ in having a good time.
3. You'll find your way around the town \_\_\_\_\_ if you have a map.
4. You're making too much noise. Can you be a bit \_\_\_\_\_?
5. There were a lot of people on the bus. It was \_\_\_\_\_ than usual.
6. You're late. I expected you to be here \_\_\_\_\_.
7. You hardly ever write to me. Why don't you write a bit \_\_\_\_\_?
8. The hotel was surprisingly cheap. I expected it to be much \_\_\_\_\_.
9. It's a pity you live so far away. I wish you lived \_\_\_\_\_.

**2. Complete these sentences. Use the comparative of the words in brackets + than.**

**Model:** Her illness was more serious than we at first thought. (serious)

1. Sorry I'm late. It took me \_\_\_\_\_ to get here \_\_\_\_\_. I expected. (long)
2. My toothache is \_\_\_\_\_ it was yesterday. (painful)
3. She looks about 20, but in fact she's much \_\_\_\_\_ she looks. (old)
4. The problem is not so complicated. It's \_\_\_\_\_ you think. (simple)
5. Your English has improved. You speak a lot \_\_\_\_\_ you did when we last met. (fluently)
6. Health and happiness are \_\_\_\_\_ money. (important)
7. We always go camping when we go on holiday. It's much \_\_\_\_\_ staying in a hotel. (cheap)
8. I like the countryside. It's \_\_\_\_\_ and \_\_\_\_\_ living in a town. (healthy / peaceful)

**3. Complete these sentences. Use a bit / a little / much / a lot / far. Use than where necessary.**

**Model:** Her illness was much more serious than we at first thought. (much / serious)

1. A: Did you enjoy your visit to the museum?  
B: Yes, I found it \_\_\_\_\_ I expected. (far / interesting)
2. I prefer this armchair. It's \_\_\_\_\_ the other one. (much / comfortable)
3. It's \_\_\_\_\_ to learn a foreign language in the country where it is spoken. (a lot / easy)
4. It's \_\_\_\_\_ today \_\_\_\_\_ it was yesterday. (a little / warm)
5. This flat is too small for me. I need something \_\_\_\_\_. (much / big)
6. You looked depressed this morning but you look \_\_\_\_\_ now. (a bit / happy)
7. You're driving too fast. Can you drive \_\_\_\_\_? (a bit / slowly)

**4. Complete these sentences using these words. You have to use some of these words more than once. Use than where is necessary:**

- better
- elder
- further
- older
- worst

**Model:** Let me ask him. I know him better than you do.

1. We complained about the food in our hotel. But instead of improving, it got \_\_\_\_\_.
2. Your work isn't very good. I'm sure you can do \_\_\_\_\_ this.
3. Ann's younger sister is still at school. Her \_\_\_\_\_ sister is a nurse.
4. Our team played really badly this afternoon. We played \_\_\_\_\_ we have ever played before.
5. You're standing too near the camera. Can you move a bit \_\_\_\_\_ away?
6. "Is Jim younger than Tom?" "No, he's \_\_\_\_\_."
7. The damage to our car wasn't so bad. It could have been much \_\_\_\_\_.
8. If you need any \_\_\_\_\_ information, please contact our head office.

**5. Use the structure ... and ... .**

**Model:** It's becoming harder and harder to find a job. (hard)

1. As I waited for my interview, I became \_\_\_\_\_ (nervous).
2. That hole in your pullover is getting \_\_\_\_\_ (big).
3. The suit case seemed to get \_\_\_\_\_ as I carried it along the road (heavy).
4. As the day went on, the weather got \_\_\_\_\_ (bad).



5. As the conversation went on, he became \_\_\_\_\_ (talkative).
6. Travelling is becoming \_\_\_\_\_ (expensive).
7. Since she has been in Britain, her English has got \_\_\_\_\_ (good).

**6. Complete the sentences using as ... as.**

**Model:** I'm quite tall but you are taller. I'm not as tall as you.

1. My salary is high but yours is higher. My salary isn't \_\_\_\_\_.
2. You know a bit about can but I know more. You don't \_\_\_\_\_.
3. I still smoke but I used to smoke a lot more. I don't \_\_\_\_\_.
4. I still feel quite tired but I felt a lot more tired yesterday. I don't \_\_\_\_\_.
5. They've lived here for quite a long time but we've lived here longer. They haven't \_\_\_\_\_.
6. I was a bit nervous before the interview but usually I'm a lot more nervous. I wasn't \_\_\_\_\_.
7. The weather is still unpleasant today but yesterday it was worse. The weather isn't \_\_\_\_\_.

