

Министерство образования и науки Челябинской области  
*Государственное бюджетное профессиональное образовательное учреждение*  
**«Южно-Уральский государственный технический колледж»**

Рабочая тетрадь  
по учебной дисциплине  
«Иностранный язык в профессиональной деятельности»  
(английский)  
для студентов 2 курса  
специальности  
15.02.12 Монтаж, техническое обслуживание  
и ремонт промышленного оборудования (по отраслям)

ФП «ПРОФЕССИОНАЛИТЕТ»

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## АКТ СОГЛАСОВАНИЯ

на рабочую тетрадь по учебной дисциплине «Иностранный язык  
в профессиональной деятельности» (английский)  
для студентов 2 курса специальности  
15.02.12 Монтаж, техническое обслуживание и  
ремонт промышленного оборудования (по отраслям),  
разработанную преподавателем  
Южно-Уральского государственного технического колледжа  
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Представленная на рецензию рабочая тетрадь предназначена для развития у обучающихся коммуникативной компетенции в рамках изученных тем и направлена на повышение мотивации к изучению английского языка.

Главная структурная особенность рабочей тетради заключается в том, что она представляет собой практикум по основным формам и структурам грамматики английского языка и включает в себя разнообразные упражнения и задания аналитического и тренировочного характера, позволяющие закрепить полученные знания по грамматике современного английского языка.

Тексты для чтения, включенные в тетрадь, играют важную роль в процессе обучения речевому общению. Они представляют собой одно из важнейших средств получения информации, широко используются в познавательных и эстетических целях и играют одну из важнейших ролей в процессе обучения иностранному языку.

Рабочая тетрадь составлена в соответствии с требованиями Федеральных государственных образовательных стандартов СПО к уровню подготовки выпускников и программой учебной дисциплины «Иностранный язык в профессиональной деятельности». Данная тетрадь является перспективным дидактическим средством, которое значительно повышает эффективность учебного процесса.

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## Тема 1. Множественное число существительных

### Rule

#### -S

| после глухих согласных  | после звонких согласных и гласных                              | после<br>ge, ce, ze, se  |
|---|--|--|
| [s]   | [z]  | [iz]   |
| apricot <u>s</u><br>stamp <u>s</u><br>book <u>s</u><br>cat <u>s</u> | onion <u>s</u><br>boy <u>s</u><br>dog <u>s</u><br>day <u>s</u> | cabbage <u>s</u><br>place <u>s</u><br>prize <u>s</u><br>house <u>s</u> |

#### -es

| после: sh, ch, s, x -[iz] |                 |               |               |
|---------------------------|-----------------|---------------|---------------|
| brush <u>es</u>           | bench <u>es</u> | buse <u>s</u> | box <u>es</u> |

**Ho!** potatoes, tomatoes, Negroes -[z]

### Remember

|         |          |
|---------|----------|
| A man   | men      |
| A woman | women    |
| A child | children |
| A foot  | feet     |
| A tooth | teeth    |
| A goose | geese    |
| A mouse | mice     |
| An ox   | oxen     |
| A louse | lice     |

### Task 1. Give the plural of the following nouns.

- a) Toe, city, hero, piano, life, shelf, berry, valley, roof, pen, window, library, watch, dress, country, glass, day, party, fox, half;  
b) foot, boot, ox, fox, man, woman, month, mouse, child, ship, goose, deer, cheese, sheep;

### Task 2. Change the number of the noun in *italic* type where possible and make all other necessary changes.

1. Put the box on the *shelf*. 2. I was presented with a *dozen* handkerchiefs. 3. The boy must have two *teeth* pulled out. 4. The hunter got a prize for killing the *wolf* that had caused much damage to the village flock. 5. The *child* was bitterly crying over the broken toy. 6. He showed me a *photo* of his country house. 7. The scout brought some valuable *information*. 8. I bought a *pair* of nylon gloves. 9. I saw a *mouse* in the kitchen. 10. The *ox* drove a cart of hay. 11. A very strange *phenomenon* was observed by astronomers yesterday. 12. Her *hair* was soft and curly.

### Task 3. Choose the correct item.

1. Boy drove *the sheep/sheeps* to the village. 2. I have hurt my *foot/feet*. 3. This are *ladys-bird/lady-birds*. 4. Where are *knifes/knives*? 5. These *factories/factorys* has a good *laboratorys/laboratories*. 6. The last *leaves/leafs* fell from the tree. 7. These *storys/stories* are very long. 8. Where are the *brush/brushes*? 9. My aunt has a *goose/geese*.

**Task 4. Fill in the gaps using the following nouns:**

*fish keys wolves cargoes postmen mice*

1. The ..... live behind the stove. 2. The ..... to the boxes were lost. 3. The ..... have been shot. 4. The ..... were caught. 5. We have good ..... in our area. 6. The ..... will be discharged tomorrow.

**Task 5. Fill in the blanks with the correct plural form of the noun.**

*Example:* Some (person) *people* like to live alone.

1. Most (family) \_\_\_\_\_ in the U.S. own a house.
2. The U.S. has over 300 million (person) \_\_\_\_\_.
3. Americans move many (time ) \_\_\_\_\_.
4. Some (woman) \_\_\_\_\_ earn more money than their(husband) \_\_\_\_\_.
5. (Home) \_\_\_\_\_ are very expensive in some (city) \_\_\_\_\_.
6. Divorce is very high in some (country) \_\_\_\_\_.
7. How many square (foot) \_\_\_\_\_ does your house or apartment have?
8. Some apartments have a problem with (mouse) \_\_\_\_\_.
9. (pet) \_\_\_\_\_ are popular in the U.S.
10. (dog) \_\_\_\_\_ are more common than (cat) \_\_\_\_\_.
11. (fish) \_\_\_\_\_ are interesting to watch.

**Task 6. Choose the right item:**

- |   |   |
|---|---|
| 1. I had two _____ for lunch today.<br>a) applees    b) apple    c) apples                    | 14. I like _____. They are so funny to watch.<br>a) monkiees    b) monkeys    c) monkeyes |
| 2. I was scared because John brought 2 _____ to school.<br>a) knives    b) knife    c) knives | 15. You have lips like _____.<br>a) cherryes    b) cherries    c) cheerys                 |
| 3. My favourite MacDo meal is a Big Mac with _____.<br>a) fryes    c) frys c) fries           | 16. It is normal to have 28 _____.<br>a) tooths    b) teethes    c) teeth                 |
| 4. In my family there are more _____ than females.<br>a) mails    b) males    c) malls        | 17. There are three _____.<br>a) diceb) die c) dices                                      |
| 5. New Zealand has a lot of _____.<br>a) ships    b) sheeps    c) sheep                       | 18. How many ____ you take at the party?<br>a) photoes    b) photos    c) photo           |
| 6. There are many _____ here.<br>a) flys b) flies    c) flies                                 | 19. We bought three _____ for dinner.<br>a) salmones    b) salmon    c) salmons           |
| 7. We always have _____ for dinner.<br>a) potatoes    b) potatos    c) potato                 | 20. Do you know where the _____ were from?<br>a) thieves    b) thieves    d) thiefes      |
| 8. We caught a lot of _____ yesterday.  | 21. Both my _____ are sore.   |

- a) fishes      b) fishs      c) fish      a) foots      b) feet c) feeds
9. My mother is afraid of \_\_\_\_\_.      22. Out of seventeen students three became \_\_\_\_\_.
- a) mice      b) mouses      c) mouths      a) cheves      b) chefs      c) cook
10. It is only for \_\_\_\_\_.      23. In my class there are 9 girls and 10 \_\_\_\_\_.
- a) mans      b) man      c) men      a) boys      b) boyes      c) boies
11. In my class there are many \_\_\_\_\_.      24. I love \_\_\_\_\_. They are nice when it is hot.
- a) children      b) childs      c) chills      a) tries      b)treesc)threes
12. Do you know where my \_\_\_\_\_ are?      25. \_\_\_\_\_ are wiser than men.
- a) keyes      b) keys      c) keies      a) womans      b) wimen      c) women
13. There were 12 \_\_\_\_\_ in the tray.      26. A lot of the kids had \_\_\_\_\_.  
a) egges      b) egg      c) eggs      a) lice      b) lices      c) lies

## Тема 2. Притяжательный падеж существительных

**Task. 1. Use 's or s' only where possible with these nouns.**

1. the clothes of the boys the boys' clothes
2. a journey of two days \_\_\_\_\_
3. the walls of the room \_\_\_\_\_
4. the days of the week \_\_\_\_\_
5. the birthday of my daughter Helen \_\_\_\_\_
6. the pages of the book \_\_\_\_\_
7. work of seven years \_\_\_\_\_
8. the surface of the Earth \_\_\_\_\_
9. the orders of the Commander-in-Chief \_\_\_\_\_

**Task 2. Rewrite these sentences using 's, s' or just an apostrophe (').**

1. The books for children. These are children's books.
2. This bag belongs to my friend. \_\_\_\_\_.
3. He described the career of the actress. \_\_\_\_\_.
4. This is the signature of Mr. Brown. \_\_\_\_\_.
5. The mistakes which students make. \_\_\_\_\_.
6. This is a club for women. \_\_\_\_\_.
7. It's a school for girls. \_\_\_\_\_.
8. The room is for the guests. \_\_\_\_\_.
9. This umbrella belongs to James. \_\_\_\_\_.
10. I liked the dinner we had yesterday at the cafe belonging to Mike. \_\_\_\_\_

**Task 3. Only where possible, use 's or (') to show possession in these sentences.**

1. The book of this author. **The author's book.**
2. I can't see the bottom of the box.\_\_\_\_\_.
3. The crew of the ship was small.\_\_\_\_\_.
4. It's the fault of no one.\_\_\_\_\_.
5. Do you like the poetry of Eliot?\_\_\_\_\_.
6. That's the leg of the table.\_\_\_\_\_.
7. Where's the key of the car?\_\_\_\_\_.
8. The sound of carriage was heard.\_\_\_\_\_.

**Task 4. Translate these sentences.**

1. Глаза у кошки зеленые.
2. Игрушки детей в большом ящике.
3. День рождения моего отца в мае.
4. И что за совпадение! Это любимый торт и моей мамы.
5. Я люблю книги моего брата.
6. Как зовут того молодого человека?
7. Он показал мне письмо своей сестры.
8. Она взяла коньки своего друга.
9. Дайте мне тетради ваших учеников.
10. Принесите вещи детей.

**Task 5. Fill in the gaps using possessive case of the nouns.**

- |  |                           |
|--|---------------------------|
| 1. I don't like your <i>friends'</i> attitude. ....        | <b>friends</b>            |
| 2. I can't stand the ..... secretary.                      | <b>boss</b>               |
| 3. Our ..... secretaries are rather nice.                  | <b>bosses</b>             |
| 4. The ..... bowls need to be cleaned.                     | <b>cats</b>               |
| 5. This is new ..... cottage.                              | <b>Mr. and Mrs. Jones</b> |
| 6. The ..... toys are in the big box on the top shelf.     | <b>kids</b>               |
| 7. The ..... safety standards need to be improved.         | <b>airlines</b>           |
| 8. .... daughter is our new neighbor.                      | <b>Mr. Evans</b>          |
| 9. It's the ..... twentieth wedding anniversary next week. | <b>Millers</b>            |
| 10. I'm driving my ..... car.                              | <b>parents</b>            |

**Task 6. Choose the correct item.**

|                               |                                |                                |
|-------------------------------|--------------------------------|--------------------------------|
| 1) сонеты Шекспира            | a) Shakespeare's sonnets;      | b) Shakespeares' sonnets.      |
| 2) ноги лошади                | a) horses' legs;               | b) horse's legs.               |
| 3) недельный отпуск           | a) a week's holiday;           | b) a weeks' holiday.           |
| 4) чемпионат мира по шахматам | a) worlds' chess championship; | b) world's chess championship. |
| 5) городской совет            | a) the citys' council;         | b) the city's council.         |
| 6) аптека                     | a) the chemist's;              | b) the chemists'.              |
| 7) собор св. Павла            | a) St. Paul's Cathedral;       | b) St. Pauls' Cathedral.       |
| 8) хвост кошки                | a) cats' tail;                 | b) cat's tail.                 |
| 9) музеи Москвы               | a) Moscows' museums;           | b) Moscow's museums.           |
| 10) вчерашняя газета          | a) yesterday's newspaper;      | b) yesterdays' newspapers.     |
| 11) танец Улановой            | a) Ulanova's dancing;          | b) Ulanovas' dancing.          |
| 12) комната мамы и папы       | a) Mum and Dad's room;         | b) Mum's and Dad's room.       |
| 13) комнаты студентов         | a) students' rooms;            | b) student's rooms.            |
| 14) булочная                  | a) the bakers';                | b) the baker's.                |
| 15) музеи мира                | a) world's museums;            | b) worlds' museums.            |
| 16) история моей жизни        | a) my life's story;            | b) my lifes' story.            |
| 17) расстояние в одну милю    | a) a mile's distance;          | b) a miles' distance.          |
| 18) книги Лондона             | a) London's books;             | b) Londons' books.             |
| 19) глаза собак               | a) the dogs' eyes;             | b) the dog's eyes.             |
| 20) годичное отсутствие       | a) a years' absence;           | b) a year's absence.           |

### Тема 3. Система образования в России

#### Task 1. Read and learn the following words and word combinations:

to show a great concern - придавать большое значение

for education - образованию

the right to education - право на образование

to be stated - отмечаться, констатироваться

to be ensured by smth. - обеспечиваться чем-либо

compulsory - обязательный

a vocational school - училище

a higher education establishment - вуз

an extramural course - заочное обучение

state scholarships and grants - государственные стипендии

inclusive - включительно

a stage - этап

primary education - начальное образование



secondary education - среднее образование  
intermediate school - средние классы  
senior school - старшие классы  
to go on in higher education - продолжать образование в вузе  
a core curriculum - основная программа  
an academic subject - академический предмет  
to give a profound knowledge- давать углубленные знания  
a programme of training in smth. - программа подготовки по чему-либо  
an applicant - абитуриент  
Centralized Testing - ЕГЭ  
an undergraduate - студент  
a graduate course - аспирантура  
a thesis - диссертация  
a candidate degree - степень кандидата наук  
a doctoral degree - степень доктора наук  
to be in charge of - отвечать за что-либо  
a specialized council - специализированный совет  
to confer a degree - присваивать степень  
to go through a transitional period находиться в переходном периоде  
to be funded by the state - финансироваться государством  
a private school - частная школа  
a fee-paying school - платная школа

## **Task 2. Translate the following international words into Russian:**

Constitution, lyceum, gymnasium, program, finishing, technical, profession, rector, prorector, institute, university, faculty, system, period, financial, mechanism, to decentralize, student.

## **Task 3. Read and translate the text:**

### **Education in the Russian Federation**

Russians have always shown a great concern for education. The right to education is stated in the Constitution of the Russian Federation. It is ensured by compulsory secondary schools, vocational schools, and higher education establishments. It is also ensured by the development of extramural courses and the system of state scholarships and grants.

Education in Russia is compulsory up to the 9<sup>th</sup> form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; secondary education including intermediate school for ages 10-11 to 12-13 inclusive, and senior school for ages 13-14 to 14-15 inclusive. Primary and secondary together

comprise 11 years of study. Every school has a «core curriculum» of academic subjects, such as Russian, Literature, Mathematics, History, a foreign language and others.

After finishing the 9<sup>th</sup> form one can go on to a vocational school which offers programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11<sup>th</sup> form of a secondary school, a lyceum or a gymnasium one can go on in higher education. All applicants must take Centralized Testing. Higher education institutions, that is, institutes or universities, offer a 5-year programme of academic subjects for undergraduates in a variety of fields.

An institute or a university has a number of faculties, each specializing in a field of study. Faculties have specialized councils which confer candidate and doctoral degrees.

All secondary schools, institutes and universities until recently have been funded by the state. Now there is quite a number of private fee-paying primary and secondary schools; some universities have fee-paying departments.

#### **Task 4. Find synonyms:**

|               |             |
|---------------|-------------|
| free          | to continue |
| profession    | at no cost  |
| knowledge     | sphere      |
| degree        | as a rule   |
| education     | deep        |
| field         | rank        |
| to train      | student     |
| academic      | educational |
| to go on      | to get      |
| to study      | information |
| usually       | schooling   |
| private       | to learn    |
| to comprise   | to prepare  |
| profound      | job         |
| undergraduate | to include  |
| to receive    | personal    |

#### **Task 5. Find antonyms:**

|           |               |
|-----------|---------------|
| right     | foreign       |
| after     | to centralize |
| inclusive | together      |

fee-paying  
to go on  
few  
compulsory  
different  
exclusive  
to decentralize  
similar

duty  
native  
to give up  
free  
many  
before  
alone  
optional

**Task 6. Give English equivalents for:**

Право на образование, учебные предметы, среднее образование, и другие, после окончания, готовить специалистов, программа подготовки в технической области, в различных областях, курс занимает 5 лет, платный, частные школы, получать стипендию, переходный период.

**Task 7. Find the proper ending to each sentence:**

|   |  |
|---|--|
| 1. The right to education   | a) he or she must stay at school for two more years.             |
| 2. Education in Russia is compulsory up   | b) one can go on in higher education.                            |
| 3. If a pupil of a secondary school wishes to go on in higher education,            | c) he or she receives a candidate's degree or a doctoral degree. |
| 4. After finishing the 11 <sup>th</sup> form of a secondary school,                 | d) some universities have fee-paying departments.                |
| 5. If one finishes a graduate course and writes a thesis,                           | e) is stated in the Constitution.                                |
| 6. An institute or a university has a number of faculties,                          | f) to the 9 <sup>th</sup> form inclusive.                        |
| 7. Now there is quite a number of private fee-paying primary and secondary schools; | g) each specializing in a field of study.                        |

**Task 8. Translate into English:**

1. Право на образование, записанное в конституции, доказывает, что в России придается большое значение образованию.
2. Существует два этапа обязательного школьного образования в России: начальное образование и среднее образование.
3. Обязательное среднее образование в России состоит из двух этапов: средние классы и старшие классы.

4. Во всех школах есть основная программа; лицеи и гимназии предлагают академические программы и программы, дающие углубленные знания в одной из областей.
5. Поступающие в вуз должны закончить 11 классов средней школы и пройти через конкурсные вступительные экзамены.
6. Во время переходного периода меняется финансовый механизм образования: появляются частные школы и платные отделения в институтах.

**Task 9. Answer the following questions:**

1. What is the right to education in Russia ensured by?
2. What are the stages of compulsory schooling in Russia?
3. What programmes of study do different types of school in Russia offer?
4. What is a vocational school?
5. What is necessary for entering a higher education establishment?
6. What degrees can one get at a higher education establishment?
7. What is the structure of an institute or a university?

**Тема 4. Система образования за рубежом**

**Task 1. Read and learn the following words and word combinations:**

to require for admission - требовать при поступлении

to be carried on - осуществляться

graduation from a standard - окончание средней школы

secondary school - средняя общеобразовательная школа

a curriculum - программа

to lead to smth. - приводить к чему-либо

the bachelor's degree in arts and sciences - степень бакалавра гуманитарных и технических наук

to be the central unit - быть центральным звеном

a separate corporate entity - отдельная составная единица

an educational institution - образовательное учреждение

to comprise smth. / to include smth. - включать что-либо (в состав)

a college of liberal arts and sciences - колледж свободных искусств и наук

a professional school - профессиональный колледж

a professional degree - профессиональная степень

a graduate college (school) - аспирантура

to provide a programme for study and research - предоставлять программу обучения и исследований

beyond the level of smth. - выше уровня чего-либо

to offer instruction - давать образование  
 to be incorporated in a university - быть включенным в университет  
 to be separate from a university - быть независимым от университета  
 to provide preparation in a professional field - давать подготовку в профессиональной области  
 a junior college - первая ступень колледжа  
 a degree-granting institution - учебное заведение, присваивающее степень  
 a technical institution - технический колледж  
 to fall into the category of - попадать в определенную категорию

**Task 2. Do you know the meaning of the following derivatives? Show it with the help of your own sentences.**

Educate-education-educational \_\_\_\_\_;  
 Require-required-requirement \_\_\_\_\_;  
 Admit-admission-admissive \_\_\_\_\_;  
 Separate-separation-separator \_\_\_\_\_;  
 Depend-dependence-independence \_\_\_\_\_;  
 Science-scientific-scientist \_\_\_\_\_;  
 Grade-gradual-graduation \_\_\_\_\_;  
 Prepare-preparation-prepared \_\_\_\_\_.

**Task 3. Fill in the gaps using the given words:**

*offer, leading, admission, fields, confusion, schooling.*

- Higher education in the United States requires for admission 12 years of elementary and secondary.....
- The university in the United States is an educational institution comprising a college of liberal arts and sciences, a professional school ..... to a professional degree and a graduate college.
- The Universities provide preparation in one or more professional ....., such as law, music or theology.
- Technical institutions ..... programmes of technological study only at the junior college level.
- Colleges require for ..... graduation from a standard secondary school.
- There is some ..... in the use of the terms «college» and «university» in the USA.

