

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Пермский государственный гуманитарно-педагогический университет»

# **English** **for FE and Bachelor Students**

## **АНГЛИЙСКИЙ ЯЗЫК**

**Учебное пособие для среднего и высшего  
профессионального образования**

Пермь  
ПГГПУ  
2018

УДК 811.111  
ББК Ш 143.21  
А 647

Рецензент:

кандидат филологических наук, доцент кафедры английского языка и  
межкультурной коммуникации ПГНИУ *К.А. Клочко*

Составители:

канд. филол. наук *И.М. Некрасова* (отв. ред.), преп. *Л.А. Данилова*,  
ст. преп. *Е.Ю. Раскина*

**English for FE and bachelor students = Английский язык:**  
А 647 учеб. пособие для среднего и высшего профессионального  
образования / сост. И.М. Некрасова (отв. ред.), Л.А. Данилова, Е.Ю.  
Раскина; Перм. гос. гуманитарн.-пед. ун-т. – Пермь, 2018. – 72 с.

Учебное пособие «English for FE and bachelor students» разработано для студентов  
неязыковых факультетов педагогических специальностей в соответствии с требованиями  
ФГОС СПО и ВПО.

Данное пособие обеспечивает дисциплину «Иностранный язык» (английский).  
Усвоение содержания данной дисциплины способствует формированию у студентов общих  
и профессиональных компетенций.

Учебное пособие состоит из 5 уроков, которые включают тексты и лексико-  
грамматические задания в соответствии с тематикой программы и подготавливает будущих  
выпускников к осуществлению их профессиональной деятельности.

Материалы издания соответствуют разделам 1–3 рабочей программы дисциплины  
«Иностранный язык» (вводно-корректирующий, учебно-познавательный, страноведческий)  
и предназначены для аудиторной и самостоятельной работы в течение 1–2 семестров.

УДК 811.111  
ББК Ш 143.21

Печатается по решению учебно-методического совета  
Пермского государственного гуманитарно-педагогического университета

© Некрасова И.М., Данилова Л.А., Раскина Е.Ю., составление, 2018

© ФГБОУ ВО «Пермский государственный  
гуманитарно-педагогический университет», 2018

## Оглавление

<b>Предисловие</b> .....	4
<b>Вводно-корректирующий курс</b> <b>Grammar:</b> Present, Past, Future глагола <i>to be</i> , множественное число имен существительных, указательные и вопросительные местоимения, числительные, синтаксис простого предложения.....	5
<b>Unit One. Family and Relatives</b> <b>Grammar:</b> Местоимения личные, притяжательные, возвратные. Глагол <i>to have</i> . Present Simple. Притяжательный падеж и существительные с предлогом <i>of</i> . Артикль. ....	13
<b>Unit Two. University Life</b> <b>Grammar:</b> Количественные местоимения <i>much, many, (a) little, (a) few</i> . Повелительное наклонение. 3 основные формы глагола. Past Simple. Формы выражения действия в будущем.....	19
<b>Unit Three. Education in the United Kingdom</b> <b>Grammar:</b> Словообразование. Времена группы Continuous. Неопределенные местоимения <i>some, any, no, every</i> и их производные. оборот <i>there + be</i> . Фразовые глаголы.....	28
<b>Unit Four. English-speaking Countries (Part 1)</b> <b>Grammar:</b> Употребление артикля с именами собственными. Степени сравнения прилагательных и наречий. Фразовые глаголы. ....	39
<b>Unit Four. English-speaking Countries (Part 2)</b> <b>Grammar:</b> Времена группы Perfect. Страдательный залог.....	48
<b>Unit Five. London</b> <b>Grammar:</b> Придаточные предложения определительные (союзный и бессоюзный подтип). Соотношение времен в придаточных условия и времени. Фразовые глаголы. Модальные глаголы и их эквиваленты. Формы и синтаксические функции инфинитива.....	56
<b>Список источников</b> .....	71

## ПРЕДИСЛОВИЕ

Целью учебного пособия является развитие у обучаемых навыков устной и письменной речи и подготовка их к дальнейшему чтению литературы в рамках профессионально-ориентированного курса.

Учебное пособие состоит из 5 уроков, которые соответствуют разделам 1–3 рабочей программы дисциплины «Иностранный язык». Вводно-корректирующий курс направлен на корректировку знаний и языковых навыков, полученных обучаемыми в школе: он содержит упражнения по фонетике и элементарной грамматике английского языка, а также коммуникативный раздел по темам «Знакомство /Представление», «Мое резюме».

Уроки 1–3 соответствуют разделу «Учебно-познавательный курс» и включают материалы по темам «Семья и родственники», «Хобби», «Университет», «Мой рабочий день», «Образование в Великобритании».

Уроки 4–5 (раздел 3 РПД – «Страноведческий курс») посвящены англоязычным странам; здесь не только представлены в систематизированном виде важнейшие сведения о Соединенном Королевстве и Лондоне, но и содержится информация о США, Австралии и Канаде, а также затрагивается тема символики и праздников.

Каждый урок имеет однотипную структуру и содержит следующие элементы:

- 1) фонетические упражнения, пословицы, скороговорки, стихи;
- 2) 2–3 текста различного уровня сложности, предназначенных для развития навыков и умений устной речи, поискового или аналитического чтения;
- 3) коммуникативные упражнения и диалоги на развитие навыков устной речи;
- 4) лексические упражнения, направленные на тренировку и закрепление вокабуляра темы;
- 5) грамматический материал, соответствующий по уровню сложности тематике урока.

Каждое грамматическое задание сопровождается ссылкой на теоретический материал, содержащийся в «Кратком курсе грамматики английского языка». Большое количество заданий дает возможность преподавателю варьировать построение урока в зависимости от уровня подготовки обучаемых.

## ВВОДНО-КОРРЕКТИРУЮЩИЙ КУРС

### Основные правила чтения гласных и согласных Phonetic Exercises

#### I тип чтения гласных букв в ударном слоге (открытый)

Гласная буква в открытом слоге читается так, как она называется в алфавите, в следующих положениях:

- а) на конце слова в односложных словах;
- б) в позиции: гласная + согласная + конечная *e* (*не читается*).

буква →звук	a [eɪ]	e [i:]	i / y [aɪ]	o [əʊ]	u [(j)u:]
I тип	name	Pete, me	life, my	nose	use, blue
диграфы	main, day	meet, tea	find, mild	road, low	view, grew

Исключения: *give* [gɪv] – давать, *live* [lɪv] – жить (ср. *life* – жизнь).

#### II тип чтения гласных букв в ударном слоге (закрытый)

Гласная буква передает краткие звуки в следующих положениях:

- а) перед конечной согласной в односложных словах;
- б) перед двумя и более согласными.

буква →звук	a [æ]	e [e]	i / y [ɪ]	o [ɒ]	u [ʌ]
II тип	bad, cattle	pet, settle	sit, gym, middle	not, bottle	cut, butter
диграфы		bread			

**Прим.:** звуком [ʌ] также читается буква *o* перед звонкими согласными: *London, love, come, some, other, mother* и т.п.

**Exercise 1. Прочитайте слова в соответствии с типом чтения:**

[æ - eɪ]	[e - i:]	[ɒ - əʊ]	[ʌ - æ]		
cat - Kate	bed - bee	got - go	hum - ham		
fat - fate	pet - Pete	not - note	fun - fan		
man - main	met - meet	hop - hope	bun - ban		
pan - pain	slept - sleep	cock - coke	cup - cap		
[ju: - u:]	[aɪ - i:]	[e]	[əʊ]	[ʌ]	[aɪ]
tube - June	time - team	bread	coat	son	find
due - drew	life - leaf	head	boat	love	kind
new - flew	pile - peel	spread	snow	front	mind
few - true	side - seed	already	grow	money	mild

**Exercise 2. Сгруппируйте слова по типу чтения:**

Take, plain, see, fine, eve, dent, dean, dine, lake, lack, shape, ship, unit, clue, hut, hat, clock, rye, stay, candle, chest, oval, blow, grew, humid, wild, float.

### III тип чтения гласных букв в ударном слоге (гласная + r).

Буква **r** после гласной не читается, но она придает этой гласной долгое и напряженное звучание.

буква →звук	a [a:]	e [ɜ:]	i / y [ɜ:]	o [ɔ:]	u [ɜ:]
III тип слога	car	her	girl, Byrd	form	turn
Сочетания букв	after, grass, ask, chance	early		door, four, bought, hall	

### IV тип чтения гласных (гласная + r + гласная)

Большинство гласных перед **re** читаются как дифтонги (двугласные звуки) или трифтонги.

буква →звук	a [ɛə]	e [iə]	i / y [aiə]	o [ɔ:]	u [juə]
IV тип	care	here	fire, lyre	more	cure
Сочетания букв	chair	engineer hear		fought	

Исключения: *there* [ðɛə] – там, туда; *where* [wɛə] – где, куда

### Exercise 3. Прочитайте слова в соответствии с типом чтения:

[a: - ʌ]	[ɔ:- ɔ]	[ɜ: - e]	[ɜ: - ɔ:]
dark - duck lark - luck farm - fun part - putt	sport - spot lord - lot fork - fog north - not	burn - Ben turn - ten bird - bed herd - head	burn - born turn - torn cur - corn herd - horde
[ɛə]	[iə]	[aiə]	[juə]
air Mary pair parents stairs stare fair fare	mere severe deer appear	gyre tyre tired admire	lure pure endure secure

### Exercise 4. Сгруппируйте слова по типу чтения:

Term, shire, pure, beer, burn, ear, glance, fall, March, shirt, nurse, during, hire, hare, sere, glass, bird, virus, furs, jeer, dear, brought, craft, tall, fairy, fury.

### Exercise 5. Выявите правила чтения следующих согласных:

c		g		th		w	
[s]	[k]	[dʒ]	[g]	[θ]	[ð]	[w]	[ ]
face	cut	fridge	game	thick	this	window	write
city	cool	origin	got	think	they	white	wrong
bicycle	class	gym	egg	Thursday	father	warm	who

**Exercise 6. Прочитайте слова в соответствии с транскрипцией:**

[u:] spoon, moon, too, food, doom; [u] look, hook, crook, good;  
[ɔ:] war, warn, saw, law, cause, autumn, August, quarter;  
[ŋ] thing, bang, longer, longest, going, writing, singing;  
[ə] a'go, a'bout, 'corner, 'waiter, 'doctor, 'motor, 'difficult;  
[fə] nature, picture, future, lecture, structure;  
[ʃn] nation, dic'tation, action, trans'lation, pro'duction, organi'sation  
[ ] know, knee, knot; listen, fasten, castle; hour, honest, heir.

**Exercise 7. Выучите следующие скороговорки (tongue-twisters):**

1. A black cat sat on a mat and ate a fat rat.
2. Peter Piper picked a peck of pickled pepper.
3. Which wristwatch is a Swiss wristwatch?
4. The cook took a good look at the pudding and put sugar in it.
5. I can think of six thin things, and of six thick things, too.

### Elementary Grammar

**Exercise 1. Изучите спряжение глагола “to be” в Present Simple; образуйте предложения с опорными словами. Задайте вопросы.**

Лицо	Ед. число	Мн. число
1	<b>I am</b>	<b>we are</b>
2	<b>you (ТЫ, ВЫ) are</b>	
3	<b>he is</b> <b>she is</b> <b>it is</b>	<b>they are</b>

Russian, a teacher, a student, eighteen, from Perm, clever, school-leavers, British, twenty-two, an office-worker, friendly, from France, Italian, siblings, hard-working, from the UK, eleven, grandparents.

**Exercise 2. Дайте краткие ответы, используя глагол “to be”:**

Model: Are you from Perm? → Yes, I am. / No, I am not.

1. Are you a college student?
2. Are you a student of Physics?
3. Is your friend seventeen?
4. Is your fellow student a student of Philology?
5. Are your parents from Perm?
6. Are they teachers?
7. Is teaching a well-paid job?
8. Is this book a dictionary?
9. Are cats clever?
10. Are you good friends?
11. Is the weather fine today?
12. Are you good at English?

**Exercise 3. Найдите и исправьте ошибку.**

1. Is the days lovely? 2. Yes, my children aren't in the yard. 3. The cinema is in Writhen Square? 4. I is not in the bank. 5. The taxi aren't near the theatre. 6. Where the hotel? 7. What is your names? 8. Who are your brother? 9. I am not a student, I a doctor. 10. Where will he from? 11. The towns isn't in the north of France. 12. Is he from Spain? – No, he is.

**Exercise 4. Заполните пропуски формой глагола "to be" в Present, Past или Future Simple. Задайте вопросы. § 8.2.2, 8.2.4, 8.2.5**

1. I ... in the library yesterday. 2. Where ... they from? 3. We ... in the south of Perm region last year. 4. My friends ... in the north of Russia now. 5. ... this kind of transport good? 6. Ann ... a good teacher in the future. 7. It ... the way to my house. 8. They ... real friends in the past. 9. There ... a traffic jam yesterday. 10. It ... warm next week. 11. ... your sister a student too? 12. Kate ... here in two days. 13. Ann ... good at English. 14. My brother and I ... at home. 15. Tom and Helen ... in the UK two months ago.

**Exercise 5. Образуйте множественное число существительных, распределив их по указанным подгруппам. § 1.1**

1) a hat – hats [s]; 2) a hand – hands [z]; 3) a box – boxes [ɪz];  
4) a city – cities; 5) a life – lives; 6) a man – men; 7) a fish – fish.

A room, a child, a sheep, a boy, an exercise-book, a fox, a horse, a country, a wife, a foot, a watch, a lady, hair, a shelf, a son-in-law, a roof, a woman, a hobby, a mouse, a piano, money, a knife, an address, a tooth, news.

**Exercise 6. Прокомментируйте значения указательных местоимений, опираясь на таблицу. Выполните задание.**

Число	Near (близко)	Far (далеко)
Singular	<b>this</b> [ðɪs] (этот, эта, это)	<b>that</b> [ðæt] (тот, та, то)
Plural	<b>these</b> [ði:z] (эти)	<b>those</b> [ðoʊz] (те)

a) **this** or **these**: ... prize, ... credit-tests, ... lecture, ... town, ... shoes, ... hair, ... students, ... men, ... text-books, ... houses.

b) **that** or **those**: ... photo, ... children, ... shelves, ... library, ... apples, ... bags, ... building, ... women, ... news, ... brothers-in-law.

**Exercise 7. Укажите синтаксическую функцию местоимения. § 5.5**

1. This is a map of Great Britain. 2. That phone is broken. 3. These are my neighbours. 4. Send me this, please. 5. Those girls are tourists from Asia.

**Exercise 8. Запишите предложения во множественном числе:**

1. I am a student. 2. He is French. 3. This is a mouse. 4. That is a goose.



**Exercise 9. Ответьте на вопросы, используя различные предметы или опорные слова. Работайте в парах.**

a) What's this? (This is a...) What's that? (That is a...)

b) What are these? (These are...) What are those? (Those are...)

Table, chair, text-book, exercise-book, pencil-box, cell phone, door, blackboard, window, book-case, lamp, map, clock.

**Exercise 10. Запишите числительные словами и прочитайте. § 4**

1) 5, 18, 12, 19, 10, 20, 38, 43, 157, 587, 908, 1600, 4765, 22 215.

2) 1-й, 2-й, 3-й, 4-й, 5-й, 21-й, 33-й, 13-й, 15-й, 19-й, 50-й.

**Exercise 11. Ответьте на следующие вопросы:**

1) When do the British celebrate Christmas Day and Halloween?

2) When do people in Russia celebrate Christmas and Victory Day?

3) When is the International Students' Day held?

**Exercise 12. Постройте предложения по образцу:**

Model: A great English inventor G. Stephenson was born in ...

1564	→	Ch. Chaplin, a film actor
1642	→	G. Stephenson, an inventor
1781	→	W. Shakespeare, a playwright
1889		Queen Elisabeth II
1926		I. Newton, a scientist

**Exercise 13. Соотнесите вопросительные местоимения и члены предложения, которые они замещают. § 12.1, 12.2**

Член предложения	Вопросительное слово	Перевод
Подлежащее	<b>Who? What?</b>	Кто? Что?
Дополнение	<b>What? Whom?</b>	Что? Кого /Кому?
Обстоятельство (времени, места, образа действия и т.д.)	<b>Where (to / from)? When? How? Why?</b>	Где? (Куда? Откуда?) Когда? Как? Почему?
Определение	<b>What (kind of) + сущ. Whose + сущ. How many /much + сущ.</b>	Какой? Чей? Сколько?

**Выберите местоимение для постановки вопроса к предложению:**

*My sister is going to the cinema tonight.*

- 1) \_\_\_\_\_ is going to the cinema tonight?
- 2) \_\_\_\_\_ is my sister going tonight?
- 3) \_\_\_\_\_ is my sister going to the cinema?
- 4) \_\_\_\_\_ sister is going to the cinema tonight?

**Exercise 14. Проанализируйте порядок слов в предложении:**

1            2            3a        3b        4

**Peter is writing a letter to Mary now.**

Переведите предложение на русский язык. Можно ли поменять порядок слов в русском предложении, сохранив смысл? Можно ли сделать то же самое в английском предложении? Почему?

**Exercise 15. Переместите обстоятельство на «нулевую» позицию:**

1. He was reading an interesting book yesterday. 2. Mary and Peter go abroad on holiday every year. 3. They spent their holiday in the countryside last summer. 4. My friend goes to the University by bus every morning. 5. I go for a walk in the park twice a week. 6. We are having an English lesson now.

**Exercise 16. Определите значения предлогов. § 1.2, 6**

A letter **to** Mary, to go **to** the concert, the center **of** the city, a cup **of** tea, to play **with** a child, to write **with** a pen, the letter written **by** Peter, to travel **by** car, **in** the morning, **in** three hours, the exam **in** English, **on** the wall, **on** Monday, **on** time, to be ready **for** classes, a present **for** you, **after** midnight.

**Communication**

**Some information about your brief personal history**

Curriculum vitae [kəˌrɪkjʊləm ˈvɪtəɪ] = CV – резюме

**Sample Curriculum Vitae**

Name	John Edward Harvey
Address and telephone number	27 South St., Stoke Ripton, Birnshire, XY195LM T-(49675) 223926
Date and place of birth	7 <sup>th</sup> August 1995, Bath
Nationality	British
Age	17
Education	2001-2009 Ripton County school 2009-2010 Grant College of Further Education
Languages	French, German
Previous experience	Summer job working at a local supermarket
Interests	Swimming, tennis, art, computer

**Exercise 1. Make up the sentences using the information above.**

His name is...; lives...; was born on ...; he is..., studied at..., left the college in..., can speak..., had a job at..., is interested in... .

**Exercise 2. Make up your own CV (printed).**

**Exercise 3. Introduce yourself using the following questions:**

1. What's your (first) name?
2. How do you spell your surname?
3. How old are you?
4. Where are you from?
5. Where do you live?
6. What do you do (for living)?
7. What is your future profession?
8. What are you fond of?
9. What do you like to do in your spare time?
10. Do you go in for sports?
11. Are you single or married?
12. When did you leave school?

**Speaking**

**Some Necessary Greetings**

Hi! Hello!  
How do you do? – Здравствуйте!  
How are you? – Как поживаешь?  
Glad / Nice to meet you – Рад  
познакомиться с вами.  
Meet my friend – Познакомься с  
моим другом.

