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«Южно-Уральский государственный технический колледж»

Рабочая тетрадь

для аудиторной и внеаудиторной самостоятельной работы
обучающихся по дисциплине «Иностранный язык» (английский)
для студентов 3 курса
всех специальностей ФГОС СПО

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АКТ СОГЛАСОВАНИЯ

на «Рабочую тетрадь» для аудиторной и внеаудиторной самостоятельной работы обучающихся по дисциплине «Иностранный язык» (английский) для студентов 3 курса всех специальностей,
разработанную преподавателем Южно-Уральского государственного технического колледжа Клушевой А.А..

Настоящее пособие разработано в соответствии с программой учебной дисциплины «Иностранный язык», (английский язык) с учетом времени, отведенного на изучение дисциплины учебными планами.

«Рабочая тетрадь для аудиторной и внеаудиторной самостоятельной работы» соответствует современным требованиям к уровню обученности студента профессионального образовательного учреждения в практическом овладении иностранным языком как средством повседневного и профессионального общения.

Тетрадь посвящена аспектам английской грамматики, традиционно вызывающих трудности у обучающихся. Модели грамматических структур делают изучение наглядным и помогают лучше запомнить материал. Разнообразные виды упражнений способствуют эффективной отработке необходимых навыков, повторению важных грамматических тем и лучшему пониманию внутренней логики языка. Благодаря адаптированным текстам студенты овладевают техникой перевода (со словарем) и навыками самостоятельной работы по совершенствованию устной и письменной речи. Успешное применение полученных знаний и сформированных умений на практике является гарантией высокой профессиональной подготовленности будущего специалиста.

«Рабочая тетрадь для аудиторной и внеаудиторной самостоятельной работы» по английскому языку для студентов 3 курса всех специальностей рекомендована к использованию в образовательном процессе в колледже.

Технический директор
ЗАО «ВММ-2



Р.Г.Девальд

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Пояснительная записка

Рабочая тетрадь составлена в соответствии с рабочей программой дисциплины «Английский язык», утвержденной 14.09.2012г. и предназначены для студентов 3 курса всех специальностей.

Тетрадь состоит из 8 тем с комплексом грамматических упражнений и текстов.

Все задания направлены на закрепление и углубление знаний и умений студентов, развитие компетенций.

Упражнения можно дополнять, трансформировать в зависимости от уровня знаний обучающихся и целей построения урока.

Тетрадь поможет преподавателям в организации аудиторных занятий и самостоятельной работы, а студентам – в усвоении изучаемого материала. Ее использование разнообразит виды деятельности студентов на занятиях, а также поможет усвоить учебный материал, систематизировать и закрепить полученные знания.

Для успешного проведения практического занятия можно руководствоваться «Настольной книгой преподавателя иностранного языка», в которой систематизированные методические рекомендации по организации учебных занятий, по обучению произношению, лексике и грамматике иностранного языка, различным видам иноязычной речевой деятельности, иноязычному общению с использованием игрового моделирования, проблемного, коммуникативно-функционального и системно-деятельностного подходов, с использованием компьютера, видеозаписи, кино и других ТСО.

Для самостоятельного выполнения того или иного задания дома, студенту следует придерживаться следующих памяток:

Памятка 1 общая:

✓ Раздели домашнее задание на несколько «порций» и распредели их по дням; единоразовое выполнение домашнего задания неэффективно.

✓ Изучи сначала устный материал (прочитай текст, выпиши новые слова в словарь - не забудь их выучить), а затем, проанализировав все предложенные речевые образцы и лексические единицы, приступай к выполнению письменного упражнения.

✓ Определи, для развития каких навыков было составлено данное упражнение и обрати наибольшее внимание именно на этот вид деятельности (чтение, говорение, письмо).

✓ Активно используй в процессе подготовки домашнего задания средства обучения, в частности, не забывай обращаться за разъяснениями к словарю и грамматическому справочнику, а лучше заглянуть в рабочую тетрадь, где наверняка есть запись, сделанная под диктовку учителя.

✓ Не заучивай учебный материал механически, а пытайся осмыслить, почему в данном упражнении имеет место та или иная лексическая единица или грамматическая структура.

Памятка 2

При подготовке устного сообщения:

- Определи, что хочешь и можешь сказать по теме на иностранном языке. Соотнеси замысел высказывания со своими возможностями, с тем, какими языковыми средствами располагаешь.
- Вспомни нужные речевые образцы, слова, сочетания слов для передачи замысла сообщения
- Обратись к тексту, упражнениям, в которых эта или близкая к ней тема отражена, чтобы использовать материал для сообщения.
- Отбери нужные речевые образцы, проведи в них необходимую лексическую замену или расширение
- Составь план сообщения, запиши его.
- Устно проговори своё сообщение в соответствии с планом.

Памятка 3

При работе с текстом:

- Прочти текст, стараясь понять общее содержание и вывести из контекста значение незнакомых слов.
- Обратись к словарю, чтобы найти значения незнакомых слов.
- Проработай новый лексический материал (см. памятку 4).
- Прочти текст медленно вслух, обращая особое внимание на произношение новых слов и стараясь запомнить информацию.
- Выпиши из текста новые для тебя формы.
- Составь список ключевых слов из текста так, чтобы он отражал канву содержания.

При чтении текста СТУДЕНТ должен:- понять, о чём говорится в тексте на основе знакомых языковых явлений и большого контекста;- максимально использовать контекстуальную и языковую догадку;- определять исходную форму незнакомых слов с помощью различных трансформационных операций;- обращаться к словарю, чтобы найти значения незнакомых слов.

Памятка 4.

При работе с новым лексическим материалом(новыми словами):

- Уточни перевод каждого слова, обратившись к англо-русскому словарю (есть в конце каждого учебника)
- Прочитай внимательно все слова и объедини их в группы по типу ударного слога.
- Раздели слова на подгруппы по ударной гласной.
- Установи и постарайся запомнить различия между словами одной подгруппы.
- Прочитай ещё раз, постарайся запомнить графический образ слова, т.е. его буквенный состав.
- Напиши слово по памяти.
- Проверь правильность написания: сравни написанное с тем, что написано в учебнике.
- Проследи, как данное слово употреблено в предложении.

- Попробуй составить несколько предложений с новыми словами.

Памятка 5.

При работе с грамматическим материалом:

- Выпиши из упражнения все предложения, содержащие новую грамматическую структуру.
- Внимательно изучи способ трансформации утвердительного предложения в вопросительное и отрицательное.
- Проконтролируй с помощью словаря правильность произношения тобой данной структуры.
- Просмотри материал текущего урока по учебнику, найди предложения, в которых используется данная грамматическая структура.
- Проговори эти предложения, попробуй трансформировать их по интонации.
- Придумай несколько предложений, содержащих новую грамматическую структуру
- С помощью составленного тобой списка постарайся пересказать текст.

Тема 1. Язык как средство межкультурного общения.

Времена группы Perfect

Present Perfect Simple

Exercise 1. Complete the sentences using the present perfect simple of the verbs in brackets.

My name is Lynne Carter. I work for a travel company called Timeways Travel. *I've been* (be) a travel agent for six years now. I'm the manager of Timeways Travel London office. I (have) this job for three years. I've got a new flat in London. I (live) there for six months. My boyfriend's name is Bruno. We (know) each other for two years. Bruno is Italian, but he (live) in England for over five years. He works for BBC Radio. He (have) this job for a year.



Exercise 2. Lynne is meeting two clients, Ben and Patty Crawford. Ben and Patty are on holiday in London

Complete the conversation using the present perfect simple.

Lynne: How is your hotel?

Ben: Great! It's the best hotel *I've ever stayed* (ever | stay) in.

Patty: Yes, Ben is really pleased. He 1 (never | slept) in such a big bed before. But he won't be so pleased when we get the bill. It's also the most expensive hotel we 2 (ever | stay) in!

Lynne: 3 (you | be) to London before, Ben?

Ben: No, I 4 (not | be) here before, but Patty 5 (be) a number of times. Haven't you, Patty?

Patty: That's right.

Lynne: And what are you going to do this afternoon?

Patty: Well, I 7 (never | see) Madame Tussaud's. We 8 (hear) a lot about it from friends, so we thought we'd go there.

Lynne: I see. And what about dinner tonight? I know a very good Japanese restaurant.

9 (you | ever | eat) Japanese food, Patty?

Patty: No, I haven't. Is it good?

Lynne: It's delicious.

Ben: I 10 (not | try) Japanese food before either, so let's go there.

Patty: Yes, why not?

Exercise 3. Every Saturday morning Simon

and Sally clean the kitchen.

Here are the jobs that they do:

SIMON AND SALLY

1 do the washing up
4 clean the windows

SALLY

2 clean the cooker
5 de-frost the fridge

SIMON

3 empty the rubbish bin
6 clean the floor

Look at the picture. It is ten to eleven on Saturday morning. What jobs have Simon and Sally done? What haven't they done yet?

Examples:

1 *They've done the washing up.*

2 *Sally hasn't cleaned the cooker yet.*



Exercise 4. Put the words in brackets in the correct place in the sentences. Sometimes two answers are possible.

Example: Has Ken come home from work? (Just) *Has Ken just come home from work?*

1 Have you done your homework? (yet)

2 I haven't worn my new coat. (yet)

3 'Is Sally here?' 'No, she's gone out.' (just)

- 4 Have you spoken to your parents? (*just*)
- 5 It's quite early. Has Jack gone to bed? (*already*)
- 6 I've cleaned the windows. (*already*)

Exercise 5. Complete these sentences.

- 1 Jill is in hospital. She *has been* in hospital since Monday.
- 2 I know Sarah. I *have known* her for a long time.
- 3 Linda and Frank are married. They married since 1989.
- 4 Brian is ill. He ill for the last few days.
- 5 We live in Scott Road. We there for ten years.
- 6 Catherine works in a bank. She in a bank for five years.
- 7 Alan has a headache. He a headache since he got up this morning.
- 8 I'm learning English. I English for six months.

Exercise 6. Make questions with How long ... ?

1	Jill is on holiday.	How long has she been on holiday ?
2	Mike and Judy are in Brazil.	How long ?
3	I know Margaret.	How long you ?
4	Diana is learning Italian. ?
5	My brother lives in Canada. ?
6	I'm a teacher. ?
7	It is raining. ?

Exercise 7.



Look at the pictures and complete the sentences. Your sentence must end with one of these:

for ten minutes all day all her life ~~for ten years~~ since he was 20 since Sunday

1 *They have been married for ten years.*

2 She

3 They

4 The sun

5 She

6 He

Exercise 8. Which is right?

1 Mark is / has been in Canada since April. *has been is right*

2 Jane is a good friend of mine. I know / have known her very well.

3 Jane is a good friend of mine. I know / have known her for a long time.

4 'Sorry I'm late. How long are you / have you been waiting?' 'Not long. Only five minutes.'

5 Martin works / has worked in a hotel now. He likes his job very much.

6 Linda is reading the newspaper. She is / has been reading it for two hours.

7 'How long do you live / have you lived in this house?' 'About ten years.'

8 'Is that a new coat?' 'No, I have / I've had this coat for a long time.'

9 Tom is / has been in Spain at the moment. He is / has been there for the last three days.

Past Perfect Simple

Exercise 1. Peter arrived late at different places yesterday. What had happened when he arrived at each place?

Example: *1 When he arrived at the station, his train had already left.*

1 the station	his train / already / leave
2 the theatre	the play) already start
3 the post office	it already close
4 the furniture shop	they sell the table he wanted
5 his friend's house	his friend go out
6 the football stadium	the game nearly finish

Exercise 2. Put one verb in each sentence into the past perfect simple and the other verb into the past simple.

Example:

Mario *felt* (feel) very nervous when he first drove in Britain because he *hadn't driven* (not | drive) on the left before.

- 1 Andrew _____ (do) the test before, so he _____ (find) it very easy.
- 2 I _____ (not | laugh) at the joke because I _____ (hear) it before.
- 3 We _____ (leave) the restaurant when we _____ (have) dinner.
- 4 When I found my wallet I _____ (discover) that somebody _____ (took) the credit cards out of it.

Exercise 3. Choose the correct form.

Example: The office was empty when the police arrived.

The robbers *had left/left*.

- 1 We had just started lunch when the telephone *had rung/rang*.
- 2 When I opened the safe, the money *had disappeared/disappeared*.
- 3 Andrew was late for school yesterday. When he got to the classroom, the lesson *had started/started*.
- 4 They waited until everyone was ready and then they *had started/started* the meeting.

Exercise 4. Read the situations and write sentences from the words in brackets.

1. You went to Jill's house but she wasn't there. (she/go/out) She had gone out.

2. You went back to your home town after many years. It wasn't the same as before. (it/change/a lot)
3. I invited Rachel to the party but she couldn't come. (she/arrange/to do something else)
4. You went to the cinema last night. You arrived at the cinema late. (the film/already/begin)
5. I was very pleased to see tim again after such a long time. (I/not/see/him for five years)
6. I offered Sue something to eat but she wasn't hungry. (she/just/have/breakfast)

Exercise 5. Put the verb into the correct form, past perfect (I had done etc.) or past simple (I did etc.).

1. 'Was Tom at the party when you arrived?' 'No, he *had gone* (go) home.'
2. I felt very tire when I got home, so I _____ (go) straight to bed.
3. The house was very quiet when I got home. Everybody _____ (go) to bed.
4. Sorry I'm late. The car _____ (break) down on my way here.
5. We were driving along the road when we _____ (see) a car which. _____ (break) down, so we _____ (stop) to see if we could help.

Text: The role of foreign language in modern world.

English is the international language of communication, and is spoken about 800 million people all over the world. It is also the language of **science**, business and **advertising**.

It`s the official language in 44 countries. English is the official language of the UK, Great Britain and Northern Ireland, of the USA, of Australia and New Zealand, the Republic of South Africa, the Irish Republic, India and Pakistan.

Many English words are in common use: cool, sorry, goodbye, basketball and so on.

Millions of books, magazines and newspapers are printed in English and read all over the world. 75% of the world`s mail and 60% of the world`s radio

broadcasts are in English. Half of the world scientific literature is printed in English.

Nowadays English is the most fashionable language in the world. Millions of people study and use English as a foreign language. English today is absolutely **necessary** for every educated person, for every good specialist.

English is a **widely** spoken language all over the world. You can hear it everywhere: in a street, in shops and restaurants, in offices. You don't need to know Japanese when you go to Japan or French when you visit Paris. English will help you to understand each other.

