

МОН РФ
ФГБОУ ВПО «Пермский государственный
гуманитарно-педагогический университет»

АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие

Базовый курс
Часть I

Пермь
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2012

Английский язык: учебное пособие для студентов педагогических специальностей неязыковых факультетов. Базовый курс. Часть I.

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Данное пособие обеспечивает дисциплину Б1.Б3. «Иностранный язык» (английский). Усвоение содержания данной дисциплины способствует формированию у студентов различных аспектов иноязычной коммуникативной компетенции: ОК-10, ОПК-1, ОПК-5, ОПК-6 (Педагогическое образование) и ОК-5, ОК-6 (Психолого-педагогическое образование).

Данное пособие является частью учебно-методического комплекта по английскому языку наряду с «Кратким курсом грамматики английского языка» и контрольно-измерительными материалами. Первая часть базового курса состоит из 4 уроков, которые включают тексты и лексико-грамматические задания в соответствии с тематикой программы ФГОС «Иностранный язык для неязыковых вузов и факультетов» и подготавливает будущих выпускников к осуществлению их профессиональной деятельности.

Издание предназначено для аудиторной и самостоятельной работы студентов-специалистов и бакалавров I курса.

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ПРЕДИСЛОВИЕ

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

Первая часть базового курса состоит из 4 уроков, которые включают тексты и лексико-грамматические задания в соответствии с тематикой программы по английскому языку для студентов неязыковых факультетов. Уроки 1-2 соответствуют первому модулю УМК дисциплины «Иностранный язык», который определяется как учебно-познавательный курс. Урок 1 направлен на корректировку знаний и языковых навыков, полученных обучаемыми в школе: он содержит материалы по темам «Знакомство», «Мое резюме», «Мой рабочий день», «Хобби», «Я – студент», а также упражнения по элементарной грамматике английского языка. В уроке 2 студенты знакомятся с вокабуляром по теме «Университет» и получают основные сведения о системе высшего образования Великобритании. Уроки 3-4 (модуль 2 – культурологический 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 содержит: 1) не менее трех текстов различного уровня сложности, предназначенных для развития навыков и умений устной речи, обзорного (поискового) чтения, аналитического или переводного чтения; 2) фонетические упражнения, пословицы, скороговорки, стихи; 3) диалоги и коммуникативные упражнения на развитие навыков устной речи; 4) лексические упражнения, направленные на тренировку и закрепление вокабуляра темы; 5) определенный 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 студентов. Задания, предназначенные для самостоятельной работы студентов, отмечены знаками * или ** в зависимости от уровня сложности.

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UNIT ONE
WE ARE STUDENTS NOW
Lesson 1
Meeting and Introduction

Phonetic Exercises

Основные правила чтения гласных

Тип слога	a	e	i / y	o	u
I	[eɪ] name	[ɪ:] Pete	[aɪ] nine, my	[əu] nose	[(j)u:] use
II	[æ] cat	[e] pet	[ɪ] six, gym	[ɔ] hot	[ʌ] bus
III	[ɑ:] car	[ə:] her	[ə:] girl	[ɔ:] port	[ə:] turn
IV	[ɛə] care	[ɪə] here	[aɪə] fire	[ɔ:] more	[(j)uə] cure

Чтение некоторых 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	glad	Thursday	father	warm	who

Read the following words:

take, main, see, fine, eve, cap, cell, kind, close, fork, soon, tube, year, watch, wrong, knit, thick, then, singer, age, god, fair, fire, pure, burn, quarter, exact, new, hall, night, chess, yeast, mind, warm, who, glove, noise, grass, July, row, party, cake, stamp, mean, dear, tie, give, find, brown, fog, took, food, floor, cheese, which, wrist, knee, quit, lace, lack, clay, shirt, nurse, endure, hire, hare, mere, world, want, few, sight, expect, exist, grow, down, boil, mild, sugar, social, official.

Read and learn the following tongue-twisters:

1. A black cat sat on a mat and ate a fat rat.
2. I can think of six thin things,
And of six thick things, too.
3. Which wristwatch is a Swiss wristwatch?
4. I scream, you scream, we all scream for ice-cream!
5. Peter Piper picked a peck of pickled pepper.

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
 уходить.
 All the best. – Желаю удачи.

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 France. But I'm in a hurry now. So long.

B and C: See you soon.

Exercise 1. Make up dialogues putting the sentences in the right order.

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.

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 2. Read the answers. What were the questions?*

1. _____ ? – I'm fine, thanks.
2. _____ ? – They are from Italy.
3. _____ ? – My girl-friend is in Greece.
4. _____ ? – Our names are Kate and Sally.
5. _____ ? – No, I am single.
6. _____ ? – No, I'm a student.
7. _____ ? – It is 543 442 661.
8. _____ ? – It is 17 Pushkin Street, Perm.

***Exercise 3. 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?
- Yes.
- Glad
- ... too.
- What do you do (for living)?
- ... a doctor.
- But we ... now. ... soon.
- All

Some information about your brief personal history

Curriculum vitae [kə, rɪkjʊləm'vɪtaɪ] = CV – резюме

Resume ['rezjumeɪ] /USA/ – 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 th 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 4. Make up the sentences using the following words.

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

****Exercise 5. Make up your own CV (printed).***

Exercise 6. Answer the questions and introduce yourself to your group mates.

1. What's your first /family/ name? 2. How old are you? 3. Are you single or married? 4. When is your birthday? 5. Where are you from? 6. Where do you

live? 7. What is your future profession? 8. What do you do in your spare time? 9. What do you think about your boy/girl friend? 10. What's your telephone number? 11. How do you spell your surname?

Grammar Exercises

Exercise 1. Give short answers. Pay attention to the verb "to be" § 8.2.

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

1. Are you a student of Technical University? 2. Is your girl-friend seventeen? 3. Is your boy-friend a student of Philology? 4. Are your parents from Perm? 5. Are they teachers? 6. Is a lawyer a well-paid job? 7. Is this book a dictionary? 8. Is your pet clever? 9. Are your group-mates good friends? 10. Are you good at English?
11. Were you at home yesterday evening? 12. Was your friend in the library the day before yesterday? 13. Were your group-mates in the University on Sunday? 14. Were they late for classes on Monday? 15. Was the weather fine last week? 16. Was the home task in English difficult?
17. Will you be at the University tomorrow? 18. Will you be a student in five years? 19. Will the lesson be over at 6 o'clock? 20. Will the English language be popular in the future?

****Exercise 2. Fill in the blanks with the necessary form of the verb "to be".***

am, is, are (Present)
was, were (Past)
will be (Future)

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.

*****Exercise 3. Find one mistake in each sentence.***

1. Is the days lovely? 2. Yes, my children aren't in the bar. 3. The cinema is in Wrihten 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. The town aren't in the north of France. 9. I am not a student, I a doctor. 10. Where will he from?

***Exercise 4. Choose the necessary pronoun. § 5.**

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

Exercise 5. 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 2 groups: verbs and nouns.

***Exercise 6. Fill in the gaps with necessary possessive pronouns. § 5.3.**

1. This is my elder sister, ...name is Julia. 2. Ted is 17, ... dream is to become an economist. 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 7. Fill in the blanks with the necessary form of the verb "to have" (have, has, had, will have, haven't, hasn't). § 8.2.

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 History next term.

***Exercise 8. 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 9. Read the nouns and classify them into 3 groups: a) with the sound [s] in the plural; b) with the sound [(i)z]; c) exceptions. § 1.1.

Rooms, hands, hats, children, fish, boys, books, foxes, horses, brushes, mouths, boxes, potatoes, roofs, steps, computers, leaves, bananas, houses, feet, watches, minutes, dollars, guides, telephones, eyes, squares, names, nurses, women, jobs, mice, cameras, men, shelves, teeth, news.

***Exercise 10. Write the nouns in the plural form. § 1.1.**

A farmer, a country, a city, a day, a disc, a leaf, an address, a lemon, an apple, a child, a man, a house, a mouse, a tooth, a photo, hair, a potato, a box, a hobby, an exercise-book, a piano, a son-in-law, a wife, a gallery, a toy, a roof, a foot, money.

Exercise 11. Use correctly:

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

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

****Exercise 12. Write the sentences in the plural form.**

- 1) I am a student.
- 2) He is French.
- 3) This is a book.
- 4) That is a man.
- 5) This woman has a large family.

Exercise 13. Translate into Russian. § 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 sister, these students' books, the teacher's bag.

***Exercise 14. Form the Possessive Case of the nouns.**

- 1) jeans, Peter
- 2) boy-friend, Bess
- 3) best test, Denis
- 4) TV-set, my mother-in-law
- 5) children, Mike and Mary
- 6) best red dress, Helen
- 7) faces, children.

Exercise 15. Answer the following questions.