**7. Re-write these sentences so that they have the same meaning. Begin as shown.**

**Model:** Jack is younger than he looks. Jack isn't as old as he looks.

1. It's warmer today than yesterday. It isn't \_\_\_\_\_ .
2. The station was neater than I thought. The station wasn't \_\_\_\_\_.
3. I go out less than I used to. I don't \_\_\_\_\_ .
4. The hotel is cheaper than I expected. The hotel isn't \_\_\_\_\_ .
5. There were fewer people at this meeting than at the last one. There weren't \_\_\_\_\_ .
6. The examination was easier than we expected. The examination wasn't \_\_\_\_\_ .

**8. Complete these sentences using just as with one of the following words:**

- bad
- comfortable
- expensive
- well-qualified

**Model:** Let's walk. It's just as quick as taking the bus.

1. I'm going to sleep on the floor. It's \_\_\_\_\_ sleeping in that bed.
2. Why did he get the job? I'm \_\_\_\_\_ him.
3. I thought you were nice but you're \_\_\_\_\_ everybody else.
4. You won't find a cheaper restaurant than this. They'll all be \_\_\_\_\_.

**9. Make sentences with the same as.**

**Model:** (Tom / same age / George) Tom is the same age as George.

1. (your hair / same colour / mine) Your hair \_\_\_\_\_.
2. (I arrived here / same time / you) \_\_\_\_\_.
3. (you made / same mistake / I made) \_\_\_\_\_.

**10. Complete the sentences with a superlative and preposition.**

**Model:** It's a very nice room. It's the nicest rooms of the hotel.

1. It's a very cheap restaurant. It's \_\_\_\_\_ the town.
2. It was a very happy day. It was \_\_\_\_\_ my life.
3. She's a very intelligent student. She \_\_\_\_\_ the school.
4. It's a very valuable painting. It \_\_\_\_\_ the gallery.

**In the following sentences use one of the + superlative.**

**Model:** It's a very nice room. It's one of the nicest room of the hotel.

2. He's a very rich man. He's one \_\_\_\_\_ the world.
3. It's a very old castle. It's \_\_\_\_\_ Britain.
4. He's a very good player. He \_\_\_\_\_ the team.
5. It was a very bad experience. It was \_\_\_\_\_ my life.
6. He's a very dangerous criminal He \_\_\_\_\_ the country.

**11. Read these sentences and then write a new sentence with the same meaning.**

**Use a superlative each time and begin each sentence as shown.**

**Model:** I've never seen such a boring film. It's the most boring film I've ever seen.

1. I've never heard such a funny story. That's the \_\_\_\_\_ heard.
2. He's never made such a bad mistake. It's \_\_\_\_\_.
3. I haven't tasted such good coffee for a long time. That's \_\_\_\_\_ time.
4. I've never slept in such an uncomfortable bed. This is \_\_\_\_\_.
5. I've never had such a big meal. It's \_\_\_\_\_.
6. I've never met such a generous person as Ann. Ann is \_\_\_\_\_.
7. I've never had such a good friend as you. You \_\_\_\_\_.
8. I haven't had to make such a difficult decision for years. This is \_\_\_\_\_ years.

**12. Choose the correct variant.**

1. A whale is ... than a dolphin.  
a) long b) the longest c) longer
2. Is it ... to go there by car or by train?

- a) cheap b) the cheapest c) cheaper
3. Don't you know that the Dead Sea is ... sea?  
a) a salty b) the saltiest c) a saltier
4. This is ... problem she has ever had.  
a) the greatest b) a great c) a greater
5. The weather was not very good yesterday, but it is ... today.  
a) the best b) better c) gooder
6. Which is ... : five, fifteen or fifty?  
a) little b) the least c) less
7. I think dogs are ... than cats.  
a) intelligent b) the most intelligent c) more intelligent
8. Which instrument makes ... music in the world?  
a) a beautiful b) the most beautiful c) more beautiful
9. This room is not so ... as that one on the second floor.  
a) comfortable b) the most comfortable c) more comfortable
10. This dress is ... of all.  
a) an expensive b) the least expensive c) a less expensive

**13. Use the appropriate degree of comparison.**

1. She is getting \_\_\_\_\_ and \_\_\_\_\_ (fat).
2. The \_\_\_\_\_ you start, the \_\_\_\_\_ you will finish (early, soon).
3. This car costs twice \_\_\_\_\_ the other one (much).
4. We need \_\_\_\_\_ information about their transactions (far).
5. It was \_\_\_\_\_ successful of all his films (little).
6. Bill is much \_\_\_\_\_ than Tom (rich).
7. The \_\_\_\_\_ I get, the \_\_\_\_\_ I become (old, forgetful).
8. What you say sounds \_\_\_\_\_ (great).
9. Flowers smell very \_\_\_\_\_ (sweet).
10. The meal tasted \_\_\_\_\_ (good).