A modern engineer or even a worker **deals** with instruments and machines from other countries and must be able to read the instructions, which are usually written in English. Computer programs and games, most of Internet pages are also written in English. Science magazines are mostly published in English and scientific and business conferences are held in English as well. Diplomats and militaries use English to solve their problems.

Besides, the knowledge of English helps to know more about the countries, read many books in the original and to make new friends.

That's why all pupils should **master** their English to become good specialist in any branch.

Vocabulary:

science - наука

advertising – рекламная деятельность

broadcast - телепередача

necessary - необходимый

widely - широко

deals - иметь дело с

besides – кроме того

master - овладевать, усваивать

Questions:

1. How many people all over the world speak English?
2. Of what countries English is the official language?
3. How many books, magazines and newspapers are printed in English?
4. Is English absolutely necessary for every educated person today or not?
5. Can you hear English everywhere? Give an example.
6. Why all pupils should **master** their English?

Sequence of Tenses

Exercise 1. Use the required tense-aspect forms in the following sentences:

1. She scarcely realized what (happen).
2. Oh, Jane! I didn't think you (be) so unkind.
3. Mary (to return) to the room. Tom (to sit) beside the gas fire and (to take off) his shoes.
4. Her eyes (to be) puffed, and she obviously (to cry) that afternoon.
5. She realized that he (try) to tell her how lonely he (be).
6. His cheek (to be) cut. When she (to see) it she (to say): "Oh, you (to fight) again".
7. I thought I (sleep) well, being tired.
8. She (to make) me promise to say nothing about it till she (to have) a chance of breaking the news to her father gradually.
9. She asked if Mr. Clennam (tell) her where he (live).
10. As we (to drive), her eyes (to stare) rigidly out of the car window.
11. Sir Wilfred knew, from the frequency with which she used her handkerchief, that tears (run) down her cheeks.
12. Delany (to sit) up in bed and (to eat) his dinner when Jack (to come) into the room. His complexion (to be) ruddy. Obviously he (to be) shaved. He (to have) a glass of red wine with his meal. He (to wave) his fork as he (to see) Jack.
13. He (to remain) in his seat, as though studying his program, till the three (to pass) out into the foyer.
14. Darkness (to fall) when he finally (to return) to the hotel. He (to say) nothing to Pat except that he (to turn) down the job. He (cannot) give her any explanation until he completely (to understand) the meaning of what (to happen).
15. I (to sit) there for about ten minutes, pretending to read, when someone (to sit) down at my table.
16. She (to look) up at him from where she (to sit). Her make up things (to lie) in front of her. She (to do) her face.
17. While his wife (to read) the letter, he (to cross) to

the window. 18. As Hugh and I (to come) down the steps we nearly (to run) into my father.

Exercise 2. Explain how the rules of the Sequence of Tenses work in these clauses. Translate the sentences.

1. She called my mother to say that they had just got a telegram from Boston announcing that Henry's brother had been married in Germany. 2. I knew she was itching to tell me what had happened. 3. He knew that his mother would think he was seriously ill and would probably speak to the teacher. 4. He wanted to return to the house to see how Billy was doing and tell him that he would be going out to California in two or three days. 5. Rudy decided that he would have to tell Bogart that it was impossible for him to appear before the board the next day, but that he would offer to do so any other day.

Exercise 3. Make the action of the following object clauses simultaneous with those of the principal clauses.

1. I thought you (have) better sense. 2. She could not imagine what he (to do) there. 3. I've forgotten what he (to look) like. 4. I did not know whether the doctor (to mean) what he (to say) or whether he (to have) a joke at my expense. 5. What surprised me was that Pat (be) so much at home here. 6. He asked me what work I (do) and whether I (intend) to go to a University. 7. I was surprised you (to know) my name. 8. He told his father that now he (to make) ten dollars a week less. 9. The last two weeks she had been saying to everyone who phoned her that she (to be) unwell and (not to leave) home. 10. When I knew him better he admitted that he (to feel) lonely in London. 11. She wanted Wilfred to forbid my walking in the park alone. She said it (be) dangerous.

Тема 2. Образ жизни современного человека в России и за рубежом.

Text: English homes

About 51 million people live in England and most of them (84%) are **largely concentrated** in London. Like in any other capital city there are a lot of **blocks of flats** with **modern flats** and a lot of people prefer living there. But people who are more **conservative** and **value** the traditions of their country live in the countryside. The houses in the countryside are usually more expensive than the flats in big cities. I think it is normal because

when you live in the country, you pay not just for the house but for the **marvelous views**, fresh air and a possibility to spend your free time in a garden (gardening is one of the most favourite hobbies among the British). English houses often have two floors



and an attic. There is a kitchen, a dining-room and a living on the ground floor. Almost in every house there is a fire-place in the living-room, which is the most favourite place for all the family in the evenings or on holidays. There are bedrooms and several bathrooms on the first floor. There is always a room for guests. There is usually a study on the attic.

Usually houses in England are built from **stones** or **bricks** (from the local area), which are different in colour. And sometimes it seems that Britain is a country of multicoloured houses. In England there are many types of houses. People can live in a flat as it was told above. In most towns all over England there are streets of houses joined together in long **rows**. Such houses are called **terraced houses**. Two houses joined together are called **semi-detached houses**. If the houses are not joined to any other buildings they are called detached houses. The most popular types of houses among British people are semi-detached and **detached houses**.

Though more and more people tend to buy a house in the countryside, it has become a great problem for the English to buy a house because the prices on the property are increasing much faster than the **wages**. But it is always possible to

take a **mortgage** in a bank, **call upon** rich relatives or buy a house **jointly** with friends.

Questions:

1. Where do most of English people prefer to live?
2. Why are the houses in the country more expensive than the flats in big cities?
3. What types of houses do you know in England?
4. What are the most popular types of houses among English people?
5. Is it easy or difficult nowadays to buy a house? Why?
6. How can you buy a house?

Vocabulary:

are largely concentrated – в

основном сосредоточены

block of flats – многоквартирный

дом

modern apartments – современные

квартиры

conservative – консервативный

value – ценить

marvelous view – чудесный вид

stone – камень

brick – кирпич

row – ряд

terraced houses – дома рядовой

застройки

semi-detached houses –

двухквартирный дом с отдельным

входом

detached house – особняк

property – собственность

jointly – вместе

mortgage – ипотечный заем

call upon – призывать к помощи

wages – заработная плата

Тема 3. Общее и различное в странах и национальных культурах.

Complex Object

Exercise 1. Make up some sentences.

I	would like	my parents	to buy a new computer
	want	my friends	to buy a digital camera
	expect	my teacher	to go to the disco with me
		my pet	to explain the rules again

..... to give us fewer tasks
to obey me
to follow my commands
.....

Exercise 2. Read and translate the sentences.

e.g. She told her to look for the keys. Она попросила ее найти ключи.

1. Mr. Phillips wanted his son to try his luck.
2. "We only wanted Steve to help us", answered the little boys.
3. I would like to ask her to take care of my pet on Sunday.
4. What made you laugh?

Exercise 3. Make up sentences. Use the words in brackets.

Example: My parents ... work hard at school (make/ I). – My parents make me work hard at school.

1. Her teacher go to the stadium twice a week (make / she)
2. We to work hard at her English (ask / she)
3. They look for a Saturday job (want / we)
4. The young parents take care of their little daughter (ask / I)
5. His elder brother argue with you (make / he)

Exercise 4. Complete the sentences using Complex Object.

Example: "Bring me a book," said my brother to me. My brother **wanted me to bring** him a book.

1. The teacher said to the pupils: "Learn the rule." — The teacher wanted
2. "Be careful, or else you will spill the milk," said my mother to me. — My mother did not want
3. "My daughter will go to a ballet school," said the woman. — The woman wanted.....

4. The man said: "My son will study mathematics." — The man wanted
5. "Oh, father, buy me this toy, please," said the little boy. — The little boy wanted
6. "Wait for me after school," said Ann to me. — Ann wanted
7. "Fix the shelf in the kitchen," my father said to me. — My father wanted
8. "It will be very good if you study English," said my mother to me. — My mother wanted
9. "Bring me some water from the river, children," said our grandmother. — Our grandmother wanted
10. "Come to my birthday party," said Kate to her classmates. — Kate wanted
11. The biology teacher said to us: "Collect some insects in summer." — The biology teacher wanted
12. "Don't eat ice cream before dinner," said our mother to us. Our mother did not want

I expect <i>him to come</i> .

I know <i>him to be</i> a good pupil.

Exercise 5. Rewrite these sentences using Complex Object instead of the additional supplementary sentence.

Example: *I expect **that she will send** me a letter. I expect **her to send** me a letter.*

*I know **that he is** a great scientist. I know **him to be** a great scientist.*

1. I know that my friend is a just man.
2. I expect that he will understand your problem and help you to solve it.
3. I expected that she would behave quite differently.
4. I did not expect that my brother would forget to send her flowers.

5. He knows that my mother is a very kind woman.
6. She expected that her brother would bring her the book.
7. I know that your uncle is an excellent mathematician.
8. People expect that the 21st century will bring peace on the Earth.
9. We know that it is true.

I saw him enter. – I saw him entering.
I heard her speak. – I heard her speaking.

Exercise 6. Rephrase sentences using Complex Object with participle.

Example: *He was reading in the garden. She saw him.*
*She saw **him reading** in the garden.*

1. We noticed a man. The man was cleaning his shoes.
2. He saw two girls. They were dancing on the stage.
3. She watched the children. They were running and playing in the garden.
4. I saw her. She was arranging her hair.
5. We saw our neighbor. He was listening to the latest news on the radio.
6. The cat was rubbing itself on my leg. I felt it.
7. They were fishing. We saw it.
8. The pupils were writing a paper. The teacher watched them.
9. A caterpillar was crawling on my arm. I felt it.
10. We heard I. Arkhipova last night. She was singing a Russian folk song.
11. I watched the sun. It was rising.
12. I heard him. He was singing an English song.
13. John heard his sister. She was talking loudly on the veranda.
14. We saw Ben. He was crossing the square.
15. They heard their father. He was playing the piano in the drawing room.

Text: Places of interests in Russia

I live in Russia and I love my native country. I'd like to tell a little about its big cities and **places of interest**. The biggest city is Moscow, the capital of Russia. This is one of the biggest cities of the **world** where about 10 million people live. Moscow is located in the middle of the European part of Russia. Moscow was called after the Moskva-river which flows **through** the city.

The Russian capital is known all over the world for its **architectural monuments**, as well as for other places of interest – for example, the Bolshoi - Theater, the Tretyakov Gallery, the Pushkin Museum.

Moscow is also the Russian center of **science** and **education**. There are lots of universities, **libraries**, laboratories and schools here. Many young people from all regions of Russia, as well as **foreigners** study at the Moscow State University.

In 1712 the capital was transferred to St. Petersburg. Only after the revolution in 1917 Moscow became the capital of Russia again.

St. Petersburg, the so-called second capital of Russia, is one of the nicest cities of the world. Peter the First founded St. Petersburg at the beginning of 18th century as a new capital of the Russian Empire.

Straight streets, **spacious** places and parks, rivers and numerous canals, **embankments** and bridges create the unique **appearance** of the second Russian capital. Famous museums and theaters like the Hermitage, the Peterhof, the Russian Museum, the Mariinski -Theater are **attractive** for millions of tourists from all over the world. **Majestic** architectural **ensembles** of the 18-19th centuries are **unforgettable**: the Peter-and-Paul-Fortress, the Smolny Institute, the Alexander- Nevski -Monastery, the Winter Palace and others.

There are many other big cities and places in Russia that very interesting and **worth** of visiting.

The Trinity Monastery of Sergey is the biggest Russian **cloister** and is situated in the town of Sergiev Possad, not far from Moscow. The cloister was founded by Saint Sergey of Radonezh in the middle of the 14th century. The

architectural ensemble consists of beautiful monuments which date back to the 15-19th centuries.

Baikal is one of the biggest lakes of our planet. It is the also the oldest (about 25 million years old), and the deepest (1,637 meters) lake in the world. Baikal has the most various flora and fauna, if we speak of fresh-water reservoirs of the Earth. And, in addition, the volume and the quality of the **supply** of fresh waters are also unique in Baikal: there are about 24 thousand cubic kilometers of waters that amounts more than 20 per cent of the total world supplies.

Questions:

1. What is the capital of Russia?
2. Where is Moscow located?
3. How many universities are there in Moscow?
4. What is the second capital of Russia?
5. What things create the unique appearance of the second Russian capital?
6. What can you tell about Baikal?

Vocabulary:

places of interest -

достопримечательности

world - мир

through - через, сквозь

architectural monuments –

памятники архитектуры

science - наука

education - образование

library - библиотека

foreigner - иностранец

straight - прямой

spacious – обширный, большой

embankment - дамба

appearance - появление

attractive - привлекательный

majestic – величественный,

грандиозный

ensemble - ассамблея

unforgettable - незабываемый

worth - заслуживающий

cloister - монастырь

supply - снабжение

Text: Places of Interest in Great Britain

Great Britain is famous place. You can find there Oxford and Cambridge university cities, Shakespeare's birthplace — Stratford-upon-Avon, towns of Cardiff, Edinburgh, Glasgow.

Stratford-upon-Avon is a small town with the population about 20 thousand. Its **chief** points of interest are associated with the name and life of Shakespeare. In Henley Street stands a one-storied wooden house, where the greatest English poet and playwright was born.

The Royal Shakespeare Theatre was opened in Stratford in 1932. Only Shakespeare's plays are **performed** here. Every year on the 23d of April people from all the world come to Stratford to take part in celebrating Shakespeare's birthday.

Those who come to Oxford **certainly** are interested in its university **most of all**. The component parts of the University of Oxford are the colleges. Each college is practically autonomous, with its own set of rules of government. Oxford has a "golden heart" — an area of less than half a square mile in which various historic buildings may be found. But they do not stand in isolation; they are mixed together with houses, shops and offices.

Cardiff is the capital of Wales and its chief port. Cardiff is also a tourist centre. There are some places of interest there: the Castle, National Museum of Wales, New Theatre, and Welsh Folk Museum. Song festivals are very popular here and usually gather a lot of people.

Edinburgh is a city where the historic past lives side by side with the present. The first thing one can see is a very large hill in the middle of Edinburgh — the Rock. Edinburgh Castle stands on the Rock. It is the most famous building in the city.