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

Exercise 16. Read these cardinal and ordinal numerals. § 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, 50-й.

Exercise 17. Answer the following questions.

- 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?
- 4) When do you celebrate your birthday?

Exercise 18. Match the information and make up sentences.

Model: A great English ... 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

L e s s o n 2

Our Students' Life

Vocabulary

Learn the following words and expressions:

- to attend lectures – посещать лекции
 credit-test – зачёт
 course of studies – курс обучения
 curriculum (pl. curriculums) – программа
 to enter the University – поступить в университет
 entrance examinations – вступительные экзамены
 external student – студент-заочник
 first-year student – студент первого курса
 full-time student – студент дневного отделения
 to graduate from the University – закончить университет
 hard – усердно
 to last – длиться, продолжаться
 to miss (lectures, seminars) – пропускать лекции, семинары
 senior student – студент старших курсов
 social activities – общественная жизнь
 state grant – стипендия
 subject – учебный предмет
 successfully – успешно
 to submit a graduation paper – представить выпускную работу
 to take / to pass an examination (in) – сдавать / сдать экзамен (по)

teaching practice – педагогическая практика

term – семестр

the Unified State Exam – единый государственный экзамен (ЕГЭ)

Practise the pronunciation of the following words:

mathematics [ˌmæθiˈmætiks], pedagogy [ˈpedəɡodʒi], final [ˈfaɪnəl], successfully [səkˈsesfʊli], unified [ˈjuːnɪfaɪd], foreign [ˈfɔːrɪn], curriculum [kəˈrɪkjʊləm], etc. [ɪtˈsetrə], language [ˈlæŋɡwɪdʒ], Philosophy [fɪˈlɒsəfi], Psychology [saɪˈkɒlədʒi], pedagogy [ˌpedəˈɡɒdʒi], laboratory [ləˈbɒrətəri], senior [ˈsiːniə], to graduate [ˈɡrædjueɪt], graduate [ˈɡrædʒuɪt], submit [səbˈmɪt], social [ˈsəʊʃəl].

Read and translate the following text.

We are Students Now

We were admitted to the University because we passed the Unified State Exam at school successfully. We didn't have to take entrance examinations. Now we are first-year students of different faculties of the University. We are full-time students, but there are also part-time and external students at the University who combine work and learning.

The course of studies for future Bachelors lasts four or five years. The academic year at the University begins in September. It lasts ten months and ends in July. Each 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, Computer Studies, Foreign languages, 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 got a lot of lectures and seminars. As a rule we attend all of them and don't miss classes. Some students work in the laboratories and carry out different experiments. The others have regular computer classes.

The University has a library and there are many thousands of books in it. 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. We devote our spare time to the University social activities and take part in cultural life of the University. During summer holidays some students work in summer camps for children. Senior students always have a teaching practice at schools or in kindergartens.

Some of us live in hostels. They are not far from the University and it takes us not much time to get there.

At the end of the course of study we'll take our final examinations and submit a graduation paper. After graduating from the University we'll be teachers at schools or in kindergartens.

Answer the following questions.

1. Did you enter the University straight from school?
2. You are a full-time student, aren't you?
3. How long does the course for future Bachelors last?
4. How many terms does the academic year have?
5. What do students take at the end of each term?
6. What subjects are there on the curriculum?
7. What subjects are the most interesting for you?
8. What will you submit at the end of the course of study?
9. What are your future plans after graduating from the University?

****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) has the teaching practice this year;
- 6) devotes his spare time to the social activities.

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 12th ... January.
7. How do you prepare ... the next day classes?
8. D.I. Mendeleev graduated ... the institute in 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) the method of teaching when students listen to a professor and write down;
- b) students who combine work and learning;
- c) the place where books and other literary materials are kept;
- d) a sum of money to finance educational study;
- e) the testing of knowledge of students without giving any definite mark;
- f) a period in which a break is taken from studies for rest, travel, or recreation;
- g) the method of teaching when students in small groups discuss with a professor theories and exchange information;
- h) any of the divisions of the academic year at the University.

Exercise 3. Read the sentences translating the words in brackets into English.

1. We began to attend school (в возрасте семи лет).
2. We (заинтересовались) in some school subjects.
3. I worked hard and passed the Unified State Exam (успешно).
4. Now I (студентка первого курса).
5. In January we will (сдавать зачёты и семестровые экзамены).
6. It is very important not to (не пропускать лекции и семинары).
7. We (берём) all necessary books in the library (чтобы подготовиться к занятиям).
8. There are different subjects on the (учебном плане).
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. Make up your topic "We are students now" using the following points as a plan:**

- a) taking the Unified State exam;
- b) the academic year at the University;
- c) the subjects on the curriculum;
- d) the forms and methods of teaching;
- e) the time-table of your classes;
- f) social life at the University;
- g) your future plans.

Grammar Exercises

Exercise 1. Fill in the gaps with the words “much or many”. § 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. 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.

****Exercise 4. Write in the verbs in the correct form. § 8.2.***

1. I (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.

Exercise 5. Ask general questions. Give negative answers. Work in pairs.

Model: He always gives her presents.

Does he always give her presents? - No, he doesn't. He doesn't give her presents.

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 6. 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 watches 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 7. 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 8. Translate into English.**

1. Пэт изучает немецкий язык в школе. 2. Его дети редко ходят в музеи. 3. Я не люблю смотреть телевизор по вечерам. 4. Мы путешествуем в Турцию (Turkey) каждый год. 5. Они часто слушают популярную музыку? 6. Я хорошо играю в баскетбол. 7. Ты получаешь стипендию? 8. Он не говорит по-испански. 9. Мои друзья живут в общежитии.

***Exercise 9. Put the verbs in brackets into the correct form, complete the text and tell about your hobby. § 8.2.**

A hobby (to be) a regular activity or interest that is undertaken for pleasure. Examples of hobbies (to include) collecting stamps or coins, cooking, knitting, 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 games; the latter are called mouse-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 woodworking, painting, photography, sewing. In Britain walking and gardening (to be) very popular. As for me, I prefer these activities: ...



Exercise 10. 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 11. Form the Past Simple of these regular and irregular verbs.

- 1) to order, to clean, to ask, to answer, to decide, to discuss, to miss;
- 2) to stand, to take, to read, to write, to see, to go, to put, to leave, to do, to have, to find, to know, to teach, to lose, to get, to come, to think, to speak.

***Exercise 12. Fill in the gaps as in the model. § 8.2.**

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 13. Ask your neighbour if he/she:

- a) entered the Technical University last summer;
- b) studied German at school;
- c) made a good report at the seminar;
- d) visited a foreign country last year;
- e) attended the lecture in History;
- f) went to the theatre two days ago;
- g) was late for classes yesterday;
- h) played volleyball last Friday;
- i) had lunch at the student canteen;
- j) missed the classes the day before yesterday.

***Exercise 14. Ask special questions to the underlined words.**

1. We had breakfast at the student 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.
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 15. What did you do yesterday? Tell about your ordinary day. Use the Past Simple Tense (Ved / V2) and the words “then, after that, as usual, as always”. § 8.2.**

get up at 7 o'clock; wash, dress and do one's hair; have breakfast; leave the house at ... o'clock; go by bus /on foot; (it) take smb. ... minutes; come on time / be late for classes; begin at 9.30 a.m.; have 2 lectures and a seminar; make a good report at the seminar; discuss important problems; be over at 3 p.m.; have dinner at the canteen; come home at 6 p.m.; work on computer till 8; prepare for the next day's classes; listen to music a little; take a shower / a bath; go to bed at ... o'clock.

Exercise 16. Decide what you will do at the time of speaking. Use the Future Simple Tense (will /won't + Infinitive). § 8.2.

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 can 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 17. 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 18. 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 want to give a birthday present to Ann but you don't know what. – 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 don't know whether your friend wants you to phone him /her later. – ...? 7. You are not sure where to have dinner – in a café or in a restaurant. – Where ...?

Exercise 19. 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 that 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 there friends couldn’t come, so they cancelled it.
9. Smoking is very bad for you. – I know. (I /give up) it.

****Exercise 20. 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 about /by..., to have a trip to..., to visit, to enjoy, to go sightseeing, to take pictures of beautiful views.

TEXT FOR SUPPLEMENTARY READING

***Read the following text and do the tasks given below.**

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 (стремиться) 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 in July, August and 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 and students are encouraged to use English as much as possible.

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.

1. 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.

2. 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) There are a lot of subjects on the curriculum whose range changes each term.
- c) There are differences in teaching the advanced students and the beginners.

3. Answer the question: “What are the duties of a group tutor?”

4. Choose the adequate summary of the text.

- a) The school in Bath accepts about one hundred students from different countries who are classified into groups from complete beginners to 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 entrance test.