**Task 4. Read and translate the text:**

### **American universities and colleges**

Higher education in the United States includes educational programmes which usually require for admission 12 years of elementary and secondary schooling. It is carried on under a number of forms.

The most common type of higher education is the college. It requires for admission graduation from a standard secondary school; its four-year curriculum leads to the bachelor's degree in arts and sciences.

The American college is known by various titles such as the college of liberal arts, the college of arts and sciences, the college of literature, science and arts. The college may be the central unit around which the university is organized, or it may be a separate corporate entity, independent from the University.

The university in the United States is an educational institution comprising a college of liberal arts and sciences, a professional school leading to a professional degree and a graduate college (school). A graduate college provides programmes for study and research beyond the levels of the bachelor's and first professional degree.

The word «university», however, is also used in a broader sense, for almost any type of educational institution offering instruction beyond the level of the secondary school.

Thus in the United States there is some confusion in the use of the terms «college» and «university». Some institutions that are in fact colleges of liberal arts have been incorporated in the universities. Some institutions incorporated in colleges are in fact universities with graduate and professional schools.

In addition to colleges and universities there is a large number of professional schools, separate from universities. They provide preparation in one or more professional fields, such as law, music or theology. Junior colleges or professional schools do not offer the full four-year curriculum leading to a degree.

Institute of technology is a degree-granting institution that specializes in science and technology; some of them have graduate study. All institution offering programmes of technological study only at the junior college level is known as a technical institution.

The colleges in the United States differ greatly in size – they may once tide from 100 to 5000 students and more. Most of the larger institution fall into the category of universities, the largest being University of California, State University of New York, New York University, Columbia university and others.

#### **Task 5. Find in the text English equivalents for the expressions given below:**

образовательные программы обычно требуют, самый распространенный тип высшего образования, колледж может быть центральным звеном, колледж свободных искусств и наук, в США есть некоторая путаница, большое

количество профессиональных колледжей, они предоставляют подготовку, которое специализируется в науке и технологии, отличаются сильно по размеру, будучи самым крупным университетом в Калифорнии.

**Task 6. Answer the questions:**

1. What do higher education institutions in the USA require for admission?
2. What degree does a college lead to?
3. What sense is the word «college» used in?
4. What kind of educational institution is the University?
5. What sense is the word «university» used in?
6. What kind of preparation do professional schools provide?
7. What is an institute of technology?
8. What is the size of colleges and universities in America?

**Task 7. Translate into English:**

1. Для поступления в университет или колледж в Америке необходимо закончить среднюю школу.
2. В США существует несколько типов вузов: колледж, университет, профессиональный колледж и др.
3. Университет обычно состоит из колледжа гуманитарных и естественных наук, профессионального отделения и аспирантуры.
4. После 4 лет в университете студент получает степень бакалавра гуманитарных или естественных наук.
5. Аспирантура предлагает программы выше уровня степени бакалавра и первой профессиональной степени.
6. Университет может иметь колледж в своем составе; колледж может входить в университет или быть самостоятельной единицей.
7. Профессиональный колледж – это учебное заведение, существующее отдельно от университета.
8. Колледжи и университеты предлагают программы, после прохождения которых присваивается степень бакалавра.
9. Технические институты также присваивают степени и часто предлагают курс аспирантуры.

**Task 8. Read the text (5 min.) and give a short summary of the contents in Russian. Look through the notes to the text.**

**Schooling in the United States**

There are two major types of schools in the USA – public and private, or fee-paying. Four out of five private schools are run by churches, synagogues and other religious groups.

A general school is also open, but it offers a more limited program. Extensive program of prevocational or vocational courses and advanced courses in academic studies are usually excluded.

A vocational school is for students of the community who are interested in its specialized area of training and a program of general education.

A specialized school is for pupils with special capabilities who are qualified to concentrate in a particular area of study. It is for the academically, musically, artistically gifted.

High school students who wish to attend a college or university go through one of the two standard tests — SAT and ACT. They are given by non-profit, non-governmental organizations.

### **Vocabulary:**

public (American) - государственный

prevocational and vocational education – предпрофессиональное и профессиональное образование

an advanced course in smth. - усложненный курс по чему-либо

academic studies - общеобразовательный курс

to be qualified to concentrate - получить квалификацию в

in a particular area of study - определенной области знаний

to go through a test - пройти тест

SAT (Scholastic Aptitude Test) - тест академических способностей

ACT (American College Testing) - тест американского колледжа

to be given by non-profit - проводиться некоммерческими,

non-governmental organizations - неправительственными организациями

## **Тема 5. Мой колледж**

### **Task 1. Read and translate the text**

#### **My college**

I would like to tell you about my college.

It is a fine two-storeyed building in the centre of the city. It is not very new, but it is nice and comfortable. I study here for the first year.

On the first floor of the building there is a hall, a cloak-room, a canteen, a gym, and some classes. On the second floor there is a director's office, computer classes and laboratories, a big concert hall, a library and a reading-room. I like it.



When I come to college, I wipe my feet, take off my coat and go to the cloak-room. After that I go to the timetable which is also in the hall. It's good to come to the classroom before the bell rings.

After a few classes I go to the canteen and have breakfast. I don't like our canteen very much, that's why I take some food with myself too.

My favourite subjects at college are physics, IT and English. During the breaks I like to talk with my friends, read the college newspaper.

Our college is not only the place where we study, it's also the place where we stay after classes to take part in clubs. Our college is very green: there are flowers on every window-sill. And it is very clean too. When my friends, who study in other colleges, come to this place they are surprised when they see that everything is in great order. But I'll reveal the secret: this is the merit of not only the board of the college but also of the students — because it's our second home and we must take care of it.

College life is difficult but I know it's rewarding! That's why I know that tomorrow I'll come here again!

### **Vocabulary**

bell - звонок

break - перемена

canteen - столовая

care - забота

take care - заботиться

clean - чистый

cloakroom - гардероб

coat - пальто

reward - вознаграждать

comfortable - удобный

favourite - любимый

few - мало

flower - цветок

gym - спортивный зал

hall - зал

ring - звонить

secret - секрет

stay - оставаться

subject - предмет

timetable - ] расписание

merit - заслуга

order - порядок

two-storeyed - двухэтажный

window-sill - подоконник

### **Task 2. Study the active vocabulary. Translate the following words and phrases from English into Russian.**

Hall, canteen, cloak-room, two-storeys, comfortable, gym, laboratory, reading-hall, time-table, bell, to ring, a favourite subject, a break, talk, newspaper, stay, club, flower, window-sill, clean, order.

### **Task 3. Guess the word by the explanation of its meaning.**

1. a place where you can leave coats and bags while you are visiting a building

2. a list of the times when school lessons take place
3. a place equipped for gymnastics
4. a room equipped for scientific work
5. pleasant to use; free from worry
6. something that is studied
7. a group of people who meet together because they are interested in the same thing
8. a short rest from work

**Task 4. Give English equivalents for the following words.**

Двухэтажный, удобный, любимый, чистый, читальный зал, столовая, лаборатория, спортивный зал, перемена, предмет, расписание, подоконник, составлять, разговаривать.

**Task 5. Insert the vocabulary of the text into the following sentences.**

1. When the ..... rings, the lesson is over and the ..... begins.
2. In the morning I go to the ..... to learn in what room we have physics.
3. English was my favourite ..... at school.
4. I like ..... They are so bright and beautiful.
5. I like sport and I go to the ....., and my brother likes literature, and he goes to the ..... after classes.

**Task 6. Paraphrase the words in *italic* using the active vocabulary. Make other changes in the sentence if necessary.**

1. Physics is my favourite *lesson*.
2. Let's speak about it during the *pause between the lessons*.
3. He went to the *corridor*, as he wanted to see what the matter was.

**Task 7. a) Draw a plan of your college. Write all the names of the rooms in English.**

**b) Play a game. Imagine that you hid a ball in one of the rooms. Let your classmates guess where it is.**

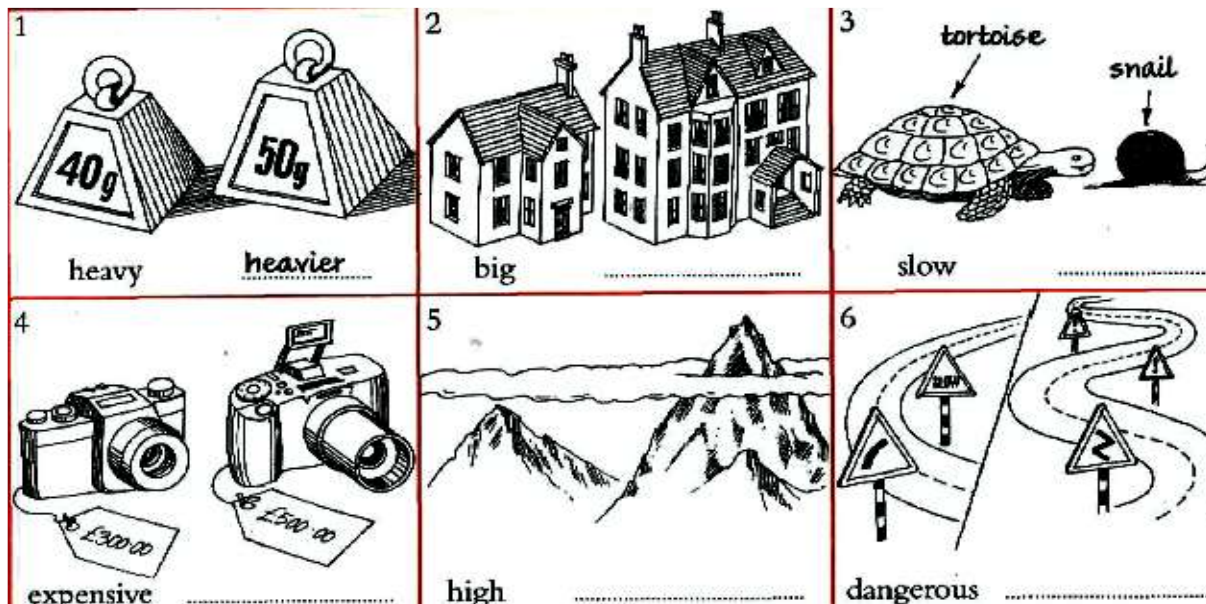
**Task 8. Write your timetable for this week in English. Ask your classmates the following questions.**

1. What is the easiest subject?
2. What is the most difficult subject in your opinion?
3. What is the most interesting subject?
4. What is the most boring subject for you?

5. Is there a day of the week when you have four classes?

## Тема 6. Степени сравнения прилагательных и наречий

**Task 1. Look at the pictures and write the comparative (older/ more interesting etc.).**



**Task 2. Write the opposite.**

1. younger ...older....

2. colder .....

3. cheaper .....

4. better .....

5. nearer .....

6. easier .....

**Task 3. Write comparative and superlative forms of the following adjectives.**

1 long

*longer*

*the longest*

2 expensive

.....

.....

3 strong

.....

.....

4 difficult

.....

.....

5 intelligent

.....

.....

6. close

.....

.....

7 popular

.....

.....

8 safe

.....

.....

9 important

.....

.....

10 loud

.....

.....

11 weak

.....

.....

12 tasty

.....

.....

13 comfortable

.....

.....

14 delicious

.....

.....

**Task 4. Complete the sentences. Use a comparative.**

1. Helen's car isn't very big. She wants a *..bigger..one*.
2. My job isn't very interesting. I want to do something *..more interesting..*.
3. You're not very tall. Your brother is .....
4. David doesn't work very hard. I work .....
5. My chair isn't very comfortable. Yours is .....
6. Your plan isn't very good. My plan is .....
7. These flowers aren't very nice. The blue ones are .....
8. My bag isn't very heavy. Your bag is .....
9. I'm not very interested in art. I'm.....in history.
10. It isn't very warm today. It was .....yesterday.

**Task 5. Fill in the table.**

|             | <b>comparative form</b> | <b>superlative form</b>     |
|-------------|-------------------------|-----------------------------|
| good        |                         |                             |
|             |                         | the worst                   |
| little      |                         | the least                   |
| much (many) |                         |                             |
| far         | farther /further        | the farthest / the furthest |

**Task 6. Complete the sentences. Use a superlative.**

1. This building is very old. It's *the oldest building* in the town.
2. It was a very happy day. It was ..... of my life.
3. It's a very good film. It's ..... I've ever seen.
4. She's a very popular singer. She's ..... in the country.
5. It's a very bad mistake. It was ..... I've ever made.
6. It's a very pretty village. It's ..... I've ever seen.
7. It was a very cold day. It was ..... of the year.
8. He's a very boring person. He's ..... I've ever met.

**Task 7. Fill in the gaps with the comparative or superlative form of the adjectives/adverbs in brackets.**

A: Excuse me, is there a 1) *...faster...* (fast) way to get to Clovelly?

B: If you take that road, which is 2) ..... (narrow) than the others, it's only 15 minutes' walk. That's the 3) ..... (quick) way.

A: Ah, thanks. We've been walking for 35 minutes and we thought we would get there 4) ..... (soon). We can't even see Clovelly yet.

B: It's hidden by the trees, they're 5) ..... (tall) than the houses. You will like Clovelly. It's one of the 6) ..... (beautiful) villages in north Devon.

A: That's what we've heard. It has some of the 7) ..... (pretty) houses, hasn't it?

B: Yes, and the 8) ..... (tasty) fish you've ever eaten!

A: Thank you very much for your help. Bye.

**Task 8. Fill in the gaps with the comparative or superlative form of the adjectives in brackets, adding necessary words. Then, answer the questions.**

1. Which is ...*the coldest*... (cold) planet in our solar system? *Pluto*.

2. Is the Gobi desert ..... (large) the Sahara desert? \_\_\_\_\_

3. Which is ..... (heavy) animal in the world? \_\_\_\_\_

4. Which is ..... (long) wall in the world? \_\_\_\_\_

5. Is Mount Everest ..... (high) Kilimanjaro? \_\_\_\_\_

6. Does the cheetah run ..... (fast) the lion? \_\_\_\_\_

7. Which is the ..... (small) continent in the world? \_\_\_\_\_

8. Does the blue whale make a ..... (loud) sound ..... the polar bear? \_\_\_\_\_

9. Which are ..... (tall) buildings in the world? \_\_\_\_\_

10. Has a falcon got ..... (good) eyesight ..... a human? \_\_\_\_\_

**Task 9. Put the adjectives in brackets into the comparative or superlative form adding any necessary words.**

A: What do you think of this shirt, Tom?

B: It's lovely. It's 1) ... *the nicest* ... (nice) of all you've tried on yet.

A: Yes, but I prefer short shirts.

B: Well, it's true that this shirt is 2) ..... long the blue one, but it's also 3) ..... (elegant).

A: Yes, but it's 4) ..... (expensive) shirt we've seen so far.

B: I know. The blue one is much 5) ..... (cheap), but it doesn't look as good as the black one.

A: Oh! I can't decide. What time is it?

B: It's only 6 o'clock. We've got plenty of time.

A: Really! I thought it was 6) ..... (late) that.

B: Why don't we go to another shop?

A: No, I've decided. I like the black shirt 7) ..... (good). It's 8) ..... (expensive), but it doesn't matter.  
B: OK. Let's go and pay for it.

**Task 10. Fill in the gaps using *as...as*, *so...as*:**

1. The temperature today is ..... high ..... it was yesterday. 2. He is not ..... old ..... he looks. 3. He is ..... strong ..... his brother. 4. This street is ..... wide ..... the next one. 5. The trunk is not ..... heavy ..... I expected it to be. 6. His radio set is not ..... powerful ..... mine. 7. She is ..... tall ..... her sister. 8. In Kislovodsk it is not ..... hot ..... in Sochi.

**Task 11. Finish sentences using *as...as*, *not so...as*:**

1. I know that your job is important, but my job is important too.  
My job is \_\_\_\_\_
2. The bicycle is fast, but the car is faster.  
The bicycle is \_\_\_\_\_
3. Her knowledge is poor, but he knows a bit more.  
His knowledge is \_\_\_\_\_
4. He is lazy, but his brother is lazy too.  
He is \_\_\_\_\_
5. Their furniture costs \$ 700, and ours is \$ 870.  
Their furniture is \_\_\_\_\_
6. France is big. Belgium is not a big country.  
Belgium is \_\_\_\_\_
7. He is tall, but I am taller.  
He is \_\_\_\_\_
8. Tverskaya and Arbat are crowded streets.  
Tverskaya Street is \_\_\_\_\_

**Task 12. Choose the correct item.**

1. You haven't got much experience. You ought to drive \_\_\_\_.  
a) more careful    b) more carefully    c) the most careful
2. It would be \_\_\_\_ to get there by bus.  
a) more quicker    b) the most quick    c) quicker
3. Summer is \_\_\_\_ season of the year.  
a) more beautiful    b) more beautifully    c) the most beautiful
4. What is \_\_\_\_ way to the shopping center?  
a) the shortest    b) more short    c) the most short
5. The test was \_\_\_\_ than we expected.

- a) the most difficult    b) more difficult    c) difficulter
6. Mary is always \_\_\_\_ to get up.  
a) the earliest    b) more earlier    c) the most earliest
7. Jill is feeling \_\_\_\_ now than she did last week.  
a) badly    b) more bad    c) worse
8. I thought it would be \_\_\_\_ to learn the poem.  
a) more easy    b) easier    c) the most easy
9. Today is \_\_\_\_ day of the month.  
a) the most coldest    b) the coldest    c) colder
10. They lived \_\_\_\_ ten years ago.  
a) happier    b) more happier    c) more happily
11. You should visit your grandparents \_\_\_\_.  
a) more often    b) oftener    c) the most often
12. Health is \_\_\_\_ thing in our life.  
a) more important    b) the most important    c) most important
13. Ann is much \_\_\_\_ than her brother.  
a) lazier    b) more lazy    c) laziest
14. Dan is said to be \_\_\_\_ player in the team.  
a) the best    b) better    c) a more good
15. It's \_\_\_\_ designed room I have ever seen.  
a) the most beautiful    b) more beautiful    c) the most beautifully
16. How do you feel being \_\_\_\_ boy in the class?  
a) the most tall    b) the tallest    c) tallest
17. Fred is \_\_\_\_ person I've ever met.  
a) more serious    b) the most serious    c) more seriously
18. This is \_\_\_\_ evening dress I have ever bought.  
a) the most expensive    b) more expensive    c) more expensively
19. Could you explain the point \_\_\_\_?  
a) the clearest    b) clearer    c) more clearly
20. Have you heard \_\_\_\_ news?  
a) later    b) the latest    v) the most late

## **Тема 7. Знаменитые зарубежные художники**

### **Task 1. Read and translate the text.**

#### **Famous English Artists**

William Hogarth (1697-1764) was the first man to raise British pictorial art to a level of importance. He was born in London. His father was a schoolmaster. His early taste for drawing was remarkable and after schooling normal for his day he was

apprenticed to a silver-plate engraver. His success he attributed to hard labour, 'I know of no such thing as genius', he wrote — 'genius is nothing but labour and diligence'. Hogarth painted many pictures. *The Marriage Contract* is the first of the series of his pictures forming the famous 'marriage a la mode'. Both fathers in the picture are seated to the right. One, an Earl, with points pride to his family tree; the other, probably an alderman of the City of London, examines the marriage settlement. The Earl's son admires himself in the looking-glass; the alderman's daughter trifles with her wedding ring and listens to the pleasantries of a young lawyer. The subject of the picture is a protest against marriage for money and vanity. Hogarth was the first great English artist.

Sir Joshua Reynolds (1723-1792), the first President of the Royal Academy, was not only a 236 painter but the founder of the academic principles of a *British School*. His own work was influenced by the Venetians, Titian and Veronese. His passion for rich depth of shadows was fortunate; to obtain it he used bitumen.

The third great figure, of the 18th century painting — Thomas Gainsborough (1727- 1788) — was born in 1727 in the small market town of Sudbury in Suffolk. Gainsborough had little academic training, he learned to paint not by plodding in the studio, but by observing the actual world. Van Dyck's graceful poses and silvery tones fascinated him and played a large part in determining the development of his skill. Perhaps the best known to-day of all Gainsborough's portraits is the famous *Blue Boy*. But curiously enough it was little known in Gainsborough's day and there is no definite information about the date of the painting. It is a portrait in a Van Dyck habit. There is an opinion that Gainsborough painted *The Blue Boy* in order to establish the point which he had made in a dispute with Reynolds and other painters, when he maintained that the predominant colour in a picture should be blue. His picture *The Cottage Girl with Dog and Pitcher* attracted general attention. The picture representing a small country girl was first exhibited in 1814; the easy pose of the girl, the natural turn of her head and the expression of her face make a true to life picture. Gainsborough always thought of himself as a landscape painter, but torn away from his real love by the necessity to paint portraits in order to earn his living. He was the first to introduce lyrical freedom into British painting. His achievement lay in the discovery of the beauty of his native landscape.