Edinburgh is famous for many things: its **art** galleries, museums, libraries. But it is **especially** famous for its festivals. In summer there is the Edinburgh Festival. This is the Britain's biggest arts festival. Besides the official festival there

is also an unofficial festival. Here the artists are amateurs. Now, the unofficial festival is even bigger and more popular than the official one.

The best-known **monument** in Edinburgh is the Walter Scott Monument. The famous English writer of historic novels lived and worked here. The monument is in the form of a Gothic **spire** 200 feet high with a statue of Sir Walter Scott inside this beautiful structure. In the **niches** of the monument there are 64 statuettes of well-known **characters** from Scott's novels and poems.

There is a prehistoric monument in Great Britain which is as interesting to the tourists as the Egyptian pyramids. This is Stonehenge. Stones stand here in circles or are **arranged** into a **horseshoe** shape. The **scientists** consider that Stonehenge was built in order to calculate the **annual** calendar and seasons.

Complete the sentences:

1. Great Britain is place.
2. You can find there Oxford and university cities, Shakespeare's birthplace —, towns of Cardiff,, Glasgow.
3. Stratford-upon-Avon ... of interest are associated with the ... of Shakespeare.
4. Oxford has a — an area in which various historic buildings may be found.
5. Cardiff is famous for its festivals.
6. Edinburgh is famous for the Britain's biggest
7. The best-known in Edinburgh is the Walter Monument.
8. Also in Great Britain you can find Stonehenge, which is as interesting to the tourists as the

Vocabulary:

chief - главный

perform - исполнять, выполнять

certainly - конечно, естественно

most of all - больше всего

art — искусство, художественный

especially - особенно

monument - памятник

spire - спиралевидная

niche - ниша

character - герой

arrange - расставлять

horseshoe - что-л. в форме подковы

scientist — ученый

annual - ежегодный

Text: Russian traditions

It is a well-known fact that most Russians are patriots of their country: they are usually **homesick** when they leave Russia for a long period of time, and are usually **keen supporters** of traditions. Russian people keep up a lot of folk traditions. Many of them are of religious origin and were, actually, **banned** after the Russian Revolution of 1917 but survived and are now restored. These are all kinds of traditions based on Christianity and the Russian Orthodox Church, like those of Christmas, **Lent** and **Easter**. A well-known Easter tradition is, for example, painting eggs bright colours to symbolize **springtime** and life, and playing an Easter egg game in which each person takes a hard-boiled, coloured egg. Players make pairs and then **tap** the ends of their eggs together. First the wide ends of the two eggs are tapped together, then the narrow ends, and finally one wide and one narrow end. When a player's egg breaks, he or she leaves the game, which continues until one player is left with an unbroken egg. The one who wins is **considered** to be likely to have good luck in everything.

The second group is formed by **folk** traditions which date back to the times before Christianity, some wedding or **funeral** rituals. The third group is formed by traditions **pertaining** to official celebrations, like those of the Victory Day when World War II veterans meet in Moscow in front of the Bolshoi Theatre building, and people of all ages come to **congratulate** them and give them flowers.

The best known folk tradition is Maslenitsa, which is a combination of Christian and **pagan** traditions and is the last week before the Lent. Maslenitsa week is full of traditional Russian festival activities: masquerades, snowball fights, **sledding** and **sleigh rides**. Secondly, it is a chance to taste traditional Russian food which we don't very often cook nowadays, as we got used to buy ready-made food in supermarkets. The essential element of Maslenitsa celebration is Russian pancakes, made of rich foods like butter, eggs and milk. They are usually eaten with sour cream or **caviar**. For many Christians, Maslenitsa is the last chance to meet with the **worldly delights** before the fasting of Lent.

Translate the following sentences into English.

1. Русские обычно скучают по дому, когда уезжают из страны надолго, и с энтузиазмом поддерживают традиции.
2. Многие традиции, которые соблюдают русские, имеют религиозное происхождение, были запрещены после революции 1917 года, но сохранились и сейчас восстановлены. Это такие традиции, как Рождество, Великий пост или Пасха.
3. Широко известная пасхальная традиция — раскрашивать яйца в яркие цвета, ударять концом своего яйца о концы других яиц, до тех пор пока не останется одно целое яйцо.
4. Некоторые традиции, такие как гадание, свадебные или похоронные ритуалы, восходят к временам, предшествующим принятию христианства.
5. Некоторые традиции связаны с официальными праздниками, такими как День Победы.
6. Масленица, или Блинная неделя — это комбинация христианских и языческих традиций, она полна традиционных русских праздничных традиций: маскарады, игра в снежки, катания на санях и санках.
7. Одна из традиций Масленицы — есть блины, что является последним шансом вкушать мирских радостей перед Великим постом.

Vocabulary:

homesick – тоскующий по дому

keen supporter – активный
сторонник

ban - запрещать

Lent – Великий пост

Easter - Пасха

springtime – весенняя пора

tap - постукивать

consider - считаться

folk - народный

funeral - похоронный

pertain - принадлежать

congratulate - поздравлять

pagan - языческий

sledding – катание на салазках

sleigh ride – катание на санях

caviar - икра

worldly delights – мирские
удовольствия

Text: British Traditions and Customs

British nation is considered to be the most conservative in Europe. It is not a secret that every nation and every country has its own **customs** and traditions. In Great Britain people **attach** greater importance to traditions and customs than in other European countries. Englishmen are **proud** of their traditions and **carefully keep** them **up**. The best examples are their queen, money system, their **weights** and **measures**.

There are many customs and some of them are very old. There is, for example, the Marble Championship, where the British Champion is **crowned**.

Another example is the Boat Race, which takes place on the river Thames, often on Easter Sunday. A boat with a team from Oxford University and one with a team from Cambridge University hold a race.

British people think that the Grand National horse race is the most exciting horse race in the world. It takes place near Liverpool every year. **Amateur** riders as well as professional jockeys can **participate**. It is a very famous event.

There are many celebrations in May, especially in the countryside.

Halloween is a day on which many children dress up in unusual costumes. The day was originally called All Halloween's Eve, because it happens on October 31, the **eve** of all Saints Day. The name was later shortened to Halloween.

In the end of the year, there is the most famous New Year celebration. In London, many people go to Trafalgar Square on New Year's Eve. There is singing and dancing at 12 o'clock on December 31st.

A popular Scottish event is the Edinburgh Festival of music and drama, which takes place every year. A **truly Welsh** event is the Eisteddfod, a national festival of traditional poetry and music, with a competition for the best new poem in Welsh.

If we look at English weights and measures, we can be **convinced** that the British are very conservative people. They do not use the internationally **accepted** measurements. They have conserved their old measures. There are nine essential measures. For general use, the smallest weight is one ounce.

The English always give people's weight in pounds and stones. Liquids they measure in pints, quarts and gallons. For length, they have inches, yards and miles.

The English monetary system could be found rather difficult for us. They have a pound sterling, which is divided into twenty shillings, half-crown is cost two shillings and sixpence, shilling is worth twelve pennies and one penny could be changed by two halfpennies.

Vocabulary:

custom - обычай, традиция

attach - придавать значение

to be proud of - гордиться

carefully - тщательно, внимательно

keep up - поддерживать

weight - вес; масса

measure - мера; единица измерения

crown - короновать

amateur - любитель

participate - участвовать,

принимать участие

eve- канун, преддверие

truly - действительно

Welsh - валлийцы

convinced - убеждённый,

уверенный (в чём-л.)

accepted – общепринятый

Match the sentences:

- | | |
|--|--|
| 1. British nation is considered to be | a) the British Champion is crowned. |
| 2. There are many customs and | b) dress up in unusual costumes. |
| 3. For example, the Marble Championship, where | c) their old measures. |
| 4. There are many celebrations in | d) Inches, yards and miles. |
| 5. Halloween is a day on which many children | e) the most conservative in Europe. |
| 6. In London, many people go to Trafalgar | f) some of them are very old. |
| 7. The Eisteddfod is a national festival of | g) Square on New Year's Eve. |
| 8. The British have conserved | h) traditional poetry and music. |
| 9. For example, for length, they have | i) May, especially in the countryside. |

Тема 4. Международный туризм.

The Infinitive

Exercise 1. Translate into Russian.

1. The buyers want to know our terms of payment.
2. This is for you to decide.
3. The plan of our work will be discussed at the meeting to be held on May 25.
4. To walk in the garden was a pleasure.
5. Jane remembered to have been told a lot about Mr. Smith.
6. I felt him put his hand on my shoulder.
7. This writer is said to have written a new novel.
8. She seems to be having a good time at the seaside.
9. They watched the boy cross the street.
10. To advertise in magazines is very expensive.
11. He proved to be one of the cleverest students at our Institute.
12. He knew himself to be strong enough to take part in the expedition.
13. To see is to believe.
14. He is sure to enjoy himself at the disco.
15. To tell you the truth, this company has a very stable position in the market.

Exercise 2. Put "to" before the infinitive where it is necessary.

1. My son asked me ... let him ... go to the club.
2. You must make him ... practice an hour a day.
3. She was made ... repeat the song.
4. He is not sure that it can ... be done, but he is willing ... try.
5. Let me ... help you with your work.
6. She asked me ... read the letter carefully and ... write an answer.
7. You ought ... take care of your health.
8. I looked for the book everywhere but could not ... find it.
9. He was seen ... leave the house.
10. We had ... put on our overcoats because it was cold.

11. The man told me not ... walk on the grass.
12. Have you heard him ... play the piano?
13. You had better ... go there at once.
14. I would rather not ... tell them about it.
15. We shall take a taxi so as not ... miss the train.

Exercise 3. Use the appropriate form of the infinitive.

1. They want (to take) to the concert by their father.
2. I am glad (to do) all the homework yesterday.
3. This plant is known (to produce) tractors.
4. He wants his son (to become) a lawyer.
5. The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city.
6. He seems (to know) French very well: he is said (to spend) his youth in Paris.
7. You had better (to call) our distributors at once.
8. We are happy (to invite) to the party.
9. That firm is reported (to conduct) negotiations for the purchase of sugar.
10. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
11. He didn't hear me (to knock) at the door.
12. I want (to inform) of her arrival.
13. Our sportsmen are proud (to win) the cup.
14. He is known (to work) on the problem for many years.
15. The representative of the firm asked for the documents (to send) by air mail.

Exercise 4. Put "to" where necessary.

1. I think you ought ... apologize.
2. Make him ... speak louder.
3. Help me ... carry this bag.
4. My son asked me ... let him ... go to the theatre.

5. I must ... go to the country.
6. It cannot ... be done to-day.
7. She asked me ... read the letter carefully and ... write an answer.
8. The man told me not ... walk on the grass.
9. Let me ... help you with your work.
10. She ought ... take care of her health.
11. We had better ... stop to rest a little.
12. I don't know what ... do.
13. He was seen ... leave the house.
14. We have come ... ask whether there is anything we can ... do.
15. We heard the siren ... sound and saw the ship ... move.
16. I cannot ... go there now, I have some work ... do.
17. During the crossing the passengers felt the ship ... toss.
18. You must make him ... practice an hour a day.
19. He is not sure that it can ... be done, but he is willing ... try.
20. I looked for the book everywhere but could not ... find it.
21. He said that she might ... come in the evening.
22. She was made ... repeat the song.
23. Would you rather ... learn shorthand than typewriting?

Objective with the Infinitive

Exercise 1. Put in "to" where necessary.

1. I like ... play the guitar.
2. My brother can ... speak French.
3. We had ... put on our overcoats because it was cold.
4. They wanted ... cross the river.
5. It is high time for you ... go to bed.
6. May I ... use your telephone?
7. They heard the girl ... cry out with joy.
8. I would rather ... stay at home today.
9. He did not want ... play in the yard any more.
10. Would you like ... go to England?
11. You look tired. You had better ... go home.
12. I wanted ... speak to Nick, but could not... find his telephone number.
13. It is time ... get up.
14. Let me ... help you with your homework.
15. I was planning ... do a lot of things yesterday.
16. I'd like ... speak

to you. 17. I think I shall be able ... solve this problem. 18. What makes you ... think you are right? 19. I shall do all I can ... help you. 20. I like ... dance. 21. I'd like ... dance. 22. She made me ... repeat my words several times. 23. I saw him ... enter the room. 24. She did not let her mother ... go away. 25. Do you like ... listen to good music? 26. Would you like ... listen to good music? 27. That funny scene made me ... laugh.

Exercise 2. Replace parts of the sentences using infinitive clause.

Example: *The boy had many toys which he could play with. The boy had many toys to play with.*

1. I have no books which I can read. 2. Is there anybody who will help you with your spelling? 3. Don't forget that she has a baby which she must take care of. 4. Have you got nothing that you want to say on this subject? 5. There was nothing that he could do except go home. 6. I have only a few minutes in which I can explain these words to you. 7. I have an examination which I must take soon, so I can't go to the theatre with you. 8. King Lear decided to have a hundred knights who would serve him after he had divided up his kingdom. 9. Here is something which will warm you up. 10. Here is a new brush which you will clean your teeth with. 11. Here are some more facts which will prove that your theory is correct. 12. Here is something which you can rub on your hands. It will soften them. 13. Here are some screws with which you can fasten the shelves to the wall. 14. Here are some tablets which will relieve your headache. 15. Here are some articles which must be translated for tomorrow. 16. Who has a pen or a pencil to spare? I need something I could write with. 17. I have brought you a book which you can read now, but be sure and return it by Saturday. 18. Soon we found that there was another complicated problem that we were to consider. 19. The girl was quite young when both her parents died and she remained alone with two younger brothers whom she had to take care of.

Exercise 3. Replace subordinate clause using infinitive clause.

Example: *He is so old that he cannot skate. He is too old to skate.*

1. The problem is **so difficult that it is impossible to solve it.** 2. The box is **so heavy that nobody can carry it.** 3. The baby is **so little that it cannot walk.** 4. **He is so weak that he cannot lift this weight.** 5. She is **so busy that she cannot talk with you.** 6. She was **so inattentive that she did not notice the mistake.** 7. The rule was **so difficult that they did not understand it.** 8. He was **so stupid that he did not see the joke.** 9. She has got **so fat that she cannot wear this dress now.** 10. The accident was **so terrible that I don't want to talk about it.** 11. They were **so empty-headed that they could not learn a single thing.** 12. The window was **so dirty that they could not see through it.** 13. She was **so foolish that she could not understand my explanation.** 14. I have **very little wool: it won't make a sweater.**

Exercise 4. Try to guess! Join English word combination with the infinitive and its Russian equivalent.