**SUPPLEMENTS**  
**LIST OF IRREGULAR VERBS**

<i>Infinitive</i>	<i>Past Indefinite</i>	<i>Participle II</i>	<i>Перевод</i>
to be	was, were	been	быть
to bear	bore	born	рождать
to beat	beat	beaten	бить
to become	became	become	становиться
to begin	began	begun	начинать(ся)
to blow	blew	blown	дуть
to break	broke	broken	ломать, разбивать
to bring	brought	brought	приносить
to broadcast	broadcast; ~ed	broadcast; ~ed	передавать по радио
to build	built	built	строить
to burn	burnt	burnt	гореть, жечь
to buy	bought	bought	покупать
to catch	caught	caught	ловить, хватать
to choose	chose	chosen	выбирать
to come	came	come	приходить, приезжать
to cost	cost	cost	стоить
to cut	cut	cut	резать
to deal (with)	dealt (with)	dealt (with)	иметь дело с
to do	did	done	делать
to draw	drew	drawn	рисовать, чертить
to dream	dreamt; ~ed	dreamt; ~ed	мечтать
to drink	drank	drunk	пить
to drive	drove	driven	везти, управлять
to eat	ate	eaten	есть (принимать пищу)
to fall	fell	fallen	падать
to feed	fed	fed	кормить, питать
to feel	felt	felt	чувствовать
to fight	fought	fought	бороться
to find	found	found	находить
to fly	flew	flown	летать
to foresee	foresaw	foreseen	предвидеть
to forget	forgot	forgotten	забывать
to freeze	froze	frozen	замерзать, замораживать
to get	got	got	получать, становиться

to give	gave	given	давать
to go	went	gone	идти, ехать
to grow	grew	grown	расти, становиться
to hang	hung	hung	висеть, вешать
to have	had	had	иметь
to hear	heard	heard	слышать
to hold	held	held	держать, владеть
to keep	kept	kept	держать, хранить
to know	knew	known	знать
to lay	laid	laid	класть
to lead	led	led	вести
to learn	learnt; ~ed	learnt; ~ed	учиться, узнавать
to leave	left	left	оставлять, уезжать
to let	let	let	позволять, пускать
to lie	lay	lain	лежать
to light	lit (lighted)	lit (lighted)	зажигать, освещать
to lose	lost	lost	терять
to make	made	made	делать
to mean	meant	meant	значить, предполагать
to meet	met	met	встречать
to overcome	overcame	overcome	преодолевать
to pay	paid	paid	платить
to put	put	put	класть
to read	read	read	читать
to ring	rang	rung	звонить, звенеть
to rise	rose	risen	вставать
to run	ran	run	бежать
to say	said	said	говорить, сказать
to see	saw	seen	видеть
to sell	sold	sold	продавать
to send	sent	sent	посылать
to set	set	set	ставить, устанавливать
to shine	shone	shone	сиять, блестеть
to show	showed	shown	показывать
to sit	sat	sat	сидеть
to sleep	slept	slept	спать
to speak	spoke	spoken	говорить
to spend	spent	spent	тратить, проводить

to split	split	split	расщеплять
to spread	spread	spread	распространять(ся)
to stand	stood	stood	стоять
to strike	struck	struck	ударять
to swim	swam	swum	плавать
to take	took	taken	брать
to teach	taught	taught	учить, обучать
to tell	told	told	рассказывать
to think	thought	thought	думать
to throw	threw	thrown	бросать
to undergo	underwent	undergone	подвергаться
to understand	understood	understood	понимать
to wake	woke; ~ed	woken; ~ed	будить, просыпаться
to wear	wore	worn	носить
to win	won	won	выигрывать
to withstand	withstood	withstood	противостоять
to write	wrote	written	писать