UNIT TWO OUR UNIVERSITY

Phonetic Exercises

1. 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

2. Read and memorise the following.

1) I am sitting.	She is talking.
You are walking.	We are writing.
He is singing.	They are fighting.

2) Live and learn. Live and let live.

3) Don't trouble trouble, until trouble troubles you.

4) Mister Brown, Mister Brown,

Are you going down town?

Could you stop and take me down?

Thank you kindly, Mister Brown!

5) No bees – no honey, no work – no money.

Vocabulary

Learn the following words:

apparatus of advanced design [æpə'reitəs... əd'vɑ:nst di'zain] – приборы современной конструкции

to carry out ['kæri 'aut] – выполнять

to develop [di'veləp] – развивать

education [ˌedʒuˈkeɪʃn] – образование
 to be engaged in – заниматься чем-л.
 establishment [esˈtæblɪʃmənt] – учреждение
 to equip [iˈkwɪp] – оборудовать
 equipment [ɪkˈwɪpmənt] – оборудование
 experienced – опытный
 field of knowledge [ˌ.ˈnɒlɪdʒ] – область знаний
 free – 1) свободный, 2) бесплатный
 higher educational institution [haɪə...] – высшее учебное заведение
 to include [ɪnˈklud] – включать
 Internet facilities [fəˈsɪlɪtɪz] – выход в интернет
 to make a contribution [...kəntriˈbjʊʃn] – вносить вклад
 outstanding [aʊtˈstændɪŋ] – выдающийся
 to provide [prəˈvaɪd] – обеспечивать, предоставлять
 research [rɪˈsɜːtʃ] – исследование
 science [saɪəns] – наука
 staff [stɑːf] – штат
 to train [treɪn] – обучать, подготавливать
 various [ˈveəriəs] – разнообразный

Practice the pronunciation of the following words.

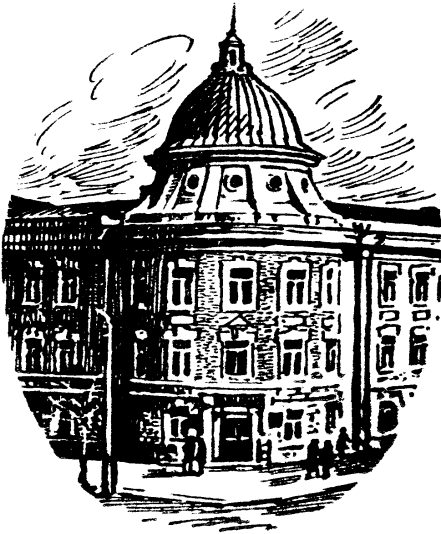
Pedagogical [ˌpedəˈɡɒdʒɪkl], technical [ˈteknɪkl], pharmaceutical [ˌfɑːməˈsjuːtɪkl], agricultural [ˌægrɪˈkʌltʃərəl], faculty [ˈfækəltɪ], mathematics [ˌmæθəˈmætɪks], philology [fɪˈlɒlədʒɪ], culture [ˈkʌltʃə], pedagogy [ˌpedəˈɡɒdʒɪ], primary [ˈpraɪməri], pre-school [ˈpriːˈsku:l], psychological [ˌsaɪkəˈlɒdʒɪkl], music [ˈmjuːzɪk], lecture [ˈlektʃə], lecturer [ˈlektʃərə], science [saɪəns], scientific [saɪənˈtɪfɪk], experienced [ɪksˈpɪəriənst], integral individuality [ɪnˈtegrəl ˌɪndɪˌvɪdʒuˈæliːtɪ], hydrodynamics [ˈhaɪdrədaɪˈnæmɪks], ornithology [ɔːnɪˈθɒlədʒɪ].

Match the topics and the paragraphs of the text.

- a) The role of our University
- b) The Faculties
- c) Higher education in Perm
- d) Opportunities for the students
- e) The Structure
- f) The Staff

Read and translate the following text.

Our University



There are different types of higher educational institutions in Russia. In Perm several establishments train specialists in various fields, and among them Perm State University, Technical University, Medical Academy, Pharmaceutical Academy, Agricultural Academy, Higher School of Economics and others. My friends and I study at Perm State Humanitarian Pedagogical University.

Our University provides higher education for future teachers. Every year a great number of students enter its 13 faculties: the Faculty of Mathematics, the Faculty of

Philology, the Faculty of Physical Culture, the Faculty of Primary Schooling, of Psychology and Pedagogy of Childhood, the Faculty of Natural Sciences, the Faculty of Foreign Languages, the Faculty of Physics, of History, of Music, of Psychology, the Faculty of Social Pedagogy and the Faculty of Information Technologies and Economics.

The University provides good conditions for scientific research. Our laboratories are equipped with apparatus of advanced design; there are computer classrooms with Internet facilities, study-rooms and workshops in five buildings. All the students are engaged in scientific work under the supervision of experienced teachers. Students of the Faculty of Biology work at the experimental biological station in Kvazhva. We take part in scientific expeditions and carry out research work in various fields of knowledge.

Our University has more than 45 chairs (departments). The staff of professors, lecturers and instructors is big and includes many outstanding scientists who make a contribution to various fields of knowledge. Several scientific schools have been formed at our University: the psychological school of integral individuality, the scientific school of hydrodynamics, of history of the Perm region, of ornithology and others.

The administration is housed in the main building. The head of the University is the Rector. Every faculty has a Dean. He or she occupies the Dean's office. The Dean is responsible for the faculty. Every student group has a monitor. The monitor is the leader of the group and is in charge of it.

Our graduates work as school teachers in the Perm region. Perm Pedagogical University plays an important part in developing public education in the Urals.

Answer the following questions.

1. Are there different types of higher educational institutions in Russia?
2. What establishments train specialists in various fields in our city?
3. Does our University provide higher education for future teachers?
4. What faculties are there at our higher educational institution?
7. In what fields do students carry out research?
8. What conditions does the University provide?
9. What is the teaching staff like?
10. What scientific schools are there at the University?
11. Where is the administration housed?
12. Where is your faculty situated?
13. Who is the rector of our university?
14. What is your Dean's name?
15. Who is the leader in a student group?
16. What part does the University play in developing public education in the Urals?

Ask your friend.

1. Какие высшие учебные заведения в нашем городе ты знаешь?
2. В каком университете ты учишься?
3. Сколько факультетов в нашем университете?
4. На каком факультете учишься ты?
5. Какие условия для научной работы предоставляет университет?
6. В какой области ты выполняешь исследовательскую работу?
7. Ты собираешься работать учителем в школе?
8. Кто вносит вклад в различные области знаний?
9. Кто выполняет научные исследования?
10. Кто является главой университета?
11. Кто занимает деканат?
12. Кто староста в вашей группе?

Speaking

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.

Are you ready? – Вы готовы?

(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 "establishment"? – Что значит по-русски «establishment»?

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. – Звенит 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 (home task) – 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.

Lexical Exercises

Exercise 1. Answer the questions using the words in brackets.

1. Are you a student? (first-year, study, faculty)
2. How many faculties are there at the University? What are they? (train/trains teachers of, the course of studies)
3. Are there many laboratories? (is/are equipped, of advanced design, Internet facilities)
4. What does our University provide good conditions for? (research, laboratories, carry out, various fields of knowledge).

Exercise 2. Read the sentences translating the words in brackets into English.

1. Perm Technical University is one of the (высших образовательных учреждений)
3. Nowadays it is an important centre of training specialists (в различных областях) of technology and engineering.
4. The laboratories are equipped (приборами современной конструкции).
7. Professors, lecturers and instructors (вносят свой вклад) to science and technology.
9. Technical University provides good conditions for (научного исследования).
10. All students (выполняют исследовательскую работу) in various fields (под руководством опытных преподавателей).

Exercise 3. Fill in the blanks with prepositions and adverbs if necessary.

1. Pedagogical Universities train specialists ... various fields ... knowledge.
2. There are 13 faculties ... our University, and ... them the Faculty ... Philology and the Faculty ... History.
3. My friends and I study ... the Faculty ... Psychology.
4. Our University is a centre ... training teachers in the Urals.
5. It provides good conditions ... scientific work.
6. We carry... research ... various fields ... knowledge.
7. Here many laboratories are equipped ... apparatus ... advanced design.
8. Our University plays an important part ... developing public education in the Urals.
9. The teachers ... our University make a contribution ... various fields ... knowledge.

10. The psychological school ... integral individuality was founded ... V.S. Merlin.
 11. The Rector is ... charge ... the University.
 12. The Dean is responsible ... the faculty.
 13. The monitor is the leader ... the group.

Exercise 4. Translate into English.