<i>to cut a long story short</i>	— <i>мягко выражаясь</i>
<i>to tell (you) the truth</i>	— <i>На нее приятно смотреть.</i>
<i>to say nothing of</i>	— <i>короче говоря</i>
<i>to put it mildly</i>	— <i>С ним трудно иметь дело.</i>
<i>to say the least of it</i>	— <i>Ему трудно угодить.</i>
<i>to begin with</i>	— <i>сказать (вам) по правде</i>
<i>The book leaves much to be desired.</i>	— <i>начнем с того что</i>
<i>He is difficult to deal with.</i>	— <i>не говоря уже о</i>
<i>He is hard to please.</i>	— <i>по меньшей мере</i>
<i>She is pleasant to look at.</i>	— <i>Книга оставляет желать лучшего.</i>

Exercise 5. Translate into Russian.

1. Мягко выражаясь, она была невежлива. 2. Ваша работа оставляет желать лучшего. 3. Сказать по правде, я не люблю бокс. 4. Вашей сестре трудно угодить. 5. Начнем с того, что я занят. 6. На него было приятно смотреть. 7. Короче говоря, он не сдал экзамен. 8. Мы все были рады, не говоря уже о маме: она сказала, что это самый счастливый день в ее жизни. 9. Твое

сочинение оставляет желать лучшего. 10. Это очень странно, по меньшей мере. 11. Для начала, она открыла все окна. 12. С моим соседом трудно иметь дело. 13. По правде говоря, я очень устал. 14. Его поведение оставляет желать лучшего. 15. Мягко выражаясь, вы меня удивили. 16. На этих детей приятно посмотреть. 17. Короче говоря, они поженились. 18. Вам трудно угодить. 19. По меньшей мере, мы были удивлены.

Exercise 6. Rephrase following sentences using Complex Object with the infinitive.

Example: *He dropped his bag. I saw it. – I saw him drop his bag.*

1. I saw him. He pointed to a picture on the wall.
2. We saw that the children climbed to the tops of the trees.
3. I noticed that Henry went up and spoke to the stranger.
4. He slipped and fell. I saw it.
5. I saw that he opened the door and left the room.
6. They turned the corner and disappeared. We watched them.
7. The doctor touched the boy's leg. The boy felt it.
8. Pete bought some flowers. His friends saw it.
9. Tamara saw that the waves carried the boat away.
10. Have you heard how he sings the part of Herman in Tchaikovsky's "Queen of Spades"?

Exercise 7. Translate into Russian.

1. She felt her hands tremble.
2. He felt his heart beat with joy.
3. Nobody noticed him come in and sit down.
4. I felt Nick put his hand on my shoulder.
5. She felt tears roll down her cheeks.
6. We saw them jump with parachutes.
7. I heard the door of the entrance hall open and close softly.

8. They all gathered on the hill to watch the sun rise.
9. I heard him tell the teacher about it.
10. She heard somebody walk up to her door.

The Subjective Infinitive Construction

Exercise 1. Open the brackets using infinitive, where is possible.

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) all the books in the library.
4. We expect (to be) back in two days.
5. We expected (to help) by the teacher.
6. I am sorry (to break) your pen.
7. The children seem (to play) since morning.
8. I want (to take) you to the concert.
9. She hoped (to help) by her friends.
10. I hope (to see) you soon.

Exercise 2. Translate into Russian. Pay attention to the complex subject.

1. Many books are known to be published in our country every year.
2. His invention is considered to be of great importance.
3. For a long time the atom was thought to be indivisible.
4. He was said to be one of the most promising nuclear physicists.
5. She appeared to be an excellent actress.
6. This work seems to take much time.
7. The percentage of carbon in this steel turned out to be low.
8. They are sure to acknowledge your talent.
9. The article is likely to appear in the next issue of the journal.
10. She is not likely to change her opinion.

Exercise 3. Rephrase following sentences using complex subject.

Example: *It is believed that the poem was written by Byron. – The poem is believed to have been written by Byron.*

1. People consider the climate there to be very healthful.
2. It is expected that the performance will be a success.
3. It is said that the book is popular with both old and young.
4. It was supposed that the crops would be rich that year.
5. It was reported that five ships were missed after the battle.
6. It appeared that he was losing patience.
7. It happened that I was present at the opening session.
8. It turned out that my prediction was correct.
9. It seems they know all about it.
10. It seems they have heard all about it.

Exercise 4. Open the brackets using the appropriate form of the infinitive.

Translate into Russian.

1. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings.
2. He seems (to know) French very well: he is said (to spend) his youth in Paris.
3. You seem (to look) for trouble.
4. I heard the door of the entrance hall (to open) and (to close) softly.
5. The article is likely (to appear) in the next issue of the journal.
6. He is sure (to tell) me all about this even I don't ask him.
7. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
8. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget).
9. Irving turned out (to be) a long, pale-faced fellow.
10. I felt Nick (to put) his hand on my shoulder.
11. Soon we found that there was another complicated problem (to consider).
12. Here are some articles (to translate) for tomorrow.

13. Jane remembered (to tell) a lot about Mr. Rochester.
14. I am very sorry (to add) some more trouble by what I have told you.
15. (To play) chess was his greatest pleasure.
16. Isn't it natural that we like (to scold)?
17. I am sorry (to spoil) your mood.
18. I remembered (to move – растрогаться) by the scene I witnessed.
19. She was sorry (to miss) the beginning of the concert.
20. I should like him (to say) it to my face.

The For-to-Infinitive Construction

Exercise 1. Replace the following groups of sentences by a sentence with a for-phrase subject.

Example: He won't catch the six fifteen. It's impossible. It is impossible *for him to catch the six fifteen.*

1. She explained everything. It was not difficult.
2. She managed to do it in time. But it was quite an effort.
3. Don't make mistakes. It's important.
4. Her mother made the decision. It's the usual thing in this family.
5. We ought to take a vacation now. It won't be difficult.
6. You'll speak English with her. It'll do you good.
7. She is very late. It's rather unusual.
8. You really ought to see a doctor. It will be best.
9. We'll spend a couple of weeks in Petersburg next June. It will be rather pleasant.

Exercise 2. Complete the following sentences by adding for-phrases to them.

Example: It would be better (you; to stay in bed). *It would be better for you to stay in bed.*

1. It's very important (children; to play outdoors).
2. It'll be best (she; to talk to the manager).
3. It might be just possible (you; to make him see the doctor).
4. It would be easy (I; to pretend).
5. It's very bad (boys; to smoke).
6. It's not (you; to carry that heavy bag).

Exercise 3. Translate the sentences from Russian into English. Use Pattern I.

1. Вам полезно есть фрукты. 2. Мне легче сделать это сегодня. 3. Им будет проще поехать туда на метро. 4. Ей было бы трудно решить эту задачу. 5. Нам было приятно снова встретить наших друзей. 6. Нам будет полезно отдохнуть. 7. Вам вредно столько курить. 8. Ей было трудно молчать. 9. Не мне давать вам советы. 12. Не им обсуждать этот вопрос.

Exercise 4. Complete the following sentences by adding objective for-phrases to them.

1. She is out playing. The doctor does not think it necessary 2. Under the circumstances I really think it best 3. All right, I'll go. Why are you so anxious 4. After a long telephone conversation with John we arranged 5. He stood there with a bunch of flowers waiting 6. The manager was very cross and said that he did not mean

Exercise 5. Translate the following sentences.

1. Вы думаете, мне легко отказаться от этой мысли? 2. Я считаю (нахожу необходимым), чтобы ты кончил школу. 3. Нам было трудно понять, чего ты хочешь. 4. Мама испекла пирог, чтобы мы съели его за ужином. 5. Он оставил дверь открытой, чтобы мы могли войти. 6. Я привезу книг, чтобы вы могли читать летом. 7. Я оставил записку на столе, чтобы все могли ее видеть. 8. Детям там негде спать. 9. Мне здесь больше нечего делать. 10. Не такая это игра, чтобы дети могли в нее играть.

Exercise 6. Add infinitives to complete for-phrases in the sentences below.

1. It's getting cold. It's bad for the children 2. Have you brought something for me ... in the train? 3. There's simply nobody there for a young girl 4. I can't find a place for us 5. Those are not the right people for you 6. I have bought a few things for Tony

Exercise 7. Replace the following pairs of sentences by sentences with adverbial for-phrases of result.

Example: The street is very narrow. He won't be able to turn the car. *The street is too narrow* for him to turn the car.

1. The way to the village was long. I felt hungry again. 2. The heat was oppressive. We did not stay long on the beach. 3. The problem was comparatively easy. I solved it in half an hour. 4. The situation was getting complicated. We could no longer cope with it. 5. The conversation was interesting. The children did not want to go to bed. 6. The noise of the traffic grew loud. I could not sleep. 7. The light was good. She could read the inscription.

Exercise 8. Translate the sentences from Russian into English.

1. Машина шла слишком быстро, чтобы я мог рассмотреть лицо водителя. 2. Она говорила так медленно, что мы понимали каждое слово. 3. Я был слишком расстроен, чтобы мама этого не заметила. 4. Он говорил по-английски настолько хорошо, что мы поняли, что ему надо. 5. В пещере было так темно, что мы не смогли найти выход.

Text: Tourism

Twenty years ago not many people travelled overseas for their holidays. The majority of people stayed to have holidays in their country. Today the situation is different and the world seems much smaller.

It is possible to book a holiday to a seaside resort on the other side of the world. Staying at home, you can book it through the Internet or by phone. The plane takes you straight there and within some hours of leaving your country, you can be on a tropical beach, breathing a super clean air and swimming in crystal warm water of tropical sea.

We can travel by car, by train or plane, if we have got a long distance tour. Some young people prefer walking or hitch-hike travelling, when you travel, paying nearly nothing. You get new friends, lots of fun and have no idea where

you will be tomorrow. It has great advantages for the tourists, who want to get the most out of exploring the world and give more back to the people and places visited. If you like mountains, you could climb any mountains around the globe and there is only one restriction. It is money. If you like travelling, you have got to have some money, because it is not a cheap hobby indeed. The economy of some countries is mainly based on tourism industry. Modern tourism has become a highly developed industry, because any human being is curious and inquisitive, we like leisure, visit other places. That is why tourism prospers.

People travel from the very beginning of their civilization. Thousands years ago all people were nomads and collectors. They roamed all their lives looking for food and better life. This way human beings populated the whole planet Earth. So, travelling and visiting other places are the part of our consciousness. That is why tourism and travelling are so popular.

Nowadays tourism has become a highly developed business. There are trains, cars and air jet liners, buses, ships that provide us with comfortable and secure travelling.

If we travel for pleasure, by all means one would like to enjoy picturesque places they are passing through; one would like seeing the places of interest, enjoying the sightseeing of the cities, towns and countries.

Nowadays people travel not only for pleasure but also on business. People have to go to other countries for taking part in different negotiations, for signing some very important documents, for participating in different exhibitions, in order to exhibit the goods of own firm or company. Travelling on business helps people to get more information about achievements of other companies, which will help making own business more successful.

There are a lot of means of travelling: travelling by ship, by plane, by car, walking. It depends on a person to decide which means of travelling one would prefer.

Questions:

1. Did the majority of people leave their country to spend holidays twenty years ago?
2. Can we book a holiday to a seaside resort on the other side of the world today?
3. Is it possible to book a holiday to a seaside resort on the other side of the world from home?
4. What means of travelling do you know?
5. What countries depend mainly on tourism?
6. Why does tourism prosper?
7. Where do people like going on vacation?
8. What is the most interesting means of travelling for you? Why?
9. Why do most travellers carry a camera with them?
10. What does travelling give us?
11. How does travelling on business help you?
12. What are the means of travelling?

Vocabulary:

overseas — заграница	карабкаться
majority — большинство	restriction — ограничение
to seem — казаться	indeed — действительно
to book — заказывать	curious — любопытный
resorts — курорт	inquisitive — любознательный
straight — прямо	leisure — досуг
a tropical beach — тропический пляж	jet-air liner — реактивный самолет
to breathe — дышать	security — безопасность
to hitchhike — путешествовать автостопом	variety — разнообразие
advantage — преимущество	city-dweller — городской житель
to explore — исследовать	to take pictures — фотографировать
to climb — взбираться,	castle — крепость, замок
	waterfall — водопад

to remind — напоминать	to push the goods — рекламировать
picturesque — живописный	товары
to broaden one's mind — расширить	achievement — достижение
кругозор	successful — успешный
take part in negotiations —	advantages and disadvantages —
принимать участие в переговорах	преимущества и недостатки
exhibition — выставка	according to — согласно
in order to — для того чтобы	

Text: Tourism in Russia

More and more people all over the world prefer to spend their holidays travelling. Rich or poor, old or young, they **strive** to leave the place where they live or work, and move to another **spot** of our planet — at least for two to four weeks a year. They travel to cities and towns, mountains and lakes, across oceans and seas.

Russia has always attracted foreign tourists because of its **variety** of **landscapes** and climates, **vast** territory, because of Russian traditions and customs **including** colourful and **picturesque** celebrations of national holidays.

Moscow is one of the most beautiful cities in the world, it can boast a number of unique sights.

The first thing to advise a foreigner to see is the Moscow Kremlin. It has long been a symbol of Moscow and was built as a fortress in the 15th— 16th century under the **supervision** of Italian architects. There are some famous churches: the Archangel Cathedral with **tombs** of princes and tsars, the Blagoveshchensky Cathedral with Andrey Rublyov's frescoes, the Uspensky Cathedral, Granovitaya palata where **receptions** were held by Russian tsars, and the Grand Kremlin Palace. **Among** other historical monuments of the Kremlin there are also the Tsar Cannon and the Tsar Bell, both of enormous size.

Near the Kremlin is the **huge** Red Square, the most famous Russia's square, with the Lenin Mausoleum and the tombs of Soviet political figures; the **imposing**

Cathedral of Basil the Beautified with its numerous cupolas and a monument to Minin and Pozharski. Among Moscow's many cultural and scientific institutions there are Moscow State University (founded in 1755), the Russian Academy of Sciences, (1866), the Tretyakov Art Gallery, the museum of Fine Arts.

St. Petersburg is the so-called second capital of Russia built in the 18th century by Peter the Great. The city was the residence of Russian emperors and empresses for two centuries and **abounds** in picturesque sights — magnificent palaces and cathedrals and breathtaking views. Among the most popular tourist attractions in the city are the Winter Palace which houses the Hermitage, the St. Isaac's Cathedral, the Admiralty Tower, the Peter and Paul Fortress, Nevsky prospect and many others. **Surrounding** the city is a ring of **suburbs** with beautiful palaces once belonging to emperors and empresses of Russia — Peterhof, Tsarskoye Selo, Pavlovsk, Alexandria, Gatchina and others.