**Some Phrases of Parting**

Good-bye / Bye-bye / Bye.  
So long – Пока!  
See you again / soon / later –  
Увидимся (позже).  
I must be going. – Мне нужно идти.  
Leave me a message. – Оставь(те)  
мне сообщение.

**Sample Dialogue**

A: Hello!

B: Hi! Meet my friend Nick. He is a first-year student. He is Russian.

A: Nice to meet you. My name is Alice.

C: I'm glad to meet you too. And where are you from, Alice?

A: I am from Sweden. But I live here now. I study Slavish languages.

B: Alice is also a good sportsman. She is fond of game sports.

A: Sorry, I'm in a hurry now. I have an appointment.

C: We can go to the basketball match together. Our team is playing soon.

A: Great! Leave me a message. See you later.

B and C: All the best!

**Exercise 4. Arrange the sentences in the right order.**

**Dialogue A**

He is married.  
Is he our new manager?  
I don't know.  
What is his name?  
What is his E-mail address?  
Is he married or single?  
His name is Dick.  
Yes, he is.

**Dialogue B**

Yes, she is.  
She is Spanish. She lives in Madrid.  
Is she Italian or Spanish?  
And what is her occupation?  
Is Alice your friend?  
And can she speak English?  
Yes, she can.  
She is a guide. She can speak three  
foreign languages.

**Exercise 5. Read the answers. What were the questions?**

1. \_\_\_\_\_ ? – I'm fine, thanks.
2. \_\_\_\_\_ ? – They are from Italy.
3. \_\_\_\_\_ ? – I'm eighteen.
4. \_\_\_\_\_ ? – Our names are Kate and Sally.
5. \_\_\_\_\_ ? – No, I am single.
6. \_\_\_\_\_ ? – No, I'm a college student.
7. \_\_\_\_\_ ? – It is 543 442 661.
8. \_\_\_\_\_ ? – My girl-friend is fond of arts.

**Exercise 6. Match the synonymic expressions:**

- |                            |                     |
|----------------------------|---------------------|
| This is my friend ...      | Do you know...?     |
| How are you?               | My name is...       |
| Let me introduce myself.   | I'm in a hurry.     |
| Good afternoon!            | How are you doing?  |
| What do you do for living? | How do you do?      |
| So long.                   | Glad to meet you.   |
| Have you ever met ...?     | See you soon.       |
| I must be going.           | Meet my friend ...  |
| Nice to meet you!          | What are you doing? |

**Exercise 7. Translate into English:**

Представить(ся), познакомиться, род занятий, быть (не)женатым / (не)замужем, окончить школу, учиться в колледже, увлекаться чем-л., иностранный язык, искусство, плавание, спешить (торопиться), договориться о встрече, оставить сообщение.

**Exercise 8. Complete the dialogue and make up your own dialogues using the previous patterns.**

- Hello, Ted.
- ..., Helen. ...?
- I'm fine, thanks. ... my friend Sam. He is ... London.
- Oh! ... an Englishman?
- No, I'm from Asia. I only studied ... London.
- Glad ... .
- ... too.
- What do you do (for living)?
- ... a medical student. I'm taking my internship course now.
- But we ... now. ... soon.
- All ... .

## UNIT ONE FAMILY AND RELATIVES

### Phonetic Exercises

*Read the following proverbs and find the Russian equivalents:*

- 1) Like father, like son.
- 2) A friend in need is a friend indeed.
- 3) Wishes don't wash dishes.

*Practise the pronunciation of the following words:*

agriculture [ˈægrɪkʌltʃə], occupation [ˌɔkjʊˈpeɪʃ(ə)n], career [kəˈrɪə], island [ˈaɪlənd], Aberdeen [ˈæbədaɪn], Inverness [ˌɪnvəˈnes].

### Vocabulary

department – отделение, факультет

to have a lot of work to do about the house – делать работу по дому

rarely [ˈrɛəli] – редко

a well-paid job – хорошо оплачиваемая работа

efficient [ɪˈfɪʃ(ə)nt] – умелый, квалифицированный

indoors – в помещении

to look after – ухаживать, присматривать за кем-то

comprehensive [ˌkɒmprɪˈhensɪv] school – общеобразовательная школа

boarding school – школа-интернат

to take over a business [ˈbɪznɪs] – принимать на себя руководство

except for – за исключением

to involve in – вовлекать

to get on very well with one another – ладить друг с другом

*Read and translate the following text.*

### Jacky's Family

Let me introduce myself. My name is Jacky; my full name is Jacky Rose. I'm almost 20 and I am in my fifth year of the French and Russian department at Aberdeen University. I live on a farm in the North of Scotland, in Inverness, but during the term-time I live in a university flat with five other girls. At weekends I quite often go home because it is only a hundred miles away.

Agriculture is the main occupation in the North of Scotland. So my father is a farmer. My mother is a housewife; she has a lot of work to do about the house – the garden and various animals. She is 48 and my father is 51. My mother's parents are still alive, but we very rarely see them for they live on a small Scottish island quite far away.

My elder sister Margaret is 21 and she works for my father in his office as a secretary. It is a well-paid job and she is very efficient but she doesn't really enjoy it because she works indoors all day.

Jocelyn, my other sister, is 17 and she is in her final year at the local comprehensive school. She has many animals to look after: four cats, two sheep and several ducks. Jocelyn is very much interested in farming and she wants to study agriculture at the university next year.

The youngest member of the family is William, who is 16. He is at a boarding school about 150 miles away. Choosing a career is no problem for him – he has always wanted to be a farmer and to take over a business from my father. He is tall and strong for his age and works on the farm every holiday.

As can be seen all my family (except for me) is involved in farming, it is a family tradition. We all get on very well with one another. All in all, we're a very happy family.

***Task 1. Answer the following questions.***

1. What is Jacky Rose?
2. Where does she live?
3. What is the main occupation in the North of Scotland?
4. What are Jacky's parents?
5. Is Jacky's elder sister a student, too?
6. What is Jocelyn interested in?
7. How old is the youngest member of the family?
8. Why is choosing a career no problem for William?
9. Do members of the family get on well with one another?

***Task 2. Ask your group-mate ...***

- 1) what Jacky Rose studies; 2) how often she goes home to see the family;
- 3) where Jacky's grandparents live; 4) how many siblings she has got;
- 5) if Margaret enjoys her work; 6) what animals Jocelyn has got to look after;
- 7) if Jocelyn goes to a boarding school; 8) if William wants to be a sportsman;
- 9) if all members of the family are involved in farming.

**Lexical Exercises**

***Exercise 1. Fill in the blanks with prepositions if necessary.***

1. Jacky lives ... a university flat, but ... weekends she often goes ... home.
2. Her parents live and work ... a small farm ... the North of Scotland.
3. It is not easy to study foreign languages so Jacky is busy ... the term-time.
4. Margaret works ... her father ... a secretary.
5. Jocelyn has two sheep and other animals to look ...
6. William goes ... a boarding school ... 150 miles away.
7. He wants to take ... a business ... his father and to work on the farm.
8. Not all members ... the family are involved ... farming.
9. They get ... very well ... one another.

**Exercise 2. Introduce yourself playing the part of...**

- 1) Jacky; 2) Jacky's mother; 3) Margaret; 4) Jocelyn; 5) William.

**Exercise 3. Finish the sentences:**

1. Jacky lives in Inverness, but...
2. At weekends she goes home quite often because...
3. Agriculture is the main occupation in the North of Scotland, so ...
4. Jacky's mother is a housewife, so ...
5. Jacky's grandparents are still alive, but ...
6. Margaret doesn't enjoy her work because...
7. Jocelyn is very much interested in farming, that's why...
8. Choosing a career is no problem for William because...
9. All members of the family get on well with one another, so ...

**Exercise 4. Speak on the topic "Jacky's Family".**

**Grammar Exercises**

**Exercise 1. Use the objective form of the pronoun. § 5.1**

1. Will you give (I) your pen, please!
2. Don't tell (we) this story again.
3. I'll be glad to show (you) around my house.
4. What a pretty little girl! Look at (she)!
5. Can you explain (he) the problem?
6. If you need a dictionary, take (it)!
7. Read the new words and classify (they) into two groups: verbs and nouns.
8. They are waiting for (we) for two hours.

**Exercise 2. Fill in the gaps with necessary possessive pronouns. § 5.3**

1. Ted is 17, ... dream is to become an economist.
2. This is my elder sister, ... name is Julia.
3. Is it Mary's cell phone? – Yes, it's ...
4. The Browns are my neighbours, ... house is across the street from ....
5. Bob, what is ... pet's name? – Rex.
6. Whose exercise-book is it? Is it ..., Ann?
7. We are going to the concert. These are ... tickets.
8. Don't take these seats, they are ... .

**Exercise 3. Choose the necessary pronoun. § 5**

- |  |   |
|--|---|
| 1. ... house is in Spain.<br>a) their b) them c) us                | 6. I want to tell ... the story.<br>a) them b) its c) me      |
| 2. Tell ... about this country.<br>a) our b) us c) she             | 7. She enjoyed ... very much.<br>a) hers b) myself c) herself |
| 3. Can I take a cake? – Yes, help...<br>a) you b) them c) yourself | 8. ... street is in the north.<br>a) me b) it c) our          |
| 4. They are ... children.<br>a) hers b) its c) his                 | 9. ... have a nice garden.<br>a) they b) our c) her           |
| 5. Take the book. Give ... to Jane.<br>a) her b) them c) it        | 10. John is a friend of ... .<br>a) us b) mine c) my          |

**Exercise 4. Fill in the blanks with the necessary form of the verb “to have” (have, has, had, will have, haven’t, hasn’t). Classify the sentences according to the function. § 8.2.2, 8.2.4, 8.2.5**

1. They ... dinner together every Sunday. 2. We ... much free time tomorrow morning. 3. He ... got a brother, he ... got two younger sisters. 4. We ... little work to do yesterday evening. 5. ... she got a credit card? Yes, she ... . 6. Did you ... a rest yesterday? Yes, I ... a good rest. 7. ... you got a pet at home? – No, I ... . 8. She ... a nice dress on. 9. I’m sure he ... a good mark in English next term. 10. Sorry, I must be going. I ... an appointment.

**Exercise 5. Find and correct one mistake in each sentence.**

1. First year students has English twice a week. 2. Have you got a new lap top? - Yes, I do. 3. They will have a long holiday last summer. 4. Can I have got a look at that photo? 5. What time have you usually got tea? 6. They hadn’t English classes next year. 7. Do you have got a driving license? 8. I hasn’t got any pet at home. 9. How often have you got a shower? 10. We won’t have got teaching practice in summer.

**Exercise 6. Work in pairs according to the model. § 8.2.1, 8.2.2**

Model: Peter goes to school. →

Does Peter go to school? - No, he doesn’t. He doesn’t go to school.

1. They speak French very well. 2. He goes in for sports every week. 3. She has a modern computer. 4. My sister calls me Dan. 5. They know many English songs. 6. He likes modern art. 7. My friends often visit museums. 8. We send letters to our friends. 9. I try to keep fit. 10. My dog likes cats. 11. This watch goes. 12. We have an English lesson three times a week.

**Exercise 7. Write in the verbs in the correct form. § 8.2.1, 8.2.2**

1. I usually (to go) to the university by bus. 2. It (to take) me 15 minutes to get there. 3. She (to play) tennis on Sundays. 4. You (to cook) well? 5. We (to have) English twice a week. 6. They (not to eat) meat, they are vegetarians. 7. Ann (not to use) the dictionary while translating. 8. They (to study) five days a week. 9. We (not to learn) French. 10. He (to play) the guitar?

**Exercise 8. Find and correct one mistake in each sentence.**

1. She buies bananas every week. 2. Their children do go to school every morning. 3. She watchs TV every week. 4. Your sister relax every week. 5. We cook often pizza. 6. Ann and Pete goes to work every day. 7. My mother haves three children. 8. He studys German at school.

**Exercise 9. Ask special questions. § 12.2**

1) When...? → The dean comes at half past nine.  
2) What...? → The girl asks us a lot of questions.



- 3) How often...? → We always air our classroom twice a day.
- 4) Who...? → They tell us about their studies.
- 5) What book...? → I read an English book every day.
- 6) What kind of...? → My father drives a new car.
- 7) How...? → He speaks English very well.
- 8) Where...? → My sister goes to her office on week-days.
- 9) How many...? → We have three classes on Monday.

**Exercise 10. Fill in the articles (a, an, the) where necessary. § 1.5**

1. This is ... camera. 2. This is ... David. 3. I'd like to change ... money. 4. ... Martin is from ... Italy. 5. This is ... cinema. ... cinema is new. 6. I'd like to buy ... orange. 7. I am ... student. My brothers are ... farmers. 8. I want to buy ... this stamp. 9. This is my ... Smartphone. 10. ... Smiths live in ... London. 11. These are ... students of our group. 12. ...man entered the room. 13. She has ... aunt and two ... uncles. 14. Would you like ...cup of tea? – Yes, I usually drink ... tea in the morning.

**Exercise 11. Translate into Russian. Compare the phrases. § 1.3**

1) Jack London's novels, John Lennon's songs, Chekhov's short stories, Lomonosov's works, my sisters' names, my sister's children, this child's mother, my friend's occupation, these students' marks, the teacher's voice;  
 2) the center of the city, a piece of chalk, a sheet of paper, the page of the book, the title of the text, the number of the exercise, members of the family.

**Exercise 12. Form the Possessive Case of the nouns. § 1.3**

1) jeans, Peter; 2) boy-friend, Bess; 3) best test, Denis; 4) job, my father-in-law; 5) children, Mike and Mary; 6) best red dress, Helen; 7) faces, children; 8) garden, my grandparents; 9) passes, those men.

**Exercise 13. Combine the nouns using the models. § 1.3, 1.4**

Models: a) job / Sally – *Sally's job*;  
 b) door / car – *the door of the car*;  
 c) TV / set – *a TV set*

- |   |                               |
|---|-------------------------------|
| 1) motorbike / Andrew;                          | 9) the rising cost / petrol;  |
| 2) shoe / shop;                                 | 10) traffic / London;         |
| 3) milk / cat;                                  | 11) alarm / clock;            |
| 4) the price, the computer;                     | 12) clothes / ladies;         |
| 5) bedroom / children;                          | 13) son / Mary and Ken;       |
| 6) problem / nobody;                            | 14) the end / the film;       |
| 7) sports / car;                                | 15) vacation / two weeks;     |
| 8) the name / the girl who came to dinner last; | 16) house / my mother-in-law. |

**Exercise 14. Answer the following questions.**

1. What is your sister's /brother's name?
2. Who is your mother's or father's sister /brother?
3. Who is your cousin?
4. What is your cousin's hobby?
5. Where is your parents' house?
6. What is your friend's favourite subject?
7. Whose pen is it?
8. Whose exercise-book is over there?

**TEXT FOR SUPPLEMENTARY READING**

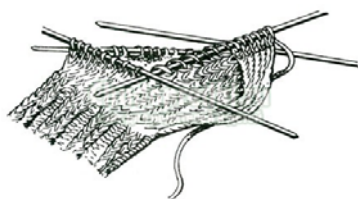
**1. Put the verbs in brackets into the correct form. Entitle the text.**

A hobby (to be) a regular activity or interest that is undertaken for pleasure. Examples of hobbies (to include) collecting stamps or coins, cooking, dancing, etc. Some people (to like) to stay indoors and do things that (not to involve) physical activity: they read detective or love stories, watch TV-programs or play computer or board games; they (to be) often called couch-potatoes.

The others (to prefer) outdoor activities such as hiking, sailing, rock climbing, fishing, hunting. Some hobbies (to result) in an end product and are considered creative hobbies. Examples of this would be metalworking, woodcarving, painting, photography, knitting, sewing. In Britain walking and gardening (to be) very popular.



1.



2.



3.



4.



5.



6.

**2. Name the hobbies pictured above.**

**3. Classify all the hobbies into three groups:**

- 1) indoor activities: ...
- 2) outdoor activities: ...
- 3) creative hobbies: ...

**4. Speak about your hobby. Use the expressions:**

As for me, I prefer ...; I am fond of /interested in ...; In my spare time I like ...

## UNIT TWO UNIVERSITY LIFE

### Phonetic Exercises

*Read the following proverbs and find the Russian equivalents:*

- 1) It's Greek to me.
- 2) Live and learn.
- 3) Don't trouble trouble until trouble troubles you.

*Practise the pronunciation of the following words:*

Pedagogy [ˌpedə'ɡɒdʒɪ], Philosophy [fɪ'lɒsəfɪ], Psychology [saɪ'kɒlədʒɪ], laboratory [lə'bɒrətəri], Foreign language ['fɔːrɪn 'læŋɡwɪdʒ], final ['faɪnəl], unified ['juːnɪfaɪd], curriculum [kə'rɪkjʊləm], education [ˌedʒu'keɪʃ(ə)n], graduation [ˌɡrædʒu'eɪʃ(ə)n], submit [səb'mɪt], social ['səʊʃəl], etc. [ɪt'setɹə].

### Vocabulary

*Learn the following words and expressions:*

to attend lectures [ə'tend 'lektʃəz] – посещать лекции

credit-test – зачёт

course [kɔːs] of studies – курс обучения

curriculum (pl. curriculums /curricula) – программа

to enter the University – поступить в университет

entrance examinations – вступительные экзамены

external student – студент-заочник

full-time student – студент дневного отделения

facilities [fə'sɪlɪtɪz] (мн. ч.) – оборудование, аппаратура, удобства

further ['fɜːðə] education – среднее профессиональное образование (СПО)

to be housed – находиться (внутри здания)

to work hard – работать усердно

to last – длиться, продолжаться

to miss (lectures, seminars) – пропускать лекции, семинары

to provide – обеспечивать, предоставлять

senior ['siːnjə] student – студент старших курсов

social activities – общественная деятельность

state grant – стипендия

subject ['sʌbdʒɪkt] – учебный предмет

to submit a graduation paper – представить к защите выпускную работу

to take / to pass an examination (in) – сдавать / сдать экзамен (по)

teaching practice – педагогическая практика

term ['tɜːm] – семестр

the Unified State Exam – единый государственный экзамен (ЕГЭ)

***Read and translate the following text.***

### **We are Students Now**

We entered the University after passing the Unified State Exams. Like other school-leavers we didn't have to take entrance examinations. Now we are first-year students of Perm State Humanitarian Pedagogical University.

The University provides education at different levels. We are students of further education; our course of study lasts about three years. Bachelor students have to study four or five years, and another two years to earn a Master's degree. We study full-time, but there are also part-time and external students who combine work and learning.

In four buildings of the University there are a lot of facilities: lecture halls, computer classrooms, laboratories, a rich library, some reading-rooms, and a big conference hall. Students of Information Technology and Economics have regular computer classes; students of Physics and Natural Sciences work in laboratories and carry out different experiments. Students of Physical Culture spend much time in the gym, on the sports ground or in the swimming-pool.

The academic year has two terms. At the end of each term students take credit-tests and terminal examinations. Full-time students usually have their examination sessions in January and in June. There are a lot of subjects on the curriculum: History of Russia, Philosophy, Pedagogy, Psychology, Foreign language, etc. Some of the subjects are rather difficult, so we work hard and do our best. Some subjects are very interesting.