## Vocabulary

to be the first man to raise - быть-первым художником, который поднимает

pictorial art – изобразительное искусство

taste for drawing – склонность к рисованию

to be apprenticed - быть помощником, учеником мастера

engraver – гравёр



nothing but - здесь: не что иное, как  
diligence – исполнительность  
'marriage a la mode' - (франц.) серия картин "модный брак"  
vanity - спесь, суета  
Titian - Тициан Вечеллио, знаменитый итальянский художник  
Veronese Paolo- Веронезе Паоло, знаменитый итальянский художник  
depth of shadows - теневые контрасты  
curiously – интересно  
definite information - определенная информация  
in a Van Dyck habit - в манере Ван Дейка  
dispute – дискуссия  
maintain - утверждать, отстаивать  
predominant - что преобладает, господствующий  
to attract general attention - привлекать всеобщее внимание  
true to life - здесь: жизненный, реалистичный  
to earn one's living - зарабатывать на жизнь  
introduce – представлять

## **Task 2. Answer the questions**

1. Who was the first English artist of the 17th—18th centuries?
2. What is the subject of Hogarth's picture The Marriage Contract?
3. Who was the first President of the Royal Academy?
3. What pictures by Gainsborough do you know?
4. Did Gainsborough paint only portraits?
5. What is the predominant colour in his pictures?

## **Task 3.**

- a) Read and translate the following dialogue.
- b) Memorize and dramatize the dialogue.

### **About Painting**

A.: Bob do you enjoy painting?

B.: Yes, I do.

A.: And why do you like it?

B.: You see, I enjoy painting for many reasons. First of all, I like the colours and the way different artists arrange the paint on the surface.

A.: Sorry for interrupting you... As to me, I am interested in some painting because of the way the artists express some human emotions, such as fear, grief, happiness or love.

B.: You are absolutely right. Even painting of such everyday scenes as people at work or at rest, and of such common objects as food and flowers can be a source of pleasure.

A.: And besides, painting also teaches. Some pictures reveal what the artists felt about important events, including death, love, religion and social justice.

B.: I agree with you. And you know that some provide information about the history of the period during which they were created.

A.: Yes... about the customs and interests of the people of the past societies. By the way, there are different painting styles. Do you know any?

B.: Certainly, such a Romanism, realism, impressionism and many others.

A.: Have you ever visited any picture galleries?

B.: Of course. I have been twice to the State Tretyakov Gallery in Moscow and once to the Hermitage in St Petersburg.

A.: That's fine. It was a real pleasure for me to talk to you.

B.: You are welcome.

## **Тема 8. Знаменитые зарубежные композиторы**

### **Task 1. Read and translate the text**

#### **Wolfgang Amadeus Mozart**

Wolfgang Amadeus Mozart is one of the greatest composers ever born. Like Shakespeare, he stands at the summit of human achievement. In every form, from serenade to fugue, from piano concerto and symphony to the heights of grand opera, his music amazes, enchants and invades the memory.

Thousands of books have been written about Mozart. Few lives have ever been so well documented as his, and yet he is one of the most mysterious figures in the world.

Mozart was born in 1756 in Salzburg, Austria. He began playing the piano at 4, and when he was 5 years old, he already composed serious music. His father took him on tours of Western Europe and Italy and the boy was always a success. Then the prodigy ripened into genius. The genius conquered Vienna and the world. Mozart's fame was great. But then he suddenly fell from favour. The Vienna aristocracy grew tired of him. He lost pupils and contracts, had to move from his comfortable house in the centre to a modest flat in the suburbs. The genius was forgotten. Mozart died in 1791, when he was only 35 years old. There's a legend that Mozart was poisoned by his rival composer Antonio Salieri. There's no truth in this legend. But it has been proved that in the last months of his life Mozart really believed that he was pursued by a spirit, "the grey messenger", who appeared and ordered him to write a requiem. In a state of depression Mozart imagined that he was to write the requiem for himself.

Not long ago a 150-volume edition of Mozart's works was published. His works include 41 symphonies, nearly 30 piano concertos, 19 operas, a vast quantity of orchestral and other instrumental music, and volumes of church music (he wrote it mostly for financial reasons). His most famous operas are Don Giovanni, The Magic Flute and The Marriage of Figaro.

**Vocabulary:**

to stand the summit of human achievement - стоять на вершине человеческих достижений

amaze – поражать

enchant – очаровывать

invade – проникать, захватывать

few - мало, немного

to compose - сочинять, писать

the boy was always a success - мальчик всегда пользовался успехом

prodigy- вундеркинд

ripened – превратиться

conquered - победить, покорить, завоевывать

fall from favor — перестать пользоваться популярностью

rival – соперник

he was pursued by a spirit - его преследовал дух

"the grey messenger" - "серый вестник"

volume – том, книга

**Task 2. Give the title to each passage.**

**Task 3. Summarize the text.**

**Task 4. Prepare a short story about any foreign composer and tell the story to your classmates.**

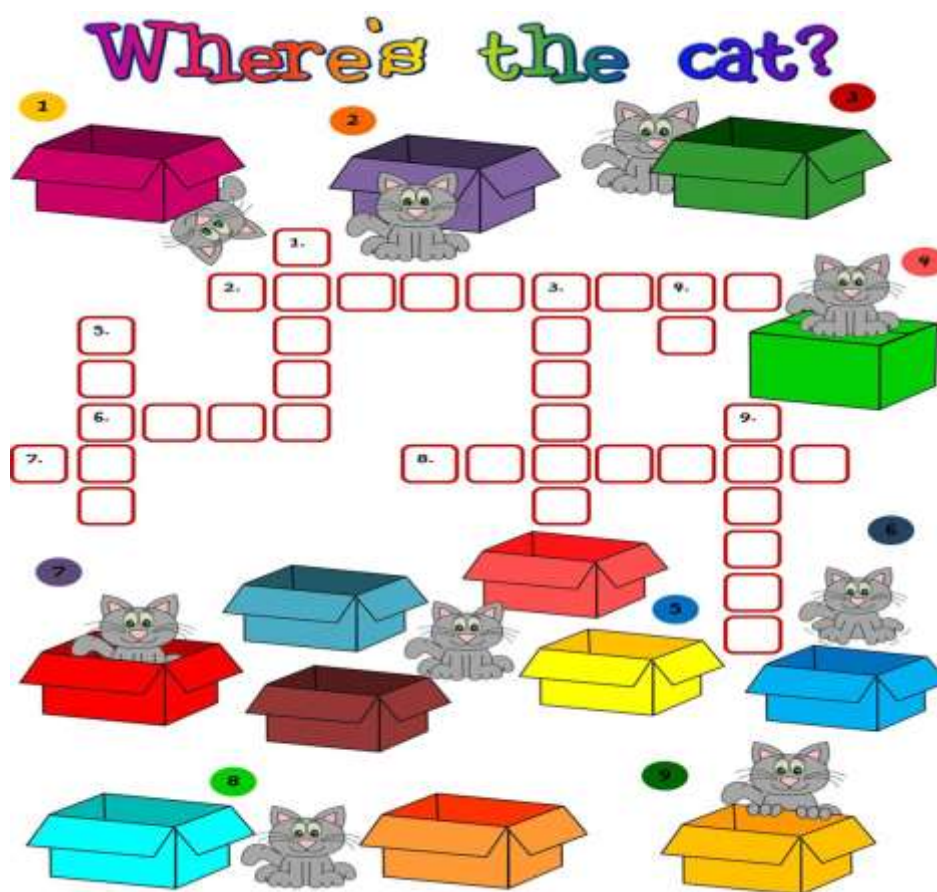
## Тема 9. Предлоги места и времени

Remember

### PREPOSITIONS OF PLACE

| IN  | ON  | AT   |
|---|---|--|
| <ul style="list-style-type: none"> <li>- parts of the day <ul style="list-style-type: none"> <li>in the morning</li> <li>in the afternoon</li> <li>in the evening</li> </ul> </li> <li>- <u>except</u> at night</li> <li>- months of the year <ul style="list-style-type: none"> <li>in October, ...</li> </ul> </li> <li>- seasons of the year <ul style="list-style-type: none"> <li>in (the) summer</li> <li>in winter, ...</li> </ul> </li> <li>- years and centuries <ul style="list-style-type: none"> <li>in 1984</li> <li>in the 20th century</li> </ul> </li> <li>- in a period of time <ul style="list-style-type: none"> <li>in ten days</li> <li>in five minutes</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- days of the week <ul style="list-style-type: none"> <li>on Monday</li> <li>on Tuesday, ...</li> </ul> </li> <li>- dates <ul style="list-style-type: none"> <li>on the 5th May</li> <li>on November 7th</li> </ul> </li> <li>- special days (specific) <ul style="list-style-type: none"> <li>on Christmas Day</li> <li>on my birthday</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- hours <ul style="list-style-type: none"> <li>at 9.30</li> </ul> </li> <li>- religious celebrations <ul style="list-style-type: none"> <li>at Christmas</li> <li>at Easter</li> </ul> </li> <li>- meals <ul style="list-style-type: none"> <li>at breakfast</li> <li>at lunch, ...</li> </ul> </li> <li>- specific time <ul style="list-style-type: none"> <li>at the weekend</li> </ul> </li> </ul> |

Task 1. Guess the crossword.



**Task 2. Where are the people standing? Complete sentences.**



1. Colin is standing **behind** Frank.
2. Frank is sitting ..... Emma.
3. Emma is sitting ..... Barbara.
4. Emma is sitting ..... Donna and Frank.
5. Donna is sitting ..... Emma.
6. Frank is sitting ..... Colin.
7. Alan is standing ..... Donna.
8. Alan is standing ..... left .
9. Barbara is standing ..... middle.

A = Alan B = Barbara C = Colin D = Donna E = Emma F = Frank

**Task 2. Put *in, at* или *on*.**

I live 1 ..... New York City. My apartment is 2 ..... Euston Street 3..... Lower Manhattan. It is 4..... the 5th floor, but there is a lift 5... the building. I work 6..... an investment bank 7 ..... Wall Street. When I'm 8 ..... my office, I spend all day sitting 9 ..... my desk. Sometimes I get up and put something 10 ..... the shelf or 11 ..... the cupboard, but not very often.

12 .... home I love sitting 13 ... my armchair reading the sports section 14 .... the newspaper. In summer I like sunbathing 15 ..... Central Park and watching the hustle and bustle around me.

**Task 3. Read the following dialogue and complete sentences using *at, in* or *on*.**

*Peter:* The bus is supposed to come (1) \_\_\_\_\_ 8:20 am and it's already 8:30am.

*Jane:* I hope it comes soon. I don't want to be late. What time do you have to be (2) \_\_\_\_\_ class?

*Peter:* My first class is (3) \_\_\_\_\_ 9:00 am, but my professor is never (4) \_\_\_\_\_ time for class.

*Jane:* How lucky! My professor gives us penalty for being late. I usually arrive just (5) \_\_\_\_\_ time, just before my professor starts taking marks off students who are late.

*Peter:* I understand it is always very hard to wake up (6) \_\_\_\_\_ the morning, especially (7) \_\_\_\_\_ Mondays.

*Jane:* Yes, I know. I tend to study late (8) \_\_\_\_\_ night and find it very hard to get up the next day. It gets worse (9) \_\_\_\_\_ the winter.

*Peter:* Oh! The bus is finally here. Let's get (10) \_\_\_\_\_ !

**Task 5. Put in the correct prepositions: *in, at* or *on*.**

1. Dinner usually \_\_\_\_\_ 7 o'clock.
2. We have long holidays \_\_\_\_\_ summer.

3. There is a school party \_\_\_\_\_ 31<sup>st</sup> of January.
4. The game is \_\_\_\_\_ 9.45.
5. Where is he \_\_\_\_\_ the moment.
6. She wasn't there \_\_\_\_\_ the end of the concert.
7. Where are you usually \_\_\_\_\_ the evening? And \_\_\_\_\_ night?
8. He phoned me \_\_\_\_\_ Tuesday.
9. Do you get any presents \_\_\_\_\_ Christmas Day?
10. Our party is \_\_\_\_\_ June 8<sup>th</sup> \_\_\_\_\_ 8 o'clock \_\_\_\_\_ the evening.

## Remember

### PREPOSITIONS OF TIME

| Предлог          | Значение   | Пример  |
|------------------|--|---|
| <b>on</b>        | - даты, дни недели   | - <b>on</b> the 5-th of May (пятого мая)<br>- <b>on</b> Monday (в понедельник)  |
| <b>in</b>        | - месяцы, сезоны   | - <b>in</b> August (в августе)<br>- <b>in</b> winter (зимой)  |
|                  | - время суток (кроме ночи)   | - <b>in</b> the morning (утром)   |
|                  | - года   | - <b>in</b> 2006 (в 2006)   |
|                  | - через некоторый промежуток времени ("Через какое время?")                                      | - <b>in</b> an hour (через час)   |
| <b>at</b>        | - со словом <i>night</i> (ночь)  | - <b>at</b> night (ночью)   |
|                  | - со словом <i>weekend</i> (конец недели, выходные)  | - <b>at</b> the weekend (в выходные)  |
|                  | - точное время (в значении "Когда?")   | - <b>at</b> half past nine (в полдесятого)  |
| <b>during</b>    | - в течение, на протяжении какого-то периода времени   | - <b>during</b> the night (в течение ночи)  |
| <b>since</b>     | - с какого-то момента в прошлом вплоть до настоящего момента                                     | - <b>since</b> 1980 (с 1980 года)   |
| <b>for, over</b> | - в течение какого-то промежутка времени вплоть до настоящего момента                            | - We've had a lot of problems <b>for / over</b> the last few months. (За последние несколько месяцев у нас было много проблем.)     |
|                  | - в течение какого-то промежутка времени в будущем ( <b>for</b> в этом значении не используется) | - We expect a rise in sales <b>over</b> the next few months. (В течение следующих нескольких месяцев мы ожидаем увеличения продаж.) |
| <b>before</b>    | - ранее какого-то момента времени  | - <b>before</b> 2004 (до 2004 года)   |
| <b>to</b>        | - указание минут, когда говорится время  | - ten <b>to</b> six (без десяти (минут) шесть)  |

|                                   |   |   |
|-----------------------------------|---|---|
| <b>past, after</b> ( <i>AmE</i> ) | - после, позже (при указании часового времени)                                      | - <b>ten past / after</b> six (десять минут седьмого)                                   |
| <b>to, till, until</b>            | - при обозначении начала и конца периода времени времени, в сочетании с <i>from</i> | - <b>from</b> Monday <b>to / till / until</b> Friday (с понедельника <i>по</i> пятницу) |
| <b>till, until</b>                | - указывает на конец периода времени  | - He is on holiday <b>till / until</b> Friday. (Он в отпуске <i>до</i> пятницы.)        |
| <b>by</b>                         | - не позднее, чем   | - I will be back <b>by</b> six o'clock.   |
|                                   | - до какого-то момента времени  | - <b>By</b> 11 o'clock I had read five pages.   |

### Task 6. Fill in the gaps using prepositions of time.

- I'll see you early.....the evening.
- Let me finish this chapter first. I'll be with you.....five minutes.
- I'll talk to you.....two or three weeks then.
- Let's meet.....Friday.
- Shall we go and see the manager some time.....the afternoon?
- I'm going away.....the end of January.
- Most people work.....nine.....five.
- The museum closes.....noon.
- The official start of the theatre season is.....August.
- The restaurant closes..... 11 o'clock.....night.

### Task 7. Do the test.

- I'm going to a party ..... New Year's Eve.  
a) in    b) at    c) on
- I had a meal ..... the train.  
a) on    b) in    c) at
- The English examination is ..... July.  
a) at    b) on    c) in
- What have you got ..... your bag.  
a) in    b) on    c) at
- I visited the museum ..... Monday.  
a) in    b) on    c) at
- My office is ..... the second floor.  
a) on    b) at    c) in
- Her office is ..... the end of the corridor.  
a) on    b) in    c) at
- Bess will be here ... 10 minutes.  
a) in    b) on    c) at
- Tom usually works better ..... the morning.  
a) in    b) at    c) on
- There were a lot of people ..... the party.  
a) at    b) in    c) on
- There's somebody waiting ..... the bus stop.  
a) at    b) in    c) on
- Can you put the report ..... my desk, please?

7. I always feel positive ..... the start of the week.  
 a) at    b) on    c) in
8. Bob went to bed ... midnight.  
 a) at    b) in    c) on
15. The leaves on the trees turn brown ..... autumn.  
 a) in    b) at    c) on

## Тема 10. Защита окружающей среды

### Task 1. Read and translate the text.

#### The protection of nature

Since ancient times Nature was the source of people's life. For thousands of years people lived in harmony with environment and they thought that natural riches were unlimited. The development of civilisation increased man's harmful interference in nature.

Large cities with thousands of smoky industrial enterprises pollute the air we breathe and the water we drink. Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Many cities suffer from smog. Beautiful old forests disappear forever. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of lakes and rivers dry up.

The pollution of air and destruction of the ozone layer are the results of man's attitude towards Nature.

The protection of the environment is a universal concern. We must be very active to create a serious system of ecological security.

### Vocabulary:

|   |                                     |
|---|-------------------------------------|
| ancient — древний                                 | substances — вещества               |
| source — источник                                 | suffer — мучаться                   |
| natural riches — природные богатства              | to upset — зд. нарушать             |
| harmful interference — вредное воздействие        | rare — редкий                       |
| to increase — увеличиваться                       | to dry up — высыхать                |
| industrial enterprises — промышленные предприятия | ozone layer — озоновый слой         |
| to pollute — загрязнять                           | attitude — отношение                |
|   | universal concern — всеобщая забота |

### Task 2. Answer the questions:

- 1) What is the main reason of ecological problems?



- 2) What are the main ecological problems?
- 3) Why should the ecological problems should be a universal concern?
- 4) What steps are taken to fight ecological problems?

## **Тема 11. Леса – экосистемы или зеленое золото?**

### **Task 1. Read and translate the text.**

#### **Forests — ecosystems or green gold?**

The forest is a basis for the existence of many organisms. The forest protects the Earth from erosion, prevents evaporation — in this way it feeds the rivers and serves home for animals. Forest is not only trees. Under the branches of higher trees there are lower trees and then — grass, mushrooms, etc. In this way the density of organisms and its diversity is very high.

Forests are often called 'the lungs of the planet'. As we know, when man breathes he consumes air containing oxygen and gives out air containing carbonic gas. So the amount of carbonic gas increases. This gas is also educed in the process of burning. But there is a way back. During the photosynthesis carbonic gas turns into oxygen. It's the forests that do the main part of work turning CO<sub>2</sub> into O<sub>2</sub>. This explains their name 'the lungs of the planet'.

In his activity man needed timber for building and warming his home and fields for growing crops. That's why for hundreds of centuries forests were disappearing and ecological balance was being changed.

For the first civilisations of people it was difficult to realise the possible danger. Recently the palaeontologists found out that ecological crises happened in ancient times. One of the tribes of the South American Indians — Anasasi — abruptly left its place of living with roads and irrigation systems around 1200 AD. It happened because they had destroyed forests so violently that the latter didn't replenish on the devastated areas. Similar problems appeared in the 20th century. The only difference was that people started thinking the situation over. That's when ecology appeared.

It's extremely important to take care of forests. If the forest is destroyed because of commercial interests, there will be little water and the erosion will start on the slopes. Thus, the productivity of planes will decrease. This shows how important forests are. For the sake of life on the Earth there must be large areas of natural ecosystems.

Our country does much to preserve forests. In 1942 the so-called 'forests of the first group' were created. It is illegal to cut them. Still, much depends on the people. Because of them forest fires take place. It will take one hundred years to grow the similar forest on the same place. It's our task to save natural resources because we are

a part of nature, the most reasonable and responsible part. Only if we take care of the Earth, people who'll live after us will have a clean planet, fit for healthy living.

### **Vocabulary**

|                               |                                  |
|-------------------------------|----------------------------------|
| abruptly - резко              | illegal - нелегальный            |
| balance - баланс              | irrigation – ирригация, орошение |
| basis - основа                | lung - легкое ( <i>орган</i> )   |
| branch - ветка                | mushroom - гриб                  |
| breathe - дышать              | oxygen - кислород                |
| carbonic gas - углекислый газ | protect - защищать               |
| consume - потребовать         | reasonable - разумный            |
| contain - содержать(в себе)   | recently - недавно               |
| crops - посевы, хлеба         | replenish - восполнять           |
| danger - опасность            | responsible - ответственный      |
| decrease - уменьшаться        | for the sake of - ради           |
| devastate - опустошать        | save - сохранять                 |
| diversity - разнообразие      | situation - ситуация             |
| ecological - экологический    | so-called - так называемый       |
| ecology - экология            | palaeontologist - палеонтолог    |
| ecosystem - экосистема        | photosynthesis - фотосинтез      |
| educate - выделять            | preserve - сохранять             |
| erosion - эрозия              | prevent - предотвращать          |
| evaporation - испарение       | productivity - продуктивность    |
| existence - существование     | soil - земля, почва              |
| extremely - чрезвычайно       | themselves - зд. себя            |
| feed - кормить                | timber - древесина               |
| field - поле                  | tribe - племя                    |
| fire - огонь                  | turn - зд. превращаться          |
| fit - подходящий, годный      | violently - жестоко              |
| gold - золото                 | warm - теплеть, нагревать        |
| grass - трава                 |                                  |

### **Task 2. Answer the following questions to the text.**

1. What does the forest do for the planet?
2. Does the forest consist only of trees?
3. Why are the forests often called 'the lungs of the planet'?
4. What was commercial interest in forest? Did the nature suffer because of the activity of man?
5. Were there ecological crises in ancient times? Give an example from the text?