And the third place which is the most famous is the towns of the Golden Ring which include Vladimir, Suzdal, Ivanovo, Kostroma, Rostov Velikiy and Pereyasavl Zalesky. The towns are a **gem** of early Russian architecture and offer a wide choice of **landmarks** including cathedrals, boyars' palaces, monasteries and other buildings typical of ancient Russia. They contain a number of excellent picture galleries, too.

Translate the following sentences into English.

1. Все больше людей, молодых и старых, богатых и бедных, стремится покинуть место, где они живут, и отправиться в другие города и страны.
2. Россия всегда привлекала иностранных туристов разнообразием климатических условий, обширной территорией, изобилующей красивыми ландшафтами, русскими традициями и обычаями, в том числе красочными и живописными празднованиями национальных праздников, и русским художественным наследием.
3. Москва — один из прекраснейших городов, который может похвалиться несколькими уникальными достопримечательностями

4. С давних пор Кремль является символом Москвы
5. На Красной площади расположены Мавзолей В. И. Ленина, захоронения советских политических деятелей и внушительный собор Василия Блаженного с многочисленными куполами.
6. Среди многочисленных культурных учреждений Москвы — Российская академия наук, консерватория, Третьяковская галерея, Музей изобразительных искусств.
7. Петербург был резиденцией российских императоров и императриц; там много захватывающих видов и живописных достопримечательностей, в том числе Зимний дворец, Эрмитаж, Исаакиевский собор, Адмиралтейство, Петропавловская крепость и многие другие.
8. Города Золотого кольца — это жемчужина древнерусской архитектуры, в них много достопримечательностей, в том числе соборы, дворцы, монастыри и несколько первоклассных художественных галерей.

Vocabulary:

strive – стремиться

spot - место

variety - многообразие,
разнообразие

landscape - пейзаж

vast - обширный, громадный

including - включая, в том числе

picturesque - живописный

supervision - наблюдение,
контроль

tomb - гробница

reception - приём

among - между, посреди, среди

huge - гигантский, громадный

imposing - грандиозный

abound - иметься в большом числе

surround - окружать

suburb - окраина, пригород

gem - жемчужина

landmark -
достопримечательность

Text: Travel and Tourism in England

England is the largest of the four nations in the United Kingdom. Some **key** geographic stand-outs in England include the picturesque and **hilly** Lake District in

the northwest, the **sandy beaches** and green **coastal cliffs** of Cornwall in the southwest, the **famed** white cliffs of Dover in the southeast, the coastal and **rural** region of Norfolk in the northeast, the **majestic** hills and peaks at the **Peak District**, the **lush** green lands and **preserved medieval** villages of the Cotswolds.

There are different kinds of tourist attractions in England, from ancient Roman ruins to royal palaces. Some tourists **choose** to spend more time in London with its theaters, museums, international cinemas and restaurants, while some choose to **hike** through the **seemingly endless** national parks and peaks.

Standard **sights** for tourists in England are London sights. These include Buckingham Palace, Tower of London, Hyde Park and Kensington Gardens, British Museum, and the **lively** West End Theatre district.

Other popular **destinations** include Shakespeare's Stratford-Upon-Avon, the grand universities of Oxford and Cambridge, Leeds Castle, the Beatles sites in Liverpool, the homes of famous English writers like Jane Austen, the Bronte sisters and Thomas Hardy, Stonehenge and the Roman baths in Bath.

Tourist season in England is March through September. Hotel **prices** are generally 20 percent higher than normal during this time due to **demand**. England's winter is not ideal as it is cold and the sun sets just after 4 p.m., but tourists **braving** the cold and rain **avoiding** the crowds and increased prices of high tourist season.

Fill in the gaps:

1. Some key geographic in England include the picturesque and Lake District, the sandy and green coastal of Cornwall, the famed cliffs of Dover, the hills and peaks at the District, the lush lands and preserved villages of the Cotswold.
2. There are different kinds of tourist in England.
3. Some tourists to spend more time in, while some choose to through the seemingly endless parks and peaks.

4. Standard for tourists in London include Buckingham, Tower of, Hyde Park and Gardens, British, and the lively West End district.

5. Tourist in England is through

6. England's winter is not as it is cold..... and the sets just after 4 p.m., but tourists the cold and rain.

Vocabulary:

key - основной, ключевой

hilly - холмистый

sandy beach – песчаный берег

coastal cliff – прибрежная скала

fame - знаменитый, известный

rural - деревенский, сельский

majestic - величественный, грандиозный

Peak District - Скалистый край

lush - покрытый буйной растительностью

preserved - заповедный

medieval - средневековый

choose - выбирать

hike - гулять, ходить пешком

seemingly - по внешнему виду

endless - бесконечный

sights – достопримечательности

lively - яркий, живой

destination - пункт назначения

price - цена

demand - спрос

braving - мужественно встречать

avoid - избегать, остерегаться

Tourism. Dialogues.

1

- | | |
|---|---|
| - What flights to Boston have you got? | - Какие рейсы у вас есть до Бостона? |
| - There are two flights a week on Tuesday and on Friday. | - Есть два рейса - во вторник и пятницу. |
| - What time? | - Какое время? |
| - At 11.30 every Tuesday and at 8.30 every Friday. | - В 11.30 каждый вторник и 8.30 в пятницу. |
| - How much is the tourist class ticket to Boston? | - Сколько стоит билет туристического класса до Бостона? |
| - A single ticket is 50 dollars and a return ticket is 110. | - В одну сторону 50 долларов, туда и обратно 110. |
| - I want one single tourist class ticket for Tuesday. | - Тогда будьте добры, один билет на вторник в одну сторону. |

2

- | | |
|--|--|
| - Excuse me, where is the ticket office? | - Простите, где находятся кассы? |
| - Round the corner. | - За углом. |
| - Thank you. I want a round trip ticket to Boston. | - Спасибо. Мне нужен билет до Бостона и обратно. |
| - What class? | - Какой класс. |
| - First. | - Первый. |
| - Here it is. | - Вот, пожалуйста. |
| - Porter, will you see to my luggage, | - Носильщик, не могли бы вы поднести |

please?

мой багаж?

- Where for, sir?

- На какой поезд?

- I'm going to Boston by the 11 o'clock train. First class. I'd like a corner seat in a non-smoker.

- Я еду в Бостон на 11 часовом поезде. Первый класс. Я бы хотел место в углу для некурящих.

- O.K. Here we are.

- Хорошо.

- What time do we get to Boston?

- Во сколько мы будем в Бостоне?

- The train is due to arrive in Boston at 13.30.

- Поезд должен прибыть в Бостон в 13.30.

- Thank you for the information.

- Спасибо за информацию.

- Have a comfortable journey.

- Приятной поездки.

3

- Hello. Do you speak English?

- Здравствуйте. Вы говорите по-английски?

- Of course. Can I help you?

- Конечно, чем могу вам помочь?

- Yes. I'm looking for a double room for the next three nights. Have you got one available.

- Мне нужна комната на двоих на следующих три ночи.

- Just a moment. I'll see.

- Минутку, давайте взгляну.

- And that's with a bathroom, is it?

- И с ванной если можно.

- All our rooms have private bathrooms, madam.

- У нас есть ванные комнаты во всех номерах, мадам.

- And how much is it per night?

- Сколько стоит одна ночь.

- 230 francs per night, madam.

- 230 франков, мадам.

- O.K. The charge is quite acceptable.

- Хорошо. Цена приемлемая.

- Then fill in the form, please.

- Тогда заполните пожалуйста форму.

Тема 5. Мировые достижения в искусстве.

Clauses of Result. Clauses of Reason.

Exercise 1. Underline the correct item.

1. **For** / **Since** the children are staying at their grandmother's, let's go out for the evening.

2. Ben's **so** / **such** a charming that it's very difficult to refuse him anything.

3. The road is closed **as a result** / **because** there's been an accident.

4. Carla's **such** / **so** busy that she hasn't got time to see anyone.

5. **For** / **As** it's raining outside, let's take a taxi.

6. The hotel was fully booked. **Therefore** / **On the grounds that** we stayed at a guest house.

7. It's **so** / **such** a popular restaurant, you need to make a reservation.

8. **For** / **Since** I don't know the Becks very well, I've decided not to go to their party.

9. There were **so** / **such** few people around, the streets were almost deserted.

10. **Because** / **Due to** the traffic, I arrived at the office late.

Exercise 2. Fill in: so, such or such a (an).

We were all 1) ...so... excited about going on holiday that we had talked about little else for weeks. However, it was 2).... long since we had been abroad that I had forgotten all about the problems of travelling. Finally, our day of departure arrived. It was 3) long journey that we all had to get up at 2 o'clock that morning. When we arrived at the airport, our youngest son Tony was being 4) naughty that, I'm sorry to say, I had to smack him. He screamed 5) loudly that lots of people came running to see what the matter was. Fortunately, he had

quietened down by the time we boarded the plane. My husband ate 6) a lot of food that he gave himself terrible stomach-ache. The flight attendants thought he was having a heart attack and rushed to help him with oxygen. At that point he became 7)..... upset that he knocked his meal all over my new dress. By this stage I was in 8) bad mood that I burst into tears. Once my husband had recovered, he apologised 9) sincerely to everyone that we all forgave him.



Exercise 3. Look at the examples, then rephrase the following sentences in every possible way.

1. The shoes were so cheap that I bought three pairs.

They were such cheap shoes (that) I bought three pairs. They were very cheap shoes. Therefore I bought three pairs. Because of/Due to the fact that the shoes were so cheap, I bought three pairs. I bought three pairs of shoes because they were so cheap.

2. It was such a long train journey that I fell asleep.

.....
.....
.....
.....

3. Due to the fact that the meal was so bad, we never went back to that restaurant.

.....
.....
.....
.....

4. The soup was so hot that she burnt her mouth.

.....
.....
.....
.....
5. Because the house is so big, it takes days to clean.
.....
.....
.....
.....

Exercise 4. Join the sentences with the words in brackets, then identify the clause they introduce.

1. I missed the bus. I was late for work. (and as a result)

I missed the bus and as a result I was late for work. (clause of result)

2. The police didn't catch the thief. They were fooled by his disguise. (as)
.....

3. Darren has a meeting. He can't baby-sit. (since)
.....

4. Sharon doesn't listen. She makes mistakes. (consequently)
.....

5. There were many people at the reception. They had to wait in line. (so...that)
.....

6. The Raiders lost the game. Their best player was hurt. (as)
.....

7. I don't like Roger. He is selfish. (The reason why...because)
.....

8. It was a beautiful gesture. She nearly cried. (such...that)
.....

9. It was cold. I couldn't feel my fingers. (so...that)
.....

10. The weather is stormy. The plane is delayed. (such...that)

.....

Exercise 5. Rewrite the underlined parts of the text using so or such.

Many young musicians dream of fame without ever considering how long and painful the road to success can be. There are many things involved in being successful and if a young musician isn't aware of them" all, failure is certain. Perhaps it is most important to remember the time and work needed to gain popularity. Most up-and-coming musicians spend a long time travelling, which means it is difficult for them to have a family life. In addition, new groups make very little money and musicians are often forced to live in" poor conditions. Once the group is established, the next stage is to try and get a contract with a record company. However, this is difficult to obtain and only one group in thousands will actually receive a contract. Even that doesn't guarantee success and a record company will soon drop a group if it doesn't sell many records. To a great extent, sales are dependent on the musicians being seen on MTV. If MTV doesn't show their video, very few records will be sold. Most successful musicians admit that fame came as a surprise to them. They were always more concerned about producing good music. They say you must have a love for the music you are playing and success will automatically follow.

Exercise 6. Rephrase the following sentences using the words in bold.

1. The cat is so fat that it can't walk.

such It is ...*such a fat cat that...* it can't walk.

2. He's such a lazy man that he seldom gets out of bed.

so He'she seldom gets out of bed.

3. The match was cancelled because it was raining.

due The match was cancelled it was raining.

4. It was so smoky on the bus that we could hardly breathe.

consequently The bus waswe could hardly breathe.

5. It was such a noisy dog that I gave it away.

therefore The dog..... I gave it away.

6. He was always late so he lost his job.

because He lost his job always being late.

7. He placed an advertisement. He wanted to employ a cleaner.

view He placed an advertisement a cleaner.

8. She doesn't have many friends because she's rude and unpleasant.

reason The have many friends is that she's rude and unpleasant.

9. Nicole can't join the police force because she's very short.

too Nicole isthe police force.

10. He got a promotion because he worked extremely hard.

therefore He worked extremely harda promotion.

Clauses of Manner

Exercise 1. Put the verbs in brackets into the correct tense.

1. He is very fit. He looks as if he ...*trains*... (train) every day; I wonder how he finds the time.

2. She looks as if his remark (hurt) her. He shouldn't have made it.

3. Try to live each day as if it (be) your last.

4. The tea was not made with sour milk, but it tasted as if it
(be/made) with sour milk.

5. Tony knew nothing, but he acted as if he (know) something.

6. She isn't the Queen of England, but she talks as if she (be) the Queen of England.

7. The girl was staring at the car as if she (never/see) one before.

8. He behaves as if he (be) the boss of this company, but I'm glad to say he's not.

9. I don't think I'll bother taking a coat. It looks as if it (be) warm.

10. Do you know if Amanda is expecting a baby? She looks as if she
(be) pregnant.

11. When he saw my new haircut, he looked at me as if I
(just/step off) a spaceship.
12. It was so hot after the aerobics class I felt as though my face (be) on fire.
13. Bob hadn't received any news but he seemed really happy as if he
..... (just/receive) news of his promotion.
14. My father is so strict, he acts as if he (be) a
general in the army.
15. His employees are not slaves but he treats them as if they (be).

Exercise 2. Rephrase the following sentences using the words in bold.

1. She was tired. She felt like she had run a mile, but she hadn't actually.
as She was so tired she felt *as if / as though she had run*... a mile.
2. I think it is going to be a nice day.
as It looks to be a nice day.
3. We have met before. She behaved coldly towards me.
never She behaved coldly towards me met me before.
4. She is much thinner than when I last saw her.
as She looks weight since I last saw her.
5. He isn't a millionaire. He spends lots of money, though.
if He spends money millionaire.
6. I can smell dinner. I think we're having curry.
though It smells curry for dinner.
7. There were clouds in the sky. It would probably rain.
looked It going to rain.