Пермский государственный университет – старейший вуз г. Пермь. Каждый год множество молодых людей поступает на его факультеты. Многие студенты получают стипендию и живут в общежитии. В университете много лабораторий, оборудованных современными приборами. Все студенты проводят научные исследования в различных областях знаний. ПГУ играет важную роль в развитии российской науки.

Exercise 5. Fill in the table.

Thing	Person	Thing	Person	Thing	Person
science			friend		educator
psychology		profession		design	
chemistry		library		research	
physics		history			lecturer

Exercise 6. Write the verbs from which these nouns are formed and translate them into Russian.

Establishment, department, knowledge, equipment, development.

Exercise 7. Fill in the table.

Noun	Verb	Adjective
		research
education		
	produce	
		responsible
		free
		advanced
design		
science	-----	

Exercise 8. Choose the right word (use it in the correct form).

1. Students carry out research in all fields of research is an important part of higher education. 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)

Grammar Exercises**Exercise 1.****A. Use all the forms of Present Continuous with the verbs (swim, write, learn) in affirmative sentences. (Work in pairs). § 8.3.**

Model: – I am speaking. – Are you?

- 1) We are speaking.
- 2) You are speaking.
- 3) He is speaking.
- 4) She is speaking.
- 5) They are speaking.
- 6) It is speaking.

B. Use the verbs (sleep, play, read) in general questions. Give short answers.

Model: – Am I working? – Yes, you are. / No, you're not.

- 1) Are we working?
- 2) Are you working?
- 3) Is he working?
- 4) Is she working?
- 5) Are they working?
- 6) Is it working?

C. Use the verbs (dance, drive, leave) in negative sentences.

Model: – I am not cooking. – Yes, you are!

- 1) We are not cooking.
- 2) You are not cooking.
- 3) He is not cooking.
- 4) They are not cooking.
- 5) She is not cooking.

Exercise 2. Compare the usage of Present Simple and Present Continuous, use the correct verb forms. § 8.2, 8.3.

A. Present Continuous	Present Simple
I (read) now.	I (read) every day.
He (sleep) now.	He (sleep) well every night.
My mother (not work) now.	My mother (not work) at an office.
They (not eat) now.	They (eat) at school every morning.
(drive) your brother now?	(drive) he to his office?
(watch) you TV now?	(watch) you TV in the evening?

- 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. In fact, 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 3. Explain the usage of the tenses in these sentences.

1. – Are you calling your girlfriend? – No, I am not calling her. In fact, I never call her, because she always calls me herself.
 2. Mary Bell is a film star. She usually stars in films. But now she is not working. She is having a rest. She is talking with her friend, they are discussing new trends in fashion.
 3. John is an actor. As a rule, he plays the parts of gangsters. But he is not acting now; he is at a night club. He is dancing with his girlfriend. All people at the club are watching him, because he is dancing beautifully. He usually dances well.

Exercise 4. Put the verbs in brackets into Present Simple, Present Continuous or Future Simple Tense. § 8.2, 8.3.

1. Look at the children: they (skate) wonderfully! They (skate) every Saturday here.
 2. – What (do) you now? – I (wash) the dishes. In fact, I (wash) the dishes 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 is why I am sure we (pass) the test successfully.

Exercise 5.

A. Use Past Continuous and say what you or your friend(s) were doing (or were not doing) at 8 p.m. yesterday. § 8.3.

Model: I was buying fruit at a supermarket.

Use these verbs: sleep, swim, read, write, take notes, take an exam, have supper, dance at a club, work at the library, prepare for a seminar, etc.

B. Use Future Continuous and say what you or your friend(s) will be doing (or won't be doing) at 9 a.m. tomorrow.

Model: I will be having breakfast at 9 a.m. tomorrow.

Use these verbs: wash one's face and hands, clean one's teeth, do one's home assignment, drink coffee, eat sandwiches, sleep, write a test, go home by bus, etc.

Exercise 6. Use Future Simple or Future Continuous. § 8.2, 8.3.

A. 1. I am tired now. I think I (do) my homework tomorrow. 2. I (do) my homework at six o'clock tomorrow. 3. When I come home tomorrow, my family (have) supper. 4. Don't come to my place tomorrow. I (write) my terminal paper the whole evening.

B. 1. When you come to my place tomorrow I (read) your book. 2. I think I (not go) to the cinema tomorrow. 3. I (watch) TV the whole evening tomorrow. 4. What you (do) at 5 tomorrow? – I (play) football with my friends.

Exercise 7. Practice the pronouns. § 5.6. A. Complete the table below.

Some	something		
Any		anybody	
No			nowhere

B. Translate the following sentences into Russian.

1. I found nothing interesting there.
2. We have no milk in the fridge.
3. Anybody 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.

C. Insert the pronouns in the following sentences.

1. I have ... friends in Moscow. (something, somebody, some, any, anybody)
2. Did ... suggest a problem for discussion? (any, anybody, some, somebody)
3. He will do ... for you! (some, any, anything, something)
4. She doesn't want to see ... tonight. (nobody, nothing, somebody, anybody)
5. Please, do ... to help her. (nobody, no, anything, something)
6. Does ... help this girl with mathematics? (any, nobody, somebody, anybody)
7. ... may smoke here. (nobody, something, nothing, any)
8. If you have ... against me, speak out! (somebody, some, any, anybody, something)
9. If you have ... against it, let's do it together. (nothing, anything, anybody, no, some)

10. Have you ... problems with your new subject? (no, any, some, something, anything)

Exercise 8. 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 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 at it.

Exercise 9. 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. There was no snow at all in some warmer places. 6. Perhaps there will be one more department at our University next year. 7. How many subjects are there on your curriculum? 8. There is somebody in the room. 9. There is no difficulty in working with this electronic device. 10. There are no seminars on Saturday. 11. There must be some way out! 12. There was an accident here yesterday. 13. There cannot be any problem with this telephone. 14. There exist two approaches to this problem.

Exercise 10.

A. Use the following verbs to make up imperative sentences. § 9.3.

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.
2. It is healthy to eat more fruit.
3. It is good for your health to drink juice.

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.

Exercise 11. Make up polite requests (you may continue the list). § 9.3.

Order	Polite request
Begin reading!	Will you begin reading, please?
Translate the text!	
Get ready!	
Read the story!	
Speak about your family!	
Give us the results!	

Exercise 12. Read the sentences with phrasal verbs and translate them.

1. The handle came off the bag when I picked it up. 2. What time are you coming back? 3. The job offer didn't come up to her expectations. Come up to me, please! 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.

Exercise 13. 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 group mates.
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.

TEXTS FOR SUPPLEMENTARY READING

TEXT A

Vocabulary

war [wɔ:] – война

to house [haʊz] – размещать

to produce – производить

1. Read the text and answer the questions.

1. What title would you give to the text?
2. How old is our University?
3. What kind of centre is Perm Pedagogical University nowadays?

Perm Pedagogical University is the oldest higher educational establishment of this type in the Urals. It was founded in 1921 and the number of students was small. During the next two decades (the 20s and the 30s) our University grew greatly. In 1940 there were 1085 students and more than 100 professors and lecturers.

During the wartime a military hospital was housed in the main building, the department of chemistry produced medicines. In the years of the Great Patriotic War a large group of students, graduates and teachers went to the front. We shall never forget those who fell in the war, and among them Tatyana Baramsina, Hero of the Soviet Union, who had studied at our University.

Nowadays Perm Pedagogical University is an important centre of training teachers in the Urals.

2. Ask 5 questions on the text.

TEXT B

Oxbridge

Oxford and Cambridge are the oldest and the most prestigious universities in Great Britain. They are often called collectively Oxbridge. Both Universities were founded in the medieval period.

Oxford



University



They are federations of semi-independent colleges, each college having its own staff, known as “Fellows”. Most colleges have their own dining hall, library and chapel (часовня) and contain enough accommodation for at least half of their students. The Fellows teach the college students either one-to-one – or in small groups, known as “tutorials” in Oxford and “supervisions” in Cambridge. Oxbridge has the lowest student/staff ratio (соотношение) in Britain. Lectures and laboratory work are organized at university level. Before 1970 Oxbridge colleges were single-sex (mostly for men). Now they admit both men and women.

Say if these statements are true or false.

1. Oxbridge is a collective name for the oldest and most prestigious universities in Britain.
2. Oxford and Cambridge consist of faculties.
3. Fellows are students at these universities.
4. Lectures are called tutorials and supervisions at Oxbridge.
5. There are fewer teachers at Oxbridge than at other universities.
6. Oxford and Cambridge admit both men and women.

TEXT C

Work Experience and Internship Programs

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.

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.

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.

1. 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.

2. 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.