6. When did ecology appear?
7. What happens if forests are destroyed?
8. Does our country preserve forests? What is done for their protection?
9. Will our children live on a clean planet if we take care of nature? And what will happen in reality, in your opinion?

**Task 3. Study the Active vocabulary. Insert the missing words.**

1. We are ..... for the ecology of our planet.
2. If the forests are destroyed too quickly, their ability to ..... decreases.
3. .... is a chemical process in green plants in which carbonic gas turns into .....
4. Great areas of forests are ..... because of human activity.
5. National parks are places where the beauty of nature is .....
6. Men cut forests because they needed ..... and place for agriculture.
7. In the ..... areas where there is no forest the process of ..... of the soil can begin easily.
8. Some ancient ..... disappeared because they knew nothing about ecology.

**Task 4. Continue the following statements.**

1. The forest protects the Earth from erosion .....
2. Under the branches of higher trees there are .....
3. When man breathes he .....
4. During the photosynthesis .....
5. In his activity man needed timber .....
6. Recently the scientists found out that ecological crises .....
7. If the forest is destroyed because of commercial interests .....
8. Our country protects forests: in 1942 .....
9. Because of people forest fires take place, and if will take .....
10. Only if we take care of Earth .....

**Task 5. Make a plan of the text and retell the text looking in your plan.**

**Task 6. Discuss the following topics.**

1. The role of forests in the natural world.
2. Forest as a source of oxygen.
3. Destroying forests: positive and negative effects.
4. Forest is not only trees.
5. Cutting forests: profitable business or danger for the ecosystem?
6. The protection of forests in Russia.

**Тема 12. Разряды числительных; употребление числительных;  
обозначение времени, обозначение дат**

| Numerals                          |                               |                              |
|-----------------------------------|-------------------------------|------------------------------|
| <b>1) 1 – 12</b><br>(нет правила) | <b>2) 13 – 19</b><br>(- teen) | <b>3) 20 – 100</b><br>(- ty) |
|                                   | six + teen = sixteen          | six + ty = sixty             |
| 1                                 |                               | 20                           |
| 2                                 |                               | 30                           |
| 3                                 | 13                            | 40                           |
| 4                                 | 14                            | 50                           |
| 5                                 | 15                            | 60                           |
| 6                                 | 16                            | 70                           |
| 7                                 | 17                            | 80                           |
| 8                                 | 18                            | 90                           |
| 9                                 | 19                            | 100                          |
| 10                                |                               |                              |
| 11                                |                               |                              |
| 12                                |                               |                              |

one  
two  
three  
four  
five  
six  
seven  
eight  
nine  
ten  
eleven  
twelve

thirteen  
fourteen  
fifteen  
sixteen  
seventeen  
eighteen  
nineteen

twenty  
thirty  
forty  
fifty  
sixty  
seventy  
eighty  
ninety  
a hundred  
(one hundred)

**Task 1. Match left column with the right.**

- |         |                                 |
|---------|---------------------------------|
| 1) 31   | a) Seventy-two                  |
| 2) 11   | b) Thirteen                     |
| 3) 660  | c) Fifty-six                    |
| 4) 72   | d) Eighty                       |
| 5) 315  | e) Eighteen                     |
| 6) 100  | f) Twenty-three                 |
| 7) 13   | g) Eleven                       |
| 8) 49   | h) Ninety                       |
| 9) 925  | i) Twelve                       |
| 10) 18  | j) Twenty                       |
| 11) 80  | k) Nineteen                     |
| 12) 504 | l) Forty-nine                   |
| 13) 217 | m) One hundred                  |
| 14) 410 | n) Thirty-one                   |
| 15) 90  | o) Four hundred and ten         |
| 16) 56  | p) Six hundred and sixty        |
| 17) 23  | q) Five hundred and four        |
| 18) 20  | r) Nine hundred and twenty-five |
| 19) 19  | s) Two hundred and seventeen    |
| 20) 12  | t) Three hundred and fifteen    |

## Task 2. Find seventeen numerals

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| O | N | I | N | E | A | S | I | X | H |
| W | I | S | T | N | F | I | V | E | U |
| T | N | C | H | O | D | X | E | F | N |
| F | E | N | R | E | G | T | I | I | D |
| O | T | W | E | L | V | E | G | F | R |
| U | Y | H | E | I | J | E | H | T | E |
| R | X | S | E | V | E | N | T | Y | D |
| S | I | X | T | Y | K | V | Y | L | O |
| B | X | Z | R | E | Z | E | R | O | F |
| E | L | E | V | E | N | T | Y | B | U |

## Task 3. Open the brackets using ordinal or cardinal numbers.

1. We have known each other for (11) \_\_\_\_\_ years.
2. My friend lives on the (5) \_\_\_\_\_ floor.
3. They bought a new car (2) \_\_\_\_\_ days ago.
4. We pay (980) \_\_\_\_\_ dollars per month for this apartment.
5. I am doing this work for the (1) time.
6. Congratulations, you are our (1000) \_\_\_\_\_ customer!
7. We came to this country in (2009) \_\_\_\_\_ .
8. My grandfather has recently celebrated her (89) \_\_\_\_\_ birthday.
9. My sister is reading the (5) \_\_\_\_\_ page of the (9) \_\_\_\_\_ chapter.
10. You must learn (20) \_\_\_\_\_ new words.
11. A ticket to London costs about (150) \_\_\_\_\_ euro.
12. This is my (5) \_\_\_\_\_ trip abroad.

## Remember:

*В простых дробях числитель выражается количественным числительным, а знаменатель - порядковым числительным:  $1/3$  - a (one) third,*

*$1/5$  - a (one) fifth,*

*$1/8$  - an (one) eighth.*

*Однако  $1/2$  читается: a (one) half,*

*$1/4$  - a (one) quarter*

*Когда числитель больше единицы, знаменатель принимает окончание -s:*

*$2/3$  - two thirds;*

*$3/5$  - three fifths,*

*$5/6$  - five sixths.*

*Существительное, к которому относится смешанное число, употребляется во множественном числе:*

*$2\ 1/2$  tons - читается: two and a half tons или two tons and a half);*

*$4\ 1/3$  tons - читается: four and a third tons или four tons and a third*

*Если целое число равно нулю, то оно часто не читается:*

*0.25 - nought point two five (point two five)*

*0.1 - читается: nought (В Америке 0 читается zero) point one или point one;*

*0.01 - читается: nought point nought one или point nought one;*

*0.2 - (zero) point two*

*Существительное, следующее за десятичной дробью, стоит в единственном числе, когда целое число в десятичной дроби равно нулю:*

*0.25 ton - читается: nought point two five of a ton.*

*Если целое число больше нуля*

*2.35 - читается: two point three five;*

*3.4 - three point four*

*3.215 - three point two one five*

*32.305 - читается: three two (или thirty-two) point three nought five*

*53.75 - fifty-three point seven five*

*Если целое число больше нуля, существительное, следующее за десятичной стоит во множественном числе:*

*1.25 tons - читается: one point two five tons;*

*23.76 tons - читается: two three point seven six tons или twenty-three point seven six tons.*

#### Task 4. Write down numerals.

- 1)  $\frac{2}{3}$  \_\_\_\_\_
- 2) 6.51 \_\_\_\_\_
- 3)  $1\frac{3}{4}$  \_\_\_\_\_
- 4) 0.2 \_\_\_\_\_
- 5)  $2\frac{1}{5}$  \_\_\_\_\_
- 6)  $\frac{1}{2}$  \_\_\_\_\_
- 7)  $\frac{9}{10}$  \_\_\_\_\_
- 8)  $\frac{5}{8}$  \_\_\_\_\_
- 9) 2.25 \_\_\_\_\_
- 10)  $\frac{11}{12}$  \_\_\_\_\_
- 11) 6.785 \_\_\_\_\_
- 12)  $\frac{1}{3}$  \_\_\_\_\_
- 13)  $\frac{2}{5}$  \_\_\_\_\_
- 14) 8.71 \_\_\_\_\_
- 15)  $\frac{4}{7}$  \_\_\_\_\_
- 16) 0.05 \_\_\_\_\_
- 17)  $\frac{3}{4}$  \_\_\_\_\_

#### Task 5. Open the brackets.



E.x: I was born on... (13.05.1976). – I was born on the thirteenth of May, nineteen seventy-six.

1. My friend was born on... (02.12.2000).
2. Our dog was born on... (21.08.2008).
3. My granddad was born on... (23.06.1900).
4. My granny was born on... (18.02.1910).

**Task 6. Choose the correct item.**

|  |  |
|--|--|
| 1. 1956 год.<br>a) one thousand nine hundred and fifty six<br>b) nineteen fifty six<br>c) one nine five six  | 8. 1 декабря 1565 года.<br>a) one December, fifteen sixty-five<br>b) the first of December, one thousand five hundred and sixty-five<br>c) the first of December, fifteen sixty-five |
| 2. 1905 год.<br>a) nineteen (and) five<br>b) one thousand nine hundred and five<br>c) nineteen hundred (and) five  | 9. 15 августа 2001 года.<br>a) August the fifteenth, two thousand (and) one<br>b) fifteen August, two thousand (and) one<br>c) the fifteen of August, twenty and one                 |
| 3. 2008 год.<br>a) two thousand (and) eight<br>b) twenty and eight<br>c) two thousand (and) eight  | 10. 12 марта.<br>a) the twelfth of March<br>b) March the twelfth<br>c) twelve March  |
| 4. XV век.<br>a) fifteen century<br>b) ten five century<br>c) the fifteenth century  | 11. 1709<br>a) seventy oh nine<br>b) seventeen oh nine<br>c) seventeen hundred oh nine   |
| 5. 1980-е годы.<br>a) one thousand nine hundred and eighties<br>b) nineteen eighty years<br>c) nineteen eighties   | 12. 70-е<br>a) sixties<br>b) the sixties<br>c) the sixty   |
| 6. 29 июня.<br>a) the twenty-ninth of June<br>b) twenty-nine of June<br>c) June the twenty-ninth   | 13. 2-е апреля 2001 года.<br>a) the second of April, two thousand and one<br>b) the second of April, twenty and one<br>c) April two, two thousand and one                            |
| 7. 5 мая 2013 года.<br>a) five May, two thousand (and) thirteen<br>b) the fifth of May, two thousand (and) thirteen<br>c) two thousand (and) thirteen May five |  |

**Task 6. Choose the correct item.**

1. The 23rd of April 1987.

- a) The twenty-three of April one thousand nine hundred eighty-seven
- b) The twenty-threed of April nineteen eight seven
- c) The twenty-third of April nineteen eighty-seven

2. There are ... people in the restaurant.



- a) sixteen
  - b) sixteenth
  - c) sixteenths
3. Your second book is worse than ... .
- a) first
  - b) the first
  - c) one
4. Olivia found this quotation on ... page.
- a) the forty-fifth
  - b) forty-fifeth
  - c) forty-five
5. I need ... peaches for a pie.
- a) three
  - b) the third
  - c) threety

### **Тема 13. Спорт в нашей жизни**

#### **Task 1. Read and translate the text.**

##### **Sport**

The healthiest way of life for a person is constant movement and exercise.

When exercise stops, illnesses quickly appear. But those who don't forget about sport have a happy and healthy life.

It is necessary to distinguish amateur sport and professional sport. The most important difference is that professional sportsmen, on the one hand, try to win, to break records and to achieve great results because it brings them glory, fame and commercial success. Amateur sportsmen, on the other hand, go in for sport to be healthy and feel well — and not to have a sport career.

One of the simplest and most ancient sports is running. It is an exercise which doesn't make you stronger (so your muscles don't become thicker), but it makes you more resistant to stress. This sport, like many others, improves your health and even cures some illnesses.

If you are an amateur, you probably prefer jogging to running. Jogging is just like running, but here speed is not so important. Jogging is popular in Western countries. People jog several kilometres a day and found it very healthy. Doctors warn however, that jogging for more than twenty kilometres a week may be harmful for the joints.

In this case the best solution is skiing. Skiing is a very good winter-sport. Two main types can be divided in this kind of sport: mountain skiing and cross-country skiing. When Russian people say skiing, they mean cross-country skiing. But

Englishmen mean mountain skiing. Both kinds of sport are popular, but in order to go down the ski slopes you need more professionalism.

Besides these kinds of sports, there are games. Everyone knows such games as football, volleyball, basketball, hockey, tennis and others.

Everyone knows them and played at least one of these games. In some of them only two players take part (tennis), in others — a team of several players. These games improve velocity of reaction, ability to take quick decisions, and coordination. They are popular with children, who follow the older sportsmen and want to be like them.

Sport is so important for us, that lessons of physical training are included into school, college and university curriculums. Besides there are special schools, which prepare future sportsmen, trainers and Olympic champions.

### **Vocabulary**

ability - возможность  
achieve - достигать  
amateur - любитель, любительский  
basketball - баскетбол  
both - оба  
break - зд. побивать рекорд  
career - карьера  
case - случай, дело  
champion - чемпион  
commercial - коммерческий  
constant - постоянный  
coordination - координация  
cross-country - по пересеченной местности  
cross-country skiing - равнинные лыжи  
decision - решение  
difference - отличие  
distinguish - различать  
divide - разделять  
everyone - каждый  
exercise - упражнение  
fame - слава  
follow - следовать  
football - футбол

game - игра  
glory - слава, великолепие  
harmful - вредный  
illness - болезнь  
important - важный  
improve - улучшать  
include - включать  
jog - бегать (трусцой)  
joint - сустав  
kilometre - километр  
movement - движение  
muscle - мышца  
necessary - необходимый  
Olympic - олимпийский  
physical - физический  
player - игрок  
prefer - предпочитать  
prepare - готовить  
professional - профессиональный  
quickly - быстро  
reaction - реакция  
record - рекорд  
resistant - сопротивляющийся, устойчивый  
ski - лыжи (вид спорта), лыжный

slope - спуск  
solution - решение  
speed - скорость  
sport - спорт  
stress - стресс  
success - успех  
team - команда

trainer - тренер  
velocity - скорость  
volleyball - волейбол  
warn - предупреждать  
western - западный  
win - побеждать

**Task 2. Study the active vocabulary. Translate the following words and phrases from English into Russian.**

Sport, sportsman, jogging, game, exercise, amateur, important, illness, professional, kilometre, mountain, cross-country skiing, player, constant, movement, quickly, necessary, distinguish, difference, win, to break a record, achieve, glory, fame, commercial success, career, muscle, resistant, stress, improve, prefer, speed, western, to jog, harmful, joint, solution, ski slope, football, volleyball, basketball, hockey, team, velocity, reaction, ability, decision, coordination, physical training, Olympic champion.

**Task 3. Guess the word by the explanation of its meaning.**

- ✓ something that you can play, usually with rules
- ✓ from or concerning the west
- ✓ an action or feeling caused by another person or thing
- ✓ the best person in a sport or competition
- ✓ to do better than your opponents in a game
- ✓ an outdoor game played by two teams with curved sticks and a small hard cylinder
- ✓ a team game in which players try to throw a ball through a hoop fixed three meters above the ground
- ✓ a game played by two teams which try to kick an inflated ball into their opponent's goal
- ✓ a very high hill
- ✓ someone who does something because he likes it without being paid for it

**Task 4. Give English equivalents for the following words.**

Бег трусцой, игра, любитель, важный, успех, побить рекорд, решение, хоккей, возможность, различать.

**Task 5. Give antonyms from active vocabulary to the following words.**

Amateur, slowly, to lose, useful, inability, unimportant.

**Task 6. Insert the vocabulary of the text into the following sentences.**

- 1) The sportsman wanted to ....., so he ran very quickly. He won and became an ..... But he was very tired because he had run two .....
- 2) It is very difficult to ..... a record. Only the best ..... can do it.
- 3) Every football player must be ..... to stress.
- 4) The ..... Zenit won the ..... match yesterday.
- 5) The 9th of May is an ..... date in our history.
- 6) If you go weightlifting (тяжелая атлетика) your .....become bigger
- 7) and so you become stronger.
- 8) Do you often have ..... lessons?

**Task 7. Paraphrase the words in italic using active vocabulary. Make other changes in the sentence if necessary. Try to use one word.**

- 1) At this competition *athlete* Petrov *was the best*.
- 2) Smoking is *far from good* for your health.
- 3) The sportsman trained very well and his result *became better*.
- 4) Do you like *to run* in the morning?
- 5) We don't have *P. E.* lessons on Mondays.

**Тема 14. Летние и зимние виды спорта**

**Task 1. Read and translate the 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 hockey and 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.

## **Task 2. Answer the 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

to unite — объединять

outdoor winter sports — зимние виды  
спорта на открытом воздухе

tobogganing — санный спорт

to sledge — кататься на санках

yachting — парусный спорт

gliding — планерный спорт

to establish oneself in favour — стать  
в почете

indulge - заниматься, увлекаться

track and field events — легкая  
атлетика

scores of young girls and women —

множество девушек и женщин

prominent - известный, знаменитый

calisthenics — ритмическая  
гимнастика

indoor games — игры в закрытом  
помещении

impressive example — замечательный  
пример

inexhaustible n — неисчерпаемый

cheerfulness — бодрость

enthusiast — энтузиаст

to initiate — приобщить кого-то к  
чему-то

tournament — турнир, спортивное  
соревнование

grounds - соображения

## Тема 15. Здоровый образ жизни

### Task 1. Read and translate the text.

#### Healthy life-style



Today healthy lifestyle is becoming more and more popular both with the old and the young. People have become more health-conscious. They say that the greatest wealth is health. And it's so true. The healthier we are, the better we feel. The better we feel, the

longer we live.

A healthy diet is an essential part of staying healthy. We know that we should not stuff ourselves with fast food, sweets, sausages, pastry and fat food. Due to medical research, this type of food shortens our life; it leads to obesity, heart and blood vessels diseases, diabetes, gastric problems and lots of other serious ailments. To prevent all these problems we should enjoy well-balanced home-made meals with a lot of organic fruits, vegetables, dairy products, grains and seafood. We are what we eat.

Keeping fit and going in for sports is also important for our health. Lack of exercise in our life is a serious problem. In big cities people spend hours sitting in front of computers, TV-sets and other gadgets. We walk less because we mainly use cars and public transport. We certainly don't have to be professional sportsmen, but we should visit fitness clubs, go jogging, walk much, swim, and go cycling or roller-skating or just dance. Doctors say that regular moderate physical activity is necessary for our body because it protects us from strokes and heart diseases, flue and obesity.

We must understand the harm of bad habits for our health. Smoking, drinking or taking drugs mean serious illnesses and even death from lung cancer or liver diseases, for instance. Cigarettes kill about 3 million heavy-smokers every year. Drug addicts die very young. So I think there is no place for bad habits in a healthy way of life.

Taking a proper rest and getting enough sleep, from 8 to 10 hours daily, are also great healthy habits. Sleep is the food for our brain and the rest for our muscles. Moreover we should avoid getting nervous or worried for no reason.

Healthy way of life concerns our body, mind and soul. Healthy people live longer, they are more successful and they enjoy their life. I believe that it's not difficult at all to follow these simple rules, and they are worth it.

## Task 2. Fill in the necessary word

1. Keeping fit and \_\_\_\_\_ is also important for our health.
2. Healthy way of life \_\_\_\_\_ our body, mind and soul.
3. They say that the greatest wealth is \_\_\_\_\_
4. Smoking, drinking or taking drugs mean serious \_\_\_\_\_ and even death from lung cancer or liver diseases, for instance.
5. Doctors say that regular \_\_\_\_\_ is necessary for our body because it protects us from strokes and heart diseases, flue and obesity.

## Task 3. Answer the questions

1. Why do people have become more health-conscious?
2. What is an essential part of staying healthy?
3. What is important for our health?
4. What do you do to stay healthy?
5. What does it mean “Healthy way of life”?

## Тема 16. Местоимения

### Task 1. Fill in the gaps with appropriate personal pronoun.

1. Ben is a little boy. ... is six.
2. Jane is a house-wife. ... is lazy.
3. Lily is a young woman. ... is very beautiful.
4. Alice is late. ... is in a traffic jam.
5. Nick and Ann are far from Moscow. ... are on a farm.
6. This is Ben's room. ... is nice.
7. Nick and Max are students. ... are students of a Moscow university.
8. The rooms are small but ... are light and warm.
9. The new flat is comfortable but ... is far from the university.
10. Jack has many French books. ... likes to read French very much.

### Task 2. Choose the correct pronoun.

*Emma:* Mum, can I put these things in your suitcase?

*Mum:* Why, what's wrong with ours / yours?

*Emma:* It's full, and anyway, mine / his is smaller than Luke's. I asked Luke to put these things in his / hers but he said no. ...Sophie's got a bigger suitcase. Can I phone her and ask to borrow hers / yours?