We study six days a week: on Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. Sunday is our day off. Our classes usually begin at 8 o'clock in the morning. Every day we have a lot of lectures and seminars. As a rule we attend all of them and don't miss classes. After classes we take part in social activities and cultural life of the University. Some of us live in hostels. They are not far from the University and it takes us not much time to get there.

The library is housed in the main building of the University. There we can prepare for the next day's classes, write a report or a project (a course paper). Those who do well at their studies receive a state grant. During summer holidays some students work in camps for children. Students of the Faculty of History work in archaeological expeditions; students of Philology study folklore and languages of native peoples living in Perm Region. Senior students always have a teaching practice at schools or kindergartens.

At the end of the course of study we'll take our final examinations and submit a graduation paper. After getting a teaching certificate some of us will continue the course of study to take a Bachelor's degree, the others can start working at schools or kindergartens.

***Task 1. Answer the following questions.***

1. Did you enter the University straight from school?
2. What education does our University provide?
3. You are a full-time student, aren't you?
4. How long does your course of study last?
5. What kind of facilities are there in the University?
6. What do students take at the end of each term?
7. What subjects are there on the curriculum?
8. Do you take part in social or cultural activities at your faculty?
9. What do students do during summer holidays?
10. What will you submit at the end of the course of study?
11. What are your future plans after getting a teaching certificate?

***Task 2. Ask your friend if he or she...***

1) attends all the lectures and seminars; 2) lives in a hostel; 3) often goes to the library; 4) receives a state grant; 5) combines work and study; 6) has the teaching practice this year; 7) spends much time in the gym; 8) tries to do his /her best.

## **Lexical Exercises**

***Exercise 1. Fill in the blanks with prepositions if necessary.***

1. He is a student ... the Pedagogical University.
2. ... last year I entered ... the faculty ... psychology.
3. He goes ... the University every day.
4. My sister got interested ... chemistry ... the age ... 16.
5. How long does the course ... engineers last ... your University?
6. We passed our examination ... philosophy ... the 12<sup>th</sup> ... January.
7. How do you prepare ... the next day classes?
8. D.I. Mendelejev graduated ... the institute ... 1854.
9. My friend is good ... mathematics.
10. Some students take part ... cultural activities.
11. The hostels are not far ... the University.
12. ... the end ... the course ... study we'll take our final exams.

***Exercise 2. Explain or name what it is:***

- a) a discourse or talk given before class at a university or college for instruction;
- b) students who combine work and learning;
- c) the place where books and other literary materials and records are kept;
- d) a sum of money to finance educational study;
- e) the testing of knowledge of students without giving any definite mark;
- f) the method of teaching when students in small groups discuss with a professor theories and exchange information;

- g) one of the periods of time that a university divides the academic year into;  
h) a period in which a break is taken from studies for rest, travel, or recreation.

**Exercise 3. Complete the sentences.**

1. We began to attend school (в возрасте семи лет).
2. We (заинтересовались) in some school subjects and in teaching.
3. I didn't take entrance examinations because I passed (ЕГЭ).
4. Now I (студент первого курса) of (СПО).
5. In January we will (сдавать зачёты и семестровые экзамены).
6. It is very important not to (не пропускать лекции и семинары).
7. We often go to the library (чтобы подготовиться к занятиям).
8. There are different subjects on the (учебный план).
9. We work (усердно) and (очень стараемся).
10. (Мне требуется немного времени) to get to the University.
11. Some students (получают стипендию) and live (в общежитии).

**Exercise 4. Speak on the topic "We are students now" using the following points as a plan:**

- a) leaving school;
- b) the University facilities;
- c) the academic year at the University;
- d) the forms and methods of teaching;
- e) the time-table of our classes;
- f) social life at the University;
- g) my future plans.

## Grammar Exercises

**Exercise 1. Fill in the gaps with the words "much or many". § 1, 5.9**

1. I don't eat ... oranges. 2. He eats ... fish. 3. Mary mustn't eat too ... salt because she has problems with her blood pressure. 4. There is not ... space in my flat. 5. There are ... students in the gym. 6. Please don't put ... pepper on the meat. 7. There were ... plates on the table. 8. She doesn't eat ... bread, she is on a slimming diet. 9. ... people learn English. 10. There is ... light in the room, it has ... windows. 11. ... of their conversation was about the university.

**Exercise 2. Fill in the gaps with the pronouns "little, a little, few, a few".**

1. I am busy now, I have ... time. 2. Would you like ... salad? – Yes, thank you. 3. Mother gave us ... apples, and we were glad. 4. He didn't like it in the camp, he had very ... friends there. 5. I have ... money, so we can go to the cinema. 6. I have ... money, so we cannot go to the cinema. 7. Very ... people learn Japanese as a foreign language. 8. She left and returned in ... minutes.

**Exercise 3. Translate into English using “much /many /(a) little /(a) few”.**

Много информации, мало людей, немного воды, мало свободы, несколько традиций, немного еды, много школ, несколько стран, мало энергии, мало студентов, немного экспериментов, много зачетов, много времени, немного мебели, много мероприятий.

**Exercise 4. § 9.3**

**A. Use the following verbs to make up imperative sentences.**

Take, go, come, open, close, read, sit, stand, put, etc.

1.... here! 2. ... to the table! 3. ... the book! 4. ... not ... down! 5. ... not ... the door! 6. ... the pen! 7. ... not ... the window! 8. ... the bag! 9. ... the book on the table! 10. ... not ... the bag on the chair! 11. ... nearer!

**B. Tell children at school what they should do to be fit.**

Model: *It is good to go in for sports. – Go in for sports!*

1. It is nice to spend much time in the open air.
2. It is healthy to eat more fruit.
3. It is good for your health to do morning exercises.
4. It is pleasant to go for a walk.

**C. Now tell children not to do the wrong things.**

Model: *Smoking is bad. – Don't smoke!*

1. It is dangerous to walk late at night.
2. It is not good to be lazy.
3. It is not healthy to sit at the computer too long.
4. It is bad to be impolite.

**Exercise 5. Make up polite requests (you may continue the list).**

<b>Order</b>	<b>Polite request</b>
Begin reading the text!	Will you begin reading the text, please?
Translate this sentence!	
Hand out the test-papers!	
Bring a piece of chalk!	
Clean the blackboard!	
Air the classroom!	

**Exercise 6. Use “Let’s” or “Let’s not”. Insert the verbs: tell, stay, hurry, have, make.**

1. We don't want to be late. \_\_\_\_\_ .
2. We want to keep this a secret. \_\_\_\_\_ it anyone.
3. We want to be careful. \_\_\_\_\_ any mistakes.
4. We don't want to go out now. \_\_\_\_\_ at home.
5. We don't want to work anymore. \_\_\_\_\_ a rest!

**Exercise 7. Study the table and answer the questions. § 8.1**

Type of verbs	Infinitive (неличная форма)	Past Simple	Participle II (неличная форма)
Regular verbs	to like to live to start	lik <u>e</u> d [t] (после глухих согласных) liv <u>e</u> d [d] (после звонких согласных) start <u>e</u> d [ɪd] (после букв "t" и "d")	
Irregular verbs	to begin to go to build	began <b>went</b> built	begun gone built

1) Что означает понятие «неличная форма глагола»? Как неличные формы глаголов используются в составе сказуемого?

2) Сколько существует фонетических вариантов чтения суффикса *-ed* у правильных глаголов?

3) Как неправильные глаголы образуют свои основные формы? Можно ли вывести универсальный принцип их образования?

**Exercise 8. Read the Past Simple forms according to the pronunciation.**

[t]	[d]	[ɪd]
passed	changed	graduated
forced	entered	started
liked	loved	studied
worked	lived	lasted
watched	controlled	attended

**Exercise 9. Write the forms of irregular verbs according to the pattern.**

- 1) let - let - let (cost, cut, put, set, shut);
- 2) meet - met - met (read, leave, keep, lead, sleep, feel, mean, make, say, pay);
- 3) bring - brought - brought [ɔ:] (buy, catch, fight, think, teach);
- 4) build - built - built (lend, spend, send);
- 5) begin - began - begun (drink, ring, sing, swim).

**Exercise 10. Write the forms of irregular verbs using the special table.**

Be, come, do, eat, fall, find, get, give, go, have, hear, hold, know, grow, learn, lose, choose, see, sit, speak, stand, show, take, tell, sell, win, write, wear.

**Exercise 11. Fill in the gaps as in the model. § 8.2.3, 8.2.4**

Model: A year ago I enjoyed tennis but I ... swimming.

A year ago I enjoyed tennis but I didn't enjoy swimming.

1. We learnt English at school but we ... German.
2. They went to the USA last year but they ... to England.
3. We saw Jack yesterday but we ... his brother.
4. At the party she ate an orange but she ... an apple.
5. He taught physics at the University but he ... mathematics.
6. We met Boris two days ago but we ... Ann.
7. Last week we took a credit-test but we ... an exam.



**Exercise 12. Ask your group-mate if he/she:**

- 1) entered the Technical University last summer;
- 2) studied German at school;
- 3) made a good report at the seminar;
- 4) visited a foreign country last year;
- 5) attended the lecture in History the day before yesterday;
- 6) went to the theatre two days ago;
- 7) was late for classes yesterday;
- 8) played volleyball last Friday;
- 9) had lunch at the students' canteen;
- 10) missed classes last week.

**Exercise 13. Ask special questions on the underlined words.**

1. We had breakfast at the students' canteen.
2. He wanted to go to Moscow during the holidays.
3. Our English class began at 10 o'clock.
4. Last night I got a letter from my parents.
5. My sister read some English books last year.
6. My friend passed all the exams successfully.
7. They discussed important problems at the seminar.
8. We were late for classes yesterday.
9. She made a good report at the seminar.

**Exercise 14. Decide what you will do at the time of speaking. Use the Future Simple Tense (will /won't + Infinitive). § 8.2.5**

1. Oh, I have left the door open. I (to go) and shut it.
2. What would you like to drink? – I (to have) an orange juice, please.
3. I see you're busy, so I (not to stay) long.
4. Did you phone Ruth? – Oh, no, I forgot. I (to phone) her now.
5. I'm too tired to walk home. I (to get) a taxi.
6. I don't know how to use this computer. – OK, I (to help) you.
7. I have little time. I (not to do) the washing-up now.
8. I need some money. – OK, I (to lend) you some. How much do you need?
9. I'm sorry about what happened yesterday. It (not to happen) again.

**Exercise 15. Combine these words with the Future Simple Tense.**

- |             |   |
|-------------|---|
| probably    | → I haven't seen Carol yet. I ... she (to phone) tonight. |
| expect      | Do you ... Sarah (to like) our present?                   |
| sure        | I ... (to be) home late this evening.                     |
| think       | I ... what (to happen).                                   |
| don't think | Don't worry about the exam. I am ... you (to pass).       |
| wonder      | I ... the exam (to be) very difficult.                    |

**Exercise 16. Ask your friend's opinion using "Shall I..?", "Shall we..?"**

1. You and your friend don't know what to do this evening. – What ...?
2. You are not sure whether to buy a new jacket. You ask a friend for advice. – ... it?
3. You don't know what to give Ann as a birthday present. – What ...?
4. You don't know whether your friend wants you to open the window. – ...?
5. You and your friend haven't decided whether to travel by car or by train. – ... or ...?
6. You are not sure whether your friend wants you to phone him /her later. – ...?
7. You doubt where to have dinner – in a café or in a restaurant. – Where ...?

**Exercise 17. Make up sentences using “be going to+Infinitive”. § 8.3.2**

1. Are you going shopping? – Yes, (I /buy) something for dinner.
2. Has George decided what to do when he leaves school? – Oh, yes. (He /do) a computer programming course.
3. I can take you to the airport tomorrow. – Thanks, but (Ann /take) me.
4. What are your plans for the weekend? – (We /have) a trip to London.
5. Have you decided what to do about the job that was advertised? – Yes, (I /not /apply) for it.
6. What (you /do) during your holiday? – I haven’t decided yet.
7. (We /play) tennis yesterday but it rained all day.
8. (Sue and Tim /have) a party last Sunday but some of their friends couldn’t come, so they cancelled it.
9. Smoking is very bad for you. – I know. (I /give up) it.

**Exercise 18. Write an essay about your winter holiday using “I am going to ...” (if you have decided yet) or “I think / I’ll probably ...” (if not).**

To spend time in ..., to go to the countryside, to go skiing /skating, to travel around /by ..., to have a trip to ..., to visit, to stay at ..., to enjoy, to go sightseeing, to take pictures of beautiful views.

TEXT FOR SUPPLEMENTARY READING

**1. Read the following text and translate the underlined words.**

**The Bell Schools in the UK**

1. In 1955 Frank Bell started a school of English for overseas students in Cambridge. This was so successful that in 1969 he opened another school in Bath and later others in Norwich and Saffron Walden. All the schools of the Bell group aim to combine good teaching in attractive and friendly surroundings. In 1973 the school in Bath became the Bell Educational Trust, a non-profit-making educational foundation.

2. The school accepts about one hundred students from many different countries. They all aim to improve their English. Students are accepted at all levels from complete beginners to very advanced. We ask that beginners should be able to read and write the English Alphabet. The minimum age for enrolment is 17 and the average age of the students is about 22. There are three terms of about eleven weeks each; these are October to December, January to March and April to June. There are three shorter courses in summer from July to September.

3. At the start of the course all students are given a test and an interview so that we can form the right group for learning. When the school decides on the groups they consider levels of English, nationality and the number of men and women so that each group forms a positive coherent learning unit. Each group has a group tutor. This is the teacher who is responsible for the group and who

plans the course work. The teaching may be different at different levels. For example, advanced students often need more practice with written work and elementary students need more oral practice. However, the school tries to maintain a balance of four skills of listening, speaking, reading and writing.

4. One of the features of the school approach to teaching English is the use of questionnaires, interviews and projects. The students are taken out of the classroom to use their English and they may find themselves interviewing people in the city centre or making a video film about life in Bath.

5. Here are some of the subjects the school offers: English Literature, Making a Magazine, Business English, the Media, Making a TV Programme, Music, Typing, Ecology, History, Photography, Technical English. The subjects may change each term but the School tries to offer as wide a range as possible. The aim of these lessons is to give students the chance to study something of interest to them in English and this encourages them to use English more.

At the end of the course each student receives a report which comments on progress, attendance and attitude.

**2. Say if it is true, false or there is no information.**

a) The school in Bath occupies a pleasant nineteenth century house with an attractive garden and a car park.

b) The academic year in Bell schools is divided into two terms.

c) The groups at this school are formed according to the students' level of English knowledge, nationality and gender.

d) Only advanced students may be accepted to Bell schools: they should be able to speak English fluently, write correctly and read.

**3. Choose the paragraph dealing with the following information:**

a) A peculiar method of teaching in this school is spoken communication when students leave their classrooms to have a conversation with townspeople.

b) The range of subjects on the curriculum changes each term.

c) There are differences in teaching the advanced students and the beginners.

**4. Answer the question: "What are the duties of a group tutor?"**

**5. Choose the adequate summary of the text.**

a) The school in Bath accepts about one hundred foreign students who are classified into groups from the complete beginners to the very advanced.

b) The main methods of teaching at such schools are questioning, interviews and projects; they give students more oral practice.

c) The aim of the Bell group schools is to teach good English at different levels and according to the individual interests of the students.

d) It is very important to form the groups of students according to the results of the placement test.

## UNIT THREE EDUCATION IN THE UNITED KINGDOM

### Phonetic Exercises

***Pronounce correctly and pay attention to forming Participle I:***

do – doing	pay – paying	take – taking
go – going	cry – crying	come – coming
sing – singing	study – studying	cut – cutting
enter – entering	play – playing	get – getting

***Practise the pronunciation of the following words:***

higher ['haɪə], academy [ə'kædəmɪ], laboratory [lə'bɔrətəri], technology [tek'nɒlədʒɪ], own [əʊn], qualification [ˌkwɒlɪfɪ'keɪʃ(ə)n], surgeon ['sɜ:dʒ(ə)n], supervision [ˌsju:pə'vɪz(ə)n], postgraduate ['pəʊst'grædʒuɪt], certificate [sə'tɪfɪkət], advanced [əd'vɑ:nst], design [dɪ'zain], successful [s(ə)'kʌksesfʊl].

### Vocabulary

***Learn the following words and expressions:***

compulsory [kəm'pʌlsəri] – обязательный  
to develop [dɪ'veləp] – развивать  
educational establishment = institution – образовательное учреждение  
to be engaged [ɪn'geɪdʒd] in – заниматься чем-л.  
equipment [ɪ'kwɪpmənt] – оборудование  
experienced [ɪks'pɪəriənst] – опытный  
field [fi:ld] of knowledge – область знаний  
free – 1) свободный, 2) бесплатный  
to include [ɪn'klu:d] – включать  
intermediate [ˌɪntə'mɪ:dʒət] – промежуточный, переходный  
local authorities [ɔ:'θɔrɪtiz] – местные власти  
to make a contribution [ˌkɒntri'bjuʃ(ə)n] to – вносить вклад во что-л.  
nursery ['nɜ:səri] (school) – детское дошкольное учреждение  
outstanding [aʊt'stændɪŋ] – выдающийся  
to be responsible for = be in charge [ɪ'fɑ:dʒ] of – быть ответственным за что-л.  
research [rɪ'sɜ:ʃ] – исследование  
science ['saɪəns] – наука  
staff [stɑ:f] – штат  
to subdivide [ˌsʌbdɪ'vaɪd] – подразделять  
to train = to instruct [ɪn'strʌkt] – обучать, подготавливать  
various ['vɛəriəs] – разнообразный  
vocational training – профессиональное обучение

***Read and translate the following text; entitle each paragraph.***

### **Education in the United Kingdom**

Each of four countries of the UK has developed its own educational system, but five stages are common: early years, primary, secondary, further education and higher education. The law states that full time education is compulsory for all children between the ages of 5 and 16, the compulsory school age (CSA).

The UK government is responsible for education in England; local authorities are in charge of public education at a local level. England has a tradition of independent schools, where education is not free; some of them are called "public schools". State schools can be grammar schools, which are selective, or comprehensive schools, which are not.

Before children reach CSA, they can be educated at nursery (ages 3–5) if parents wish, but the number for such places is limited. At the age of 5 children go to school. Primary education is subdivided into Infant stage (ages 5 to 7) and Junior stage (ages 7–11). Secondary education (ages 11–16) results in taking exams for the General Certificate of Secondary Education (GCSE). After passing the GCSE-exams students can leave school at the age of 16 or continue their education and take A-levels (Advanced Level exams). Some school-leavers go on to other kinds of education and training.

Further Education (FE) is non-compulsory and can be taken at further education colleges and higher education institutions. FE in the United Kingdom provides vocational, or work-based, training. FE students get competency-based qualifications at different levels: intermediate qualification makes it possible to begin a specific career path, e.g. accountant, engineer or veterinary surgeon; advanced qualification is necessary to progress into higher education. FE can also involve continued schooling, known as "sixth form", leading (typically after two years of further study) to A-level qualifications.