3. Choose the correct answer.

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

1. The 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.

4. 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 THREE
ENGLISH – SPEAKING COUNTRIES

Lesson 1

Phonetic Exercises

- | | | | |
|---|---|---|--|
| <p>I. [aɪ]</p> <p>mild</p> <p>child</p> <p>wild</p> <p>mind</p> <p>kind</p> | <p>[aɪt]</p> <p>light</p> <p>right</p> <p>might</p> <p>bright</p> <p>night</p> | <p>II. [es]</p> <p>famous</p> <p>humorous</p> <p>mountainous</p> <p>various</p> <p>enormous</p> | <p>III. [ʒ]</p> <p>usual</p> <p>pleasure</p> <p>measure</p> <p>treasure</p> <p>leisure</p> |
| <p>IV. 1. Time flies!</p> <p>2. Mind your eye!</p> <p>3. My child's bright.</p> <p>4. I quite like Mike.</p> | <p>V. 1. Measure for measure.</p> <p>2. Eat at pleasure, drink with measure.</p> | | |
| <p>VI.</p> <p>[eit] (verbs)</p> <p>separate</p> <p>graduate</p> <p>cooperate</p> <p>appropriate</p> <p>delegate</p> <p>moderate</p> | <p>“-ate”</p> <p>[it] (adjectives, nouns)</p> <p>separate</p> <p>graduate</p> <p>cooperate</p> <p>appropriate</p> <p>delegate</p> <p>moderate</p> | | |

Vocabulary

Learn the following words:

<p>actually – фактически</p> <p>area – площадь, регион</p> <p>coast – побережье</p> <p>to consist of – состоять из</p> <p>government – правительство</p> <p>to influence – влиять</p> <p>island – остров</p> <p>isle – остров (обычно с именем собственным)</p> <p>to be known for – быть известным</p> <p>lake – озеро</p>	<p>mountain – гора</p> <p>plain – равнина</p> <p>population – население</p> <p>relief – рельеф, ландшафт</p> <p>to separate – разделять</p> <p>to be situated – быть расположенным</p> <p>state – государство</p> <p>temperate – умеренный</p> <p>to unite – объединять</p> <p>to vary – отличаться, изменяться</p>
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Practise the pronunciation of the following words:

official language [ə'fiʃəl 'læŋɡwɪdʒ], isle ['aɪl], island ['aɪlənd], kilometer ['kɪlə, mi:tə], ocean ['oʊʃən], climate ['klaɪmɪt], mild ['maɪld], temperate ['temp(ə)rɪt], mountain ['maʊntɪn], vary ['veəri] .

Mind some proper names:

the United Kingdom (UK) – Соединенное Королевство

Wales (Welsh) – Уэльс (уэльский, валлийский)

Scotland – Шотландия

Northern Ireland – Северная Ирландия

Edinburgh [ˈedinbərə] – Эдинбург

Manchester [ˈmæntʃəstə] – Манчестер

Birmingham [ˈbɜːmɪŋəm] – Бирмингем

Glasgow [ˈglɑːzɡou] – Глазго

the British Isles – Британские острова

the Continent = Europe

the English Channel – пролив Ла-Манш

the Strait of Dover – Дуврский пролив

the Atlantic Ocean – Атлантический океан

the Irish Sea [ˈaɪəriʃ] – Ирландское море

the North Sea – Северное море

Read and translate the following text.**Great Britain (Geographical Definition)**

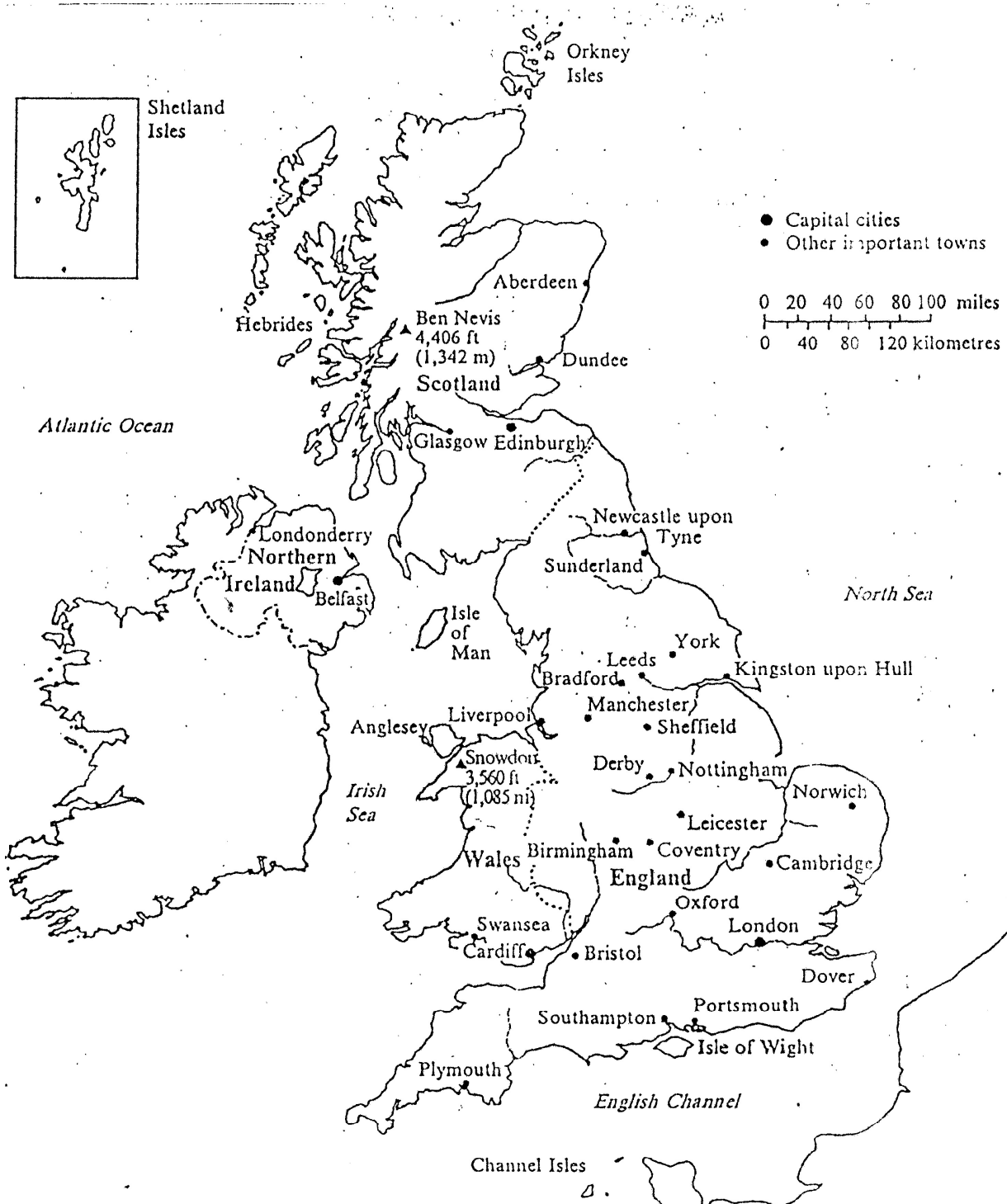
When we speak about the United Kingdom of Great Britain and Northern Ireland we actually speak about four countries united into one state: England, Scotland, Wales and Northern Ireland. Each of these countries has its language, its capital, and its government. Their capitals are London, Edinburgh, Cardiff 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 and about 5000 small islands.

Their total area is over 244,000 square kilometres, 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 England 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 only 1,343 m. 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 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.

Show the following on the map of Britain:

- 1) large and small islands which belong to the British area;
- 2) seas and oceans Great Britain is washed by;
- 3) the English Channel which separates the UK from the Continent;
- 4) the highest mountains – Ben Nevis and Snowdon;
- 5) the capital cities of England, Scotland, Wales and Northern Ireland;
- 6) the most important industrial cities;
- 7) the native town of “The Beatles”.

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 characteristic of Britain's climate?

***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 highest 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. Choose the right word from the list.**

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

1. In spite of its small ... Australia is one of the leading agricultural countries in the world.
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. Fill in the prepositions if necessary.

1. The United Kingdom of Great Britain and Northern Ireland 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 ... England and Wales.
7. North Wales is a country ... mountains and deep valleys.
8. The mountains and the warm waters ... Gulf Stream influence ... the climate ... the British Isles.
9. Heavy rains in autumn are typical ... the mountainous part of Britain.

***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'keifə] or mimosa [mi'mouzə], which is the national emblem ... Australia. Even stranger than plants (растения) are the animals. There live kangaroos, duck-bills, koalas (or koala-bear) and a great number ... different birds, parrots ... them.



Exercise 6. Translate the words in brackets into English.