Exercise 3. Fill in: *how, as though, the way that, as if, as or the same way as*.

1. Stop arguing and just do ...*as*... you've been told.
2. She explained to us..... the machine worked.
3. I feel I've been waiting here all my life.
4. I wish you wouldn't treat me I were your slave.

5. I really hate Sylvia's decorated her flat.
6. Could you do my hair you did Sue's?

Exercise 4 . Find the mistake and correct it.

1. I'll go round to Pam's when I'll have time. *I'll go round to Pam's when I have time.*
2. I'm not going out until this film will be over.
3. Give me your number in case I will want to call you.
4. He set his alarm clock for 8.00 so not to oversleep.
5. I've got such much work to do I don't think I can finish it.
6. Mary was so upset that she can't stop crying.
7. For she was so good-looking she became a model.
8. Despite he was wearing a helmet, he was still badly injured.
9. Strict nevertheless he may appear, he's actually quite soft.
10. It was such a delicious food he asked for more.
11. Let's wait by the time it stops snowing.
12. In spite of she didn't feel like it, she went to the party.
13. He locked the door for fear someone broke into his house.
14. She worked hard with a view to get a promotion soon.
15. We arrived at the cinema early in case we would miss the start of the film.
16. We'll show our tickets when the inspector will come round.
17. He was so exhausted he felt as if he hasn't slept for weeks.

Subjunctive mood

Exercise 1. Open the brackets. Write down each sentence making Type 1, 2 and 3.

Example: If you (to **be**) free, I (**to come**) to see you.

If you **are** free, I **shall come to** see you.

If you **were** free, I **should** come to see you.

If you **had been** free, I **should have come** to see you.

If I **(to see)** her, I **(to be)** glad.

If I **see** her, I **shall be** glad.

If I **saw** her, I **should be** glad.

If I **had seen her**, I **should have been** glad.

1. If you (to be) busy, I (to leave) you alone. 2. If my friend (to come) to see me, I (to be) very glad. 3. If mother (to buy) a cake, we (to have) a very nice tea party. 4. If we (to receive) a telegram from him, we (not to worry). 5. If you (not to work) systematically, you (to fail) the exam. 6. If I (to live) in Moscow, I (to visit) the Tretyakov Art Gallery every year. 7. If I (to get) a ticket, I (to go) to the Philharmonic. 8. If I (to live) near a wood, I (to gather) a lot of mushrooms. 9. If my father (to return) early, we (to watch) TV together. 10. If she (to know) English, she (to try) to enter the university.

Exercise 2. Rewrite following sentences making Type 2 and 3.

1. If I am not too busy, I shall go to the concert. 2. They will all be surprised if I make such a mistake. 3. If he doesn't come on time, shall we have to wait for him? 4. If no one comes to help, we shall be obliged to do the work ourselves. 5. If you put on your glasses, you will see better. 6. What shall we do if they are late? 7. Will you be very angry if we don't come? 8. Will he be very displeased if I don't ring him up?

Exercise 3. Open the brackets using the appropriate form of the verb.

1. If he were not such an outstanding actor, he (not to have) so many admirers. 2. If you (to give) me your address, I shall write you a letter. 3. If she (not to be) so absent-minded, she would be a much better student. 4. If my sister does not go to the south, we (to spend) the summer in St Petersburg together. 5. If they (not to go) to Moscow last year, they would not have heard that famous musician. 6. If you (not to get) tickets for the Philharmonic, we shall stay at home. 7. If you were not so careless about your health, you (to consult) the doctor. 8. I should be delighted if I (to have) such a beautiful fur coat. 9. If it (to rain), we shall have to stay at

home. 10. If he (to work) hard, he would have achieved great progress. 11. If it is not too cold, I (not to put) on my coat. 12. I (to write) the composition long ago if you had not disturbed me. 13. If he (not to read) so much, he would not be so clever. 14. If my friend (to be) at home, he will tell us what to do.

Exercise 4. Match the parts of the sentences, then identify the type of conditionals.

- | | | |
|---------------------------------------|---------------------------------|---------------------------|
| 1 If Paul enters the competition, | A it wouldn't have been stolen. | 1D (1 st type) |
| 2 She won't go to work, | B if he had been on time. | 2 |
| 3 If he had locked his car, | C unless she's better. | 3 |
| 4 I would buy that vase | D he'll win. | 4 |
| 5 He wouldn't have missed the meeting | E if I had enough money. | 5 |

Exercise 5. Put the verbs in brackets into the correct form.

Bob was getting very bored of lying in his hospital bed, so he was quite happy to see his Uncle Hamish come into the room. "Hello Bobby!" shouted Hamish. "How are you?" "I'd be better if I 1) ...weren't lying... (not/lie) in this hospital," grumbled Bob. "Oh, cheer up!" said Hamish. "You 2) (never/get) better if you have such a negative attitude." "You'd have a negative attitude too if you 3) (be) stuck in this boring room with no TV for 24 hours a day!" "Well, you've no one to blame but yourself," said Hamish. "If you had



not been driving so fast, you 4)

(not/crash) into that tree." "Oh no, Uncle Hamish. Don't say that. If one more person 5) (say) that to me, I swear I'll punch them," said Bob. "Now, now Bobby! If I were you, I 6) (be) more polite to my visitors. You're going to be in here for a

few weeks, and if you're rude to people, they 7) (not/come) to see you," warned Hamish. "I'm sorry," Bob apologised. "I promise I'll be polite as long as

you 8) (not/mention) my careless driving again." "OK Bobby," agreed Hamish. "I'm sorry too. I wouldn't have mentioned it if I 9) (know) how upset it makes you."

Text: World Museums

For those people who **prefer** food for **thought** there are very many museums, **exhibition** halls and picture galleries.

There are different kinds of museums. Those who are interested in history can find a lot of useful and unusual information in history museums. There they can get **acquainted with** a number of documents, photographs, books, personal belongings of well-known people of the past.

In **museums of local lore**, history and economy one can better understand how people lived in this region, how they worked. They can also learn a lot of interesting things about flora and fauna of the locality. To understand arts and to enjoy **masterpieces** of art one should visit picture galleries and exhibition halls.

There are a great number of museums all over the world. The most famous of them in Russia are the **Museum of Fine Arts** named after Pushkin and the State Tretyakov Arts Gallery in Moscow, the Hermitage in St. Petersburg, and others. The State Hermitage is one of the largest and most famous museums in the world. The art of all the people in the world are represented here. Today it has over 350 exhibition halls.

One of the largest museums in Great Britain is the British Museum, which is the best known national museum of antiquities and ethnography. It is situated in London. The British Museum is a huge beautiful building with a high round reading hall in it. It is famous for its greatest library. The library has more than six million books that occupy more than 80 miles of shelves. Here you can find everything you want: English Chronicles, autographs of great writers, Greek and Latin **manuscripts**, books and magazines from all parts of the world. There are also lots of other **memorials** in the museum: the Hall of Mummies, **the**

Ethnography Department, the Arts of Par East and so on. There are always many visitors from all countries in the British Museum.

Role play the dialogue:

- Have you been to the Tretyakov Gallery?
- No, I haven't. For some years it was closed for capital repairs. **It goes without saying**, I would like to visit this gallery and I hope to do it in the future.
- What museums have you visited?
- Some years ago I had a chance of visiting the Moscow Museum of Fine Arts. I was greatly impressed by its galleries, especially by the Greek Hall, Egyptian Mummies, and of course by all masterpieces of painting and sculpture.
- What picture galleries or arts museums in other countries do you know?
- Well, first of all, it is the national Gallery in London. The Building itself was built in 1838.
- And what collection does it **house** at the present time?
- Today the National Gallery exhibits works of all the European schools of painting of the 13th - 19th centuries. There you can see the most famous works, such as pictures by Velasquez, Rembrandt, Joshua Reynolds, Thomas Gainsborough and others.

Vocabulary:

prefer - предпочитать

thought – мышление, ум

exhibition - выставка

acquainted with - познакомиться с чем-либо

museum of local lore – краеведческий музей

masterpiece - шедевр

Museum of Fine Arts - Музей изящных искусств

manuscript - манускрипт, рукопись

memorial - памятник

the Ethnography Department – отделение этнографии

the Arts of Par East – искусство Дальнего Востока

It goes without saying – само собой разумеется

house - вмещать, содержать

Тема 6. Здоровье, здоровый образ жизни.

The Passive Voice

Exercise 1. Translate into English. Put the verbs into **Present, Past or Future Simple Passive**.

Мне рассказали. — Мне рассказывают. — Мне расскажут.

Мне показали. — Мне показывают. — Мне покажут.

Ее привели. — Ее приводят. — Ее приведут.

Нас спросили. — Нас спрашивают. — Нас спросят.

Нам ответили. — Нам отвечают. — Нам ответят.

Нас послали. — Нас посылают. — Нас пошлют.

Им дали. — Им дают. — Им дадут.

Ему помогли. — Ему помогают. — Ему помогут.

Ему посоветовали. — Ему советуют. — Ему посоветуют.

Его забыли. — Его забывают. — Его забудут.

Его вспомнили. — Его вспоминают. — Его вспомнят.

Нас пригласили. — Нас приглашают. — Нас пригласят.

Нас поправили. — Нас поправляют. — Нас поправят.

Его позвали. — Его зовут. — Его позовут.

Exercise 2. Open the brackets using verbs into **Present Simple Passive**.

(USUALLY) 1. The postbox (to empty) every day. 2. The stamps (to postmark) at the post office. 3. The letters (to sort) into the different towns. 4. The mail (to load) into the train. 5. The mailbags (to unload) after their journey. 6. The bags (to take) to the post office. 7. The letters (to sort) into the different streets. 8. The letters (to deliver).

Exercise 3. Open the brackets using verbs into **Past Simple Passive**.

(YESTERDAY) 1. The postbox (to empty) yesterday. 2. The stamps (to postmark) at the post office. 3. The letters (to sort) into the different towns. 4. The mail (to

load) into the train. 5. The mailbags (to unload) after their journey. 6. The bags (to take) to the post office. 7. The letters (to sort) into the different streets. 8. The letters (to deliver).

Exercise 4. Open the brackets using verbs into **Future Simple Passive**.

(TOMORROW) 1. The postbox (to empty) tomorrow. 2. The stamps (to postmark) at the post office. 3. The letters (to sort) into the different towns. 4. The mail (to load) into the train. 5. The mailbags (to unload) after their journey. 6. The bags (to take) to the post office. 7. The letters (to sort) into the different streets. 8. The letters (to deliver).

Exercise 5. Open the brackets using verbs into **Present, Past or Future Simple Passive**.

1. My question (to answer) yesterday. 2. Hockey (to play) in winter. 3. Mushrooms (to gather) in autumn. 4. Many houses (to burn) during the Great Fire of London. 5. His new book (to finish) next year. 6. Flowers (to sell) in shops and in the streets. 7. St Petersburg (to found) in 1703. 8. Bread (to eat) every day. 9. The letter (to receive) yesterday. 10. Nick (to send) to Moscow next week. 11. I (to ask) at the lesson yesterday. 12. I (to give) a very interesting book at the library last Friday. 13. Many houses (to build) in our town every year. 14. This work (to do) tomorrow. 15. This text (to translate) at the last lesson. 16. These trees (to plant) last autumn. 17. Many interesting games always (to play) at our PT lessons. 18. This bone (to give) to my dog tomorrow. 19. We (to invite) to a concert last Saturday. 20. Lost time never (to find) again. 21. Rome (not to build) in a day.

Exercise 6. Open the brackets using the correct form of the verb.

1. At the station they will (meet, be met) by a man from the travel bureau. 2. She will (meet, be met) them in the hall upstairs. 3. The porter will (bring, be brought) your luggage to your room. 4. Your luggage will (bring, be brought) up in the lift. 5. You may (leave, be left) your hat and coat in the cloakroom downstairs. 6. They

can (leave, be left) the key with the clerk downstairs. 7. From the station they will (take, be taken) straight to the hotel. 8. Tomorrow he will (take, be taken) them to the Russian Museum

Exercise 7. Write sentences from the words in brackets (. . .). Sentences 1-7 are present.

1. (the office / clean / every day)*The office is cleaned every day.*
2. (these rooms / clean / every day?)Are these rooms cleaned every day?
3. (glass / make / from sand) Glass
4. (stamps / sell / in a post office)
5. (this room / not / use / very often)
6. (we / allow / to park here?)
7. (how / this word / pronounce?)

Sentences 8-15 are past.

8. (the office / clean / yesterday) ...*The office was cleaned yesterday.*
9. (the house / paint / last month) The house
10. (three people / injure / in the accident)
11. (my bicycle / steal / a few days ago)
12. (when / this bridge / build?)
13. (you / invite / to the party last week?)
14. (how / these windows / break?)
15. (I / not / wake up / by the noise)

Exercise 8. Correct these sentences.

1. This house build 100 years ago.*This house was built*.....
2. Football plays in most countries of the world.
3. Why did the letter send to the wrong address?
4. A garage is a place where cars repair.
5. Where are you born?
6. How many languages are speaking in Switzerland?

7. Somebody broke into our house but nothing stolen.
8. When was invented the bicycle?

Exercise 9. Complete the sentences. Use the passive (present or past) of these verbs.

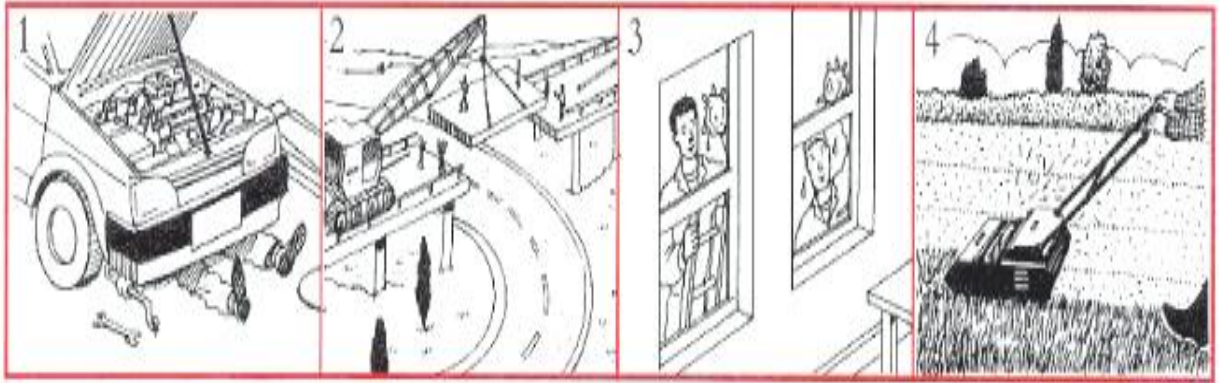
~~clean~~ **damage find give invite make make show steal take**

1. The room ~~is cleaned~~ every day.
2. I saw an accident yesterday Two people ~~were taken~~ to hospital.
3. Paper from wood.
4. There was a fire at the hotel last week. Two of the rooms
5. 'Where did you get this picture?' 'It to me by a friend of mine.'
6. Many American programmes on British television.
7. 'Did Jim and Sue go to the wedding?' 'No. They but they didn't go.'
8. 'How old is this film?' 'Itin 1955.'
9. My car last week but the next day it by the police.