At the age of 18 those who get A-levels successfully may go to a university, academy, an institute of technology or other higher educational establishment. Post-secondary, or higher education (HE) is an optional final stage of formal learning. HE teaching includes undergraduate level which lasts 3 years (bachelor degree), and postgraduate level (academic degrees). Research is an important part of university work. Undergraduate students are engaged in scientific work under the supervision of experienced instructors, called tutors. Oxford and Cambridge Universities have well-known scientific schools and a number of research laboratories with modern equipment; their staff includes outstanding scientists who make a contribution to various fields of knowledge. Numerous Nobel Prize winners can be found among them.

The National Curriculum (NC), established in 1988, provides a framework for education in England and Wales between the ages of 5 and 18. The NC is followed by most state schools, but some private schools, academies and home educators design their own curricula. In Scotland the nearest equivalent is the Curriculum for Excellence program, and in Northern Ireland there is something known as the Common Curriculum.

**Task 1. Answer the following questions.**

1. What do the educational systems in the UK-countries have in common?
2. What does the abbreviation CSA mean?
3. Who is responsible for education?
4. What is the difference between independent and state schools?
5. Can all parents afford (позволить себе) to educate their children at nursery?
6. What options do school-leavers have after passing the GCSE-exams?
7. What qualifications do FE students get after two or three years of study?
8. What degrees do HE establishments offer?
9. Research is an important part of university work, isn't it?
10. Do all schools follow the National Curriculum?

**Task 2. Ask your group-mate...**

- 1) how some of independent schools are called; 2) what types of state schools he /she knows; 3) what stages primary education is subdivided into; 4) at what age students take the GCSE-exams; 5) where FE students can get their education; 6) what is known as "sixth form"; 7) if A-level is another name for high school; 8) how many levels HE teaching includes; 9) who assists undergraduate students in their scientific work; 10) why Oxford and Cambridge Universities are famous.

**Task 3. Fill in the table.**

Age	Stage of education / School	Qualification
5–11		

**Lexical Exercises**

**Exercise 1. Arrange a) and b) in pairs of synonyms.**

- a) nursery, be in charge of, independent, grammar school, train, work-based;
- b) gymnasium, instruct, vocational, kindergarten, private, be responsible for.

**Exercise 2. Fill in the blanks with prepositions and adverbs if necessary.**

1. Universities train specialists ... various fields ... knowledge.
2. Several establishments provide FE, and ... them FE colleges.

3. In Russia full time education is compulsory ... all children ... the ages 7–18.
4. State schools are subdivided ... grammar schools and comprehensive schools.
5. "Sixth form" is continued schooling resulting ... A-level qualifications.
6. HE institutions provide teaching ... different levels.
7. To progress ... higher education, school-leavers have to take A-levels.
8. Senior students are engaged ... scientific work ... the supervision ... experienced instructors.
9. Outstanding scientists make a contribution ... various fields ... knowledge.
10. The Rector is ... charge ... the University.
11. The Dean is responsible ... the faculty.

**Exercise 3. Finish the sentences and speak on the topic:**

- 1) Five common stages of the educational system in the UK are...
- 2) Education is compulsory for all children ...
- 3) Primary education is subdivided into...
- 4) Most children in the UK go to comprehensive schools, but there are also ...
- 5) Secondary education (ages 11–16) results in ...
- 6) After passing the GCSE-exams school-leavers have several options: ...
- 7) Further Education (FE) is non-compulsory and can be taken at ...
- 8) FE students get competency-based qualifications at different levels: ...
- 9) Those who pass A-levels successfully may go to ...
- 10) HE teaching includes...
- 11) Undergraduate students are engaged in ...
- 12) Oxford and Cambridge Universities have a number of ...
- 13) Outstanding scientists make ...
- 14) The National Curriculum provides ...

**Exercise 4. Fill in the table; underline the suffixes.**

1a <b>Thing</b>	1b <b>Person</b>	2a <b>Action</b>	2b <b>Person</b>	3a <b>Action</b>	3b <b>Thing</b>
	scientist		educator	to qualify	
technology		to instruct			contribution
	researcher	to assist			equipment
engine			accountant	to develop	

**Exercise 5. Translate the words, paying attention to the prefixes.**

Independent, informal, unknown, impossible, illegal, irregular; non-compulsory, non-profit; misunderstand; subdivide, subgroup, subordinate; supervision, supernatural, superhuman; underground, underpay, undergraduate; postgraduate, post-secondary, post-war; rewrite, repaint, renew, remake.

**Exercise 6. Choose the right word (use it in the correct form).**

1. Students carry out research in various fields of ... . ... research is an important part of HE. Young ... have many advantages. (scientist, scientific, science)
2. The faculty of ... trains ... . Many of the teachers are brilliant ..., their ... produce a great impression on the listeners. (history, historian, lecture, lecturer)
3. ... is a fashionable science nowadays. Our University ... hundreds of young people every year, and a lot of ... get their ... here. After graduating from the

University they will devote themselves to the solution of ... problems of children and adults. (educate, education, psychologist, psychological, psychology)

### **Communication**

#### ***Learn some classroom expressions.***

I am sorry, I am late. – Простите, что я опоздал.

Who is staying away? – Кто отсутствует?

All students are present. – Все студенты присутствуют.

I am afraid, I am not ready yet. – Боюсь, я еще не готов.

Who is the monitor? – Кто староста?

Begin reading! – Начинайте читать!

Go on working! – Продолжайте работать!

Will you translate this word, please? – Пожалуйста, переведите это слово!

What's the Russian for "research"? – Что значит по-русски «research»?

Shall I read or translate the text? – Мне читать или переводить текст?

The time is over. Hand in your papers, please! – Время закончилось.

Сдавайте работы, пожалуйста!

There goes the bell. – Звонит звонок.

The bell has gone. – Звонок прозвенел.

Let's have a break. – Давайте сделаем перерыв.

Let's air the classroom. – Давайте проветрим аудиторию.

Write down your home assignment (homework). – Запишите домашнее задание.

### ***Sample Dialogues***

1. *Teacher:* Good morning! Let's begin our classes. Who is the monitor?

*Monitor:* I am.

*Teacher:* Who is staying away?

*Monitor:* All students are present.

2. *Student:* I am sorry, I am late.

*Teacher:* Why are you late?

*Student:* I got stuck in a traffic jam.

*Teacher:* Go to your seat and don't be late next time.

3. *Teacher:* I checked up your test-papers yesterday.

*Students:* What are our results?

*Teacher:* Two papers are excellent, five papers are good, three papers are satisfactory. One student got a bad mark, he made too many mistakes.

4. *Student A:* Who is the monitor in your group?

*Student B:* Dasha Petrova is.

*Student A:* Where is she now?

*Student B:* She is at the Dean's Office.

*Student A:* What is she doing there?



*Student B:* She is talking to the Deputy Dean.

*Student A:* What are they speaking about?

*Student B:* I think they are speaking about the timetable.

**Role play: “The teacher and students in a class”.**

***Use the phrases from the dialogues and the classroom expressions and make your own dialogues.***

### **Grammar Exercises**

#### ***Exercise 1.***

##### ***A. Form the affirmative sentences in Present Continuous. § 8.3.1***

- 1) I, to look, at the blackboard
- 2) Ann, to revise, the grammar rules
- 3) some students, to ask questions, to each other
- 4) you, to listen, to the teacher
- 5) Peter, to write, the sentences, in the exercise-book
- 6) they, to pronounce the new words
- 7) I, to answer, teacher’s questions
- 8) we, to have, an English lesson.

***B. Ask general questions to your classmates using the sentences in task A.***

#### ***Exercise 2.***

##### ***A. Form the negative sentences in Present Continuous as in the model.***

***Model: Susan is not dancing now. She is doing her morning exercises at the moment.***

- 1) he, to drive a car / to walk
- 2) my dad, to watch the sports program /to read the news
- 3) my granny, to cook dinner /to wash up
- 4) Mary and Michel, to take the credit-test / to prepare for classes
- 5) I, to play computer games / to work on the computer
- 6) Ted, to do shopping / to have lunch with his friends
- 7) these students, to make a report / to discuss Nick’s course paper.

***B. Ask disjunctive questions using the sentences in task A. § 12.2***

***Model 1: Susan is dancing now, isn’t she? – No, she isn’t. She is doing her morning exercises at the moment.***

***Model 2: Susan is not dancing now, is she? – Yes, she is. She is dancing with her friend.***

#### ***Exercise 3. Ask your fellow students what they are doing at the moment.***

***Use the words:*** sit at the table, read the text, write in the exercise-book, speak English, listen to the teacher, look at the blackboard, ask questions, answer the question, clean the blackboard, write a test, air the classroom, prepare for the next class, have an English lesson.

**Exercise 4. Explain the difference between Present Tenses.**

1. John is a student of a FE college. As a rule, he has a lot of work to do. He prepares for the next day's classes, reads textbooks, and writes projects. But he is not working now; he is at a night club. He is dancing with his girlfriend. All people at the club are watching him, because they are dancing beautifully.

2. Mary Bell is an actress. She usually stars in adventure films. But now she is not working. She is having a rest. She is talking to her designer; they are discussing new trends in fashion.

**Exercise 5. Compare the functions of Present Simple and Present Continuous. § 8.2.1, 8.3.1**

A. Present Simple	Present Continuous
They always <i>have</i> dinner together.	We <i>are having</i> an English lesson now.
Julia <i>works</i> in a supermarket.	He <i>is working</i> on the project for 3 weeks.
The train <i>departs</i> in ten minutes.	She <i>is leaving</i> for Moscow next week.
He <i>tends</i> to lose his things.	I <i>am</i> always <i>losing</i> my things!

**B.** 1. I usually ... (go) to the University by bus, but now I ... (walk).

2. My friend ... (wait) for me at the monument to A. Pushkin. He always ... (wait) for me there.

3. I always ... (attend) lectures and seminars. Some students ... (miss) classes sometimes. Today Alex and Peter ... (stay) away.

4. – What ... you ... (read) now? – I ... (read) a book by V. Pelevin. Actually, I ... (read) a lot.

5. – ... Nick ... (speak) French well? – No, he ... (not speak) it at all. But he ... (speak) English very well. Now he ... (speak) Russian.

**Exercise 6. Put the verbs in brackets into Present Simple, Present Continuous or Future Simple Tense. § 8.2.1, 8.2.5, 8.3.1**

1. Look at the children! They (skate) so well. They (skate) every Sunday here.

2. – What you (do) now? – I (wash) the dishes. Practically, I (wash) up every evening. I hope my husband (buy) me a dish-washer next month.

3. We (write) a test now. All the students (work) hard. We always (do) our homework and (prepare) for classes, that's why I am sure we (pass) the test.

**Exercise 7. Ask what your friends were doing at 8 p.m. yesterday. § 8.3.3**

Model: What were you doing at 8 p.m. yesterday? – I was buying fruit at a supermarket.

**Use the words:** watch TV, swim, read a detective story, take notes, write a project, have supper, work in the distant course, prepare for a seminar, etc.

**Exercise 8. Use Past Simple or Past Continuous. § 8.2.3, 8.3.3**

1. I was very busy last Sunday. I (prepare) for classes from 6 to 9 o'clock.
2. What Nick (do) last weekend? He didn't answer the phone.
3. When I (come) home yesterday evening, my family (have) supper.
4. ... the Browns (travel) to Turkey last summer? – Yes, as usual.
5. Mary can speak Chinese a bit! – Yes, she (live) in China for three months.
6. I (sleep), when the telephone (ring).
7. Kate (work) in camp for children the whole summer.

**Exercise 9. Write a story about your ordinary day. Use Past Simple or Past Continuous. Then speak on the topic.**

Last Monday I (get up) at 7 o'clock as usual. I (go) to the bathroom, (wash) myself, (get) dressed and (do) my hair. Then I (do) my morning exercises for half an hour. At 8 o'clock I (have) breakfast. As usual I (eat) sandwiches and (drink) a cup of coffee for breakfast. I (leave) the house at a quarter to 9. As I live far from the University, I (go) there by bus as always. It (take) me about 40 minutes to get there. I (come) on time, classes (begin) at half past 9 a.m. We (have) two lectures and a seminar that day. During the seminar we (discuss) important pedagogical problems; some students (make) reports.

Classes (be) over at 3 p.m. My friend and I (have) dinner at the students' canteen and then we (go) to the gym. We (play) basketball from 4 to 5 in the afternoon. I (come) home at 6 p.m. I (have) a snack and (relax) a bit. After that I (prepare) for the next day's classes till 9 o'clock: I (work) on the computer, (read) textbooks, (take) notes. Then I (go) for a walk with my friend. Late in the evening I (listen) to music a little, (take) a shower and (go) to bed at 11.

**Exercise 10. Ask what your friend will be doing at 9 a.m. tomorrow.**

Model: *What will you be doing at 9 a.m. tomorrow? – I will be having breakfast at this time.*

**Use the words:** take a shower, clean one's teeth, do morning exercises, make up, still sleep, prepare for classes, go to the University, etc.

**Exercise 11. Use Future Simple or Future Continuous. § 8.2.5, 8.3.4**

1. I am tired now. I think I (do) my homework tomorrow.
2. When you come to my place tomorrow I (read) the book you gave me.
3. I think I (not go) to the cinema tomorrow. I (help) my mum to do the flat at this time.
4. I (watch) TV the whole evening tomorrow, they show the Olympic Games.
5. What you (do) at 5 on Saturday? – We (have) a barbecue party, you are welcome to join.

**Exercise 12. A. Write in the forms of indefinite pronouns. § 5.6–5.8**

Some	something			
Any				anyhow
No			nowhere	
Every		everybody		–

**B. Translate the following sentences into Russian.**

- 1) I found nothing interesting there.
- 2) We have no milk in the fridge.
- 3) Everybody may come to the meeting.
- 4) We did not see our friend anywhere.
- 5) Something happened two days ago.
- 6) Anything may happen.
- 7) Somebody asked to stop the discussion.
- 8) We'll try and do it somehow.
- 9) Nobody answered the phone.
- 10) You have to tell the truth anyway.

**C. Insert the pronouns in the following sentences.**

1. Do you have ... classes today? – No, we have ... classes on Saturday.
2. I want to tell you ... interesting about our old friend Sally.
3. He loves his children so much, he will do ... for them.
4. She is very nervous today, she doesn't want to see ... .
5. Ann has difficulties with her project. Please, do ... to help her.
6. Is there ... in the house? – No, I'm afraid, there is ... . Let's go and see.
7. There is ... in the fridge. Go and get ... food.
8. The study-room needs cleaning. The papers are ..., even on the floor.
9. If you have ... against my plan, let's do it together.
10. Is she living here with her family? – No, her relatives are ... in Australia.

**Exercise 13. Fill in the blanks with "there+be" in the Present, Past or Future Tense. Pay attention to the type of the sentences: they may be affirmative, negative or interrogative. § 12.3**

1. ... a gym in that building.
2. ... hot water yesterday. It was difficult to do the washing up.
3. ... a swimming pool in your town?
4. ... lecture in chemistry today. It will be tomorrow.
5. ... a seminar in psychology yesterday.
6. ... two maps on the wall.
7. How many students ... in your group?
8. ... any books on the table. They are on the shelf.
9. ... any milk in the fridge. I'll go and buy it.
10. ... a café here last year?
11. I was hungry, but ... any food at home.
12. ... many students at the conference last week? Yes, ... many.
13. Are you going to the party tomorrow? ... many interesting people there.

**Exercise 14. Translate the following sentences into Russian.**

1. There is an interesting exhibition in the museum.
2. Are there any chocolates in the box?
3. How much milk is there in the bottle?
4. There was a lot of snow in the Urals last winter.
5. Perhaps there will be one more department at our University next year.
6. How many rooms are there in a typical English house?
7. There are two or three rooms downstairs and some bedrooms upstairs.
8. There is no difficulty in working with this electronic device.
9. There must be some way out!
10. There exist two approaches to this problem.

**Exercise 15. Describe 1) your classroom; 2) our building. Use there+be and the words: some desks and chairs, some book-cases, a blackboard, a map, a window, on the left, on the right, on the first (second) floor.**

**Exercise 16. Translate paying attention to the phrasal verbs.**

1. The handle came off the bag when I picked it up.
2. Come up to me, please!
3. The job offer didn't come up to her expectations.
4. Never give in! You can do it!
5. The police told the killer to give his gun up.
6. You must give up smoking!
7. Hallo, can I speak to Carol, please? – Hold on a minute. I'll get Carol.
8. Look out, there's a bee on the window sill.
9. When my sister goes on vacation, I look after her dog.
10. I will never catch up. I am too behind in my work.
11. Vicky's parents are going to be so angry when they find out she got a tattoo.
12. Turn out the light before you go to bed.
13. It turned out that Smith was the murderer after all.
14. Turn up the TV. I can't hear what they're saying.
15. What time are you coming back?

**Exercise 17. Use the right phrasal verb.**

**(Come back, come off, give up, come up, look out, look after)**

1. Don't play with the key holder, the key may ...
2. After a week's holiday he ... to his office.
3. During the break children ... to their teacher.
4. Never ... learning English!
5. ... ! An old woman is crossing the street, drive carefully.
6. To ... children is a hard job.

**(Turn up, find out, hold on, catch up, turn out, turn off)**

7. I must work hard to ... with the other fellow students.
8. You will never ... all my secrets!
9. ...the radio, I cannot hear anything on the phone!
10. ... the music ..., it's my favourite song.
11. ..., I'll be ready in a minute.
12. It ... that he hadn't passed the exam after all.

## TEXT FOR SUPPLEMENTARY READING

**1. Read the following text and translate the underlined words.**

### **Work Experience and Internship Programs**

1. Through our student work experience program, the education authority provides over 9,000 work experience placements (= jobs for students who want to get work experience) for young people each year. Our program is designed to give chance to work for students that will enrich their academic studies and help them gain valuable work-related skills in order to find a good job after graduation. A job does not need to be related to a particular field of study and so participants may even discover areas of work they have never considered before.

2. All post-secondary school students in full-time education can apply for the program. Individual case managers will determine the minimum level

academic achievement required for each job. During an academic term, a student may work part-time. During the summer holidays a student may work full-time or part-time. The education authority is responsible for the recruitment (=giving jobs) of all students under the work experience program. Candidates apply in person to our office and we refer them to the appropriate department.

3. Our internship program (= the program under which young people can work while still studying) is designed specifically for post-secondary students, whether part-time or full-time. Students on the internship program are given an assignment related to their research area offering them the chance to use their academic knowledge in an actual work setting. The academic institution plays an important role in the placement of students under this program and they will determine the duration of a work assignment. These traditionally last four months, but internship assignment may vary from 4 to 18 months. Students in this program normally work full-time.

**2. Say if it is true, false or there is no information in the text.**

1. You can apply for the work experience program if you have finished your secondary education.
2. You must work on the student work experience program full-time during the academic term.
3. This program helps students to find a good job after graduation.
4. You are not allowed to take part in the internship and work experience programs if you have bad marks.

**3. Say which paragraph deals with the following statements.**

- a) To take part in the work experience program, you must come to our office.
- b) The maximum length of an internship assignment is a year and a half.

**4. Choose the correct answer.**

***Who is in charge of providing the participants of the program with jobs?***

1. Students have to find jobs themselves.
2. The participants are given placements by their University administration.
3. The education authority is responsible for finding jobs for all students under this program.