1. When we speak about the United Kingdom of Great Britain and Northern Ireland (мы фактически говорим о четырех странах, объединенных в одно государство).
2. (Английский – официальный язык) but some people also speak Scottish, Welsh and Irish.
3. The population of the country is (57 млн. человек, около 80 % из них) live in cities and towns.
4. Their total area is over (244,000 квадратных километров).
5. The Atlantic Ocean and the Irish Sea (омывают западное побережье страны).
6. The north and the west of England are mountainous (но все остальные – восток, центр и юг – обширная равнина).
7. The Thames is (самая глубокая и самая важная река). London (расположен) on the Thames.
8. (Теплое течение Гольфстрим влияет) the climate of the British Isles.
9. Rain falls (круглый год).

Exercise 7. Form the adjectives from the following nouns using the suffix “-ous”. Translate them into Russian.

Fame, danger, mystery, glory, mountain.

Grammar Exercises**Exercise 1. Fill in the blanks with the articles if necessary. § 1.5.**

1. ... Moscow is situated on ... Moskva River. There is ... canal called ... Moscow-Volga Canal which joins ... Moscow to ... Volga. ... Volga runs into ... Caspian Sea.
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 the country.
8. ... Lake Baikal is the deepest lake in the world.
9. ... Europe and ... America are separated from each other by ... Atlantic Ocean.

***Exercise 2. Read these sentences carefully. Some are correct, but some are not. 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. Give the correct form of the adjectives in brackets. § 2.1.***

1. Which is (large): the United States or Canada?
2. What is the name of the (big) part in the United States?
3. The London underground is the (old) in the world.
4. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia.
5. The rivers in America are much (long) than those in England.
6. What is the name of the (high) mountain in Asia?
7. The English Channel is (wide) than the Straits of Gibraltar.
8. She speaks Italian (good) than English.
9. My sister speaks English (bad) than I do.

Exercise 4. Read and translate these sentences. § 2.2.

1. This book is as good as that one.
This book is not as (so) good as that one.
2. Mary has as many books as Peter (has).
Mary hasn't so many books as Peter (has).
3. Nick speaks French as well as John (does).
Nick doesn't speak French (so) as well as John (does).
4. He can run as fast as his father (can).
He cannot run as fast as his father (can).

Exercise 5. 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 goods you sell, the more profit you'll make.
6. The more I got to know him the more I liked him.

***Exercise 6. Translate into English.**

1. Крым – одно из самых лучших мест для отдыха.
2. Какая из этих рек самая длинная?
3. Дунай короче Волги.
4. Озеро Ломонд самое красивое в Шотландии.
5. Самое жаркое место на земле – Dallos, Ethiopia.
6. Самая известная улица в Нью-Йорке – Бродвей.

****Exercise 7. Find the mistakes and correct the sentences. § 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. Soon it began to get more darker and it was time to go back home.
10. Mary's answer is correcter than yours.
11. Can you come more early next time?

Exercise 8. 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 9. Insert the phrasal verbs from ex.8.**

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

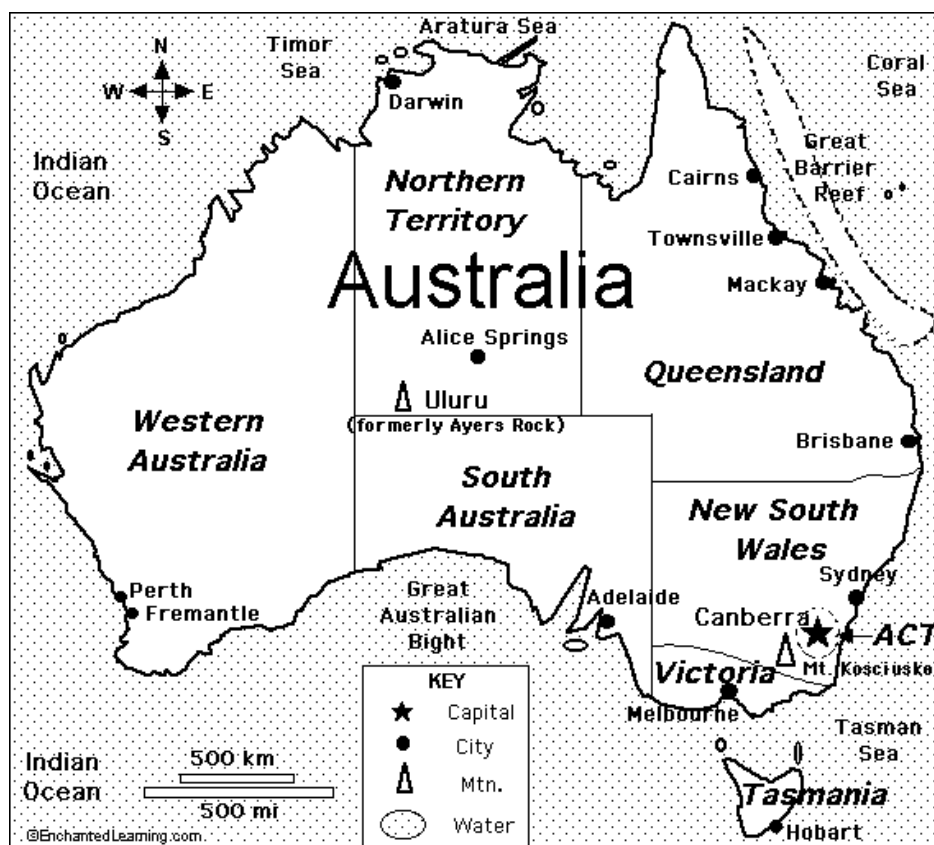
*TEXT 1

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

(situated, island, continents, to consist, Isles, official, surrounded, 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 wonder 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 17th century, and after the expedition of James Cook in 1770 it became a British colony.

Australia is ... 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



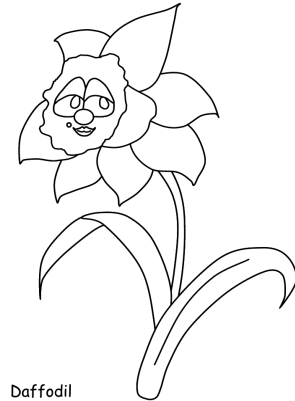
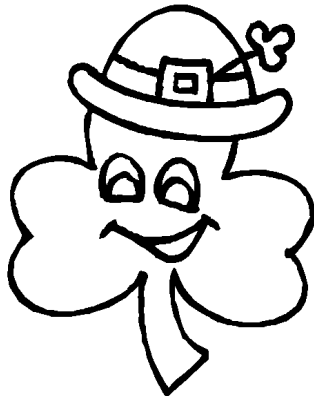
2. Compare the geographical location and the administrative system of the UK and of Australia. Use the following: “both... and...”, “larger than ...”, “(not) as ... as”, whereas..., etc.

***TEXT 2**

1. 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



Daffodil

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.

2. 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”.

Lesson 2

Vocabulary

Learn the following words and expressions:

to appoint – назначать	legislative power –
chamber – палата	законодательная власть
disadvantage – недостаток	manufacture – производство
general election – всеобщие	majority – большинство
выборы	nevertheless – однако
the House of Commons – Палата	offshore – прибрежный
Общин	raw material – сырье
hereditary – наследственный	to receive – получать
highly developed –	to rule – управлять
высокоразвитый	significant – существенный
to hold (held, held) – проводить	vehicle – транспортное средство

Practice the pronunciation of the following words:

parliamentary [pɑ:lə'mentəri], monarchy ['mɒnəki], hereditary [hi'redit(ə)ri], party [pɑ:ti], Labour ['leibə'], Conservative [kən'sə:vativ], industry ['indəstri], industrial [in'dʌstriəl], vehicle ['vi:ikl].

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 the 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 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.

Answer the following questions.

1. What kind of state is the UK?
2. Who rules Britain officially? Who rules Britain in practice?
3. What party won the last general election? Who is the PM now?
4. Great Britain isn't rich in mineral resources, is it?
5. Do you know any famous Englishmen?

Ask your group-mates:

- 1) how many chambers Parliament consists of;
- 2) what the main political parties of Great Britain are;
- 3) if the Queen rules the country in practice;
- 4) if he (she) knows her name;
- 5) what Great Britain produces and exports.

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, oil
- b) formal, get, chief, 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. Scotland is known ... coal and oil production, forestry and marine fishing.

Exercise 4. Read the sentences translating the words in brackets into English.

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 of power (получает большинство голосов в палате общин).
5. A general election (проводятся каждые 4 года).
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:

The Queen is the official head of the UK, but in practice... The British Parliament, which consists of ... Members of the House of Commons... There are three main political parties... Every four years... The Prime Minister is... Great Britain is not rich in... The UK exports...

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 just (to find) 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 in the exam. – He (not to work) hard this term.
9. Who is absent? – Ann. She (to be) ill for a week.
10. What time is he leaving? – He (to leave) already.