*Mum:* Well, no, we've got lots of suitcases; let's use theirs / ours. Sophie's family probably need all of yours / theirs – they are going on holiday too.

*Emma:* Oh, OK.

### Task 3. Complete the summary.

*hers hers his mine their theirs your*

Luke and Emma are in South Africa. Emma is upset because there is a problem with their suitcases at the airport. Mum, Dad and Luke have got ..... but Emma hasn't got ..... Mr. Jones hasn't got ....., either. Emma's got Mr. Jones' suitcase but where is .....? Luke is embarrassed because he took the wrong suitcase. Emma says, 'Next time, you get .....suitcase and I can get .....!'

**Task 4. Ask and answer about the holiday items. Whose are they? Point to the correct photo.**

1. A: Whose hiking boots are they?

B: I think *they are his* because *he is going to climb a mountain.*

2. A: Whose camera .....

B: I think ..... because .....

3. A: Whose shorts .....

B: I think ..... because .....

4. A: Whose running shoes .....

B: I think ..... because .....

5. A: Whose tent .....

B: I think ..... because .....

6. A: Whose bikes .....

B: I think ..... because .....

7. A: Whose sunscreen cream .....

B: I think ..... because .....

8. A: Whose phrasebook .....

B: I think ..... because .....



**Task 5. Fill in the gaps with *this, that, these, those*.**

1) ..... people over there are waiting for the bus

2) The day I first came to London was wonderful. I will remember ..... day for ever.

3) ..... summer I'm pretty busy.



- 4) I'm working as a receptionist ..... days.
- 5) ..... were the days!
- 6) Do you remember ..... winter when we all went to Egypt?
- 7) Hello! ..... is Alan. Can I speak to Harry, please?
- 8) ..... is a new cathedral and ..... one over there was built 900 years ago.
- 9) Will you come over at five o'clock? I'll be at home at ..... time.
- 10) The summer of 1999 I spent in the country. I remember we had a lot of rain ..... year.
- 11) ..... are my sisters. They have just arrived from London.
- 12) Who was ..... girl I saw you with last night?
- 13) Do you want to sit on ..... chair here or on ..... one over there?
- 14) ..... sweets you gave me last night were very nice.
- 15) Look at ..... colourful air balloons in the sky!

### REMEMBER:

|             |                   |                     |        |
|-------------|-------------------|---------------------|--------|
| What        | whose             | who                 | when   |
| Что, какой? | Чей?              | Кто?                | Когда? |
| How         | How many          | How much            |        |
| Как?        | Сколько( исчисл.) | Сколько( неисчисл.) |        |
| where       | Why               | which               | whom   |
| Где?        | Почему?           | который ?           | Кому?  |

### Task 5. Fill in the gaps with *who*, *what*, *whose*, *how*, *when*, *where*, *why*:

1. .... sits next to Frank? Clara.
2. .... does the boy come from? — From Newcastle.
3. .... old are her children? — Seven and ten.
4. .... is Peter's birthday? — In April, I think.
5. .... much is the shirt? — It's twenty pounds.
6. .... is best at playing tennis? — Bob.

7. .... are you going? — To my friends.
8. .... much is an orange juice? — It's fifty pence.
9. .... does the restaurant open? — At six o'clock.
10. .... can I get some ice cream? — At the snack bar.
11. .... are you going to order? — Fish and chips.
12. .... are you going to do on Saturday? — I don't know.
13. .... has got my pullover? — I have got it.
14. .... is your name? — Carol.
15. .... is Susan's party? — On Friday.
16. .... much are the potatoes? — One pound.
17. .... can I do for you? — I want two white T-shirts.
18. .... can I get a newspaper? — At Park Street.
19. .... is your best friend? — It's Paul.
20. .... does Nick live? — In Boston.

### Task 7. Translate into Russian:

- 1) Help yourself.
- 2) Enjoy yourselves.
- 3) Dress yourself.
- 4) I have cut myself.
- 5) Don't blame yourself.
- 6) She likes to talk to herself.
- 7) Kids, behave yourselves!
- 8) Make yourselves comfortable.
- 9) He hurt himself.
- 10) Let me introduce myself.
- 11) We can't defend ourselves.
- 12) Fashion often repeats itself.
- 13) I taught myself to swim.
- 14) They carried all their luggage themselves.
- 15) We always design our clothes ourselves.

### REMEMBER:

| Возвратные местоимения |                                       |
|------------------------|---------------------------------------|
| I                      | myself (себе, себя, сам, собой)       |
| you                    | yourself (себя, себе, сам, сами)      |
| he                     | himself (сам, себе, себя)             |
| she                    | herself (сама, себе, себя)            |
| it                     | itself (сама, само, сама, себе, себя) |
| we                     | ourselves (себя, себе, сами, собой)   |
| your                   | yourselves (себя, себе)               |
| they                   | themselves (себе, себя, сами)         |

### Task 8. Fill in the gaps with appropriate reflexive pronouns.

1. She should respect ..... . (Ей следует уважать себя.)
2. I can't see ..... in the mirror. (Я не могу увидеть себя в зеркале.)
3. We have to do the homework ..... . (Мы должны сделать домашнее задание сами.)

4. Why doesn't he wash the cup .....? (Почему он сам не моет свою чашку?)
5. Are they going to Moscow by .....? (Они собираются в Москву одни?)
6. Peter, you are talking about ..... all the time. (Петя, ты все время говоришь о себе.)
7. Harry thinks of ..... as an extremely smart boy. (Гарри считает себя крайне умным мальчиком.)
8. My dear friends, help ..... to the sandwiches and fruits. (Дорогие друзья, угощайтесь сэндвичами и фруктами.)
9. My granny has knitted this scarf ..... . (Моя бабушка сама связала этот шарф.)
10. Did they write the essays ..... ? (Они написали сочинения сами?)
11. I cut ..... with the scissors. (Я порезался ножницами.)
12. The zebra can't defend ..... . (Зебра не может себя защитить.)
13. His old grandfather often talks to ..... . (Его старый дедушка часто разговаривает сам с собой.)
14. Anna, where did you hurt .....? ( Анна, где ты поранилась?)
15. Don't worry, we can pay for ..... . (Не беспокойся, мы можем заплатить за себя.)

### Task 9. Do the test.

|  |  |
|--|--|
| 1. I don't know where ... workbook is!<br>Have you seen it?<br>a) mine   b) me   c) my                           | 10. It's ... problem, not ours!<br>a) you   b) yours   c) your                           |
| 2. Jeremy was a good friend of ... .<br>a) my   b) mine   c) me  | 11. ... is on the sofa? - It is my book.<br>a) what   b) how much   c) whom              |
| 3. She closed the door behind ... .<br>a) her   b) –   c) herself  | 12. Have you seen Michael? I need to talk to ... .<br>a) he   b) him   c) his            |
| 4. Are these ... pens?<br>a) you   b) your   c) yours  | 13. ... pen is this? - This is Tom's pen.<br>a) how   b) whose   c) when                 |
| 5. ... color is that car? - It is green.<br>a) when ..... b) what   c) why                                       | 14. Look at ... colourful air balloons in the sky!<br>a) this   b) these   c) those      |
| 6. Jenny was exhausted after several hours in a gym. ... could hardly move a finger.<br>a) She   b) Her   c) His | 15. That girl gave ... the wrong address just to make fun of me.<br>a) my   b) I   c) me |
| 7. I gave her my telephone number and  | 16. I believe that today young people  |

|   |  |
|---|--|
| she gave ... hers.<br>a) my    b) mine    c) me                                       | have a lot of wrong models. They should think for ... .<br>a) by themselves    b) themselves    c) ourselves |
| 8. I am not allowed to play with ... .<br>a) them    b) they    c) theirs             | 17. I hate doing all the washing-ups ... .<br>a) by myself    b) for myself    c) ourselves                  |
| 9. I haven't seen this man before. Do you know ... name?<br>a) he    b) his    c) him | 18. Hello! ... is Mary. Can I speak to Susy, please?<br>a) that    b) this    c) these                       |

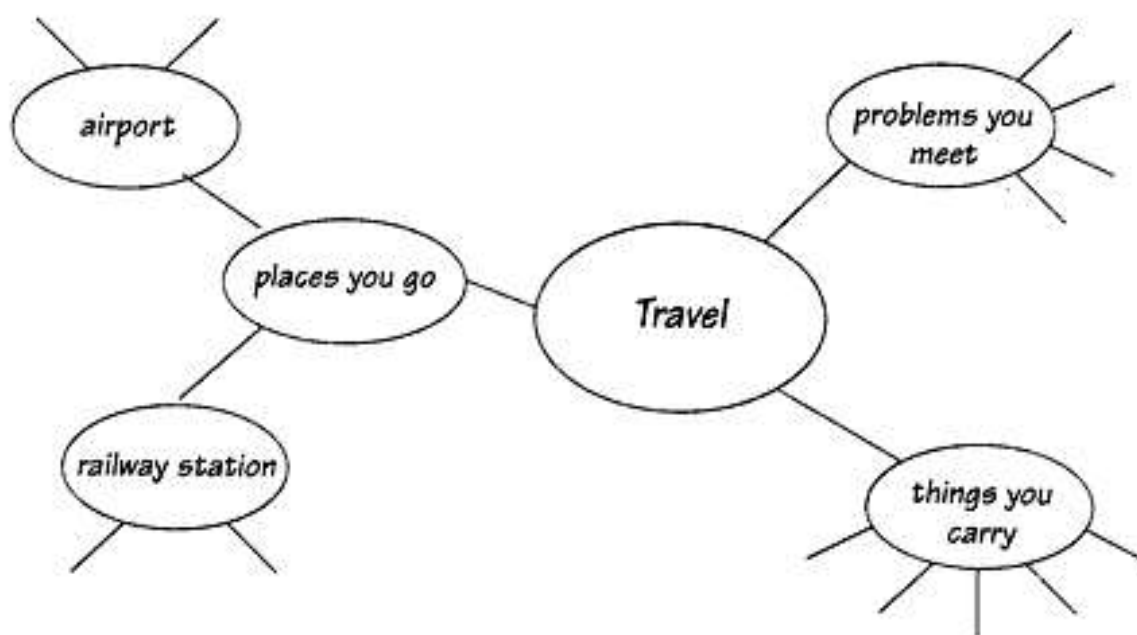
## Тема 17. Путешествия

### Task 1. Match the descriptions with the types of traveler below:

- |  |                         |
|--|-------------------------|
| 1. She sails round the world single-handed in a catamaran.                               | a. a pilgrim            |
| 2. He goes sightseeing and takes lots of photos.   | b. a tourist            |
| 3. She finally arrives at the holy place and approaches the icon.                        | c. a rambler            |
| 4. He left Britain in 1980 and has settled in Australia.                                 | d. an emigrant          |
| 5. He thumbs a lift.   | e. a holiday-maker      |
| 6. He delivers urgent letters and parcels to businesses in the city.                     | f. a commuter           |
| 7. Every Sunday, he walks ten miles or so for pleasure across hills and moors.           | g. a hitchhiker         |
| 8. This summer we've booked a lovely holiday hotel near the beach in the south of Spain. | h. a yachtswoman        |
| 9. She catches the eight o'clock train every weekday morning.                            | i. a bus conductor      |
| 10. He sells tickets on the number 22.   | j. a motorcycle courier |

### Task 2. Work in pairs. Discuss the question: Which probably takes the longest?

|   |                         |                    |                         |                    |
|---|-------------------------|--------------------|-------------------------|--------------------|
| 1 | a boat trip             | a channel crossing | a voyage                | a cruise           |
| 2 | a stroll                | a trek             | a hike                  | a walk             |
| 3 | an excursion            | an expedition      | a journey               | a trip             |
| 4 | strolling               | striding           | dawdling                | jogging            |
| 5 | a speedboat             | a narrow boat      | a ferry                 | a hovercraft       |
| 6 | going as the crow flies |                    | taking the scenic route | taking a short cut |



**Task 3. Complete the vocabulary network with these words:**

*boarding gate accidents suitcase ticket office passport check-in visa  
driving license cancellations platform hand luggage delays traffic jams*

**Add other words that you know to the network**

**Task 4 . Fill in the gaps with the singular or plural of some of the words in the network.**

A: Good morning. Can I check in for Kuala Lumpur, please?

B: Of course. Can I see your ticket and your \_\_\_\_\_, please?

A: Yes. These two \_\_\_\_\_.

B: OK. And do you have any \_\_\_\_\_?

A: Just this.

B: Good. Now, I'm afraid there's a short \_\_\_\_\_ on the flight this morning. So, can you go to \_\_\_\_\_ 32 at 11.50? Here's your boarding pass.

A: Thank you.

B: Have a good flight.

**Task 5. Put the letters in brackets into the right word order. The first letter of each word is underlined. Correctly spell the words below.**

1. We arrived at the (*tirpaor*) and got on a plane. airport

2. Did you carry your (*eagghag*) onto the train? \_\_\_\_\_
3. When did you (*kchec-ni*) at the hotel? \_\_\_\_\_
4. What did you know about the (*rultuce*) of Japan? \_\_\_\_\_
5. I want to buy some things at the (*ifgt psho*).
6. He stayed at a very nice 5-star (*eholt*).
7. Thomas really likes (*nteirnatiolna*) travel.
8. When will you (*elaeu*)?
9. Of course, we took a (*pam*), so we didn't lost.
10. Jenny had to show her (*ppoassrt*) at the airport.
11. She wants to buy a (*osctarpd*) and send it to her friend.
12. My father bought some (*siovuenrs*) to remember his time in Paris.
13. I forgot to bring my train (*ckiett*), so I couldn't get on the train.
14. There were many (*sstoiurt*) taking pictures with their cameras.
15. We flew to New Zealand to (*tiysi*) our relatives.

#### Task 6. Study the words.

hike - гулять, ходить пешком

countryside - сельская местность, деревня

hurry up - торопиться

difficult - трудный, сложный

beforehand - заранее

see off - провожать

seaside - берег моря, побережье

#### Task 7. Read and translate the text. Fill in the gaps with the correct preposition.

*for by in for on by*

I like to travel. First of all, the members of our family usually have long walks 1) ..... the country. Such walks are called hikes.

If we want to see countryside we have to spend a part of our summer holidays 2) ..... hikes. During such hikes we see a lot of interesting places, sometimes we meet interesting people.

It's useful 3) ..... all members of our family. We take our rucksacks. We don't think about tickets and there is no need to hurry up.

As for me, it's more comfortable to travel 4) ..... train and by plane. But it's difficult to buy tickets 5) ..... the plane. That's why we buy our tickets beforehand.

When I travel by plane, I don't spend a lot of time going from one place to another, I like to fly. If I travel by train or by plane my friends see me off at the railway station or in the airport.

We like to travel 6) ..... car. It's interesting too, because you can see many things in a short time. When we go by car, we don't take tickets. We put all things we need in a car. We don't carry them.

Sometimes we go to the seaside for a few days. As usual the weather is warm and we can swim. It's a pleasure to watch white ships.

So I can say that I enjoy all kinds of travelling very much.

**Task 8. Answer the questions:**

1. Do you like to travel?
2. How do you like to travel?
3. Do you prefer to travel by sea or by plane?
4. Whom do you like to travel with?
5. Why do we buy tickets beforehand?

**Task 9. Read and translate the text.**

**Travelling abroad**

Travelling is a very nice activity. You can travel in your own country or abroad, you will anyway get lots of impression. It's not only a lot of fun, but it's also quite useful for a person. As for me I prefer traveling abroad, because I like seeing people from other countries and learning about their culture.

I think people travel abroad for many reasons. First of all, traveling is a great opportunity to broaden your mind. When you travel you visit plenty of attractions, if you take an excursion you learn the history of the places and interesting facts. Travelling gives you good emotions, as you can see very beautiful places: buildings, parks, lakes and beaches. When you travel you meet a lot of different people, who you can talk to and understand their way of thinking and the way they see the world. You learn about the culture, customs and traditions of other nationalities. You can also practice your English with those people.

My last trip abroad was last summer, when my family and I went to the Netherlands. It was so wonderful! The weather was great, very sunny and warm. I liked the local people, they are very friendly, smiling and always ready to help you. We visited the Northern sea, visited lots of local attractions and museums. We went to Van Gogh museum in Amsterdam, Madurodam museum in the Hague, where you can see all the Netherlands attractions in little size. Unfortunately, our trip wasn't so long, just 5 days, but I hope to come back there and see other nice places of this great country.

**Task 10. Make up a project about your best travelling.**

## Тема 18. Видовременные формы глагола, группа времен Simple Настоящее простое время

### Task 1. Translate into English.

1. Меня зовут Катя.
2. Мне 17 лет.
3. Я русская. Я из Санкт-Петербурга.
4. Я студентка.
5. Мой любимый вид спорта — теннис.
6. Я интересуюсь музыкой.
7. Мой любимый предмет — английский язык.
8. Моя мама — зубной врач.

### Task 2. Fill in the gaps using *am, is, are*.

1. Where ... you? — I ... in the kitchen.
2. Where ... Fred? — He ... in the garage.
3. Where ... Lisa and John? — They ... at college.
4. ... you busy? — No, I ... not.
5. Mike ... busy. He ... the busiest person I've ever met.
6. It ... ten o'clock. She ... late again.
7. How ... you? — I ... not very well today. — I ... sorry to hear that.
8. We ... interested in classical music.
9. Vera ... afraid of snakes.
10. My grandmother ... not nervous and she ... rarely upset. She ... the kindest person I've ever seen. My grandmother ... really wonderful.
11. I ... sorry. They ... not at the office at the moment.
12. Where ... the keys? — In your jacket.
13. What ... the time, please? — Two o'clock.
14. It ... the biggest meal I've ever had.
15. Which sport do you think ... the most dangerous?
16. Do you have any idea where he ...?

### Task 3. Write these verbs + *-s* or *-es*.

- |                     |                      |
|---------------------|----------------------|
| 1. (read) she reads | 4. (dance) he .....  |
| 2. (think) he ..... | 5. (have) she .....  |
| 3. (fly) it .....   | 6. (finish) he ..... |

### Task 4. Complete the sentences. Use these verbs:

*boil close cost cost like like meet open ~~speak~~ teach wash*

1. Margaret *speaks* four languages.
2. In Britain the banks usually ..... at 9.30 in the morning.
3. The City Museum ..... at 5 o'clock in the evening.
4. Tina *is* a teacher. She ..... mathematics to young children.
5. My job is very interesting, I ..... a lot of people.
6. Peter ..... his hair twice a week.
7. Food is expensive. It ..... a lot of money.
8. Shoes are expensive. They ..... a lot of money.
9. Water ..... at 100 degrees Celsius.
10. Julia and I are good friends. I ..... her and she ..... me.



**Task 5. Write sentences from these words. Put the verb in the right form.**

1. (always/early/Sue/arrive) **Sue always arrives early.**
2. (basketball / I play / often) I .....
3. (work / Margaret / hard / usually) .....
4. (Jenny / always / nice clothes / wear) .....
5. (dinner / we / have / always / at 7.30) .....
6. (television / Tim / watch / never) .....
7. (like / chocolate / children / usually) .....
8. (Julia / parties / enjoy / always) .....

**Task 6. Open the brackets using the Present Simple.**

1. A: ..... (you/ know) that man over there?  
B: Actually, I do. He's Sara's husband.
2. A: I ..... (see) you are feeling  
B: Yes, I am, thank you.
3. A: Graham ..... (have) a new computer  
B: I know. I've already seen it.
4. A: You ..... (look) very pretty today.  
B: Thank you. I've just had my hair cut.
5. A: Would you like some cherries?  
B: Yes, please. I ..... (love) cherries. They are my favourite fruit.
6. A: This cake ..... (taste) awful.  
B: I think I forgot to put the sugar in it.

**Task 7. Complete the texts. Write the verbs using the correct form of the Present Simple. Match texts 1-3 with the pictures A-C.**

**Wild animals in North America**

- 1 Raccoons (1) ..... (come) from the forests of north America. The mother raccoon (2) ..... have four, five or six babies in spring. The babies (3) ..... (not / can) see anything for about three weeks. They (4) ..... (stay) with their parents for the first year.
- 2 The skunk also (5) ..... (live) in North America. The skunk (6) ..... (have got) a bad smell and it (7) ..... (use) the smell to fight over animals and people. The skunk's smell (8) ..... (not / go away) easily and quickly! Skunks (9) ..... (eat) insects and other small animals.
- 3 Coyotes (10) ..... (look) like wolves, but they (11) ..... (be) different. Wolves usually (12) ..... (stay) with other wolves , but coyotes (13) ..... (not / like) company: they (14) .....

..... (prefer) to be alone. Coyotes (15) ..... (be) intelligent. They (16) ..... (eat) a lot of different animals, and their favourite food is rabbits. South Dakota (17) ..... (be) the Coyote State! Did you know that?

Match texts 1 – 3 with the pictures A – C.