**5. Choose the adequate summary of the text.**

1. All secondary and post-secondary school students must get work experience.
2. If you are a student and want to get work experience, you may take part in the work experience program and work full-time or part-time.
3. It is not easy to find a good job after graduation, therefore you must work hard during the academic term and pass exams successfully.

## UNIT FOUR ENGLISH-SPEAKING COUNTRIES

### Part 1

#### Phonetic Exercises

[aɪ]	[əʊ]	[eɪt] (verbs)	[ɪt] (nouns)
mild	famous	separate	separate
child	various	graduate	graduate
wild	mountainous	delegate	delegate
mind	mysterious	cooperate	cooperate
kind	enormous	moderate	moderate

#### Vocabulary

***Learn the following words and expressions:***

actually ['æktʃuəlɪ] – фактически	mountain [maʊntɪn] – гора
area ['eəriə] – площадь, регион	plain – равнина
coast – побережье	valley ['væli] – долина
to consist of – состоять из	population – население
government – правительство	relief – рельеф, ландшафт
to 'influence – влиять	to separate – разделять
island ['aɪlənd] – остров	to be situated – быть
isle [aɪl] – остров (обычно с именем	расположенным
собственным)	state – государство; штат
to be known for – быть известным	temperate ['tempɪt] – умеренный
lake – озеро	to unite – объединять
river ['rɪvə] – река	to vary ['veəri] – отличаться,
	изменяться

***Practise the pronunciation of the following words:***

official [ə'fɪʃ(ə)l], square [skwɛə], kilometer ['kɪlə,mɪ:tə], ocean ['əʊʃ(ə)n], north [nɔθ], climate ['klaɪmɪt], temperate ['temp(ə)rɪt], Irish ['aɪ(ə)rɪʃ].

***Mind some proper names:***

the United Kingdom (UK) – Соединенное Королевство  
 Wales (Welsh) – Уэльс (уэльский, валлийский)  
 Scotland (Scottish) – Шотландия (шотландский)  
 Northern Ireland (Irish) – Северная Ирландия (ирландский)  
 the British Isles – Британские острова  
 the 'Continent = Europe ['juərəp]  
 the North Sea – Северное море  
 the English Channel – пролив Ла-Манш  
 the Strait of Dover ['streɪt əv'dəʊvə] – Дуврский пролив (Па-де-Кале)  
 Edinburgh ['edɪnbərə] – Эдинбург

***Read and translate the following text.***

### **Great Britain (Geographical Definition)**

When we speak about the United Kingdom of Great Britain and Northern Ireland we actually speak about four countries united into one state: England, Scotland, Wales and Northern Ireland. Each of these countries has its language, its capital, and its government. Their capitals are London, Edinburgh, Cardiff and Belfast. At the same time London is the capital of the United Kingdom. English is the official language, but some people also speak Scottish, Welsh and Irish.

The population of the country is over 57 million people. There are many beautiful cities in Great Britain: Liverpool and Manchester, Glasgow and Edinburgh, Belfast and Birmingham.

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles to the north-west of Europe. The British Isles consist of two large (Great Britain and Ireland) and about 5000 small islands.

Their total area is over 244,000 square kilometers, the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais) separate them from the Continent. The Atlantic Ocean and the Irish Sea wash the west coast of the country. The east coast is washed by the North Sea.

The relief of the British Isles varies very much. The north and the west of Great Britain are mountainous, but all the rest – east, centre and south – is a vast plain. Ben Nevis in Scotland is the highest mountain in the UK (it is 1,343 meters high). There are a lot of rivers in Great Britain but they are not very long. The Severn is the longest river, running from east to west. The Thames is the deepest and the most important river, where London is situated. The Lake District in Northern England with its lakes and valleys is a favourite holiday area. Scotland is also known for the beauty of the lakes, called lochs.

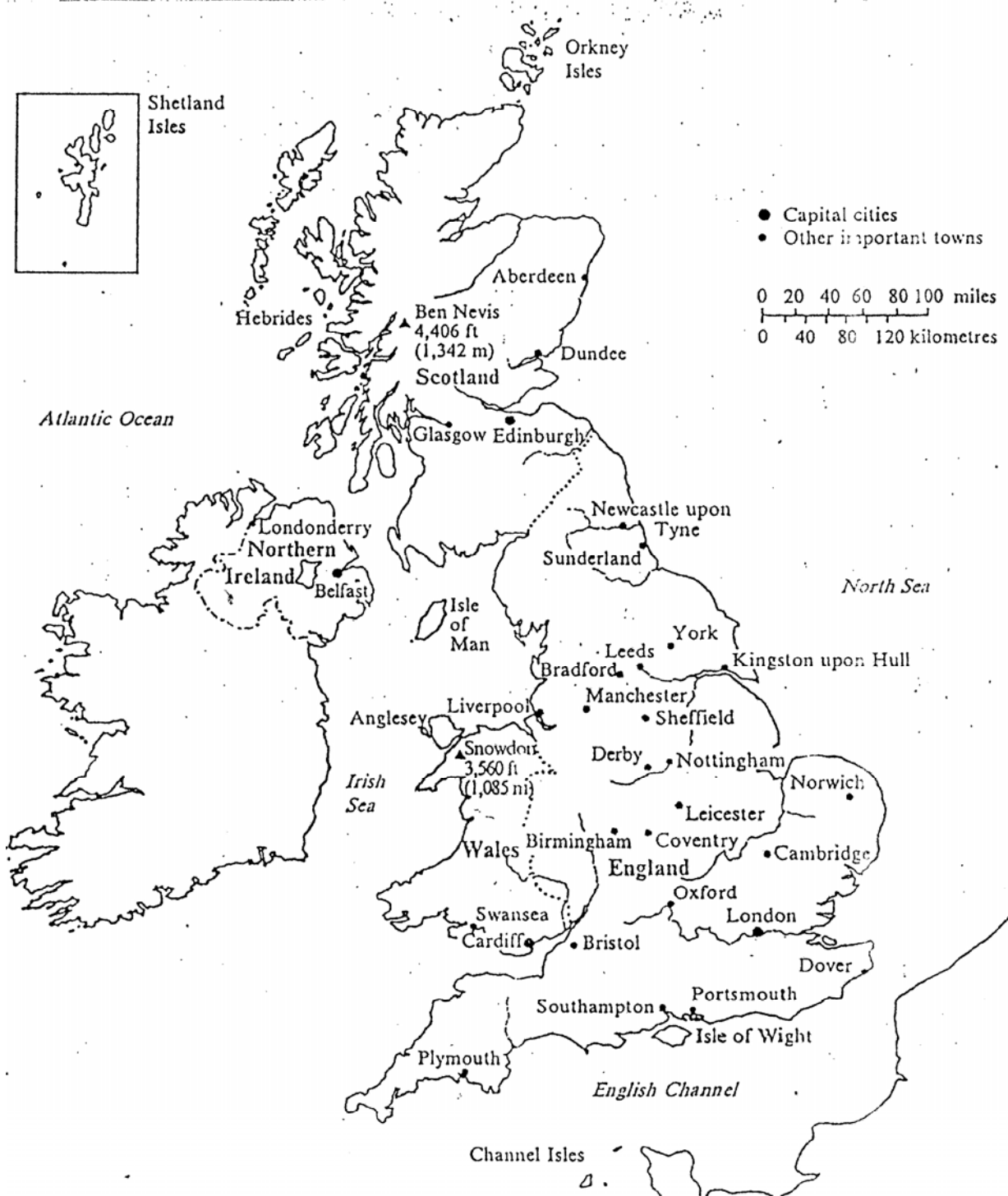
The mountains and the warm waters of the Gulf Stream influence the climate of the British Isles. It can be described as mild and temperate. Winters are warm but summers are cool and wet. Rain falls all the year round. Thick fogs in autumn are typical of the climate of Great Britain.

#### ***Task 1. Show the following on the map of Britain:***

- 1) two largest islands of the British Isles;
- 2) small islands which belong to the British area;
- 3) seas and oceans Great Britain is washed by;
- 4) the English Channel which separates the UK from the Continent;
- 5) the highest mountains – Ben Nevis and Snowdon;
- 6) the borders (границы) of England, Scotland, Wales and Northern Ireland;
- 7) the capital cities of four countries;



- 8) the most important industrial cities;
- 9) the native town of "The Beatles".



**Task 2. Answer the following questions.**

1. What is the official name of Great Britain?
2. What countries does the UK consist of?
3. What languages are spoken in the UK?
4. How large is the population of Great Britain?
5. Where is the country situated?

6. What seas and ocean is Great Britain washed by?
7. The surface of Great Britain varies much, doesn't it?
8. What river does London stand on?
9. Why is the British climate mild?
10. What is typical of Britain's weather?

***Task 3. Ask your group-mates ...***

- 1) what the total area of the country is; 2) if English is the official language of Great Britain; 3) what the biggest cities of the UK are; 4) what it is separated by from the continent; 5) what the second high mountain in Great Britain is; 6) if there are a lot of long and deep rivers in Great Britain; 7) what Scotland is known for; 8) if the Lake District is situated in Scotland.

**Lexical Exercises**

***Exercise 1. Insert the right word from the list in the correct form.***

(wash, consist, area, separate, vary, climate, mountainous, typical, influence)

1. In spite of its small ... Australia is one of the leading agricultural countries.
2. The USA ... of 50 states joined in a federal republic.
3. Alaska is ... from Russian Siberia by only 50 miles of the Bering Strait.
4. New Zealand comprises two islands ... by the south-western Pacific Ocean.
5. The changeability is ... of Irish weather.
6. The surface of Great Britain ... very much.
7. The mild ... of this country is good for plants and flowers.
8. Deserts and semi-deserts greatly ... the climate of Australia.
9. The ... territory of the Caucasus attracts a lot of tourists with its beauty.

***Exercise 2. Arrange a) and b) in pairs of synonyms.***

- a) to unite, area, relief, to influence, mild, temperate;
- b) surface, to join, soft, moderate, territory, to affect.

***Exercise 3. Arrange a) and b) in pairs of antonyms.***

- a) to unite, north, west, mountain, deep, warm, short, beautiful;
- b) cold, ugly, to separate, south, plain, long, east, shallow.

***Exercise 4. Write in the prepositions if necessary.***

1. The United Kingdom occupies most ... the territory ... the British Isles.
2. We speak ... four countries united ... one state.
3. The population ... Scotland is about five and a half million people.
4. Great Britain is separated ... the Continent ... the English Channel and the Strait of Dover.
5. The east coast is washed ... the North Sea.
6. The Severn is flowing near to the border ... England and Wales.
7. North Wales is a country ... mountains and deep valleys.

8. The Shetland Isles are situated ... the north-east of Great Britain.
9. The mountains and the warm waters ... the Gulf Stream influence ... the climate ... the British Isles.
10. Hills are typical ... the relief of Northern England.

**Exercise 5. Fill in the blanks with the prepositions if necessary.**

The climate ... Australia varies ... tropical ... cool and temperate. Australia is the driest continent ... the Earth. About one half ... its territory is occupied ... deserts (пустыни) and semi-deserts. The commonest trees ... Australia are the eucalyptus [ju:kə'liptəs], ... which there are over 500 kinds.

There are also ocacia [ə'keɪʃə] or mimosa [mɪ'məʊzə], which is the national emblem ... Australia. Even stranger than plants are the animals. There live kangaroos, duck-bills, koalas (or koala-bear) and a great number ... different birds, parrots and ostriches (страусы) ... them.



**Exercise 6. Finish the sentences and speak on the topic.**

- 1) When we speak about the United Kingdom of Great Britain and Northern Ireland ...
- 2) English is the official language, but...
- 3) The UK is situated on the British Isles, the biggest of which is ...
- 4) The English Channel and the Strait of Dover separate...
- 5) The UK occupies the area of ...
- 6) The Atlantic Ocean and the Irish Sea ...
- 7) The east coast of GB is washed ...
- 8) The north and the west of Great Britain are mountainous, but...
- 9) Scotland is known...
- 10) There are a lot of rivers in GB but...
- 11) The climate of the British Isles is mild and temperate because ...
- 12) Typical of the British weather are...

**Grammar Exercises**

**Exercise 1. Fill in the blanks with the articles if necessary. § 1.5.3, 1.5.5**

1. ... Moscow-Volga Canal joins ... Moskva River to ... Volga.
2. Several rivers run into ... sea at ... New York. The most important is ... Hudson River which flows into ... Atlantic Ocean.
3. ... Altai Mountains are higher than ... Urals.
4. ... Neva flows into ... Gulf of ... Finland.
5. ... Kazbek is the highest peak of ... Caucasus.
6. ... Shetland Isles are situated to ... north of ... Great Britain.
7. ... Black Sea is in ... south of our country.
8. ... Lake Baikal is the deepest lake in the world.
9. ... Europe and ... America are separated by ... Atlantic Ocean.

**Exercise 2. Correct the sentences where necessary. § 1.5**

Model: Milan is in north of Italy – Wrong

Milan is in the north of Italy – Right.

1. Last year we visited Canada and United States.
2. South of England is warmer than north.
3. We went to Spain for our holidays and swam in Mediterranean.
4. Tom has visited most countries in Western Europe.
5. My friend worked as a reporter in Middle East.
6. Next year we are going skiing in Swiss Alps.
7. Malta has been a republic since 1974.
8. Nile is the longest river in Africa.
9. United Kingdom consists of Britain and Northern Ireland.

**Exercise 3. Classify the adjectives into 3 groups as in the models. § 2.1**

1) long–longer–the longest

2) difficult–more difficult–the most difficult

3) good–better–the best

Short, big, deep, far, warm, beautiful, shallow, happy, bad, high, easy, expensive, hot, little, ugly, correct.

**Exercise 4. Give the correct form of the adjectives in brackets. § 2.1, 2.2**

1. Canada occupies a (large) area than the United States.
2. The city of Moscow is approximately as (big) as London.
3. The London underground is the (old) in the world.
4. There are (few) people living in Scotland than in the capital of England.
5. The rivers in America are much (long) than those in England.
6. The Lake District is as (popular) with tourists as Snowdonia.
7. The English Channel is (wide) than the Straits of Gibraltar.
8. She speaks Italian (bad) than English, but as (well) as Spanish.
9. That was the (easy) task I have ever performed.
10. There is (little) furniture in the study than in the living-room.
11. According to the Guinness Book of World Records, the (great) coffee drinkers in Europe are the Swedes.

**Exercise 5. Answer the questions, paying attention to comparative forms.**

- 1) Which is easier: to read or to translate?
- 2) Who is the eldest in your family?
- 3) What city is larger: Washington or New York?
- 4) What subject is the most interesting for you?
- 5) Is February a short month?
- 6) Which is worse: to be late or to be early?
- 7) Which is better: to work outdoors or indoors?
- 8) What is the deepest river in England?
- 9) Is the Mississippi a very long river?
- 10) Which is less: nineteen or ninety?
- 11) What is the name of the highest mountain in the world?
- 12) What mountain is a bit higher: Ben Nevis or Snowdon?

**Exercise 6. Read and translate these sentences. § 2.2.**

1. The warmer the weather, the better I feel.
2. The earlier we leave, the sooner we will arrive.
3. The more expensive the hotel, the better the service.
4. The more you have, the more you want.
5. The more I got to know him the more I liked him.

**Exercise 7. Translate into English.**

- 1) Озерный край – одно из любимейших мест отдыха для туристов.
- 2) Климат в Британии мягче, чем в России.
- 3) Ломонд – самое красивое озеро в Шотландии, а озеро Лох-Несс – самое загадочное.
- 4) Население Уэльса меньше, чем количество жителей в Шотландии.
- 5) Самое первое (early) наименование Британских островов – туманный Альбион.

**Exercise 8. Find the mistakes and correct the sentences. § 2.1, 2.2**

1. I'm busier than my little sister.
2. London is more old than New York.
3. Do you know the shortest way to the station?
4. Be activer at your lesson, please.
5. She is the most pretty girl I've ever known.
6. The boy is as taller as his father.
7. Baseball is the popularest summer sport in America.
8. Yesterday he started to feel more bad.
9. Mary's answer is correcter than yours.
10. Can you come more early next time?

**Exercise 9. Translate the sentences paying attention to the phrasal verbs.**

1. Put on your warm jacket, it's cold outside.
2. The meeting was put off because the foreign visitors failed to arrive in time.
3. It took a long time to put out the fire.
4. In many cultures, it is a custom to take off your shoes when you enter a house.
5. The plane took off at 5 p.m.
6. Jimmie takes after his father.
7. Mary's husband took to playing cards.
8. My uncle ran away from home at the age of fifteen.
9. John, we have run out of coffee. Please, go and buy it.
10. I ran into an old school-friend at the supermarket.

**Exercise 10. Insert the phrasal verbs from exercise 9.**

1. I think, we'll ... our trip because of the weather.
2. My plane ... in five minutes.
3. The neighbours ... the fire before the firemen arrived.
4. Don't forget to ... your new earrings for the party.
5. ... your hat when you enter the university.
6. Problem children often ... from their own homes.
7. When the boy grew up, he ... reading, and read all the books he could find.
8. Ann ... her mother, they are both hardworking.
9. I... my English teacher at the movies last night.
10. Will you go to the supermarket, please? We've ...milk and sugar.

TEXTS FOR SUPPLEMENTARY READING  
TEXT 1

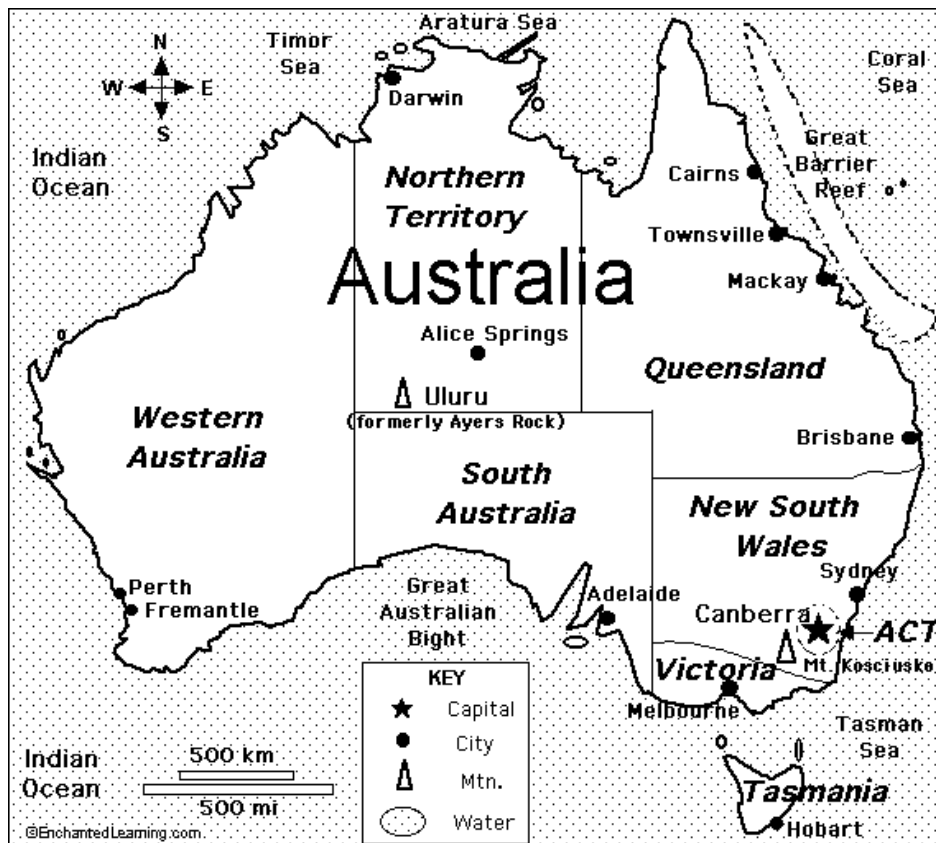
**1. Complete the text with the right words and entitle it.**

(to be situated, island, continents, to consist, Isles, official, to surround, language, federation, Prime Minister, laws, country, capital, to discover.)