****Exercise 2. Use the Present Simple or the Present Perfect. § 8.2, 8.4.***

1. Normally I (to have) breakfast at 9 in the morning.
2. I (to have) just 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. She (to dream) of becoming a teacher.

Exercise 3. Answer the following questions.

1. Have you ever been to Great Britain or the US?
2. Have you seen the new play by this author?
3. What films have you seen this month?
4. Have you had your lunch yet? What have you had for lunch?
5. What English books have you read lately?
6. When did you begin to learn English? Did you know English when you were a child? How long have you learned English?
8. Have you ever spoken to English-speaking foreigners? When did you speak to them?

****Exercise 4. Say, what three important things you have done this month and what three important things you haven't done yet.***

Exercise 5. 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. By the time the producer arrived the actress (to learn her part). 7. She went for a holiday after she (to pass the exam).

***Exercise 6. Use the Past Simple or the Past Perfect. § 8.2, 8.4.**

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.

Exercise 7. Read the dialogue and compare the use of the Past Simple and the Past Perfect Tenses. Make up your dialogue.

Mary: Why did you go home before the party had finished?

John: I had forgotten to switch my TV-set off.

Mary: What had happened when you got home?

John: My brother had switched it off for me.

Mary: Then why didn't you come back to the party?

John: Oh, I had left the TV on deliberately (намеренно) because I didn't want to stay at the party.

****Exercise 8. 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 always (to ask) the same questions: "How old you (to be)? How long you (to serve) in my army?" 3. Since 1147 the name of Moscow (to be) on the pages of history. 4. Prince Yuri Dolgoruky (to found) Moscow. 5. You (to make) the tour of Moscow? – Yes, we (to make the acquaintance) of all its sights yesterday.

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. Translate into English using the verbs in the Present, Past or Future Simple Passive. § 8.7.

Мне рассказали	Мне рассказывают	Мне расскажут
Ее привели	Ее приводят	Ее приведут
Нам ответили	Нам отвечают	Нам ответят
Им дали	Им дают	Им дадут
Ему помогли	Ему помогают	Ему помогут
Нас пригласили	Нас приглашают	Нас пригласят
Его позвали	Его зовут	Его позовут

Exercise 11. Use the verbs in brackets in the Present, Past or Future Simple Passive. § 8.7.

1. ... Australia often (to visit) by tourists from other countries? 2. Queen Elizabeth II (to crown) in 1952. 3. English (to speak) as a second language by many people in India, Pakistan and numerous countries in Africa. 4. The members of the House of Commons (to elect) by people. 5. This programme (not to show) on TV tomorrow. 6. In 1066, England (to conquer) by the Normans. 7. Why ... the newspapers (not to bring) yesterday? 8. Scotland (to join) into the UK in 1707, after a long struggle for its independence.

***Exercise 12. Change these sentences into Passive. Pay attention to the prepositions. § 8.7.**

E.g. 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. The group spoke to the headmistress yesterday. 6. The 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.

***Exercise 13. Rewrite these sentences using the Passive Voice. § 8.7.**

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

1. The 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 14. Change these sentences into the Passive Voice. § 8.7.

1. They were playing tennis from four till five. 2. At twelve o'clock the workers were loading the trucks. 3. By six o'clock the workers had loaded the trucks. 4. They will show this film on TV. 5. Has anybody explained the rules of the games to you? 6. They haven't brought back my skates. 7. Has the secretary typed the letters? – No, she is typing them now. 8. They did not invite her to the party. 9. Have you written the letter yet? 10. They haven't told us a lot of interesting things. 11. Someone wants you on the phone. 12. What music were they playing? 13. The earliest known name of Great Britain is Albion. Since 2002 the official government yearbooks have only used the term "United Kingdom".

****Exercise 15. Open the brackets using the right forms of the verb in the Passive Voice. § 8.7.***

The Loch Ness Monster

The story of the Loch Ness monster begins in 1933 when it (to see) for the first time. Since then it (to see) at least once every year and (to photograph) many times. The first photograph (to take) by a local man in November, 1933. On one occasion, large brown eyes (to see) and horns (to report) several times. Ears (not to mention) yet.

The monster, however (not to forget), and probably never (to forget). It is known that it sometimes leaves the loch and a few years ago it (to see) running along the main road not far from a café. Occasionally two monsters (to see) at the same time. It (not to know) whether they are father and son, husband and wife, or perhaps monster and girl-friend. But the monster and its activities (to consider) still a mystery.

Exercise 16. Translate into Russian paying attention to the use of the Passive Voice. § 8.7.

1. What is being done in the house for the guests? 2. Some flowers can be cut and brought in from the garden. 3. The second course was followed by fruit salad. 4. His name is often referred to in the articles. 5. He is such a bore. He is never listened to. 6. The policeman has been sent for. 7. This film was much spoken about. 8. We were treated to ice-cream. 9. If you wear this hat you'll be laughed at. 10. We were shown around the building. 11. Your luggage will be looked after.

****Exercise 17. Find in the net all the necessary information and answer the questions to the topic "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 the Queen's representative?
10. Who is the head of 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

Read the text and discuss with your groupmates the administrative and political systems of Great Britain and the USA. Use the following: "both ... and ...", "unlike ...", "while ...", "as distinct from ...", "as well as".

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, south of New York. 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 not usually 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 the 13 British colonies that declare 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".

UNIT FOUR LONDON

Phonetic Exercises

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

mb [m]	bt [t]	mn [m]	-ign [aɪn]
lamb	debt	column	sign
bomb	doubt	autumn	resign
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.

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 – сокровище	unique – уникальный
	wax – воск

Mind some proper names:

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

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

Practice the pronunciation of the following words:

century ['sentʃəri], church [tʃə:tʃ], ancient ['eɪnfənt], heart [hɑ:t], jewel ['dʒuəl], tomb [tu:m], buried ['berɪd], reign [rein], column ['kɒləm], statue ['stætju:], portrait ['pɔ:trɪt], masterpiece ['mɑ:stəpɪs], unique [ju:'ni:k].

From Londinium to the Capital City

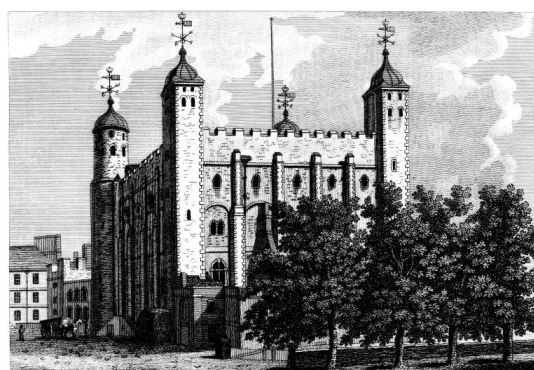
London was founded about 2000 years ago by the Romans, who gave their settlement the name Londinium. The location of the city on the river Thames has been very comfortable and in the course of time a small village turned into a big important city. Modern London occupies the territory of 5 thousand square 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 centres.

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.



the Lloyd's building



the Tower of London

In the centre of the City there is *the Tower of London*, the most ancient building, which was founded in the 11th century by William the Conqueror. Over the centuries the Tower of London has been 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 of 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 British history. Every day at 11.30 you can see the beautiful ceremony of the *Changing of the Guard*.

The geographical centre of London is *Trafalgar Square*. The highest point here is the Nelson 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.

Lexical Exercises

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

Exercise 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 Column situated?
9. What is Madam Tussaud's famous for?

****Exercise 3. Ask your neighbour:***

- 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 the royal residence is;
- 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.

Exercise 4. 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. ... Buckingham Palace you can see the beautiful ceremony ... the Changing of the Guard.
7. Admiral Lord Nelson won the victory ... Trafalgar.
8. Pictures in 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 5. Make up a definition using the model:**

Sir Christopher Wren (*a concept*) is an English architect (*a class of objects*), who (*connection*) lived in the 17th 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 |

Exercise 6. Say what you would like to visit in London and why:

I'd like to	see		...		because (for) ...
I want to	visit				
	go to				

***Exercise 7. Talk about the following places of interest in London:**

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

Exercise 8. 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 interesting in ..., have a look at...

If you love visiting..., you can...

Exercise 9. 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 street 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.
 – You are welcome.

Exercise 10. 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 4 + group 1-2.

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

***Exercise 11. 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 very much.

***Exercise 12. Make up a 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. 8. The building ... was destroyed in the fire has now been rebuilt.

***Exercise 2. Mark the border between the sentences where the conjunction 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 [who] 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.