**A**



**B**



**C**



### Task 7. Choose the correct item.

1. My parents \_\_\_\_ in a detached house.

- a) are lived    b) live    c) lives

2. The sun \_\_\_\_ in the East.

- a) rises    b) rise    c) rising

3. A red traffic lights \_\_\_\_ “Stop”.

- a) is mean    b) mean    c) means

4. He \_\_\_\_ to any parties.

- a) don't belong    b) isn't belong  
c) doesn't belong

5. Do you \_\_\_\_ where the post office is?

- a) knowing    b) know    c) knows

6. My mother \_\_\_\_ lots of money on clothes.

- a) spend    b) spends    c) don't spend

7. Martin never \_\_\_\_ me text messages.

- a) doesn't send    b) sends    c) send

8. \_\_\_\_ lunch at work?

- a) Do you usually have    b) Are you

9. I \_\_\_\_ too much coffee.

- a) drinks    b) drinking    c) drink

10. The bank always \_\_\_\_ on time.

- a) open    b) is open    c) opens

11. Where \_\_\_\_ your books?

- a) you keep    b) does you keep    c) do you keep

12. They \_\_\_\_ volleyball on weekends.

- a) don't play    b) aren't play    c) doesn't play

13. \_\_\_\_ her dog every morning?

- a) Is Mary walk    b) Does Mary walk  
c) Do Mary walk

14. Ted often \_\_\_\_ in a restaurant.

- a) is dines    b) dine    c) dines

15. All sport competitions \_\_\_\_ at our stadium.

- a) takes place    b) take place    c) are take

16. \_\_\_\_ many houses?

- a) Does he owns    b) Does he own

usually have    c) Does you usually have    c) Do he owns

### Тема 19. Простое пошедшее время

#### Task 1. Put in *am/is/are* (present) or *was/were* (past).

1. Last: year she *was* 22, so she *is* 23 now.
2. Today the weather ..... nice, but yesterday it ..... very cold.
3. I ..... hungry. Can I have something to eat?
4. I feel fine this morning but I ..... very tired last night.
5. Where ..... you at 11 o'clock last Friday morning?
6. Don't buy those shoes. They ..... very expensive.
7. I like your new jacket. ....it expensive?
8. This time last year I ..... in Paris.
9. "Where ..... the children?" "I don't know. They ..... in the garden ten minutes ago."

#### Task 2. Write the past Simple of these verbs.

- |                     |             |
|---------------------|-------------|
| 1. get - <i>got</i> | 7. go -     |
| 2. see -            | 8. think -  |
| 3. play -           | 9. copy -   |
| 4. pay -            | 10. know -  |
| 5. visit -          | 11. put -   |
| 6. buy -            | 12. speak - |

#### Task 3. Complete the sentences. Use one of these verbs in the past simple:

~~clean~~ die enjoy finish happen open rain start stay want

1. I *cleaned* my teeth three times yesterday.
2. It was hot in the room, so I ..... the window.
3. The concert ..... at 7.30 and ..... at 10 o'clock.
4. When I was a child, I..... to be a doctor.
5. The accident ..... last Sunday afternoon.
6. It's a nice day today but yesterday it ..... all day.
7. We ..... our holiday last year. We ..... at a very nice place.
8. Ann's grandfather ..... when he was 90 years old.

#### Task 4. Write sentences about what you did yesterday.

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 1. I played volleyball yesterday. | 1. I didn't cook yesterday. |
| 2. _____                          | 2. _____                    |
| 3. _____                          | 3. _____                    |
| 4. _____                          | 4. _____                    |

5. \_\_\_\_\_ 5. \_\_\_\_\_

**Task 5. First, put the verbs in brackets in the Past Simple, then match the beginnings of the sentences to their endings.**

- |  |  |
|--|--|
| 1. John ... <i>was</i> ... (to be) tired, so           | a) he ..... (go) to the dentist.             |
| 2. Peter ..... (need) some money, so                   | b) he ..... (call) to the police.            |
| 3. Anna ..... (not/like) the film, so                  | c) I ..... (take) an aspirin.                |
| 4. Sophia and Mary ..... (miss) the bus, so            | d) she ..... (shout) at them.                |
| 5. Somebody ..... (steal) Mr. Jones' car, so           | e) he ..... (go) to the bank.                |
| 6. The children ..... (break) their mother's watch, so | f) he ... <i>went</i> ... (go) to bed early. |
| 7. I ..... (not/feel) well, so                         | g) they ..... (take) a taxi.                 |
| 8. Mike ..... (have) toothache, so                     | h) she ..... (leave) the cinema.             |

- |                     |    |    |
|---------------------|----|----|
| 1. ... <i>f</i> ... | 4. | 7. |
| 2.                  | 5. | 8. |
| 3.                  | 6. |    |

**Task 6. Put the verbs in brackets in the Past Simple.**



Last Sunday the Carter family 1) ...*went*... (go) camping in the countryside. They 2) ..... (find) a nice place by the river. Mr. Carter 3) ..... (put up) the tent. After that they 4) ..... (eat) some sandwiches and cakes. Then, Mr. Carter 5) ..... (show) Sam and Pamela how to fish. Mrs. Carter 6) ..... (pick) some flowers, and their dog Champ 7) ..... (swim) in the river. They all 8) ..... (have) a very good time.

**Task 7. Anna's mother left a list of things for Anna to do. Now she's talking to Anna on the phone. Look at the list and fill in the gaps with the correct verb in the Past Simple. Give short answers.**

*Mother:* Hello Anna.

*Anna:* Hi Mum.

*Mother:* Did you do the things I asked you to do?



*Anna:* I did some of them but not all of them.

*Mother:* So, 1) ...*did you go*... to the supermarket?

*Anna:* 2) ..... , but I 3) ..... to the baker's.

*Mother:* That's all right. 4) ..... the letters?

*Anna:* 5) .....  
.....

*Mother:* 6) ..... the beds?

*Anna:* 7) ....., and I also 8) ..... the dishes.

*Mother:* Good! What about the dog?

*Anna:* I 9) ..... Blacky and then I 10) ..... him for the walk.

*Mother:* 11) ..... the plants?

*Anna:* 12) .....  
.....

*Mother:* It doesn't matter. I'm glad you did all those things.

*Anna:* to tell you the truth Mum, Grandma came and helped me!

|                       |   |
|-----------------------|---|
| go to the supermarket | ✓ |
| post the letters      | x |
| go to the baker's     | x |
| feed Blacky           | ✓ |
| take him for a walk   | ✓ |
| make the beds         | ✓ |
| water the plants      | x |
| wash the dishes       | ✓ |

**Task 8. Complete the text using the correct tense and form of the verbs (Present Simple or Past Simple).**

go die live love work have paint paint start like buy finish go  
start have visit stay

My aunt Nancy was born in England, but now she 1) ...*lives*...in Perth, Australia. She 2) ...*went*... to Australia in 1985 when her husband, my uncle Jack, 3) .....

She is 80 years old now, but she still 4) ..... . She's an artist. She 5) ..... pictures of cats for birthday cards. She 6) ..... cats – she 7) .....twenty-five!

She 8) ..... painting in 1986. At first she 9) ..... just for a hobby, but then in 1989 she began making and selling birthday cards. A lot of people 10) ..... them and 11) ..... them.

She usually 12) ..... work at 7.00 in the morning and 13) ..... at 5.00 in the evening. Then she 14) ..... swimming.

Last year I 15) ..... Australia and I 16) ..... with her for two weeks. I 17) ..... a very good holiday.

### Task 9. Write short answers to the questions.

1. Was aunt Nancy born in Australia? – No, she wasn't.
2. Did she go to Australia in 1985? – \_\_\_\_\_
3. Did uncle Jack die in 1985? – \_\_\_\_\_
4. Is aunt Nancy 90 years old? – \_\_\_\_\_
5. Does she still work? – \_\_\_\_\_
6. Does she have fifty cats? – \_\_\_\_\_
7. Did she start painting in 1986? – \_\_\_\_\_
8. Did she start selling birthday cards in 1987? – \_\_\_\_\_
9. Does she usually work ten hours a day? – \_\_\_\_\_
10. Does she usually go shopping after work? – \_\_\_\_\_

### Task 10. Write questions for these answers.

1. Where was aunt Nancy born? – *In England.*
2. \_\_\_\_\_ – In Perth, Australia.
3. \_\_\_\_\_ – She went there in 1985.
4. \_\_\_\_\_ – She's an artist.
5. \_\_\_\_\_ – In 1986.
6. \_\_\_\_\_ – Because she loves them – she has 25.
7. \_\_\_\_\_ – About ten, usually.

## Тема 20. Видовременные формы глагола, группа времен Continuous

### Настоящее длительное время

**Task 1. What are these people doing? Use these verbs to complete the sentences:**

*eat have lie play sit wait*



1. She *is eating* an apple.
2. He ..... for a bus.
3. They ..... football.
4. .... on the floor.
5. .... breakfast.
6. .... on the table.

**Tsk 2. Complete the sentences, use one of these verbs:**

*build cook go have stand stay swim ~~work~~*

1. Please be quiet. *I'm working*.
2. "Where's John?" "He's in the kitchen. He ..... ."
3. "You ..... on my foot." "Oh, I'm sorry."
4. Look! Somebody ..... in the river.
5. We're here on holiday. We ..... at the Central Hotel.
6. "Where's Ann?" "She ..... a shower."
7. They ..... a new theatre in the city centre at the moment.
8. I ..... now. Goodbye.

**Task 3. Look at the picture. Write sentences about Jane. Use *She's -ing* or *She isn't -ing*.**

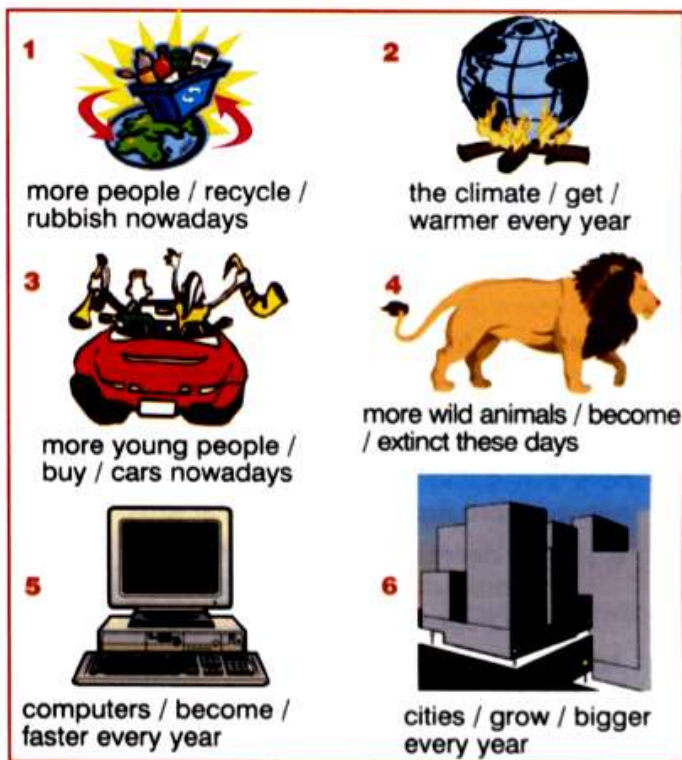


1. (have dinner) Jane *isn't having* dinner.
2. (watch television) **She's watching** television.
3. (sit on the floor) She .....
4. (read a book) .....
5. (play the piano) .....
6. (laugh) .....
7. (wear a hat) .....
8. (write a letter) .....



**Task 4. How is our world changing? Look at the picture and the prompts and make sentences using the Present Continuous.**

e.g. *More people are recycling rubbish nowadays.*



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Task 5. What's happening at the moment? Write sentences.**

1. (I/wash/my/hair) I'm not washing my hair.
2. (it/snow) It's snowing. OR It isn't snowing.
3. (I/sit/on a chair) .....
4. (I/eat) .....
5. (it/rain) .....
6. (I/learn English) .....
7. (I/listen to a music) .....

**Task 6. Write questions from these words. Use *is* or *are* and put the words in right order.**

1. (working/ Paul / today?) *Is Paul working today?*
2. (what / doing / the children?) *What are the children doing?*
3. (you / listening / to me?) .....
4. (where / going / your friends?) .....
5. (your parents / television / watching?) .....
6. (what / cooking / Ann?) .....
7. (why / you / looking / at me?) .....
8. (coming / the bus?) .....



**Task 7. Write short answers (Yes, I am. / No, he isn't. etc.)**

1. Are you watching TV? *No, I'm not.*
2. Are you wearing a watch? .....
3. Are you eating something? .....
4. Is it raining? .....
5. Are you sitting on the floor? .....
6. Are you feeling well? .....

**Task 8. Correct the mistakes.**

- |                                    |  |
|------------------------------------|--|
| 1. We looking for a new flat.      | 4. What are you do?                    |
| 2. I am play tennis now.           | 5. You isn't listening to the teacher. |
| 3. George and Mary is watching TV. | 6. He reading the magazine.            |

**Task 9. Look at the picture and put the verbs in brackets into the Present Continuous.**



This is a photo of my mother and our dog, Flash. Mum 1) ..... (work) on our boat. She 2) ..... clean the deck. She 3) ..... (use) a mop and a bucket of water. She 4) ..... (wear) trousers and a sweater. Flash 5) ..... (lie) on the floor. He 6) ..... (look) at my mother.

**Now, describe one of your photographs as in the example.**



This is a photo of  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

**Task 10. Michael McIntosh is a politician. Read the text and put the verbs in brackets into the Present Simple or the Present Continuous.**

Michael McIntosh 1) ...*is*... (be) a very busy man. Every morning, he 2) ..... (leave) home at 8 o'clock, and 3) ..... (go) to his office. He 4) ..... (usually / have) meetings until lunchtime, and in the afternoon, he 5) ..... (often / visit) the people of Madewell. He really 6) ..... (enjoy) talking to people.

At the moment, he and his team 7) ..... (organize) his election campaign. There are elections in June and he 8) ..... (hope) to persuade lots of people to vote for him.

Next month, he 9) ..... (go) to London to meet the Prime Minister. They 10) ..... (have) a meeting to discuss future plans for Madewell.

**Тема 21. Прошедшее длительное время**

**Task 1. Put the verbs in brackets into the Past Continuous.**

A: What 1) ...*was happening*... (happen) at the time of the robbery?

B: Well, I 2) ..... (sit) in my office. I 3) ..... (talk) to an employee. Some of the staff 4) ..... (put) food onto the shelves. Several customers 5) ..... (do) their shopping and a cashier 6) ..... (stand) behind the till.

A: Can you tell me anything about the robbers?

B: Yes. They 7) ..... (wear) black masks and they 8) ..... (hold) guns. They 9) ..... (shout).

A: How did they get away?

B: They drove off in a car which 10) ..... (wait) outside.

**Task 2. Complete the questions. Use *was/were -ing*. Use *what/where/why* if necessary.**

1. (you/live) Where were you living in 1990?
2. (you/do) ..... at 2 o'clock?
3. (it/rain) ..... when you got up?
4. (Ann/drive) ..... so fast?
5. (Tim/wear) ..... a suit yesterday?

**Task 3. Look at the picture. You saw Joe in the street yesterday afternoon. What was he doing? Write positive or negative sentences.**

1. (wear/a jacket) He wasn't wearing a jacket.
2. (carry I a bag) .....

3. (go/to the dentist) .....



4. (eat/an ice-cream) .....

5. (carry/an umbrella) .....

6. (go/home) .....

7. (wear/a hat) .....

8. (ride/a bicycle) .....

**Task 4.** Yesterday, the people in the picture had to wait two hours for their boat which was late. What were they doing while they were waiting? **Look at the picture and describe it using the Past Continuous.**

e.g. The two girls were playing with a ball.



**Task 5.** Put the verbs in brackets into the Past Continuous or the Past Simple. Then, put the pictures in the right order.



It 1) ...*was*... (be) a beautiful spring morning when Emma and her father 2) ..... (decide) to visit Seaton Castle. The sun 3) ..... (shine) and the birds 4) ..... (sing). Emma 5) ..... (feel) very excited. The castle 6) ..... (be) very old and made of stone. They 7) ..... (climb) the steps to the top of the tower. While they 8) ..... (admire) the view, they 9) ..... (hear) some noises. They 10) ..... (look) around but they 11) ..... (not / see) anybody. “That’s funny,” said Emma. “I 12) ..... (think) I 13) ..... (see) someone standing over there.” After a while they 14) ..... (decide) to visit the cellar of the castle. Emma 15) ..... (examine) an old barrel when she 16) ..... (hear) the door of the cellar close behind them. “Dad,” she 17) ..... (say), “don’t close the door!” “But, I 18) ..... (not / close) it, dear,” her father said. Emma 19) ..... (turn) around and 20) ..... (see) a shadow on the wall. She 21) ..... (know) then that the ghost of Seaton Castle 22) ..... (watch) them!

**Task 6. Look at the picture. It shows what the people were doing/did when a bank robbery happened. In pairs, ask and answer questions using the prompts below as in the example.**

e.g. SA: What was the manager doing?

SB: He was talking on the phone.

SA: What did he do when he saw the robbers?

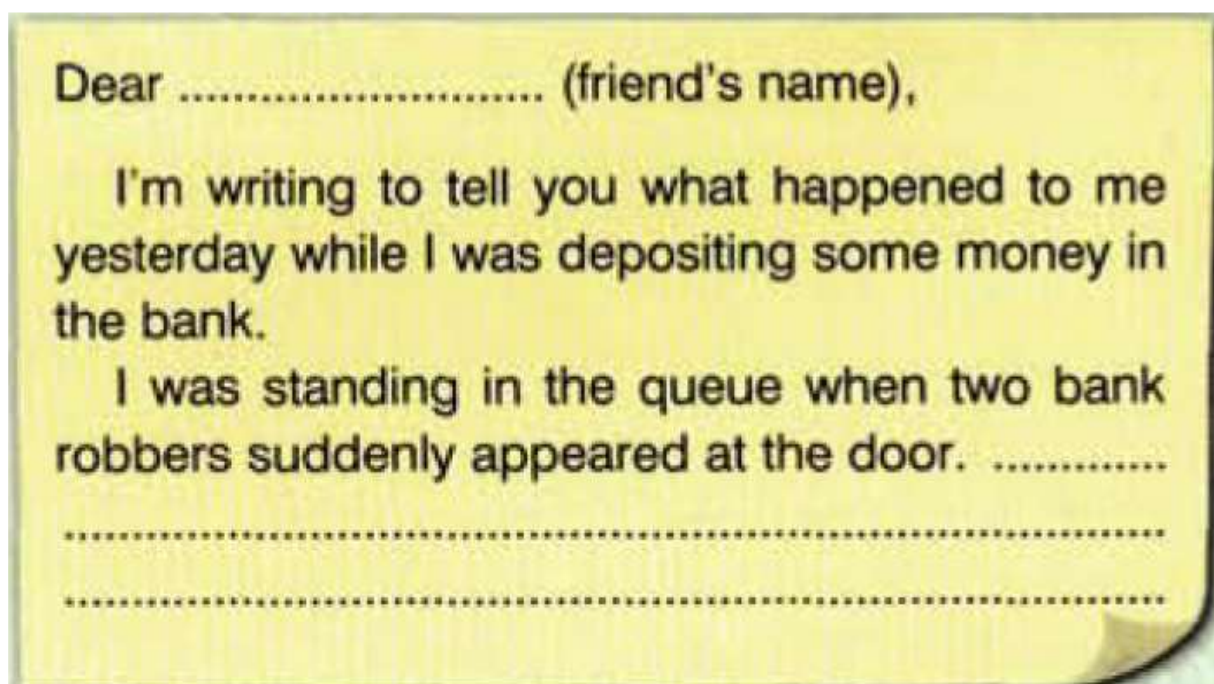
SB: He stood up.

- manager / talk on the phone / stand up
- cashier / count some money / put his hands up
- child / sit on a chair / start to cry
- old lady / wait in the queue / faint



**Imagine that one of the people who saw the robbery is writing a letter to a friend to tell him/her what was happening/happened on that day. Using the picture above and your notes, complete the letter.**





**Task 7. Put the verbs in brackets into the Past Simple or the Past Continuous.**

Dear Rick,

I'm writing to you from my hotel in Switzerland. I'm having a lovely time here but you can't imagine what 1) ...*happened*... (happen) to me yesterday. I 2) ..... (be) on mountain with my friends and we 3) ..... (have) a lovely time because the snow 4) ..... (be) perfect for skiing. Unfortunately the sun 5) ..... (shine) on the snow, so it 6) ..... (be) difficult to see. Suddenly, I 7) ..... (hit) the rock and I 8) ..... (fall) over. Luckily I 9) ..... (not / be) seriously hurt – I just 10) ..... (get) a few bruises. Now I'm trying to be more careful!

I'll see you when I get back.

Best wishes,  
Kevin

**Task 8. Put the verbs in brackets into the Present Continuous, Present Simple or Past Continuous.**

1. I ...*was cleaning*... (clean) the windows when the telephone .....(ring).
2. "What is that noise?" "James ..... (repair) his bike at the moment."
3. He ..... (read) a book when his mother ..... (call) him.
4. "..... (be) you busy?" "No, what ..... (you / want) me to do?"
5. They ..... (sing) while we ..... (play) some music.
6. Susan is a nurse. She usually ..... (work) at night).