Even in medieval times there were stories about a large continent in the Southern Hemisphere. But Europeans had never seen it. They wondered what it was like and whether it was inhabited. They called this land *terra australis incognita*, which means in Latin “the unknown southern land”. Australia was ... only in the 17<sup>th</sup> century, and after the expedition of James Cook in 1770 it became a British colony.

Australia ... on the fifth and the smallest of the ... . It is the largest ... in the world. It is smaller than the United States and much bigger than the British ... . Besides the continent of Australia ... of a number of small islands. The ... name of the ... is the Commonwealth of Australia. It is ... by the seas from all sides. The official ... of the country is English. The ... of Australia is Canberra. Australia is a ... of six states. The Federal Parliament makes ... . The government is headed by the ... .

**2. Study the map and make up sentences to supply the information of the text.**



### 3. Compare the UK and Australia according to the models.

Model 1: What aspects is Australia similar to the UK?

Use “both ... and ...”, “as well as ...”, etc.

Model 2: What is the difference between these countries?

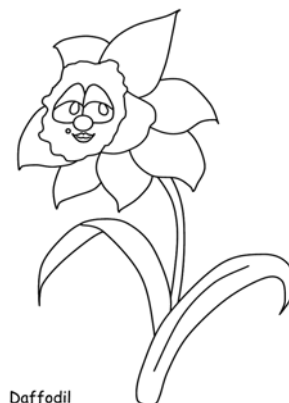
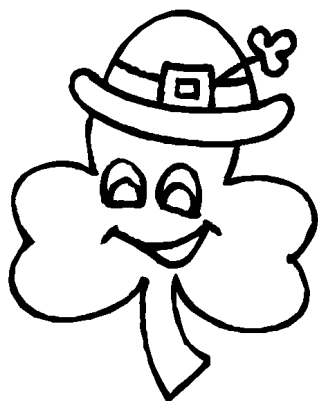
Use: “whereas”, “while”, “unlike”, “as distinct from ...”, etc.

#### TEXT 2

**Read the text and say if you know these facts.**

The humid and mild climate of Great Britain is good for plants and flowers. Some of them have become symbols in the UK. Probably you know that the poppy is the symbol of peace, the red rose is the national emblem of England, the thistle is the national emblem of Scotland and the Edinburgh International Festival. The daffodils and the leek are the emblems of Wales, the shamrock (a kind of clover) is the emblem of Ireland.

Figure 1. Milk Thistle



The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St. George, the patron saint of England. The white diagonal cross is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland. The red dragon, a national symbol of Wales, is pictured on its flag.

**Read and reproduce the jokes.**

1) *Teacher*: Which is nearer to us, England or the moon?

*Tommy*: The moon, sir.

*Teacher*: The moon? Why do you think so?

*Tommy*: Because we can see the moon, and we cannot see England.

2) “The harder it rains, the better I like it”.

“You must be an optimist”.

“No, I am an umbrella seller!”

3) – What is the weather like in England?

– The weather changes in our country more often than in other countries, that is why we say: “Other countries have a climate, in England we have weather”.

**UNIT FOUR**  
**ENGLISH-SPEAKING COUNTRIES**  
**Part 2**

**Vocabulary**

*Learn the following words and expressions:*

to appoint – назначать	manufacture – производство
chamber – палата	majority – большинство
disadvantage – недостаток	nevertheless – однако
general election – всеобщие выборы	raw ['rɔ:] material – сырье
House of Commons – палата общин	to receive [ri'si:v] – получать
hereditary – наследственный	to rule – править
highly developed – высокоразвитый	significant – существенный
to hold (held, held) – проводить	vehicle ['vi:ɪkl] – транспортное средство
legislative power – законодательная власть	

*Practise the pronunciation of the following words:*

parliamentary [ˌpɑ:lə'mentəri], monarchy ['mɒnəki], hereditary [hɪ'redət(ə)ri], party ['pa:ti], Labour ['leɪbə], Conservative [kən'sɜ:vətɪv], legislative [ˌledʒɪslətɪv], industry ['ɪndəstri], industrial [ɪn'dʌstriəl].

**Great Britain (Political Definition)**

The United Kingdom is a parliamentary monarchy. The Queen is the official head of the state. But it is more a tradition than a real fact. In practice the country is ruled by an elected parliament. The legislative power in the country belongs to the British Parliament, which consists of two chambers: the House of Lords and the House of Commons. The seats are partly hereditary in the House of Lords, but members of the House of Commons are elected every 5 years.

In Great Britain there are three main political parties: the Labour, the Conservative and the Liberal. Every five years a general election is held. The party which receives the majority in the House of Commons becomes the party in power and its leader is appointed Prime Minister (PM) by the Monarch.

The great disadvantage of Britain's industry is that it has very few raw materials. Only offshore petroleum and natural gas reserves are significant. Nevertheless the United Kingdom is a highly developed industrial country. Major manufactures include motor vehicles, aerospace equipment, electronic data-processing and telecommunication equipment, petrochemicals. Shipbuilding, fishing and publishing also are important economic industries.

Great Britain is a birthplace of many famous poets, novelists, scientists and politicians: R. Burns and Ch. Dickens, C. Doyle and L. Carroll, Ch. Darwin and I. Newton, Admiral Lord Nelson and W. Churchill.



**Task 1. Answer the following questions.**

1. What does the concept “parliamentary monarchy” mean?
2. What is the name of the lower chamber of Parliament?
3. Are members of both chambers elected by the people?
4. What is the party in power?
5. Which party won the latest general election? Who is the present-day PM?
6. Great Britain isn't rich in mineral resources, is it?
7. Why is the UK considered a highly developed industrial country?
8. Do you know any great people born in Britain? What are they known for?

**Task 2. Ask your fellow students:**

- 1) if the Queen rules the country in practice; 2) if he /she knows the Queen's name; 3) how many chambers Parliament consists of; 4) what the name of the upper chamber of Parliament is; 5) when the latest general election was held; 6) what the main political parties of Great Britain are; 7) if he /she knows the most significant raw materials; 8) what Great Britain produces and exports.

**Task 3. Explain the following political concepts:**

- 1) Parliament; 2) the House of Lords; 3) the House of Commons; 4) the party in power; 5) Prime Minister.

**Lexical Exercises**

**Exercise 1. Choose the right word** (*raw materials, legislative, election, the majority, birthplace, to appoint*).

1. Parliamentary ... must be held every five years.
2. In reality, the House of Commons is the only one which has true ... power.
3. The party which wins ... of seats forms the government.
4. He was ... Prime Minister last year.
5. Offshore petroleum and natural gas are major ... of Britain's industry.
6. The ... of Shakespeare is Stratford-upon-Avon, a small English town.

**Exercise 2. Arrange a) and b) in pairs of synonyms.**

- a) main, general, legislative, official, receive, disadvantage, govern, oil
- b) formal, get, chief, rule, shortcoming, petroleum, common, law-making.

**Exercise 3. Fill in the blanks with prepositions if necessary.**

1. The UK's form ... government is a constitutional monarchy ... a parliamentary system.
2. ... the USA a large amount ... legislative power belongs ... State governments.
3. The British PM is not elected ... the people, but appointed ... the monarch.
4. The party ... power receives the majority in the course ... general election.
5. Scotland is known ... coal and oil production, forestry and marine fishing.
6. The English proverb says: Don't carry coals ... Newcastle.

**Exercise 4. Complete the sentences by translating the words in brackets.**

1. The UK (управляется избранным парламентом).
2. Members of the House of Lords (не избираются народом).
3. The Prime Minister (назначается королем или королевой).
4. The party in power (получает большинство голосов в палате общин).
5. A general election (проводятся каждые 5 лет).
6. The seats in the House of Lords (передаются по наследству).
7. Iron, coal, oil belong to (сырьевые ресурсы).
8. The UK is (высокоразвитая индустриальная страна).
9. (Кораблестроение) one of the most important (отраслей).

**Exercise 5. Finish the sentences and speak on the topic:**

1) The Queen is the official head of the UK, but in practice... 2) The British Parliament consists of ... 3) The seats in the House of Lords... 4) Members of the House of Commons... 5) There are three main political parties... 6) Every five years... 7) The party in power is ... 8) The Prime Minister is... 9) The great disadvantage of Britain's industry is ... 10) Britain is not rich in raw materials but ... 11) The UK produces and exports... 12) The important industries also include ... 13) Great Britain is a birthplace of ... 14) Robert Burns was ... 15) Ch. Darwin is known for ... . 16) Lewis Carroll's main occupation was ... .

### **Grammar Exercises**

**Exercise 1. Use the Present Perfect Tense. § 8.4.1.**

1. Everyone (to hear) of a real English breakfast. 2. ... you (to have) your lunch yet? 3. Here is your watch. I (to find) just it. 4. I (not to go) boating since last Wednesday. 5. ... you (to see) John lately? 6. Where is your key? – I (to lose) it. 7. The police (to arrest) two men in connection with the robbery. 8. Peter failed the exam. – He (not to work) hard this term. 9. Who is absent? – Ann is. She (to be) ill for a week. 10. What time is he leaving? – He (to leave) already.

**Exercise 2. Answer the following questions.**

1. Have you ever been to Great Britain or the US?
2. Have people ever been to the moon?
3. What films have you seen this month?
4. Have you had your lunch yet? What have you had for lunch?
5. Have you already taken a shower today?
6. Where have you spent your weekend?
7. Have you ever heard of Margaret Thatcher? What do you know about her?
8. Have you ever read about "Brexit"? What is it?
9. When did you begin to learn English? How long have you learned English?
10. Have you ever spoken English to a native speaker? When and where did you communicate with foreigners?

**Exercise 3. Say, what three important things you have done this month and what three important things you haven't done yet.**

**Exercise 4. Use the Present Simple or the Present Perfect. § 8.2.1, 8.4.1**

1. Normally I (to have) breakfast at 9 in the morning. 2. I just (to have) my breakfast. 3. He (to write) letters to his mother once a week. 4. He (to receive) three letters this week. 5. We (to work) hard lately. 6. I (not to see) much of her for the last few days. 7. Students (to take) exams at the end of each term. 8. You ever (to visit) your relatives? 9. It (to rain) every Sunday since we arrived here. 10. They (to be) friends since childhood. 11. It long (to be) my dream to visit the Bolshoi Theatre. 12. Infant children often (to dream) of going to school.

**Exercise 5. Use Present Simple, Present Continuous or Present Perfect.**

1. Where is Ann? – She (to do) the flat. Tomorrow is Nick's birthday.  
2. Father always (to look) through morning newspapers at breakfast.  
3. I (to put on) already my dress and now I (to leave) home for the University.  
4. ...you usually (to prepare) for your lessons in the reading-room? - No, I (to do) it at home.  
5. The Smiths (to invite) many guests to their party. We are going to join.  
6. What's the weather like today? – It (to rain). It often (to rain) in October.  
7. She is too slim. She (to be) on a diet for a month.  
8. ...you (to wash up)? – Yes, we just (to have) dinner.  
9. Don't ask me about the film, I (not to see) it yet.

**Exercise 6. Are the underlined parts of the sentences right or wrong? Mind the difference between Past Simple and Present Perfect. Correct the sentences that are wrong. § 8.2.3, 8.4.1**

Model: Shakespeare wrote many plays. – Right.

My sister, who is a writer, wrote many books. – Wrong: *has written* (she *still* writes books).

1. Do you know about Sue? She has given up her job. 2. The Chinese have invented printing. 3. How many plays has O. Wilde written? 4. Have you read any of Shakespeare's plays? 5. Aristotle has been a Greek philosopher. 6. Ow! I've cut my finger. It's bleeding. 7. She was to London a lot of times. 8. Where have you been born? 9. Mary isn't at home. She's gone shopping. 10. When have they written to you last?

**Exercise 7. Use the Past Perfect Tense. § 8.4.2**

1. She hoped that I (to pay for the tickets already). 2. When we came the performance (to begin). 3. He went to bed as soon as he (to switch off the TV-set). 4. By the end of the year she (to play in two films). 5. When they came home the football match (to finish). 6. Mike (to do the test) before, so he found it very easy. 7. She went for a holiday after she (to pass the exam).

**Exercise 8. Use the Past Simple or the Past Perfect. § 8.2.3, 8.4.2**

1. I (to translate) two pages yesterday. 2. By the end of the week they (to translate) the first part of the book. 3. When you (to receive) a letter from her last? 4. When I (to phone) them they (not to be) ready yet. 5. We (to find) nobody in the house when we (to come) but we (to have) a feeling that somebody (to be) there before. 6. He (to understand) the book only after he (to read) it again. 7. I didn't know that woman. I never (to see) her before.

**Exercise 9. Use the Future Perfect Tense. § 8.4.3**

1. When the uncle returns from Australia his son (to grow up). 2. By the end of this year I (to learn) English very well. 3. I'll need this magazine. ... you (to look it through) by morning? 4. If you come at 9 the concert (to finish). 5. We mustn't be late. They (to eat) everything by the time we come. 6. Before they choose a suitable house they (to see) hundreds of them. 7. When you go out it (to stop raining). 8. By the end of May she (to pass) all the exams.

**Exercise 10. Use the correct tense forms.**

1. He (to find) that the lady (not to be) so young as he (to expect). 2. When Frederik II (to see) a new soldier in his army he (to ask) the same questions: "How old you (to be)? How long you (to serve) in my army?" 3. Prince Yuri Dolgoruky (to found) Moscow. 4. Since 1147 the name of Moscow (to be) on the pages of history. 5. When he got to the classroom, the lesson (to start) already. 6. The project is not ready, but they (to finish) it by the end of the week.

**Exercise 11. Compare the sentences and notice the difference between the Active and the Passive Voice.**

Active	Passive
<u>She</u> often <i>invites</i> guests to her parties.	<u>She</u> <i>is</i> often <i>invited</i> to parties.
<u>The children</u> <i>took</i> a dog for a walk.	<u>The children</u> <i>were taken</i> for a walk.
<u>The teacher</u> <i>will ask</i> the students about the grammar rule.	<u>The teacher</u> <i>will be asked</i> (by the students) about the grammar rule.

**Exercise 12. Translate into English using the verbs in the Simple Passive tenses. Use often, sometimes, yesterday, tomorrow, etc. § 8.7.1**

1. Нас приглашают (пригласили, пригласят) на конференцию.
2. Мне рассказывают (рассказали, расскажут) интересную историю.
3. Детей приводят (привели, приведут) в цирк (зоопарк).
4. Ему платят (заплатили, заплатят) за эту работу много денег.
5. Студентам ставят – *give* (поставили, поставят) хорошие отметки.
6. Родителям помогают (помогли, помогут) по дому.

**Exercise 13. Use the verbs in brackets in the Present, Past or Future Simple Passive. Analyze the Russian equivalents. § 8.7.1**

1. ... Australia often (to visit) by tourists from other countries? 2. Queen Elizabeth II (to crown) in 1952. 3. Russian (to speak) as a second language by many people in former Soviet republics. 4. The Prime Minister (not to elect) by people but (to appoint) by the monarch. 5. This program (not to show) on TV tomorrow. 6. In 1066, England (to conquer) by the Normans. 7. Why ... the newspapers (not to bring) yesterday? 8. After a referendum in 1997, the Scottish Parliament (to re-establish) with responsibility for the laws specific to Scotland.

**Exercise 14. Transform the sentences into the Passive Voice. Pay attention to the prepositions. § 8.7.1**

Model: *We often speak **about** her. – She is often spoken **about**.*

1. We thought about our friend all the time. 2. The doctor will operate on him in a week. 3. They looked for the newspaper everywhere. 4. Everybody listened to the lecturer with great attention. 5. Scholars often refer to his name in the articles. 6. Young mothers look after their babies with great care. 7. Nobody lives in that old house. 8. They sent for Jim and told him to prepare a report on that subject. 9. If you wear this hat some people will laugh at you.

**Exercise 15. Transform the sentences into the Passive Voice according to the models. § 8.7.2, 8.7.3**

Model 1 (Continuous): *They **were playing** tennis from four till five. – Tennis **was being played** from four till five.*

1. What music are they playing? 2. Nobody is using the computer now. 3. At twelve o'clock the workers were loading the trucks. 4. What are they doing in the house for the guests? 5. Someone was asking the lecturer a question when the bell rang. 6. The secretary is printing my report at the moment. 7. They were discussing your problem when I entered the room.

Model 2 (Perfect): ***Has anybody explained** the rules of the game to you? – **Have you been explained** the rules of the game?*

1. I am not going to Peter's party as they haven't invited me. 2. By six o'clock they had finished all preparations for the trip. 3. Has anybody watered the flowers today? 4. Someone has already sent for the policemen. 5. Scotland became part of the UK in 1707, after both governments had passed the Act of Union. 6. By the beginning of the meeting they will have looked through all the documents. 7. Nobody has seen John today, he must have left.

**Exercise 16. Transform the sentences as in the model paying attention to the Indirect Passive. § 8.7**

Model: *They didn't give me the money. → I wasn't given the money.*

1. They asked him some difficult questions at the interview.

2. Ann's friends were telling her an interesting story, when I came.
3. Nobody told me that George was ill.
4. How much will they pay you?
5. The landlady gave them the cottage for a week.
6. Has anybody shown you what to do?
7. The company will offer him this job, I think.

***Exercise 17. Open the brackets using the right forms of the verb in the Active or Passive Voice.***

English (speak) by approximately 330 to 360 million people as their first language. There are six large countries with a majority of native English speakers that sometimes (group) under the term *Anglosphere*. In numbers of English speakers they are: the United States (258 million), the United Kingdom (58 million), Canada (32 million), Australia (20 million), Ireland (4.5 million) and New Zealand (3.8 million). Although the United States federal government has no official languages, English (give) official status by 32 of the 50 US state governments. Many countries in Africa and Asia also (use) English as their primary and official language. India has the biggest number of native and non-native English speakers than any other country in the world. This (be) a result of the influence of British colonization in the area.

Since English (speak) so widely, it (refer) often to as a "world language". English is the third largest language by number of native speakers, after Chinese and Spanish. It (teach) most often as a foreign language in the European Union, in Russia, etc. English is one of the official languages of the United Nations and many other international organizations, including the International Olympic Committee. It also (use) as the official language for aeronautical and maritime communications and as one of two co-official languages (besides the Russian language) for astronauts serving on board the International Space Station. This increasing global use of English (have) lately a large impact on many other languages, leading to language shift and even language death, and to claims of linguistic imperialism.