## ТАБЛИЦА ВРЕМЕН АНГЛИЙСКОГО ЯЗЫКА

Infinitive	Indefinite Tenses		Continuous Tenses		Perfect Tenses		Perfect Continuous Tenses
	<i>to test</i>	<i>to be tested</i>	<i>to be testing</i>	<i>to be being tested</i>	<i>to have tested</i>	<i>to have been tested</i>	
	Active	Passive	Active	Passive	Active	Passive	Active
Present	I test the devices regularly. Я испытываю эти приборы регулярно	The devices are tested regularly. Эти приборы испытываются регулярно.	I am testing the device. Я испытываю этот прибор (сейчас).	The device is being tested. Этот прибор испытывается (сейчас).	I have already tested the device. Я уже испытал этот прибор	The device has been tested already. Прибор уже испытан.	I have been testing the device for two hours. Я испытываю прибор уже в течение двух часов.
Past	I tested the device yesterday. Я испытал этот прибор вчера.	The device was tested yesterday. Этот прибор был испытан вчера.	I was testing the device when you came. Я испытывал этот прибор, когда вы пришли.	The device was being tested when you came. Прибор испытывали, когда вы пришли.	I had tested the device before you came. Я испытал этот прибор до того, как вы пришли.	The device had been tested before you came. Прибор был испытан до того, как вы пришли.	I had been testing the device for two hours when you came. Я испытывал прибор уже два часа, когда вы пришли.
Future	They will test the device tomorrow. Они проведут испытание этого прибора завтра.	The device will be tested tomorrow. Прибор будет испытан завтра.	I will be testing the device when you come. Я буду испытывать прибор, когда вы придете.		They will have tested the device before you come. Они испытают прибор до того, как вы придете.	The device will have been tested before you come. Прибор будет испытан до того, как вы придете.	They will have been testing the device for two hours when you come. Они будут испытывать прибор уже в течение двух часов, когда вы придете.

Вопросительная и отрицательная формы в Present Indefinite образуются посредством do (do not), does (does not) + инфинитив без частицы to. Do you test devices? I do not test devices

Вопросительная и отрицательная формы в Past Indefinite образуются посредством did (did not) + инфинитив без частицы to. Did you test the device yesterday? I did not test the device yesterday.



## USEFUL INTERNET RESOURCES

Below is a list of great websites that every scientist, engineer, or geek-at-heart ought to know about. Some may be familiar, but the majority is new to you. This list is by no means comprehensive, so please add your favorites in the comments section below.

**Acronym Finder.com:** Find the meaning of more than 750,000 acronyms. Terms are – human-edited, which should improve the relevancy of your search results. Try it out, and you might just get through that regulatory document, if you really want to.

**EurekAlert.org:** Operated by the American Association for the Advancement of Science, this site lists current press releases from thousands of research centers and institutions.

**eFunda.com (Engineering fundamentals):** All the fundamental engineering principles you've probably forgotten can be found at this site. Included are formulas, unit conversion, a design center, and more.

**Freepatentsonline.com:** Think you've developed something patentable? This site is among the most powerful online patent search engines.

**ResearchGate.net:** Not quite Facebook for scientists, but a more serious looking interface offering social networking to the science community.

**RedOrbit.com:** If you are into science or technology, RedOrbit wants to be your home page. You can sign up for RedOrbit email, read the latest science headlines, check your local weather, and remember your mom's birthday, all in one sleek, geek-inspired space.

**Indeed.com:** There are tons of job search databases and many science-oriented ones. But Indeed.com pulls job postings from hundreds of data-bases. You might have to wade through a few repeats but you will find jobs here that you probably would have never found otherwise.

**Daniel Soper's free online statistics calculator:** Cal State professor Daniel Soper has created a fantastic free online statistics calculator.

**ScienceBlogs.com:** This site, operated by the magazine SEED, contains a list of several dozen of the best science blogs.

**LabLit.com:** At LabLit, you'll find interviews, essays, short stories, cartoons, and even poetry, all in the name of science. You can even contribute something yourself.

**Cooking for Engineers.com:** I love the tag line, – Have an analytical mind? Like to cook? This is the site to read! Lots of step-by-step photos and comprehensive instructions that not only tell you what and how, but why to make each dish. If Martha Stewart kept a lab notebook, this is what it might look like.

Sciencehumor.org. Sometimes dumb, sometimes ridiculous, the posts on this site will certainly lighten the mood of a blah day in the lab.

Calendar of Science (from the Pacific Science Center in Seattle, Washington): What happened today in science? Find out here. Also on Twitter, @sciencecalendar.

#### **OTHER USEFUL INTERNET RESOURCES:**

<http://literacynet.org/cnnsf/airport/turn.html> <http://www.theengineer.co.uk>

<http://www.engineersaustralia.org.au/> <http://www.edf.org>

<http://engineers.livejournal.com/> <http://www.asce.org/>

<http://www.engineering.com/>

<http://www.see.ed.ac.uk/~tstratfo/teaching/CEEres.htm>

<http://www.loc.gov/rr/scitech/selected-internet/engineering.html>

<http://www.theengineer.co.uk/blog/engineering-andexpectations/1016380.article#>

**Смирнова Ольга Геннадьевна**  
**Процукович Елена Александровна**

**АНГЛИЙСКИЙ ЯЗЫК.**  
**ПОСОБИЕ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

Учебное пособие по английскому языку