**Task 9. Choose the correct item.**

1. The earth ...*B*... round the sun.  
a) moved    b) moves    c) is moving
2. Sarah ..... a new car yesterday.  
a) is buying    b) buy    c) bought
3. I ..... when suddenly the dog began to bark.  
a) study    b) studied    c) was studying
4. They ..... hard at the moment  
a) are working    b) were working    c) worked
5. I ..... home from work when it began to snow.  
a) am walking    b) walk    c) was walking
6. Jane ..... the receiver and dialled the number.  
a) lifts    b) was lifting    c) lifted
7. Walt Disney ..... Mickey Mouse.  
a) was creating    b) creates    c) created
8. Helen ..... to the gym every day , but now she doesn't.  
a) used to go    b) didn't use to go    c) was going
9. We ..... for a new house at the moment.  
a) are looking    b) look    c) looked
10. Ted ..... his father in the garden every Sunday.  
a) was helping    b) helps    c) is helping
11. The ferry to Calais ..... at 3 o'clock every day.  
a) leave    b) leaves    c) was leaving
12. You ..... your music too loud! I can't stand it!  
a) were always playing    b) always play    c) are always playing

**Тема 22. Видовременные формы глагола, группа времен Future  
Будущее простое время**

**Task 1. Fill in the gaps with *will* ('ll) or *will not* (won't).**

1. You are late. You ...*won't*... get there n time.
2. "The ice-cream is melting." "I ..... put it in the freezer."
3. Perhaps Tom ..... start looking for a better job.
4. I ..... be able to help you tomorrow because I'm busy.
5. "We haven't got any milk." "I ..... buy some."
6. Put on your coat or you ..... get cold.
7. I'm afraid I ..... have time to go shopping with you next Saturday.
8. I expect I ..... see Brenda at the party the day after tomorrow.
9. It's Fay's birthday next week. I ..... send her a birthday card.

10. Stuart is very tired. I think he ..... go to bed early tonight.

**Task 2. Fill in the gaps with the verbs from the list in the Future Simple.**

*help go lend order take show*

1 A: I've lost my wallet.

B: I ... *'ll help*... you to find it.

2. A: I've forgotten my umbrella.

B: I ..... you mine.

3. A: We haven't got any milk.

B: Never mind. I ..... and buy some.

4. A: The dog is ill.

B: I ..... it to the vet.

5. A: Have you got a new car?

B: Yes, I ..... it to you later.

6. A: I don't want to cook tonight.

B: OK. I ..... a pizza, then.

**Task 3. Fill in short answers.**

1. Will they go camping next week?

Yes, ...*they will*...

2. Will Tom buy a car next year? No, .....

3. Will Fiona go to a concert tonight? No, .....

4. Will the children decorate the cake? Yes, .....

5. Will mother be back in an hour? No, .....

6. Will Peter call Kate tonight? Yes, .....

7. Will you help me fix the TV? No, .....

**Task 4. Read the following sentences. Then, say what these people are going to do using the words from the list.**

*study all day post it sleep have a party go to the hairdresser's take a taxi*

1. Kim and Paul are tired. ...*They are going to sleep*...

2. Richard has written the letter. \_\_\_\_\_

3. Kate has missed the bus. \_\_\_\_\_

4. Mrs. Hunter's hair is untidy. \_\_\_\_\_

5. It is Jane's birthday. \_\_\_\_\_

6. Bob has an exam tomorrow. \_\_\_\_\_

**Task 5. Fill in the gaps with the correct form of be going to and in the verbs in brackets.**

1. I ...*am going to buy*... (buy) a new car next month.

2. When ..... (you / tidy) your bedroom? It's very messy!
3. Bob ..... (play) football on Saturday because he has hurt his leg.
4. Barry and Jason ..... (visit) their grandparents on Sunday.
5. .... (Denis / appear) in the new TV series?
6. Monica ..... (sing) in the concert. She has got a sore throat.
7. I ..... (walk) to school today. I'll take the bus.
8. .... (you / help) me wash the dishes after lunch?
9. Helen ..... (cook) dinner for some friends tomorrow.
10. Ruth ..... (come) with us. She's too busy at work.

**Task 6. Look at Taylors' family diary for next week. In pairs, ask and answer questions using the prompts as in the example.**

e.g. SA: Are Eric and Rose going to wash the car on Sunday?

SB: Yes, they are.



|           |                          |
|-----------|--------------------------|
| Sunday    | Eric and Rose            |
|           | – wash the car           |
| Monday    | Mrs. Taylor              |
|           | - visit her              |
| Tuesday   | mum                      |
|           | Mr. and Mrs. Taylor      |
| Wednesday | - play                   |
|           | tennis                   |
| Thursday  | Eric – study for an exam |
|           | Rose – tidy her room     |

1. Eric and Rose / wash the car / Sunday?

2. Mrs. Taylor / visit her mum / Tuesday?

3. Mr. and Mrs. Taylor / play tennis / Tuesday?

4. Eric / study for an exam / Thursday?

5. Rose / tidy her room / Thursday?



**Task 7. Fill in the gaps with *will* or *be going to* and one of the verbs from the list.**

*visit answer be write study finish*

1. A: The phone is ringing  
B: OK. *I will answer it.*
2. A: You haven't finished your homework yet.  
B: I know. I ..... it after I have a bath.
3. A: Do you like singing?  
B: Yes, I do. I ..... a singer.
4. A: Do you want to go out for dinner tonight?  
B: I can't. I ..... for my exams.
5. A: Please write to us.  
B: I promise we ..... regularly.
6. A: Have you made plans for Christmas?  
B: Yes, I ..... my parents in Brighton.

**Task 8. Open the brackets using Future Simple or Present Simple.**

1. I don't think she ..... (to agree) to help us until she ..... (to know) all the details of the plan.
2. I hope he ..... (not / recognize) me if I ..... (to wear) a wig.
3. When you ..... (to apologize) to her you ..... (to feel) much better.
4. I don't know when Mrs. Smith ..... (to recover).
5. I ..... (to lay) the table while you ..... (to dress) for the party.
6. I'm not sure if this time ..... (to be) convenient for him.
7. I ..... (not / continue) the conversation unless you ..... (to calm down).
8. Call me at any time in case you ..... (to have) any problems.
9. Everything ..... (to be) ready before Frank ..... (to come).
10. I ..... (to try) to find out when they ..... (to publish) our book.

**Тема 23. Будущее длительное время**

**Task1. Open the brackets.**

1. This time next Monday, I \_\_\_\_\_ in a huge office in New York. (work)
2. This time on Tuesday, Mary \_\_\_\_\_ on a beach in Italy. (sunbathe)
3. Don't make noise after midnight – I \_\_\_\_\_ soundly, I hope. (sleep)
4. Jackeline \_\_\_\_\_ to Kenya tomorrow at this time. (fly)
5. Students \_\_\_\_\_ copies while he \_\_\_\_\_ the report. (make/ finish)
6. I \_\_\_\_\_ in my study library at 6pm tomorrow. (work).
7. This time next year we \_\_\_\_\_ the Pacific Ocean. (cross)

8. I \_\_\_\_\_ the dinner table while my mother \_\_\_\_\_ the meat. (lay / prepare)
9. You'll recognize Molly! She \_\_\_\_\_ a pink hat. (wear)
10. From 7 till 12 I \_\_\_\_\_ classes. (have)
11. \_\_\_\_\_ you \_\_\_\_\_ your bike this evening? (use)
12. My auntie and uncle \_\_\_\_\_ with us this weekend. (stay)
13. I \_\_\_\_\_ television from ten pm to midnight. (to watch)
14. This time on Friday I \_\_\_\_\_ on the beach. (to lie)
15. What \_\_\_\_\_ you \_\_\_\_\_ tomorrow evening? (to do)
16. \_\_\_\_\_ you \_\_\_\_\_ late tomorrow night? (to work)
17. Don't ring Greg up at 10am. He \_\_\_\_\_ his music lesson. (have)
18. The boys of our team \_\_\_\_\_ football tomorrow morning. (play)
19. It \_\_\_\_\_ probably \_\_\_\_\_ when we arrive in Kongo. (rain)

**Task 2. Answer the questions in the Future Continuous.**

1. What Mary be doing? (make a skirt)
2. What Tom be doing? (swim in the Yellow Sea)
3. What will Paul's grandfather be doing? (work in the garden)
4. What will Greg be doing at the University? (study languages)
5. What will Megan's mother be doing? (fly to America)
6. What will the singer be doing at the concert? (sing songs)
7. What will the journalist be doing? (interview the President)
8. What will the professor be doing next September? (reading lectures)

**Task 3. Continue the following sentences using the Future Continuous.**

Example: Don't call Greg at seven. (have a bath)

*Don't call Greg at seven, he will be having a bath.*

1. Don't leave the tiny newborn alone. (cry)
2. Don't call on Steven tonight. (pack)
3. Don't ring anybody up at six am. (sleep)
4. Don't wait for Melody tomorrow, (train)
5. Don't tell your Granny. (grumble)
6. Don't expect Molly to come on Saturday, (work)
7. Don't come to see Miranda after lunch. (typing her novel)
8. Don't send Molly any letters in July. (travel)

**Task 4. Make up questions to the words and word combinations in itelic.**

e.g.: On Friday we will be decorating *our home* for the New Year. - *What will you be decorating for the New Year on Friday?*

1. We will be having a business meeting *at 3 o'clock tomorrow*.
2. Soon Kyle will be creating *a new website for this company*.
3. On Monday *Tom* will be watching a football match.
4. My brother *will be selling* his car.
5. At this time tomorrow the boys of our group will be playing football.

**Task 5. Correct the mistakes.**

1. My parents will moving house next week.
2. Sue will be not working from home for the next few days.
3. Tomorrow morning my neighbor will is having an exam.
4. Luke will be repair his bike on Tuesday.

**Task 6. Complete the sentences in A using the *will be* + *-ing* form. Find a question in B to go with each sentence.**

Example:

1. *I'll be going past the post office. Shall I post your letter?*

A

1. I .... (go) past the post office.
2. .... (you/speak) to Robert?
3. I ..... (not/use) my car tonight.
4. We ..... (get) some concert tickets.
5. When ..... (you/visit) Sue again?
6. .... (you/drive) into town today?

B

- Would you like to borrow it?
- Shall we get one for you?
- Can you give her something?
- Could I have a lift?
- Shall I post your letter?
- Can you give him a message

**Task 7. Choose the correct item.**

1. I *shall go/shall be going* to the party when my brother arrives.
2. *Will you pass / will you be passing* me the books from him tomorrow?
3. I'm sure Tom *will give up/is giving up* the job.
4. Jack isn't free on Monday. He *will write/ will be writing* at home.
5. Jim is going to study from 7 till 10 this evening. So at 8.30 this evening he *will learn/will be learning* new words.
6. While I *shall read/ shall be reading* this poem she will play/ *will be playing* the piano.
7. When you call him he *will sleep/ will be sleeping*.
8. I hope the next mail *will bring/ will be bringing* news from home.
9. Her homework is not finished. She *will work/ will be working* at it.
10. At what time *will you be/ will you being* at home?

## Тема 24. Моя будущая профессия

### Task 1. Match English phrases with Russian equivalents.

|   |  |
|---|--|
| 1. improve the quality of life                          | a. научно-технологический прогресс                                       |
| 2. the significance of engineer                         | b. важность инженера   |
| 3. conduct research work                                | с. интенсификация национальной экономики                                 |
| 4. a large and wide-array of industries                 | d. последние достижения науки и технологии                               |
| 5. practical training                                   | е. компьютерное проектирование   |
| 6. crop and livestock production storage and processing | f. техническое обеспечение   |
| 7. the practical application of engineering principles  | g. хранение и переработка растениеводческой и животноводческой продукции |
| 8. laboratories equipped with modern installations      | h. технологические процессы на сельскохозяйственных предприятиях;        |
| 9. scientific and technological progress                | i. большой список отраслей промышленности                                |
| 10. technical support                                   | j. практическое применение инженерных принципов                          |
| 11. computer-aided-design                               | k. лаборатории, оснащенные современными установками                      |
| 12. technological processes at agricultural enterprises | l. выполнять научную работу  |
| 13. the latest achievements in science and technology   | m. практическая подготовка   |
| 14. intensifying the national economy                   | n. улучшать качество жизни   |

**Task 2. Match the columns**

|  |  |
|--|--|
| 1. The significance of engineers ...   | a) ... good knowledge of physics and mathematics, computers, computer-aided-design, foreign languages, etc.                            |
| 2. A modern engineer must have...  | b) ... design and development.   |
| 3. The students of our department are specializing in...                               | c) ... the practical application of engineering principles.  |
| 4. The engineering technologist is often responsible for ...                           | d) ... scientific work at the scientific centers and students', design bureaus.  |
| 5. Technologists are employed in a large and wide-array of industries, including ...   | e) ... practical training at the advanced enterprises.   |
| 6. The work of engineering technologists focuses on ...                                | f) ...is increasing.   |
| 7. Theoretical training is combined with ...   | g) ... improve the quality of life for all who live in our communities.  |
| 8. Theoretical study is also combined with ...   | h) ... a variety of careers in both public and private sectors.  |
| 9. Engineering technologists work in...  | i) ... manufacturing, construction, industrial, maintenance, and management.   |
| 10. Engineering technologists are well-respected and valued members of society who ... | j) ... technical support of crop and livestock production storage and processing, technological processes at agricultural enterprises. |

**Task 3. Read and translate the text.****My future profession: an engineering technologist**

In the conditions of the scientific and technological progress the significance of engineers is increasing. Engineers have an important part to play in intensifying the national economy. In their work engineers are guided by the latest achievements in science and technology. A modern engineer must have good knowledge of physics and mathematics, chemistry, computers, computer-aided design, management science, foreign languages, etc.

I study at the engineering and technological department. The students of our department are specializing in technical support of crop and livestock production storage and processing, technological processes at agricultural enterprises. My future profession is an engineering technologist.

Engineering is a complex consisting of inter-linked industries. Engineering technologists work closely with engineers in coordinating people, material, and machinery. The engineering technologist is often responsible for design and development. Technologists are employed in a large and wide array of industries, including manufacturing, construction, industrial, maintenance, and management. Such positions as product design, testing, development, systems development, field engineering, technical operations, and quality control are all common positions for engineering technology graduates.

The students of our department are taught by a highly qualified staff of professors and teachers. Our practical training and laboratory work are done in the laboratories equipped with modern installations, apparatuses and devices. Theoretical training is combined with scientific work at the scientific centers and students' design bureaus. University teaching is also combined with practical training at the advanced enterprises. All these help to turn a student into a highly skilled engineer, ready for independent work.

Engineering technologists work in a variety of careers in both public and private sectors including design, marketing, estimating, research and development, production control, purchasing, operations and production, testing, quality management, maintenance, customer and field service, project management, instruction and teaching. They are well-respected and valued members of society who improve the quality of life for all who live in our communities.

## **Vocabulary**

condition(s) – условия, состояние

significance – значение, важность

increase – рост, увеличение

intensifying – усиление

guided by – руководствоваться

engineering and technological department – инженерно-технологический отдел

crop and livestock – растениеводство и животноводство

storage and processing – хранение и обработка

inter-linked industries – взаимосвязанные отрасли

responsible – ответственный

array of industries – множество

maintenance – техническое обслуживание

modern installations – современная установка

students' design bureaus – студенческие конструкторские бюро

to turn a student into – превратить в

estimating – оценивающий

research and development - научные исследования и разработки  
customer service – сервисная служба  
field service – эксплуатационное обслуживание

**Task 4. Complete the sentence using a derivative from the word in brackets.**

1. Engineers are guided by the latest (to achieve) in science and technology.
2. Engineering is a complex (to consist) of inter-linked industries.
3. The engineering technologist is responsible for design and (to develop).
4. Technologists are (to employ) in a large and wide-array of industries.
5. The work of engineering technologists focuses on the applied and practical (to apply) of engineering principles.
6. Students' practical training is done in the laboratories (to equip) with modern devices.
7. Students write their term papers and graduation theses on the problems (to connect) with their scientific work.
8. Engineering technologists work in public and private sectors (to include) design, marketing, research and development, production control and others.

**Task 5. Fill in the gaps with the appropriate prepositions.**

1. Engineers are guided ... the latest achievements in science and technology.
2. I study ... the engineering and technological department.
3. The students of our department are specializing ... technical support of crop and livestock production storage and processing.
4. Technologists are employed ... a large and wide-array of industries.
5. The work of engineering technologists focuses ... the practical application of engineering principles.
6. Our practical training is done in the laboratories equipped ... modern devices.
7. Theoretical training is combined ... practical training.
8. Engineering technologists work ... a variety of careers in both public and private sectors.

**Task 6. Define whether the following statements are true or false. Correct the false ones.**

1. A modern engineer must have good knowledge of physics and mathematics, chemistry, computers, computer-aided-design, management science, foreign languages, etc.
2. Engineering technologists work closely with engineers in coordinating people, material, and machinery.
3. The engineering technologist is often responsible for people and machinery.

4. The work of engineering technologists focuses on design and planning of engineering tasks.
5. University teaching is combined with work at the advanced enterprises.
6. Engineering technologists work in a variety of careers in both public and private sectors.

**Task 7. Write down sentences of your own using new word combinations:**

- to be guided by
- to have a good knowledge of
- to specialize in
- to be employed in a wide array of industries
- to be equipped with
- to be combined with
- to improve the quality of life.

**Task 8. Work out answers to the following. Ask a friend the same questions.**

1. What are modern engineers guided by?
2. What department do you study at?
3. What do the students of your department specialize in?
4. What is the engineering technologist responsible for?
5. Where are usually technologists employed?
6. What does the work of engineering technologists focus on?
7. What helps students turn into highly skilled engineers?
8. What variety of careers can engineering technologists choose?

## **Тема 25. Метрическая система**

**Task 1. Read and translate the text.**

### **The Metric System**

Physics measures such physical quantities as time, length, mass, density, velocity, area, volume, temperature and energy. Different units of length and mass exist. Nearly all of them are interrelated. Nowadays, three main systems of measurement are widely used: the British system of unity, the metric system of units and the International system of units (SI).

With a few exceptions, all the nations of the world use the metric system. It is so easy that anyone who knows arithmetic can learn it quickly. Before the introduction of the metric system (meter-kilogram-second), the British foot- pound-second system was widely used. But the latter system (which is still in use in Great Britain and the USA) was very complicated and caused serious difficulties in the



international trade. For example, in the British system 1 mile is equal to 1760 yards, 1 yard - to feet and 1 foot- to 12 inches. This means that it's very difficult to convert units. But in the metric system each unit is a multiple of the following lower unit by ten. Therefore, the conversion to a higher quantity is done by moving the decimal point to the right to the required number of places, and vice versa.

The idea of decimal system was realised only at the end of the 18th century. In 1791, the French Academy of Science decided that the standard of length should be one ten-millionth part of the distance from the Equator to the North Pole. The two French scientists charged with the task took this distance on a line running through Paris and divided it into 10 000 000 equal parts. They called one of the parts a meter ('measure'), which became the main unit. Meter was also used to measure area and volume. Thus a square meter and a cubic meter appeared.

The main advantage of the system is that for shorter measurements the meter is divided by ten, so a decimal system was used. Shorter units had Latin prefixes and longer ones - Greek prefixes. So, 'millimeter' is Latin for 'a thousandth part of a meter' and 'kilometer' is Greek for 'a thousand meters'.

As for the unit of mass, it was defined as the mass of a cubic centimeter of water at the temperature of 4°C (the temperature of its maximum density). As we know, the name of this unit is gramme.

The SI units is derived from the metric system and was internationally accepted in 1960. Besides meter (m), kilogram (kg) and second (s), its basic units are Kelvin (K), ampere (A), mole (mol), and candle (cd). This system was introduced in our country in the 1960s and every day we measure things by the units from this system.

## Vocabulary

advantage -преимущества

area -площадь

basic - базовый

candle - 1. свеча 2. кандела

cause служить причиной

charge - поручать

complicated - сложный

conversion - пересчет, перевод

convert - переводить (единицы)

cubic - кубический

decimal - десятичный

define - определять

density - плотность

derive - выводить; происходить

distance - расстояние

equal - равный

equator - экватор

exception - исключение

inch - дюйм

interrelated - взаимосвязанный

length - длина

line - линия

mass - масса

measure - мера

measurement - измерение

metre - метр

metric - метрический

mile - миля

mole - моль (единица измерения)  
multiply - умножать  
nearly - почти  
pound - фунт  
quantity - количество  
realize - зд. реализовать  
require - требовать  
science - наука  
trade - торговля  
square квадрат, квадратный  
standard - стандарт,

introduce - зд. вводить  
ten-millionth десятиллионный  
therefore - поэтому, следовательно  
through - сквозь  
thus - таким образом  
unit - единица  
unity - единство  
vice versa лат.- наоборот  
volume - объем  
yard -ярд

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

1. What quantities do physics measure? Are most of them interrelated?
2. How many systems of measurement are widely used nowadays?
3. All the nations of the world use the metric system, don't they?
4. What was used before the metric system?
5. When was the idea of decimal system realized?
6. What is the main unit of the metric system? How was it measured?
7. Were the units of area and volume defined as well?
8. Do shorter units have Greek or Latin prefixes?
9. What is a unit of mass?
10. Is there a difference between the metric system and the SI system?