Exercise 10. Where were they born?

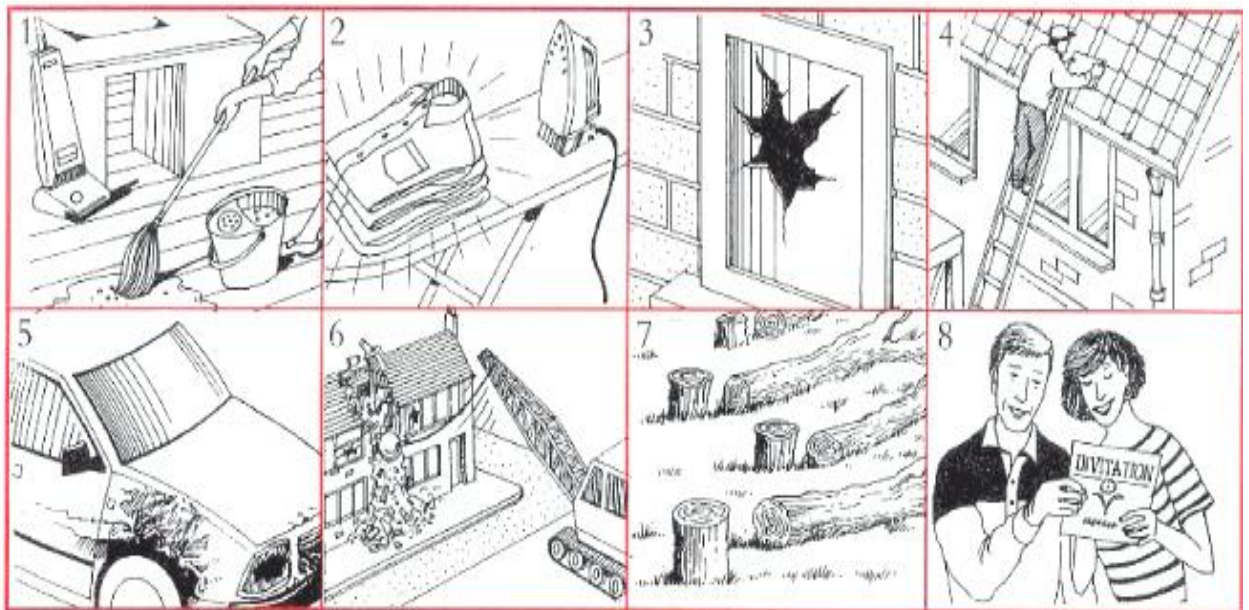
1. (Ian / Edinburgh) *Ian was born in Edinburgh.*
2. (Sally / Birmingham) Sally
3. (her parents / Ireland) Her
4. (you / ???)
5. (your mother / ???)

Exercise 11. What's happening? Make up sentences into Present Continuous Passive.



1. The car is being repaired.
2. A bridge
3. The windows
4. The grass

Exercise 12. Look at the pictures. What is happening or what has happened? Use the present continuous (**is/are being ...**) or the present perfect (**has/have been ...**).



1. (the office / clean) *The office is being cleaned.*
2. (the shirts / iron) *The shirts have been ironed.*
3. (the window / break) The window
4. (the roof / repair) The roof
5. (the car / damage)

6. (the houses / knock / down)
7. (the trees / cut / down)
8. (they / invite / to a party)

Exercise 13. Use the words in brackets (...) to complete the sentences. Use the verbs into the correct form.

1. I can't use my office at the moment. *It is being painted* (paint).
2. We didn't go to the party. We *weren't invited* (not/invite).
3. The washing machine was broken but it's OK now. It (repair).
4. The washing machine (repair) yesterday afternoon.
5. A factory is a place where things (make).
6. How old are these houses? When (they/build)?
7. A: (the computer / use) at the moment?
B: Yes, Jim is using it.
8. I've never seen these flowers before. What (they/call)?
9. Some trees(blow) down in the storm last night.
10. The bridge is closed at the moment. It (damage) last week and it (not/repair) yet.

Text: The History of the Olympic Games

Long ago ancient Greeks often waged wars. Small states suffered and lost much even if they did not take any side and stayed out of wars. The ruler of such a small state, Elis, wanted to live in peace with all neighbours. He was a good diplomat because his negotiations were successful and Elis was recognized a neutral state. To celebrate this achievement, he organized athletic games.

In the beginning this feast lasted one day, but later a whole month was devoted to it. All wars and feuds were stopped by special heralds who rode in all directions of Greece.

The games were held every four years in Olympia on the territory of Elis. The first games which later were called the Olympic Games were held about a

thousand years before our era.

Usually the Olympic Games began before the middle of the summer^ Best athletes arrived from many Greek states to Olympia to compete in running, long jumps, throwing of discus and javelin and wrestling. In the course of time fist fighting (boxing) and chariot races were also included in the Games.

The athletes took part in all kinds of competitions. Winners were called «olympionics», they were awarded olive wreaths and cups of olive oil. This tradition has survived. In our time sportsmen often get cups and wreaths for winning the first place in sports competitions.

The Olympic Games were accompanied by arts festivals. Poets recited their poems, singers sang hymns dancers danced and orators pronounced speeches — all this in honour of the sacred Games.

Only men could take part in the Olympic Games. Women were not allowed even to watch the competitions at the stadium under the fear of death penalty. There was a single exception, when a woman coached her son and accompanied him to the stadium in men's clothes.

The Olympic Games had been held for about eleven hundred years, until the emperor Theodosius banned them for religious reasons in 394 A. D.

The revival of the Olympic Games began long time afterwards, in 1892, when a young French teacher Pierre de Coubertin made a public speech before the Union of French sports clubs in Paris.

At that time many people in many countries practised various kinds of sports and games. They wanted to make friends and compete with sportsmen from other lands. Pierre de Coubertin understood the importance of sports which unified peoples of the world and served the cause of peace like in ancient time.

On the 23rd of June 1894 the International Congress of amateur sportsmen made an important decision: to revive the Olympic Games and to establish the International Olympic Committee which would be responsible for the administration of the modern-Olympic Games.

The first Committee consisted of 12 members. Now 82 members of the

International Olympic Committee control the affairs of all member countries which joined the Olympic movement.

Questions:

1. What did ancient Greeks do long ago?
2. What did the ruler of a small state want to do?
3. Why did the ruler organize athletic games?
4. How long did the first feast last?
5. When did the Olympic Games begin?
6. How were the winners called?
7. What were the Olympic Games accompanied by?
8. Who was not allowed to take part in the Olympic Games?
9. When did the revival of the Olympic Games begin?

Vocabulary:

to wage wars — вести войны

ruler — правитель

feast — праздник

herald — гонец, посланник

javelin — копье

sacred — священный

wreath — венок

chariot races — бега

to be spared the penalty — быть избавленным от наказания

Text: Summer and Winter Sports

People all over the world are very fond of sports and games. That is one of the things in which people of every nationality and class are united.

The most popular outdoor winter sports are shooting[^] hunting, hockey and, in the countries where the weather is frosty and there is much snow — skating, skiing and tobogganing. It's so nice to go to the skating-rink on a frosty sunny day.

Some people prefer to be out of town in such weather and to sledge or to ski in the woods. Many people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interests; this game is played in all the countries of the world.

The other games that have firmly established themselves in favour in different countries are cricket, volley-ball, basketball, and so on. Badminton is also very popular both with young and old.

All the year round many people indulge in boxing, wrestling, gymnastics and track and field events. Scores of young girls and women go in for callisthenics. Over the last few years aerobics has become popular with young girls and women. Aerobics helps them to be slim, healthy and strong. The interest for it greatly increased thanks to Jane Fonda, a prominent American actress, the founder of this kind of sport. This woman may serve as an impressive example of inexhaustible health, cheerfulness and beauty. Being a great enthusiast of aerobics she has been trying to initiate many women all over the world into this sport.

Among indoor games which one can go in for all the year round are billiards, table tennis, draughts, chess, of course. The results of chess tournaments are studied and discussed by enthusiasts in different countries.

So we have all grounds to say that sport is one of the things that makes people kin.

Questions:

1. What are people all over the world fond of?
2. What unites people of every nationality?
3. Why do people prefer to be out of town on a frosty sunny day?
4. What are the most popular outdoor winter sports?
5. What opportunities for sports does summer afford?
6. What game takes the first place in public interest?
7. When do many people indulge in boxing, wrestling, athletics, gymnastics?
8. Who goes in for calisthenics?

9. Why is chess the great international game?

Vocabulary:

to be fond of smth. — любить, нравиться	scores of young girls and women — множество девушек и женщин
to unite — объединять	calisthenics — ритмическая гимнастика
outdoor winter sports — зимние виды спорта на открытом воздухе	indoor games — игры в закрытом помещении
shooting — стрельба	impressive example — замечательный пример
hunting — охота	inexhaustible — неисчерпаемый
tobogganing — санный спорт	cheerfulness — бодрость
to sledge — кататься на санках	enthusiast — энтузиаст
yachting — парусный спорт	to initiate — приобщить кого-то к чему-то
gliding — планерный спорт	tournament — турнир, спортивное соревнование
to establish oneself in favour — стать в почете	
lawn-tennis — теннис	
track and field events — легкая атлетика	

Тема 7. Мир природы. Охрана окружающей среды.

Text: National parks of England and Wales

The national parks of England and Wales are areas of **relatively undeveloped**. They are **quite** different from national parks in many other countries, which are usually owned and managed by the government.

In England and Wales, **designation** as a national park may include **substantial settlements** and human land uses which are often **integral** parts of the landscape. There are **currently** 13 national parks in England and Wales. Each park is operated by its own National Park **Authority**, with two "**statutory purposes**":

- to **conserve** and **enhance** the natural beauty, **wildlife** and cultural **heritage** of the area, and

- to **promote opportunities** for the understanding and enjoyment of the park's special qualities by the public.

Here are some beautiful places which you may visit:

The Lake District is the biggest National Park in England. It is a beautiful area of mountains and lakes in the north of the country. The highest mountain in the Lake District is Scafell Peak. There are fourteen main natural lakes in the Lake District. The deepest lake is Wastwater (74 meters deep) and the longest lake is Windmere (almost 17 kilometers long). It often rains in the Lake District and the village of Seathwaite is the wettest place in England.



Snowdonia is the biggest National Park in Wales. It is a **spectacular** area of hills, **valleys**, mountains and lakes and also includes more than fifty kilometers of wild Atlantic coast. Mountain Snowdon (1.085 meters), which is the highest mountain in England and Wales, is in Snowdonia. It usually takes five or six hours to **climb** to the top of Mountain Snowdon. There is also a railway which goes to the top but it is often very crowded.



Dartmoor is a National Park in the south west of England. A **moor** is an area of high land with **rough grass** and bushes. Dartmoor is the biggest and wildest area countryside in the south of England. There are many low hills and granite rocks. Dartmoor is famous for its ponies which are small and strong and live on the moor. Dartmoor is a very popular place for hiking, cycling, camping, and riding.



Questions:

1. What kind of general information can you say about national parks of England and Wales?
2. How many national parks are there?
3. How can you characterize The Lake District?
4. What can you say about the biggest National Park in Wales?
5. What is the main feature of Dartmoor?

Vocabulary:

relatively - относительно,

сравнительно

undeveloped - неразвитый

quite – вполне, довольно

designation - наименование

substantial - реально

существующий

settlement - поселение

integral - неотъемлемый

currently - в настоящее время

authority – администрация

statutory purpose -

предусмотренная законом цель

conserve - беречь, охранять

enhance - улучшать

wildlife - живая природа

heritage - наследие

to promote opportunity -

способствует развитию

возможностей

spectacular - эффектный

valley - долина

climb - подниматься

moor - торфянистая местность

rough grass – грубая трава

Text: Ecological organizations of the UK

Environmental protection is an international **issue** of great importance and Great Britain pays much attention to it. The Government **supports** the work of the voluntary sector in **preserving** the national **heritage**.

In many countries environmental protection agencies and **research** centers are **set up**. Such organizations as "Friends of the Earth" try to put pressure upon those governments that do not care for ecology in their countries.

Environmental protection is a universal concern. That is why serious **measures** to create a system of ecological security should be taken.

Some progress has been already made in this **direction**. As many as 159 countries - members of the UNO - have set up environmental protection agencies. Numerous conferences have been held by these **agencies** to discuss problems facing ecologically **poor** regions including the Aral Sea, the South Urals, Kuzbass, Donbass, Semipalatinsk and Chernobyl. An international environmental research centre has been set up on Lake Baikal. The international organization Greenpeace is also doing much to **preserve** the environment.

There are a lot of special organizations, which try to **save** our nature. One of them is 'Greenpeace'.

Today, it is an international ecological organization that has 2.8 million **worldwide** supporters and national as well as regional offices in 41 countries. Its **headquarters** are based in Amsterdam, the Netherlands.

Greenpeace is a **non-profit** and nongovernmental organization. It unites people of different colours living in different continents and speaking different languages. The common mission of this organization is preserving life on the earth in its full **variety**.

Greenpeace **relies** only on **contributions** from individual supporters and **foundation** grants. Its members carry on a dialogue with all political forces and **struggle** for **approving** and passing laws for the **welfare** of our environment.

It **campaigns** to stop climate change, save the oceans, stop **whaling**, say no to genetic engineering, stop the **nuclear threat**, and **eliminate** toxic chemicals.

The **goal** of Greenpeace is to **expose** environmental criminals, and to **challenge** government and corporations when they **fail** to their mandate to **safeguard** our environment and our future.

Questions:

1. What is an international issue of great importance in Great Britain?
2. What environmental organizations do you know?
3. What progress has been made in the direction of ecological security?