****Exercise 4. Use the verbs in brackets in the correct tense form (Active or Passive). Translate the text.**

An Old Legend

The six ravens (to keep) in the Tower of London now for centuries. They used to come in from Essex for food scraps when the Tower (to use) as a palace. Over the years people (to think) that if the ravens ever left the Tower, the monarchy would fall. So Charles II (to decree) that six ravens should always (to keep) in the Tower and should (to pay) a wage from the treasury. In those times the White Tower was home to the Royal Observatory, and when the King (to tell) that the ravens got in the way of the observations, he (to move) the astronomer instead. Since then, the Observatory (to be situated) in Greenwich, and three pairs of breeding ravens (to be) a permanent feature of the Tower, cared for by the Raven Master. Sometimes they (to live) as long as 25 years, but their wings (to clip) so they can't fly away, and when a raven (to die), another raven (to bring) from Essex.

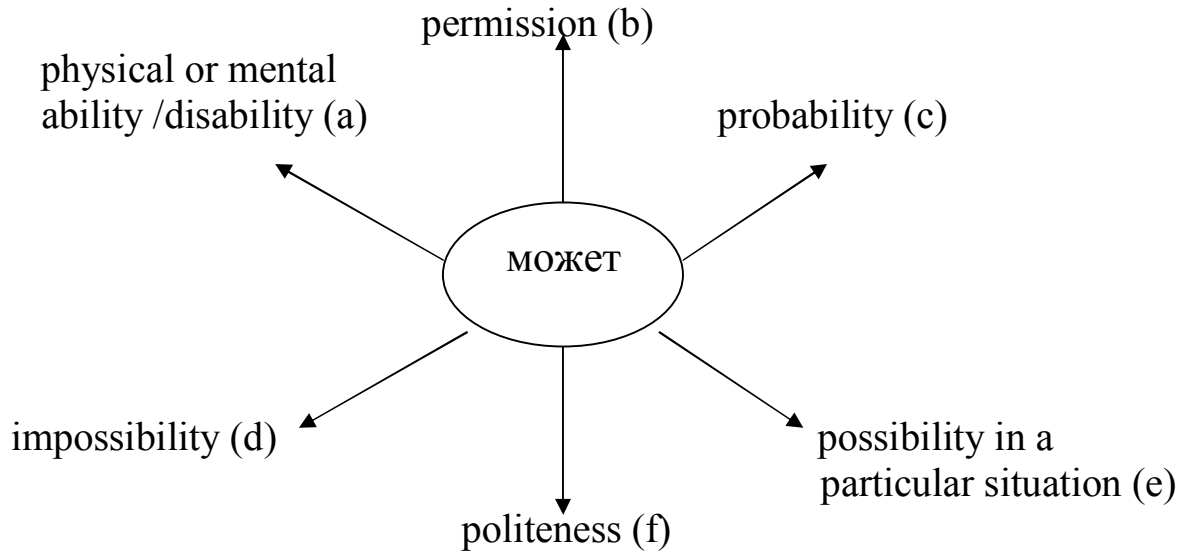
Exercise 5. Translate the sentences paying attention to the phrasal verbs.

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 both to get on and to get off.

***Exercise 6. Insert the phrasal verbs from exercise 5.**

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 7. Match the modal verbs and their meanings. § 10.



- 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) She wasn't at home when I phoned but I **was able to** contact her at her office.

Exercise 8. 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 9. 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 10. 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.

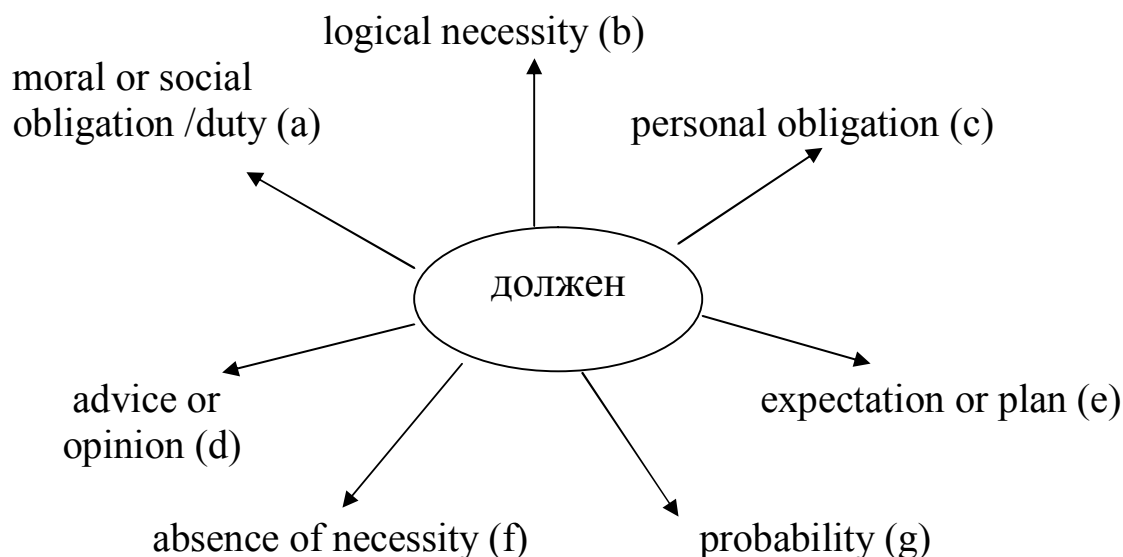
I looked everywhere for the book but I didn't manage to find it. 4. Tom managed to finish his work that afternoon. 5. I had forgotten to bring my camera so I didn't manage to take any pictures. 6. They didn't want to come with us and nobody managed to persuade (убеждать) them. 7. Ann had given us good directions, so we managed to get there in time.

Exercise 11. 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. | 6. Perhaps she went home early. |
| 2. Perhaps she didn't know about it. | 7. Perhaps she is having lunch. |
| 3. Perhaps she is working now. | 8. Perhaps she didn't see you. |
| 4. Perhaps she wants to be alone. | 9. Perhaps she didn't leave you a message. |
| 5. Perhaps she was ill yesterday. | |

Exercise 12. Match the modal verbs and their meanings. § 10.3.



- 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 13.** Put in “must or cannot”. § 10.

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 14. 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 15. 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 16. Paraphrase using “be to”. § 10.5.

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

Model 2: 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 17. 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 ... buy the tickets now, you can book them in advance. 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 18. Define the functions of the numbered forms of the Infinitive used in the text and mark them in the table. Entitle the text. § 11.1.***

In 1050 King Edward the Confessor, a very religious man, started to build (1) a great church, called Westminster Abbey. To keep (2) a close eye on its construction, Edward also built a new home between the abbey and the river – the Palace of Westminster. It took fifteen years to erect (3) the abbey, but its creator couldn't be happy to have finished (4) it because soon after the consecration (освящение) he died and was buried there.

In the 1200s King Henry III decided to pull down (5) Edward's abbey and began building the more beautiful one after the Gothic style then prevailing in France – the church we see today. To visit (6) Westminster Abbey is worthwhile if you are interested in British history. It is the chief church of England, and since 1308 every king or queen has been crowned there, except for two: Edward V who was murdered in the Tower of London in 1483, and Edward VII who abdicated in 1936.



According to a tradition, the Coronation Chair, carved from oak, is to be used (7) for the ceremony of crowning every monarch. Besides, Westminster Abbey has burial places of many monarchs and great men; Geoffrey Chaucer was the first poet to be buried (8) there in 1400. Isaac Newton's monument is one of the most interesting in Westminster Abbey, it is known to have been executed (9) in 1731 by the sculptor Michael Rysbrack in white and grey marble.

The abbey has also been the place of royal weddings. In 1947 Princess Elizabeth (the future Queen) was married there to the Duke of Edinburgh; the marriage took place in the early post-war years, and Elizabeth still required ration coupons (талоны) to buy (10) the material for her gown. The last wedding in April 2011, when Prince William, Elizabeth's grandson, was married to Miss Catherine Middleton, was probably the grandest wedding to

be performed (11) in Westminster Abbey and to be televised (12) all over the world.

Forms Functions	Indefinite Active	Perfect Active	Indefinite Passive	Perfect Passive
Subject				
Part of the predicate	1			
Object				
Attribute				
Adverbial				

Exercise 19. Complete the sentences using Active Infinitive or Passive Infinitive. § 11.1.

1. Marie Tussaud managed (to create /to be created) her first wax figure, of Voltaire, in 1777, when she was 16. 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 20. Paraphrase using the appropriate form of the Infinitive. § 11.1.**

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** with 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

**Read the following text and do the tasks given below.*

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 (заговор).

The early 17th 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 (порох). They planned to blow up the Palace on November the 5th, 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 (измена).



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

The plotters

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 5th 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.*

1. 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 5th 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 5th.

2. Finish the sentences:

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

3. Choose a statement to formulate the main idea of the text:

- 1) November 5th 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 5th is an annual religious holiday observed in the UK to commemorate the repression of Catholics in England in the early 17th century.

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