***Exercise 18. Read the article in <https://en.wikipedia.org/wiki/Canada> and answer the following questions about Canada.***

1. Where is Canada situated?
2. What seas or oceans is it washed by?
3. What is its total area?
4. What is Canadian's typical relief?
5. Why does it contain much fresh water?
6. How many provinces and territories does Canada consist of?
7. Which of them have more autonomy – territories or provinces?
8. What is the capital of the country?

9. Is Canada a member of the Commonwealth? Who is its official head?
10. Who is the head of the government?
11. How large is the number of population?
12. What languages are spoken in Canada?
13. What is the motto of this state?
14. Will you describe the flag of Canada?

## TEXT FOR SUPPLEMENTARY READING

### ***1. Read the text and translate the underlined words. Entitle the text.***

The United States of America is a federation of 50 states. 48 of these states are in the same general area but Alaska in the north-west and Hawaii in the middle of the Pacific Ocean are geographically separated.

The federal capital is Washington, D.C. (the District of Columbia). Washington is the centre of federal government but each state has its own capital and its own government. State governments have large power and independence and are responsible for education, road building, the state police force etc.

Federal laws are made by the Congress which is the equivalent of the British Parliament. There are two Houses: the House of Representatives and the Senate. Each state sends representatives and senators to the Congress. The President together with the Vice-President are elected separately. They serve for a term of four years. There are two main political parties in the United States: the Democrats and the Republicans. The differences between their policies are usually not very great.

The national flag of the USA consists of 13 red and white horizontal stripes and 50 small white stars in the blue rectangle. The 50 stars represent the 50 states of the US of America and 13 stripes symbolize the 13 British colonies that declared their independence from the Kingdom of Great Britain and became the first states of the Union. The nickname for the flag is the “Stars and Stripes”.

### ***2. Compare the UK and the USA by finishing the sentences:***

- 1) The UK is situated on the British Isles, whereas the USA occupies... .
- 2) The UK is washed by ..., while the American coasts are surrounded ... .
- 3) The UK consists of ..., and the USA... .
- 4) Northern Ireland is a separate country of the UK, as well as... .
- 5) British Parliament consists of two chambers: ..., in much the same way ... .
- 6) The ... is the formal head of state in the UK, ... .
- 7) There are three main political parties in the UK: ..., ... .
- 8) The British flag is often called the “Union Jack”, ... .

## UNIT FIVE

### LONDON

#### Phonetic Exercises

##### 1. Read paying attention to the “silent” letters.

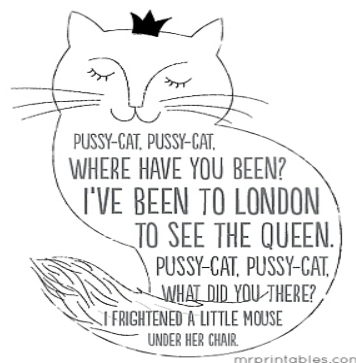
<i>mb</i> [m]	<i>bt</i> [t]	<i>mn</i> [m]	<i>ign</i> [ain]
climbe	debt	column	sign
bomb	doubt	autumn	reign
tomb	subtle	solemn	design

##### 2. Read the following sayings and a poem.

- a) Mary had a little lamb who liked to climb the hills.  
b) No doubt, he has debts.

##### 3. Nursery Rhyme

Pussy cat, pussy cat,  
where have you been?  
I've been to London to see the Queen.  
Pussy cat, pussy cat,  
what did you there?  
I frightened a little mouse  
under her chair.



#### Vocabulary

##### Learn the following words and expressions:

admission – вход, доступ	masterpiece – шедевр
ancient – древний	palace – дворец
to attract – привлекать	prison – тюрьма
to bury – хоронить	to reign – царствовать
to crown – короновать	royal – королевский
to contain – содержать	sight = a place of interest – достопримечательность
to destroy – разрушать	tomb – надгробный памятник
to be famous for – быть знаменитым чем-л.	tower – башня
fortress – крепость	to turn – повернуть
impressive – производящий впечатление	to turn into – превратиться
jewel ['dʒuəl] – сокровище	unique – уникальный
	wax – воск

##### Mind some proper names:

the Stock Exchange – Лондонская фондовая биржа  
Lloyd's – Ассоциация страховщиков судоходных компаний  
William the Conqueror ['kɒŋkərə] – Вильгельм Завоеватель



Westminster Abbey ['æbɪ] – Вестминстерское аббатство  
the Poets' Corner – Уголок поэтов  
the Speaker's Corner – Уголок оратора  
St. Paul's Cathedral [kə'θɪ:drəl] – Собор Святого Павла  
Sir Christopher Wren ['sɜ: 'krɪstəfə'ren]  
Madam Tussaud's ['mædəm tju:'souz]

***Practice the pronunciation of the following words:***

ancient ['eɪnʃ(ə)nt], buried ['berɪd], century ['sentʃəri], company ['kʌmpəni],  
front [frʌnt], church [tʃɜ:ʃ], heart [ha:t], museum [mju:'zi:əm], statue ['stætju:],  
portrait ['pɔ:trɪt], tomb [tu:m], masterpiece ['ma:stəpɪs], unique [ju:'nɪk].

**From Londinium to the Capital City**

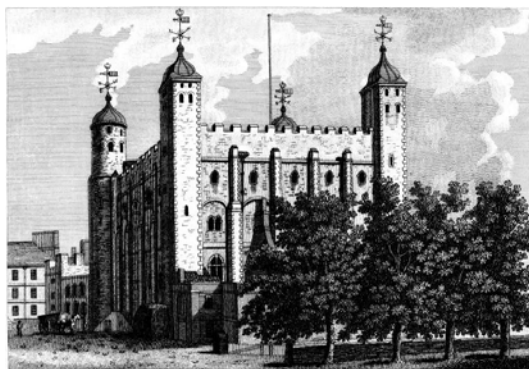
London was founded about 2000 years ago by the Romans, who gave their settlement the name Londinium. The location of the city on the river Thames has been very comfortable and in the course of time a small village turned into a big important city. Modern London occupies the territory of more than 5 thousand square kilometers with the population of more than 8 million people. Traditionally London is divided into three major parts: the City, the West End and the East End.

*The West End* is the richest and the most beautiful part of London. The best shops, restaurants, clubs and department stores are situated there. In the West End you can find a lot of museums, concert halls, cinemas and theatres, wonderful parks and squares. *The East End* is a working part of London but it is becoming the leading international financial centre with its modern offices, hotels, sports and exhibition centers.

*The City* is the commercial and business centre of London. Less than 6000 people live there but about half a million people come to work there every morning. Numerous banks and big companies have their head offices there, among them the Bank of England, Lloyd's and the Stock Exchange.



*Lloyd's building*



*the Tower of London*

The most ancient building in the City is *the Tower of London*, which was founded in the 11<sup>th</sup> century by William the Conqueror. Over the centuries the Tower of London used to be a fortress, a royal palace, an observatory, an arsenal and a state prison. Now it is a museum, a home of the Crown Jewels, used by the royal family. The greatest building in the City is certainly *St. Paul's Cathedral*, designed by Sir Christopher Wren to replace the Gothic church destroyed in the Great Fire in 1666. This masterpiece of architecture rises to 111 meters with its huge dome, and from the Golden Gallery you have a magnificent view of London.



*St. Paul's Cathedral*



*the Houses of Parliament*

No tourist would like to leave the English capital without visiting the political heart of London – Westminster. The seat of the British government, *the Houses of Parliament*, is a beautiful building with two towers – the Victoria Tower and the Clock Tower with Big Ben, the symbol of London.

Opposite the Houses of Parliament is *Westminster Abbey*. It is one of the most remarkable examples of the early English Gothic Style, impressive in appearance and size. Many English kings and queens were crowned and are buried there. The Abbey is also famous for the *Poets' Corner* with the tombs and memorials to British poets and writers such as Shakespeare, Burns, Dickens and others.

Located in the City of Westminster, *Buckingham Palace* is the official residence of the British royal family in London. In front of Buckingham Palace there is *Queen Victoria Memorial*, whose reign was the longest in the British history. Every day at 11.30 you can see here the beautiful ceremony of the *Changing of the Guard*.

The geographical centre of London is *Trafalgar Square*. The highest point here is Nelson's column, built in memory of Admiral Nelson's victory at Trafalgar. Behind Trafalgar Square there are the *National Portrait Gallery* and the *National Gallery* with their wonderful collections of painting. These pictures belong to the public and the admission is free.

If you love visiting museums, London is the right place to go. The most outstanding one is *the British Museum*, which contains the works of man from

prehistory to the present day. *Sherlock Holmes Museum* in Baker Street attracts both children and adults. Not far from it is another interesting exhibition, *Madam Tussaud's*. It has life-size wax models of famous people, both living and dead.

London is rich in parks and gardens. Maybe the most famous one is *Hyde Park*, which used to be a royal hunting garden and now is the best place to have a rest, walk or listen to the orators at *the Speaker's Corner*. Londoners also enjoy St. James's Park, Kensington Gardens and of course Regent's Park with the London Zoo.

So, London is an unusual city. "When a man is tired of London, he is tired of life: for there is in London all that life can afford", – wrote Samuel Johnson in 1777.

**Task 1. Classify all the names of the sights into 2 groups: those used with the definite article and without it.**

**Task 2. Answer the following questions.**

1. What was the first name of London?
2. Which parts is London traditionally divided into?
3. What is the most ancient building of the City?
4. Who designed St. Paul's Cathedral?
5. What is the seat of the British government?
6. Where are many famous people buried?
7. What ceremony can we see in front of Buckingham Palace?
8. Where is Nelson's Column situated?
9. What is Madam Tussaud's famous for?

**Task 3. Ask your fellow students...**

1) where London is situated; 2) when it was founded; 3) what sights there are in London; 4) what is situated in the City; 5) if the Tower of London is a state prison now; 6) what the symbol of London is; 7) if No 10 Downing Street is the royal residence; 8) what the British Museum contains; 9) if the admission to the National Gallery is by ticket; 10) why Hyde Park attracts a lot of tourists.

**Task 4. Study the model and make up your own definitions:**

Model: Sir Christopher Wren (*a concept*) is an English architect (*a class of objects*), who (*connection*) lived in the 17<sup>th</sup> century and has become famous for his creation – St. Paul's Cathedral (*characteristics*).

- |                             |                       |
|-----------------------------|-----------------------|
| 1) The City                 | 5) Westminster Abbey  |
| 2) The Tower of London      | 6) Buckingham Palace  |
| 3) St. Paul's Cathedral     | 7) Trafalgar Square   |
| 4) The Houses of Parliament | 8) The British Museum |

## Lexical Exercises

### *Exercise 1. Fill in the blanks with prepositions if necessary:*

1. London was founded ... 2000 years ago ... the Romans.
2. ... the course ... time a small village turned ... a big important city.
3. Big companies have their head offices ... the City, ... them Lloyd's.
4. St. Paul's Cathedral rises ... 111 meters ... its huge dome, and ... the Golden Gallery you have a magnificent view ... London.
5. The Abbey is famous ... the Poets' Corner ... the tombs and memorials ... many British poets and writers.
6. Admiral Lord Nelson won the victory ... Trafalgar.
7. ... Buckingham Palace you can see the beautiful ceremony ... the Changing of the Guard.
8. Masterpieces of painting ... the National Gallery belong ... the public.
9. Here you can see the works ... man ... prehistory ... the present day.
10. The museum is situated ... famous Baker Street.
11. London is very rich ... parks and squares.

### *Exercise 2. Say what you would like to visit in London and why:*

I'd like to	see / have a look at	...	because / for
I want to	visit / go to		

### *Exercise 3. Talk about the following places of interest in London:*

- a) the City and its sights;
- b) Westminster and its places of interest;
- c) the West End and the principal museums, monuments, parks.

### *Exercise 4. Work in pairs to make an information list for tourists visiting your city.*

#### *Use the following headings:*

Sights, Theatres, Museums, Open-air Museums, Landmarks.

#### *Use the following expressions:*

Welcome to ...!

... is a very exciting place.

... is known / famous for ...

If you like ..., go to ...

If you are interested in ..., have a look at ...

People come from all over the world to visit ...

For art lovers, ... has a beautiful collection of ..., as well as ... in...

Every visitor to Perm should go sightseeing in ... /have a tour of...

You'll learn a lot of interesting facts about ...

I'm sure you won't be disappointed having visited our city.

## Communication

### *Exercise 1. Read the dialogues:*

- A.** – Excuse me, do you know where the nearest chemist’s shop is, please?  
 – Go straight down to the traffic lights, turn left, and pass the bank and the café. Then, the second turn on your right, you will see the chemist’s shop.  
 – Thank you. And is there a post office near here?  
 – Yes, only about 200 meters down the road.  
 – Thanks a lot.  
 – You are welcome.
- B.** – Excuse me, how do I get to Baker Street from here?  
 – It’s rather far. Take bus 24 at the bus station.  
 – How long will it take me?  
 – About half an hour. The place is five or six bus stops away from here.  
 – And where is the bus station?  
 – Right in front of you, across the street, near the newsstand.  
 – Oh, thank you very much.  
 – Not at all.

### *Exercise 2. Classify the information into 4 groups:*

1. Place the nearest chemist’s shop ...	2. Location near here ...
3. Stranger Excuse me, do you know where ...is? ...	4. Passer-by Go straight down... ...

### *Combine the phrases:*

- 1) group 1 + group 2;
- 2) group 3 + group 1;
- 3) group 1-2 + group 4.

Model: *The nearest chemist’s shop is near here.*

### *Exercise 3. Complete the dialogue. Draw the plan of the way.*

- Excuse me, ... to the Russian Embassy? I’m a stranger here.  
 – Russian Embassy? Just a minute. It’s at Kensington Palace Gardens. Go ... to the crossroads, ... left and ... two blocks. Pass ... and ... . You will see the Russian Embassy ... .  
 – Is it ...?  
 – No, it will take you ... to get there. But if you want, you can ... .  
 – Thank you ... .  
 – You ... .

**Exercise 4. Make up your dialogue according to a situation.**

*You are standing on the cross-road Pushkin Street and Sibirskaya Street.*

*Explain the stranger, how he /she can get to:*

- a) the circus;
- b) the railway station;
- c) Perm Technical University;
- d) the Opera house;
- e) the Picture gallery;
- f) the shopping centre (hypermarket);
- g) the cinema “Crystal” *from there*.

**Grammar Exercises**

**Exercise 1. Complete the sentences using “which”, “who”, “whose”, “whom”, “where”:**

1. The name “Londinium” is derived from the Celtic word Llyn-din, ... means literally “river place”.
2. The official head of the UK is the Queen, ... reigns but doesn't rule.
3. Yesterday I met a friend of mine ... wife is an English teacher.
4. The Thames, ... has always been the part of London history, is often called Father of London.
5. Many people think that Big Ben was named after Sir Benjamin Hall, a British civil engineer, ... was put in charge of the Clock Tower, but this is questionable.
6. Do you know a restaurant ... we can have a really good meal?
7. I don't know the name of the woman to ... I spoke on the phone.
8. A mountaineer is a person ... ambition is to climb Everest.
9. The building ... was destroyed in the fire has now been rebuilt.

**Exercise 2. Mark the border between the sentences where the conjunction (союз) is left out. Read the sentences paying attention to the intonation.**

Model: *The people I talked to during my trip were very friendly. →*

*The people ↑ I talked to during my trip ↑ were very friendly.*

1. The book he read yesterday was about history of London.
2. The museum we wanted to visit was shut when we got there.
3. Are these the keys you were looking for?
4. The man I was sitting next to on the plane talked all the time.
5. Everything they said was true.
6. The woman I wanted to see was away.
7. What's the name of the film you are going to see?
8. It was the most boring film I've ever seen.

**Exercise 3. Use the Present or the Future Indefinite Tense. § 8.2**

Model: *I (to help) you when I (to be) free. → I'll help you when I am free.*

1. It (to take) you ten minutes if you (to take) a taxi.
2. I (to know) something about London after I (to make) a trip there.
3. If you (to want) to see all these places, you must stay here for a week.
4. When you (to cross) the street in

London, look first to the right because of the traffic rules. 5. As soon as you (to turn) the corner you (to see) the Russian Embassy right in front of you. 6. Let's wait till the green light (to be) on. 7. When you (to get off) the bus, I (to be) there. 8. We (to meet) before he (to leave) for London. 9. I (to ask) a policeman in the street if I (to be) lost. 10. The six ravens have been kept in the Tower of London for centuries because of an old legend that says: if the ravens ever (to leave) the Tower, the monarchy (to fall).

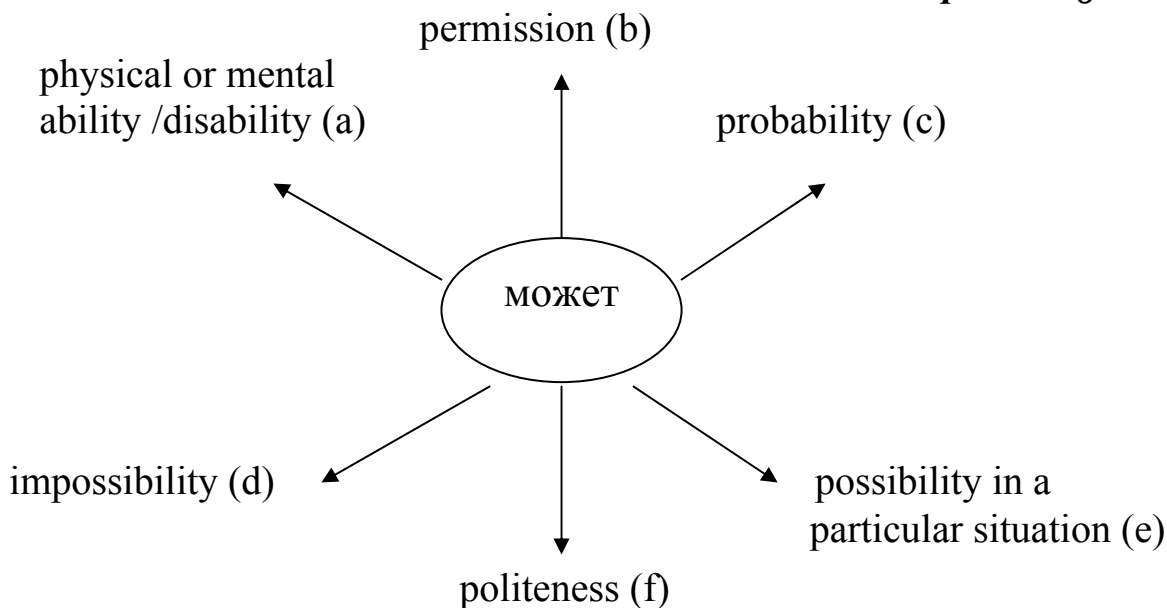
**Exercise 4. Translate paying attention to the phrasal verbs.**

1. He kept on talking after everybody asked him to stop. 2. I don't think he killed those men. Somebody set him up. 3. A new parliamentary committee was set up yesterday. 4. Keep your back straight when you pick up something heavy. 5. What time are you going to pick me up? 6. It's possible to pick up enough English in three weeks before your trip to London. 7. Meg dropped in yesterday after dinner. 8. Jimmie isn't on the team any more. He dropped out. 9. My sister gets away with everything! 10. Natasha doesn't get on with her co-workers. 11. The bus was full, so it was difficult to get on and to get off.