4. How many worldwide supporters are there in the world?
5. What information can you give about Greenpeace?

Vocabulary:

environmental - экологический

protection - защита, охрана

issue - проблема

support - поддержка; помощь

preserving - сохранять, сберегать

heritage - наследие

research - исследование; изучение

set up - основывать, открывать

measure - мера

direction - направление

agency – агентство, организация

poor - бедный

preserve - сохранять, сберегать

save – спасать, охранять

worldwide - мировой

headquarters - штаб

non-profit – некоммерческий

variety - многообразие,

разнообразие

rely - полагаться, надеяться

contribution - пожертвование

foundation - организация

struggle - борьба

approve - одобрять

welfare - благосостояние

campaign - проводить кампанию

whaling - охота на китов

nuclear threat – ядерная угроза

eliminate - устранять

goal - задача, цель

expose - выставять на показ

challenge - ставить под сомнение

fail - неудача, провал

safeguard - охранять, защищать

Тема 8. Информационные технологии 21 века.

Word formation

Exercise 1. Make up new verbs using the following prefixes and then translate them into Russian.

de-: to compose – составлять, to compress – сжимать, to code – кодировать;

dis-: to join – соединять, to agree – соглашаться, to arm – вооружать; to approve – одобрять;

mis-: to inform – информировать, to understand – понимать, to lead – вести, to take – брать;

pre-: to test – испытывать, проверять, to cook – готовить, to determine – определять;

fore-: to tell – сказать, to go – идти;

under-: to estimate – оценивать, to line – проводить линию, to do – делать, to dose – давать дозу, to pay – платить;

over-: to estimate – оценивать, to dose – давать дозу, to do – делать, to pay – платить, to eat – есть

Exercise 2. Make up adjectives using the following nouns + suffixes -ful and -less. Translate them into Russian.

Example: *event* – *событие*; *eventful* – *полный событий, богатый событиями*; *eventless* – *бедный событиями*.

Use – польза; doubt – сомнение, harm – вред; success – успех; hope – надежда; care – забота, внимание; fruit – плод; help – помощь.

Exercise 3. Translate sentences into Russian.

1. They usually use analytical methods. 2. His reasoning is always logical. 3. She has a creative mind. 4. He is a rational man. 5. It is easy to label people or things as «good» or «bad». 6. The paper is predominantly concerned with intuitive functions of our mind. 7. The left hemisphere of the brain is predominantly concerned with intellectual functions. 8. Computational methods are very useful. 9. We carefully described the relations between a search approach and a reasoning approach. 10. We are mainly concerned with fundamental questions. 11. We shall be concerned with all these questions. 12. They will omit creative aspects of the problem. 13. We shall organize the discussion of the problem in five main

Суффиксы существительных

directions.

*-er (-or), -ist, -ian, -ity, -ing, -hood, -ment, -ness, -y, -th, -
ant, -ism, -ure, -ship*

Exercise 4. Give Russian equivalents.

A collector, a selector, a container, a protector, an inventor, a reporter, a composer, a producer, a fixer, a maker, a worker, a flyer, a doer, a writer, a recorder, a reader, a killer, a racer, a player, a computer, a specialist, a naturalist, a scientist, a chemist, an economist, a botanist, a moralist.

Exercise 5. Make up nouns using verbs + suffixes **-er, -or**. Translate them.

Example: *to tell* *рассказывать* – *a teller* *рассказчик*.

Suffix -er: to absorb – абсорбировать, поглощать; to advise – советовать, консультировать; to compute – вычислять; to point – указывать; to produce – производить, вызывать; to report – сообщать, докладывать; to design – проектировать, конструировать; to restore – реставрировать, восстанавливать; to run – бежать; to test – проверять, испытывать.

Suffix -or: to act – действовать; to correct – исправлять; to inspect – инспектировать; to invent – изобретать; to operate – работать, действовать, управлять; to select – отбирать, сортировать.

Exercise 6. Translate into Russian.

Suffix -(i)an: historian, arithmetician, statistician, politician, phonetician, librarian (library – библиотека), tragedian (tragedy – трагедия), comedian (comedy – комедия).

Suffix -ity: simplicity (simple – простой), similarity (similar – подобный), selectivity (to select – отбирать), complexity (complex – сложный), certainty

(certain – определенный), relativity (relative – относительный), conductivity (to conduct – проводить).

Suffix -ing: writings (to write – писать), finding (to find – находить), coming (to come – приходить), going (to go – ходить), planning (to plan – планировать).

Suffix -hood: fatherhood (father – отец), brotherhood (brother – брат), serfhood (serf – крепостной, раб), neighborhood (neighbour – сосед).

Suffix -ment: movement (to move – двигаться), equipment (to equip – оборудовать), requirement (to require – требовать), agreement (to agree – соглашаться), measurement (to measure – измерять), development (to develop – развивать), improvement (to improve – улучшать), treatment (to treat – трактовать, обрабатывать).

Suffix -ness (основной русский эквивалент -ость): emptiness (empty – пустой), weakness (weak – слабый), usefulness (useful – полезный), readiness (ready – готовый), effectiveness (effective – эффективный).

Suffix -y; -th; -ant; -ism; -ure: discovery (to discover – открывать), strength (strong – сильный), truth (true – истинный), growth (to grow – расти), chemist, physicist, capitalist, economist, scientist (science – наука), meteorologist, assistant, servant (to serve – служить), exposure (to expose – выдерживать (на свету), выставлять).

Suffix -ship: leadership (to lead – вести), citizenship (citizen – гражданин), dictatorship (dictator – диктатор).

Exercise 7. Translate into Russian.

1. Beggars cannot be choosers. 2. The impossibility of such a simplification is obvious. 3. Clearliness is next to godliness. 4. Death is the great leveller. 5. Idleness is the mother of all evil. 6. Overdocumentation has two dangers. 7. There are times when the weak can help the strong. 8. Two wrongs do not make a right. 9. They have the same likes and the same dislikes. 10. The capacity to select the important from the many is also necessary. 11. The wheres and whens are very important.

Суффиксы прилагательных
-able (-ible), -ent, -ant, -ate, -y, -ed.
Суффиксы глаголов -ate, -ize, -ify, -en.

Exercise 8. Make up adjectives using suffixes. Translate them into Russian.

Suffix -able: to obtain - получать; to accept - принимать; to depend - зависеть; to support - поддерживать; to test - испытывать; to avoid - избегать; to correct - исправлять; to realize - осознать, реализовать; to prove - доказывать; to measure - измерять; to modify - видоизменять; to identify - идентифицировать.

Suffix -ible: to express - выражать, to reduce - уменьшать, to compress - сжимать, to reverse - перевертывать.

Suffix -y. Образуйте прилагательные: hair - волосы; rain - дождь; fun - веселье, радость; snow.

Suffix -ed: roof - крыша, ice - лед, culture - культура, grass - трава.

Suffixes -ent, -ant, -ate. Translate following adjectives: dependent; convenient; efficient; consequent; evident; frequent; relevant; accurate; adequate.

Exercise 9. Give Russian equivalents.

mathematics – математика; mathematician – математик; mathematical – математический;

biology – биология; biological – биологический; biologist – биолог; biologically – биологически;

to change – изменять; to exchange – обменивать; changable – изменяемый;

difficult – трудный, difficulty – трудность;

to remain – оставаться; remainder – остаток;

valid – имеющий силу, правильный; validity – действительность; invalid – недействительный; invalidity – недействительность;

to regret – сожалеть, regrettable – сожалительный;

to inform – информировать, information – информация; informed – информированный;

experiment – экспериментировать; experimentation – экспериментирование; experimenter – экспериментатор;

to cover – покрывать, охватывать, to discover – открывать; to rediscover – заново открывать;

certain – определенный, некоторый, certainly – конечно; certainty – определенность.

Exercise 10. Translate into Russian.

Remember: Глагол **to ask** имеет разные значения: спрашивать (to ask a question); спрашивать, хотеть видеть (He is asking for you – Он хочет тебя видеть); попросить (to ask a favour – попросить об одолжении); требовать (It asks (for) attention – Это требует внимания) **et al.** - и другие.

1. Lucky at card, unlucky in love. 2. Propositions may be askable or unaskable. 3. These data are rather unreliable. 4. This protects us from unnecessary or inappropriate details. 5. There is a possibility that this search will prove fruitless. 6. In this case high accuracy is obtainable. 7. A related article by Brown et al. is concerned with manufacturing. 8. Such an accuracy is an unattainable ideal.

Exercise 11. Translate into Russian.

Suffix -ate: to indicate, to demonstrate, to calculate, to cultivate, to communicate, to dictate, to illustrate, to operate.

Suffix -ize: to utilize, to modularize, to initialize, to stabilize, to realize, to synthesize, to decentralize, to idealize, to localize, to minimize, to specialize.

Suffix -ify: to satisfy, to classify, to identify, to modify, to specify, to intensify;

Suffix -en: to harden (hard – твердый, жесткий), to quicken (quick – быстрый), to soften (soft – мягкий), to whiten (white – белый), to shorten (short – короткий), to lengthen (length – длина), to blacken (black – черный), to sharpen (sharp – острый), to strengthen (strength – сила), to thicken (thick – толстый, густой), to deepen (deep – глубокий).

Префиксы глаголов en-, re-, be-.

Отрицательные префиксы in- (im-, il-, ir-), un-, non-;

префиксы post-, super-

Exercise 12. Make up new words using prefixes. Translate them.

Prefix in-: complete - полный, edible - съедобный, correct - правильный, capable - способный, accurate - точный, правильный, visible - видимый, flexible - гибкий.

Prefix im-: possible - возможный, perfect - совершенный, probable - вероятный, pure - чистый, precise - точный, practical - практический, mobile – подвижный, мобильный.

Prefix ir-: relevant - относящийся к делу, regular - регулярный, respective - соответственный, responsible - ответственный.

Prefix il-: legal - легальный, liberal - терпимый, либеральный, literate - грамотный.

Prefix un-: stable - устойчивый, fair - справедливый, familiar - знакомый, to freeze - замораживать, to fix - закреплять, fit – годный, foreseen - предвиденный, to hang - вешать, heard - слышный.

Prefix post-: war - война, glacial - ледниковый.

Prefix super-: dense - плотный, sonic - звуковой, heavy - тяжелый, natural - естественный, speed - скорость, conductor - проводник.

Exercise 13. Give the definition to the derivative. To describe – описывать, description –; necessary – необходимый, necessarily –; happy – счастливый, unhappy –; child – ребенок, childhood –; to educate – давать образование, воспитывать, education –; bitter – горький, резкий (о словах), bitterly –; courage – храбрость, смелость, отвага, to encourage –; to discourage –; to improve – улучшать, improved –; improvement –; to speak –, speaker –; great – великий, greatness –; good –, goodness –; sound – звук, to sound –; to verify – проверять, подтверждать, verifiable –; verification –.

Exercise 14. Read and translate sentences.

1. The usefulness of the method is unquestionable. 2. Most (большинство) people can question the uncertain, only few can question the obvious. 3. The process is unacceptably slow. 4. The artificiality of this theory and the inadequacy of the

evidence are obvious. 5. They attempted to restore the postwar structure. 6. Sufficient data to make a relative reproducibility comparison are not available. 7. Misfortunes never come singly. 8. The inclination toward independent thought can easily be stunted (может быть заторможено) by overspecialization.

Text: The History of Computer Development

The rapidly advancing field of electronics led to construction of the first general-purpose electronic computer in 1946 at the University of Pennsylvania. It was Electronic Numerical Integrator And Computer or ENIAC, the device contained 18,000 vacuum tubes and had a speed of several hundred multiplications per minute. Its program was wired into the processor and had to be manually altered.

Later transistors appeared. The use of the transistor in computers began in the late 1950s. It marked the advent of smaller, faster elements than it was possible to create with the use of vacuum-tube machines. Because transistors use less power and have a much longer life, computers alone were improved a lot. They were called second-generation computers.

Components became smaller and the system became less expensive to build.

Modern digital computers are all conceptually similar, regardless of size and shape. Nevertheless, they can be divided into several categories on the basis of cost and performance.

The first one is the personal computer or microcomputer, a relatively low-cost machine, usually of desk-top size. Sometimes they are called laptops. They are small enough to fit in a briefcase. The second is the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work. And the server computers, a large expensive machine with the capability of serving the needs of major business enterprises, government departments, scientific research establishments. The largest and fastest of these are called supercomputers.

A digital computer is not actually a single machine, in the sense that most people think of computers. Instead it is a system composed of five distinct elements: a central processing unit, input devices, memory storage devices, output devices and a communications network, called a «bus» that links all the elements of the system and connects the system itself to the external world.

Computer speeds are measured in gigahertz today. Recently, an optical central processing unit has been invented, which is capable of executing trillions discrete operations per second or it is as fast as the speed of light.

So, we are at the threshold of new computer era, when artificial intelligence could be invented. There are no questions with «if», the only question is «when». And time will show us either computers become our best friends or our evil enemies as it is shown in some movies.

Questions:

1. When was the first general-purpose electronic computer constructed?
2. When did the use of transistor in computers begin?
3. Are all modern digital computers conceptually similar?
4. What is laptop?
5. What is a server computer?
6. What is supercomputer?
7. How many elements can be distinguished in a computer?

Vocabulary:

rapidly — быстро	to alter — изменять, менять
general-purpose — универсальный, многоцелевой	transistor -транзистор
device — прибор, устройство	to create — создавать
vacuum tube — вакуумная трубка	to improve — улучшать, совершенствовать
several — несколько	expensive — дорогой, дорогостоящий
multiplication — умножение	to build (past built, p.p. built) — построить
to wire into — зд. записана на	
manually — вручную	

digital — цифровой	исследовательское учреждение
conceptually — концептуально	to be composed of — состоять из
similar — похожий, подобный	central processing unit —
regardless — невзирая на	центральное вычислительное
nevertheless — тем не менее, однако	устройство
desk-top — десктоп, компьютер	distinct — разный, различный
настольного размера	input device — устройство ввода
laptop — лептоп	информации
to fit — подходить	memory storage device —
briefcase — портфель, чемоданчик	устройство хранения информации
workstation — рабочая станция	output device — устройство вывода
to enhance — улучшить,	информации
увеличивать	communication network — система
capability — способность	коммуникаций
server — сервер	bus — зд. шина
enterprise — предприятие	to link — соединять
research establishment —	external — внешний

Литература

Основные источники:

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1. Агабекян, И. П. Английский язык для ссузов [Текст] : учеб. пособие / И.П. Агабекян. - М. : Проспект, 2017. - 288 с.