**Exercise 5. Insert the phrasal verbs from exercise 4.**

1. ... your English! 2. Though he has been told not to smoke at the office, he ... smoking every half-hour. 3. I didn't do anything wrong. They ... me ...! 4. A school based on absolutely new principles ... 5 years ago by this outstanding educationist. 5. Let's ... on Julie since we're driving by her house. 6. It's difficult to get a good job if you ... of high school. 7. Could you ... me ... at the airport tomorrow and ... at Harrods's? 8. The train is leaving. Quick, ...! 9. The gangsters ... with a murder. 10. Do you ... with your neighbors? 11. We'll have to ... to change for Bus No. 5.

**Exercise 6. Match each modal verb with its sense component. § 10.1–2**



1. He **can** play tennis well and speak Chinese.
2. I **haven't been able to** sleep recently.
3. It's cloudy; it **may / might** rain in the evening.
4. **May / can** I take your book?
5. **Could** you leave me a message, please?
6. We have just had lunch. You **can't (cannot)** be hungry.
7. Mrs. Smith wasn't at home when I phoned but I **was able to** contact her at her office.

**Exercise 7. Complete the sentences using “can, can't, could, couldn't”.**

1. I'm afraid I ... come to your party next week.
2. When Tim was 16, he was a fast runner. He ... run 100 metres in 11 seconds.
3. “Are you in a hurry?” “No, I've got plenty of time. I ... wait”.
4. I was feeling sick yesterday. I ... eat anything.
5. Can you speak up a bit? I ... hear you very well.
6. “You look tired”. “Yes, I ... sleep last night”.
7. ... you be so kind to tell me the time, please?

**Exercise 8. Use “can” if possible; otherwise use “be able to”. § 10.1**

1. George has traveled a lot. He ... speak three languages.
2. Martin is an eccentric. I've never ... understand him.
3. Tom might ... come tomorrow.
4. Sandra ... drive but she hasn't got a car.
5. I'm very busy on Friday but I ... meet you on Saturday morning.
6. Ask Catherine about your problem. She might ... help you.
7. I would like to ... swim well.
8. She used to ... dance very well but she ... not do it now.

**Exercise 9. Paraphrase using “couldn't” (in the negative sentence) or “was / were able to” (in the affirmative sentence). § 10.1**

1. Everybody managed to escape from the fire.
2. Jack and Paul played tennis yesterday; Jack played very well but in the end Paul managed to beat him.
3. I looked everywhere for the book but I didn't manage to find it.
4. Tom managed to finish his work that afternoon.
5. I had forgotten to bring my camera so I didn't manage to take any pictures.
6. They didn't want to come with us and nobody managed to persuade (убеждать) them.
7. Ann had given us good directions, so we managed to get there in time.

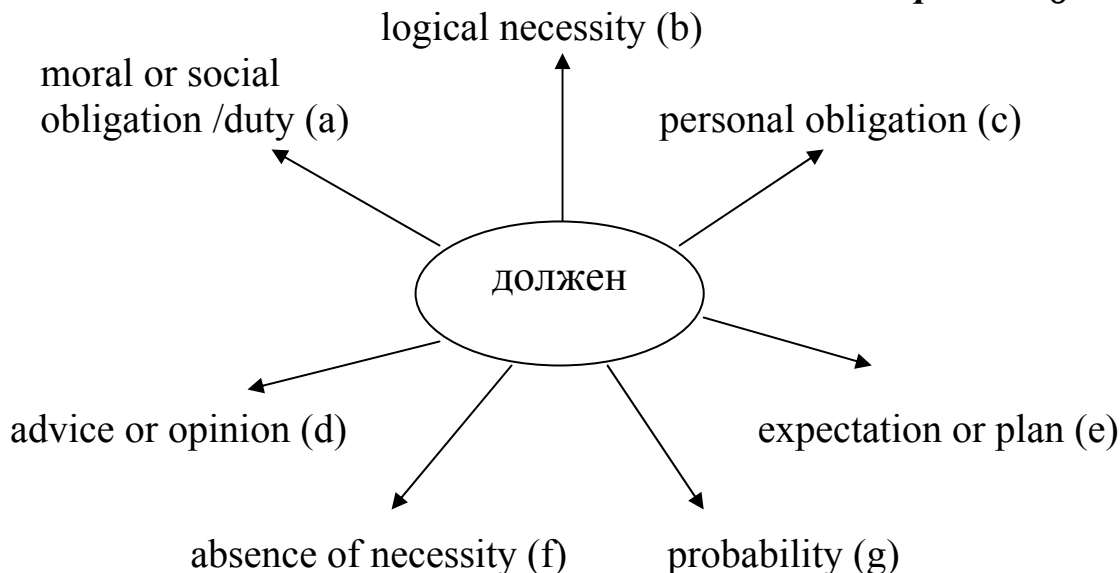
**Exercise 10. Paraphrase using “may or might” according to the structures. § 10.2**

He may / might be in his office.	Present
He may / might be doing the task.	Continuous
He may / might have (not) done it.	Past



1. Perhaps Margaret is busy.
2. Perhaps she didn't know about it.
3. Perhaps she is working now.
4. Perhaps she wants to be alone.
5. Perhaps she was ill yesterday.
6. Perhaps she went home early.
7. Perhaps she is having lunch.
8. Perhaps she didn't see you.
9. Perhaps she didn't leave you a message.

**Exercise 11. Match each modal verb with its sense component. § 10.3–10.7**



1. You **must** work hard in order to pass the exam successfully.
2. Peter is tall and strong, he **must** be a good sportsman.
3. In Britain schoolchildren **have to** wear uniform.
4. The delegation **is to** arrive on Monday.
5. You **should** eat more fruit and vegetables.
6. We **needn't** hurry. We've got plenty of time.
7. I **ought to** pay our debts.

**Exercise 12. Put in "must or cannot". § 10.3**

1. You've been travelling all day. You ... be tired. 2. That restaurant ... be very good. It's always full of people. 3. That restaurant ... be very good. It's always empty. 4. It rained every day during their holiday, so they ... have had a very nice time. 5. You got here very quickly. You ... have walked very fast. 6. Congratulations on passing your exam. You ... be very pleased. 7. Jim is a hard worker. – You ... be joking. He is very lazy.

**Exercise 13. Put in "must or have to". § 10.3, 10.4**

1. She is a really nice person. You ... meet her. 2. You ... turn left here because of the traffic system. 3. My eyesight isn't very good. I ... wear glasses for reading. 4. I haven't phoned Ann for ages. I ... phone her tonight. 5. Last night Nick became ill suddenly. We ... call a doctor. 6. When you come to London again, you ... come and see us. 7. I'm sorry I couldn't come yesterday. I ... work

late. 8. Caroline may ... go away next week. 9. I ... get up early tomorrow. There are a lot of things I want to do.

**Exercise 14. Write a sentence with “should or shouldn’t” + one of the following:** go to bed so late; look for another job; put some pictures on the walls; take a photograph; use her car so much. § 10.7

1. My salary is very low. – You ... .
2. Jack always has difficulty getting up. He ... .
3. What a beautiful view! You ... .
4. Sue drives everywhere. She never walks. She ... .
5. Bill’s room isn’t very interesting. He ... .

**Exercise 15. Paraphrase using “be to”. § 10.5**

Model 1 (Present): *I expect her to come and help.* → *She is to come and help.*

Model 2 (Past): *It was planned that we should wait for them at the door.* → *We were to wait for them at the door.*

1. The lecture is supposed to begin at 12 o’clock.
2. It was arranged that he should meet her at the station.
3. The tourists expected the guide to show them around the Tower of London.
4. It is planned that she will wait for them at the entrance.
5. The train is supposed to arrive on time.
6. I expected you to leave me a message.
7. It was arranged that all the students would take part in the conference.

**Exercise 16. Complete the sentences using “could, must, was to, had to, might, shouldn’t, will be able to, needn’t, ought to”. § 10**

1. Ted isn’t at work today, he ... be ill.
2. My grandfather was a very clever man. He ... speak five languages.
3. You look tired. You ... work so hard.
4. It was raining hard and we ... wait until it stopped.
5. You ... help me, I can do it by myself.
6. As they had agreed before, Tom ... wait for his girlfriend at the entrance.
7. Children ... take care of their parents.
8. I hope he ... speak English well next year.
9. Where are you going for your holidays? – I haven’t decided yet. I ... go to London.

**Exercise 17. Study the forms of the Infinitive given in the table. Complete the sentences using the Infinitive Active or Passive. § 11.1**

Forms	Active	Passive
Simple	to write	to be written
Continuous	to be writing	–
Perfect	to have written	to have been written

1. Marie Tussaud managed (to create /to be created) her first wax figure, of Voltaire, in 1777, when she was sixteen.
2. This guide book is worth (to buy /to be bought) if you want to visit all the places of interest.
3. The children were

delighted (to have brought /to have been brought) to the circus. 4. Sorry not (to have noticed /to have been noticed) you. 5. I am glad (to have invited / to have been invited) to stay with them in their country-house. 6. Diplomacy is the art (to say /to be said) the nastiest things in the nicest way. 7. Jane ought (to have taught /to have been taught) two foreign languages. Why wasn't she, I wonder? 8. Nature has many secrets (to discover /to be discovered) yet.

**Exercise 18. Match the underlined part of the sentence with its function:**

1. She might <u>be doing</u> shopping in Oxford Street.	a) Subject b) Part of the predicate c) Object d) Attribute e) Adverbial
2. <u>To visit</u> London means to see one of the most ancient cultural centers in Europe.	
3. They can't afford <u>to go</u> abroad this summer.	
4. Hide Park is the best place <u>to have</u> a rest or <u>to listen</u> to the orators at the Speaker's Corner.	
5. St. Paul's Cathedral was designed <u>to replace</u> the old Gothic church destroyed in the Great Fire.	
6. They are going to visit a concert <u>to be given</u> in Albert Hall tomorrow.	
7. We were pleased <u>to have visited</u> London last summer.	
8. All you need is <u>to be</u> more attentive during the lesson.	
9. It took fifteen years <u>to erect</u> Westminster Abbey.	

**Exercise 19. Keep in mind the verbs that are followed by the Infinitive as an Object. Use them to complete the sentences.**

<b>agree</b> (соглашаться)	<b>decide</b> (решать)
<b>afford</b> (позволять себе)	<b>promise</b> (обещать)
<b>fail</b> (потерпеть неудачу)	<b>pretend</b> (притворяться)
<b>tend</b> (иметь склонность)	<b>seem</b> (казаться)
<b>manage</b> (суметь сделать)	<b>learn</b> (научиться)

Model: *We have bought a new car, but I haven't learnt to drive it yet.*

1. They ... not to go for a walk because of the weather.
2. There was a lot of traffic but we ... to get to the airport in time.
3. They don't have much money. They can't ... to stay at a very expensive hotel.
4. I wonder where Sue is. She ... not to be late.
5. David is very absent-minded. He ... to lose his things.
6. Ann ... not to see me as she passed the street.
7. Helen looks very slim. She ... to have lost some weight.
8. I waved to Kate but ... to attract her attention.
9. Simon was in a difficult situation, so I ... to lend him some money.

**Exercise 20. Paraphrase using the appropriate form of the Infinitive.**

Model: *He is sorry that he has said it.* → *He is sorry to have said it.*

1. Ann is glad **that she has done** all the work yesterday. 2. I am pleased **that I am speaking** to you. 3. We should be happy **if we could join** you. 4. They were sorry **that they had missed** one-day excursion to London. 5. I hope **that I will know** everything by tomorrow. 6. My sister will be delighted **when she is wearing** a dress as lovely as that. 7. He was proud **that he had passed** the exam successfully. 8. Don't promise **that you will do** it, if you are not sure that you can. 9. The tourists were glad, **that they were shown** around and **told** a lot of interesting facts about St. Paul's Cathedral. 10. It is certain **that it will rain** if you don't take your umbrella. 11. He expected **that he would be listened** to attentively.

TEXT FOR SUPPLEMENTARY READING

**1. Read the text and translate the underlined words.**

**Guy Fawkes Night**

Guy Fawkes Night or the Bonfire Night is the most “British” festival which is celebrated annually on November 5th. Its origin stems from the event which took place in 1605 and was the downfall of a Catholic conspiracy known as the Gunpowder Plot.



Bates. E. Winter. G. Wright. J. Wright. Percy. Fawkes. Cateby. T. Winter.

THE GUNPOWDER CONSPIRATORS—FROM A PRINT PUBLISHED IMMEDIATELY AFTER THE DISCOVERY.

*The plotters*

The early 17<sup>th</sup> century saw the increased repression of Catholics in England. In 1605, a group of provincial English Catholics, including Guy Fawkes, intended to kill King James I and most of the Protestant aristocracy. The conspirators filled a cellar in the Palace of Westminster with thirty-six barrels of gunpowder. They planned to blow up the Palace on November the 5<sup>th</sup>, the day set

for the opening of Parliament by the King. The explosives were prepared by Guy Fawkes, a man with 10 years' military experience. As the fifth of November drew near, one of the conspirators felt a wish to warn his relative to keep away from the opening Parliament by writing him a mysterious letter, which contained the words "the Parliament should receive a terrible blow". The letter was shown by the addressee to the King, and the plot was discovered. All the plotters were taken to the Tower of London, tortured, and executed for treason.

In London, bonfires were lit to celebrate the discovery of the plot soon after the conspirators were arrested, and a year later Parliament agreed to make the 5<sup>th</sup> of November a day of public thanksgiving. Every year since then people in towns and villages across the country except for Northern Ireland remember the "Gunpowder Plot". The celebrations involve fireworks and the building of bonfires on which traditionally "guys" (dummies of Guy Fawkes) are burnt, although this practice is not always observed in modern times. By the 1990's too many people were getting injured by fireworks so that the law changed on who could buy and sell them.

One of the ceremonies which accompanies the opening of a new session of Parliament is a traditional searching of the basement by the Guard. It has been said that for superstitious reasons, no State Opening of Parliament has or ever will be held again on November 5th. Guy Fawkes Night is not a public holiday. Businesses, organizations and schools are open as usual. In the evening bonfires and fireworks are lit all over London. A number of squares and parks have their usual big shows that attract both Londoners and tourists. Some London firework displays are free, while others have a small entry charge. Profits are often donated to charity.

Several traditional rhymes have accompanied the festivities, e.g.:

*Remember, remember the fifth of November  
Gunpowder treason and plot.  
I see no reason, why gunpowder treason  
Should ever be forgot.*

## **2. Say if it is true, false or there is no information in the text:**

- 1) Guy Fawkes Night is celebrated every year in all parts of the UK.
- 2) The conspirators who devised the Gunpowder Plot belonged to the Protestant English aristocracy.
- 3) Guy Fawkes was the leader of the conspiratorial group.
- 4) The conspirators didn't keep their secret well.
- 5) November 5<sup>th</sup> is a formal celebration and a day off in Great Britain.
- 6) Letting off fireworks and making bonfires have been not allowed since 1990.
- 7) To visit a firework display in London one has sometimes to buy a ticket.
- 8) Nowadays the ceremony called State Opening of Parliament is always held on November 5<sup>th</sup>.

**3. Finish the sentences:**

- 1) November 5<sup>th</sup> is called Guy Fawkes Night because ... .
- 2) The plot was discovered since ... .
- 3) Guy Fawkes Night became an annual celebration after ... .
- 4) November 5<sup>th</sup> is the most “noisy” festival of the year because of ... .
- 5) Northern Ireland has a lot of Catholic communities, that’s why ... .

**4. Choose the adequate summary of the text.**

- 1) November 5<sup>th</sup> commemorates a historical event called the Gunpowder Plot and is celebrated annually in Britain with fireworks and the burning of effigies known as “guys”.
- 2) Guy Fawkes Night or the Bonfire Night is a day of public thanksgiving in the UK which accompanies the opening of a new session of Parliament.
- 3) November 5<sup>th</sup> is an annual religious holiday observed in the UK to commemorate the repression of Catholics in England in the early 17<sup>th</sup> century.

## СПИСОК ИСТОЧНИКОВ

1. Английский язык: учеб. пособие для студентов педагогических специальностей неязыковых факультетов. Базовый курс. Ч. I / авт.-сост. И.М. Некрасова (отв. ред.), Л.А. Данилова, Н.В. Карпенко, Е.Ю. Раскина. Пермь, 2013.
2. Васильева Е.Е., Зонина Н.П. Разговорные темы по английскому языку: учеб. пособие для студентов дневного отделения. Ч. I //Перм. гос. пед. ун-т. Пермь, 2007.
3. Выборова Г.Е., Махмурян К.С. Easy English. Базовый курс. М.: Владос, 1999. 382 с.
4. Голицынский Ю.Б. Грамматика: сборник упражнений. СПб.: Каро, 1999. 475 с.
5. Ощепкова В.В., Шустилова И.И. О Британии вкратце. М.: Новая школа, 1997.
6. Пассов Е.И., Гладышева Н.Н. Грамматика? Нет проблем. English Grammar? No Problem. М.: Ин. язык, 2000.
7. Biber D., Conrad S., Leech G. Longman Student Grammar of Spoken and Written English // Pearson Education Limited, 2006.
8. Cullen P. Cambridge Vocabulary for IELTS // Cambridge University Press, 2010.
9. Matthews P., Hill A. London //THOMAS BENACCI LTD, 1999.
10. Maynard Ch., Bailey J. The Story of London. From Roman River to Capital City // A&C Black (Publishers) Limited, 2000.
11. Murphy, R. Essential Grammar in Use // Cambridge University Press, 1995.
12. Naylor H., Murphy R. Essential Grammar in Use. Supplementary Exercises // Cambridge University Press, 1997.
13. Canada [Electronic resource]. URL: <https://en.wikipedia.org/wiki/Canada>.
14. Education in the United Kingdom [Electronic resource]. URL: [https://en.wikipedia.org/wiki/Education\\_in\\_the\\_United\\_Kingdom](https://en.wikipedia.org/wiki/Education_in_the_United_Kingdom).
15. English-speaking world [Electronic resource]. URL: [https://en.wikipedia.org/wiki/English-speaking\\_world](https://en.wikipedia.org/wiki/English-speaking_world).
16. Further education [Electronic resource]. URL: [https://en.wikipedia.org/wiki/Further\\_education](https://en.wikipedia.org/wiki/Further_education).

*Учебное издание*

**English for FE and Bachelor Students =  
Английский язык**

Учебное пособие  
для среднего и высшего профессионального образования

**С о с т а в и т е л и :**  
**Некрасова Ирина Михайловна**  
**Данилова Лариса Александровна**  
**Раскина Елена Юрьевна**

Свидетельство о государственной аккредитации вуза  
№ 0902 от 07.03.2014

Изд. лиц. ИД № 03857 от 30.01.2001

Подписано в печать 28.05.2018. Формат 60×90 1/16

Бумага ВХИ. Набор компьютерный

Усл. печ. л. 4,5 Уч.-изд. л. 3,6

Тираж 400 экз.

Редакционно-издательский отдел  
Пермского государственного гуманитарно-педагогического университета  
614990, г. Пермь, ул. Сибирская, 24, корп. 2, оф. 71,  
тел. +7(342) 238-63-12

Отпечатано на ризографе  
в типографии ООО «Варио»  
г. Пермь, ул. Левченко, 1