**Task 2. Study the Active Vocabulary. Insert the missing words.**

1. Can you \_\_\_\_\_ cubic meter into cubic centimeters?
2. The \_\_\_\_\_ between Moscow and Samara is 1049.
3. 'Biology' is a \_\_\_\_\_ word, and 'science' is a \_\_\_\_\_ one.
4. The teacher \_\_\_\_\_ one of his pupils with a difficult task.
5. Newton was a great \_\_\_\_\_ who formulated laws of gravitation.
6. The \_\_\_\_\_ of ice is more than the \_\_\_\_\_ of water as a liquid. But the \_\_\_\_\_ of ice is less than the \_\_\_\_\_ of water at 4 °C.
7. Who was the first traveler who reached the South \_\_\_\_\_ ?
8. The \_\_\_\_\_ that studies stars is astronomy.
9. The \_\_\_\_\_ units of the \_\_\_\_\_ systems are a meter, a \_\_\_\_\_ and a \_\_\_\_\_

### Task 3. Read and act the dialog.

*Teacher:* Let's talk about physics. What is physics connected with? Who can say?

*Tom:* I can. Physics is connected with the study of matter and natural forces, such as light, heat, movement, etc.

*Teacher:* That's right. And now let's talk about the word *physics*. It is derived from the Greek word meaning "nature". Some time ago physics was called natural philosophy. It is sometimes called the science of exact measurements. What do you think the work of physics?

*Jane:* I think, the work of physics is to discover, explain and arrange systematically facts and phenomena relating to non-living things.

*Teacher:* Very good, Jane. Physics is an exact science and words used in definition and descriptions must be precise.

*Tom:* Yes, I know it. For instance, the words *mass* and *weight*, *force*, *energy*, *speed* are used as special terms when applied to physics.

*Teacher:* Have you heard how physics is divided into sections for convenience of study?

*Jane:* The sections of physics are mechanics, heat, light, magnetism, electricity.

*Teacher:* Right. What are the units of all quantities based upon?

*Tom:* Probably they are based on the units of weight, length and time?

*Teacher:* You are absolutely right. Good of you.

### Тема 26. Действительный и страдательный залог

В **действительном залоге** подлежащее обозначает исполнителя действия, лицо или предмет, выполняющие описываемое действие, а тот, на кого направлено действие, т.н. "получатель действия" в предложении является дополнением

В **страдательном залоге** подлежащим является лицо или предмет, подвергающиеся воздействию со стороны другого лица или предмета. Другими словами, исполнитель и получатель действия меняются местами, хотя исполнитель действия может и не указываться.

|                    | Действительный залог   | Страдательный залог  |
|--------------------|--|--|
| Present Simple     | Once a week, Tom <b>cleans</b> the house.  | Once a week, the house <b>is cleaned</b> by Tom.                         |
| Present Continuous | Right now, Sarah <b>is writing</b> the letter.                                   | Right now, the letter <b>is being written</b> by Sarah.                  |
| Past Simple        | Sam <b>repaired</b> the car.   | The car <b>was repaired</b> by Sam.                                      |
| Past Continuous    | The salesman <b>was helping</b> the customer when the thief came into the store. | The customer <b>was being helped</b> by the salesman when the thief came |

|                                     |   |   |
|-------------------------------------|---|---|
|                                     |   | into the store.   |
| Present Perfect                     | Many tourists <b>have visited</b> that castle.  | That castle <b>has been visited</b> by many tourists.                                   |
| Present Perfect Continuous          | Recently, John <b>has been doing</b> the work.  |   |
| Past Perfect                        | George <b>had repaired</b> many cars before he received his mechanic's license.                                 | Many cars <b>had been repaired</b> by George before he received his mechanic's license. |
| Past Perfect Continuous             | Chef Jones <b>had been preparing</b> the restaurant's fantastic dinners for two years before he moved to Paris. |   |
| Future Simple<br><i>will</i>        | Someone <b>will finish</b> the work by 5:00 PM.   | The work <b>will be finished</b> by 5:00 PM.  |
| Future Simple<br><i>be going to</i> | Sally <b>is going to make</b> a beautiful dinner tonight.   | A beautiful dinner <b>is going to be made</b> by Sally tonight.                         |
| Future Continuous                   | At 8:00 PM tonight, John <b>will be washing</b> the dishes.   |   |
| Future Perfect                      | They <b>will have completed</b> the project before the deadline.  | The project <b>will have been completed</b> before the deadline.                        |
| Future Perfect Continuous           | The famous artist <b>will have been painting</b> the mural for over six months by the time it is finished.      |   |
| Used To                             | Jerry <b>used to pay</b> the bills.   | The bills <b>used to be paid</b> by Jerry.  |
| Would Always                        | My mother <b>would always make</b> the pies.  | The pies <b>would always be made</b> by my mother.                                      |
| Future in the Past                  | I knew John <b>would finish</b> the work by 5:00 PM.  | I knew the work <b>would be finished</b> by 5:00 PM.                                    |

### Task 1. Translate the sentences

1. Breakfast was cooked by our mother.
2. The new rule was explained to us at the English lesson.
3. The story was written by Chekhov.
4. This sports centre was visited by lots of people.
5. This sports game is often played at P.E. lessons.
6. The ball was thrown over the fence.
7. The boxer was knocked down.
8. I was born in Moscow.
9. They will be trained by a famous coach.
10. I will be sent to the competition.

## Task 2. Chose the right variant

1. The news program (*is watched / watched*) by millions of people every day.
2. The Mona Liza (*painted / was painted* ) by Leonardo da Vinci.
3. The new cinema (*be built / will be built*) next year.
4. New pop groups (*are much spoken / is much spoken*) about among teenagers.
5. Alexander Pushkin's first poem (*was written / written* ) when he was fourteen.
6. The letters (*be sent / will be sent*) by post tomorrow.
7. The translation (*was finished / were finished*) two hours ago.
8. London( *visited / is visited* )by hundreds of tourists every year.
9. The dinner ( *be / will be* )ready in an hour.

## Task 3. Define the Voice of the sentences A (=active) or P (= passive).

1. I'm paid twice a month.
2. She opened the door.
3. Renault cars are made in France.
4. Are any classes taught at weekends?
5. Do you study at weekends?
6. The policeman helped us.
7. We were helped by the policeman.
8. The President was photographed by the journalists.
9. The journalists photographed the President.
10. The Discovery Civilization channel is watched by millions of people.
11. Russian people also watch it.

## Task 4. Use sentences in Active or Passive Voice.

1. Nobody (to see) him yesterday.  
\_\_\_\_\_
2. The telegram (to receive) tomorrow.  
\_\_\_\_\_
3. He (to give) me this book next week.  
\_\_\_\_\_
4. The answer to this question can (to find) in the encyclopedia.  
\_\_\_\_\_
5. We (to show) the historical monuments of the capital to the delegation.  
\_\_\_\_\_
6. You can (to find) interesting information about the life in the USA in this book.  
\_\_\_\_\_
7. Budapest (to divide) by the Danube into two parts: Buda and Pest.  
\_\_\_\_\_

8. Yuri Dolgoruki (to found) Moscow in 1147.

---

9. Moscow University (to found) by Lomonosov.

---

10. We (to call) Zhukovski the father of Russian aviation.

---

**Task 5. Chose the right variant 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.

**Task 6. Use Passive Voice.**

1. They are now building new hospitals in the provinces.

---

2. Will they publish her new novel next year?

---

3. They will have completed the new petrol station by winter.

---

4. The police have just arrested Jimmy on suspicion of murder.

---

5. They cut the gas off because Mr. and Mrs. Green hadn't paid their bill.

---

6. They will open a new hotel next week.

---

7. Our managers discuss important matters every Tuesday.

---

8. The government closed the plant last year.

---

**Task 7. Fill in gaps *with* or *by*, translate the sentences.**

1. In his childhood Tom used to be beaten \_\_\_\_ a stick.
2. My parents were married \_\_\_\_ a priest.
3. Molly's bedroom wall was covered \_\_\_\_ posters.
4. The house was surrounded \_\_\_\_ flowerbeds.

5. His shorts were covered \_\_\_\_ mud.
6. Tom had been stabbed \_\_\_\_ a penknife.
7. The deer was shot \_\_\_\_ a hunter \_\_\_\_ rifle.
8. Soup is eaten \_\_\_\_ a spoon.
9. The new swimming pool has been just opened \_\_\_\_ the mayor.
10. During the robbery, the manager was hit \_\_\_\_ a baseball bat.
11. Extra training was provided \_\_\_\_ the company.
12. This story was written \_\_\_\_ Agatha Christie.
13. The bear was shot \_\_\_\_ a gun.
14. Trained dogs are used \_\_\_\_ the police.
15. The hall was decorated \_\_\_\_ pink and purple balloons.
16. University laboratories are equipped \_\_\_\_ up-to-date devices.
17. Rare books, issued \_\_\_\_ British publishers, are being shown at the exhibition.

### Тема 27. Будущее в прошедшем (Future in the Past)

Кроме двенадцати глагольных времен для выражения настоящего, прошедшего и будущего времени в изъявительном наклонении часто выделяют еще четыре формы **Future in the Past** (будущего в прошедшем), которые образуются аналогично соответствующим формам **Future** с заменой **will (shall)** формами **would (should)**.

| ОБРАЗОВАНИЕ ФОРМ FUTURE IN THE PAST          |  |   |
|--|--|---|
|  | ACTIVE   | PASSIVE   |
| <b>FUTURE INDEFINITE IN THE PAST</b>         | would (should) +<br>инфинитив без to           | would (should) +<br>be +<br>причастие II        |
| <b>FUTURE CONTINUOUS IN THE PAST</b>         | would (should) +<br>be +<br>причастие I        | НЕ СУЩЕСТВУЕТ                                   |
| <b>FUTURE PERFECT IN THE PAST</b>            | would (should) +<br>have +<br>причастие II     | would (should) +<br>have been +<br>причастие II |
| <b>FUTURE PERFECT CONTINUOUS IN THE PAST</b> | would (should) +<br>have been +<br>причастие I | НЕ СУЩЕСТВУЕТ                                   |

Формы **Future in the Past** передают те же значения, что и соответствующие им формы **Future**, но в отличие от них служат для выражения действия, которое является будущим не по отношению к моменту речи, а по отношению к прошедшему моменту, т. е. для выражения будущего действия, о котором речь шла в прошлом.

**Task 1. Use the necessary form of the verb, translate the sentences.**

Поставьте данные в скобках глаголы в нужную временную форму, соблюдая правило согласования времен.

1. They promised that they (bring) \_\_\_\_\_ us all the necessary books.
2. He did it better than I (expect) \_\_\_\_\_ he would.
3. He said that the tractors (be) \_\_\_\_\_ there soon.
4. I think it all happened soon after the meeting (end) \_\_\_\_\_.
5. He said that he (can) \_\_\_\_\_ not do it without my help.
6. The astronomer told us that the Moon (be) \_\_\_\_\_ 240,000 miles from the Earth.
7. We asked the delegates whether they ever (see) \_\_\_\_\_ such a demonstration.
8. It was decided that we (start) \_\_\_\_\_ our work at four o'clock.
9. I told you that I (leave) \_\_\_\_\_ town on the following day.
10. I did not know that you already (receive) \_\_\_\_\_ the letter.
11. The boy did not know that water (boil) \_\_\_\_\_ at 100 degrees.
12. He wanted to know what (become) \_\_\_\_\_ of the books.
13. I was told that the secretary just (go out) \_\_\_\_\_ and (to come back) \_\_\_\_\_ in half an hour.
14. We were afraid that she not (be able) \_\_\_\_\_ to finish her work in time and therefore (offer) \_\_\_\_\_ to help her.
15. He said we (may) \_\_\_\_\_ keep the book as long as we (like) \_\_\_\_\_.
16. When I called at his house, they (tell) \_\_\_\_\_ me that he (leave) \_\_\_\_\_ an hour before.
17. It (be) \_\_\_\_\_ soon clear to the teacher that the new pupil (cause) \_\_\_\_\_ much trouble.
18. I was thinking what a pleasure it (be) \_\_\_\_\_ to see my old friend again; I not (see) \_\_\_\_\_ him since my school days.
19. I have not yet told them that I (get) \_\_\_\_\_ them those books in the nearest future.



## **Тема 28. Компьютеры и их функции**

### **Task 1. Read and translate the text.**

#### **Functions of computers**

Computer is one of the inventions of the 20th century that changed the world greatly. The first computers of the 1940s were enormous. But now they are almost in every family and in every office building.

Most machines do only one job, some are multifunctional (e.g. a TV set + DVD player). But no device is as multifunctional as computer. The parts of the machine (or its hardware) remain the same, you change only the program (software) and your computer immediately learns to do various things. A browser program is designed to look at pages on the Internet (you can also say to browse, this accounts for the word browser). A word processor program lets you to print text and then change styles of fonts and sizes of pages. A database program is used for searching and sorting records. Such program is used in shops, libraries, hospitals, accountant offices, and so on. They make work with great amounts of data much quicker.

Computers are found everywhere and used in every sphere of life. In a plant one can make a computer model of a car or plane and check its resistance to stress. Such calculations without a computer could have taken several months. Computer is used at school: children watch films, presentations and web pages. This helps them to study effectively.

Computers also have some disadvantages. There is a famous joke that computers are designed to solve problems but half of the time they are the problem. As computer is a complicated device, one small breakage may stop its work. Moreover, the equipment is soon out of date.

Besides, there is a problem of compatibility. First of all, there are hardware devices which can't work with the old operating systems, such as a processor, a hard disk drive, a video card, etc. Then, there are programs which need more resources than computer actually has.

Thirdly, computers become more and more complicated, and much effort is required to learn how to work with them. Fourthly, computer viruses cause a lot of trouble — they can spoil, remove or steal computer data, and every user knows it well from his experience.

And on top of all, computer is a multifunctional device, as we already know, so it can be used both to do work and to entertain oneself. Children often fall prey to computer and Internet: they play computer games, spend their free time chatting with friends on the Internet and doing practically nothing. This aspect can't be denied.

To crown it all, computer is a good device like many others, designed to help people. But it's our own free will that lets us use it in order not to waste time but to get best results.

## Vocabulary

accountant - бухгалтер  
account. - зѡ. Объяснять  
actually - в сущности  
almost - почти  
amount - количество  
breakage - поломка  
browse бродить (*по Интернету*)  
browser – обозреватель  
(*компьютерная программа*)  
calculation - вычисление  
check - проверять  
compatibility – совместимость  
to crown it all - в довершение всего  
data - данные  
database - база данных  
deny - отрицать  
design - проектировать  
disk - drive дисковод  
DVD (Digital Video Disk) -  
видеодиск  
effort - усилие  
enormous - огромный  
entertain - развлекать

equipment - оборудование  
experience - 1. опыт2. впечатление  
font - шрифт  
greatly - очень  
hardware - аппаратное обеспечение  
immediately - немедленно  
prey - добыча  
fall prey (*to*)- пасть жертвой  
remain - оставаться, оставлять  
resistance - сопротивление  
resource - ресурс  
search - искать  
size - размер  
software – программное обеспечение  
solve - решать  
soon - вскоре  
sphere - сфера  
style - стиль  
top -верх  
virus - вирус  
waste - тратить  
web - сеть

### Task 1. Answer the following questions to the text.

1. When was computer invented?
2. Were there many computers in the middle of the 20th century? Find the possible explanation in the text.
3. Is computer a multifunctional device?
4. What types of programs for computer can you name?
5. In what spheres of life can computers be used?
6. Computers have many disadvantages, don't they?
7. What are the main disadvantages?
8. What are the relations between children and computer? Is there any danger?
9. Can you name any other functions of computer?

**Task 2. Study the Active Vocabulary. Insert the missing words.**

1. The \_\_\_\_\_ of one computer stopped the whole work of a company.
2. Yesterday my brother bought a \_\_\_\_\_ device: it's a printer, a scanner and a fax.
3. If you want to look at the library collection, open this \_\_\_\_\_ program.
4. To install the driver, insert the CD into the \_\_\_\_\_ and follow the instructions of the computer.
5. If you have problems with your hardware or \_\_\_\_\_, ask my friend Igor. He is a famous specialist, he has great \_\_\_\_\_, he can \_\_\_\_\_ any problem.
6. The hottest place in your computer is a \_\_\_\_\_.
7. Check your computer for \_\_\_\_\_. They can spoil your \_\_\_\_\_.
8. What \_\_\_\_\_ do you have? Are there many? — Yes, there are. But there is only a problem of \_\_\_\_\_ of software.
9. He uses the Internet only to \_\_\_\_\_ himself: he listens to the music, watches films and installs programs.
10. Computer can make \_\_\_\_\_ quicker than any calculator.

**Task 3. Continue the following statements.**

1. The first computers of the 1940s were \_\_\_\_\_
2. A browser program is designed to \_\_\_\_\_
3. A word processor lets you \_\_\_\_\_
4. A database program is used in shops \_\_\_\_\_
5. Computers are used everywhere: in a plant one can make \_\_\_\_\_
6. Computer is also used at school: children watch \_\_\_\_\_
7. There is a joke that computers are designed to solve problems but \_\_\_\_\_
8. There is a problem of compatibility \_\_\_\_\_

**Тема 29. Интернет****Task 1. Read and translate the text.****The Internet**

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear war. Information sent over the Internet takes the shortest path available from one computer to another. Because of this, any two computers on the Internet will be able to stay in touch with each other as long as there is a single route between them.

This technology is called packet switching. Owing to this technology, if some computers on the network are knocked out (by a nuclear explosion, for example), information will just route around them. One such packet-switching network already survived a war. It was the Iraq computer network, which was not knocked out during the Gulf War.

Most Internet host computers (more than 50%) are in the United States, while the rest are located in more than 100 other countries. Although the number of host computers can be counted fairly accurately, nobody knows exactly how many people use the Internet. There are millions and their number is growing by thousands each month world-wide.

The most popular Internet service is e-mail. Most of people, who have access to the Internet, use the networks only for sending and receiving e-mail messages. However, other popular services are available on the Internet: reading news, using the World Wide Web, telnet etc.

### Vocabulary:

|  |                                   |
|--|-----------------------------------|
| a network-нейронная сеть               | an access-доступ                  |
| to embrace-соединять                   | a reliable alternative-надежная   |
| to survive-пережить                    | альтернатива                      |
| a nuclear war-ядерная война            | a fee-плата                       |
| a path-путь                            | the wireless station-радиостанция |
| a single route-единственный маршрут    | drastically-решительно            |
| a packet switching-пакетная коммутация | to transmit-передавать            |
| owing to-вследствие, благодаря         | constantly-постоянно              |
| a nuclear explosion-ядерный взрыв      | to intercept-прерывать            |
| to knock out-выключать                 | encoding-зашифрованный            |
| a fairly accurately-сказочно точно     | to conduct transaction-вести дела |
|  | host-множество                    |

### Task 2. Give the English equivalents for:

Глобальная компьютерная сеть \_\_\_\_\_

ядерная война \_\_\_\_\_

самый короткий путь \_\_\_\_\_

пакетная коммуникация \_\_\_\_\_

выключать \_\_\_\_\_

самая популярная служба Интернета \_\_\_\_\_

иметь доступ в Интернет \_\_\_\_\_

посылать электронную почту \_\_\_\_\_

решительное увеличение \_\_\_\_\_

передавать сообщение \_\_\_\_\_  
 постоянно перехватывать \_\_\_\_\_  
 зашифрованные программы \_\_\_\_\_  
 вести сделки по Интернету \_\_\_\_\_

**Task 3. Prepare 7-10 sentences about the role of the computer and the Internet in the modern world.**

### Тема 30. Согласование времён

|  |  |
|--|--|
| Present Simple → Past Simple           | Действие в придаточном предложении происходит одновременно с действием в главном |
| Present Progressive → Past Progressive |  |
| Past Simple → Past Perfect             | Действие в придаточном предложении предшествует действию в главном               |
| Present Perfect → Past Perfect         |  |
| Future Simple → Future in the Past     | Действие в придаточном предложении совершается позже действия в главном          |

### Sequence of Tenses

|   |                         |
|---|-------------------------|
| He <b>lives</b> in New York.<br>I thought that he <b>lived</b> in New York.<br><br>Mother <b>is sleeping</b> .<br>I knew that mother <b>was sleeping</b>                      | Одновременное действие  |
| He <b>has returned</b> from London.<br>I was told that he <b>had returned</b> from London.<br><br>He <b>bought</b> a new car.<br>I heard that he <b>had bought</b> a new car. | Предшествующее действие |
| He will <b>send</b> us a letter.<br>I supposed that he <b>would send</b> us a letter.   | Последующее действие    |

### Task 1. Fill in the verb in necessary form

1. He did it better than we \_\_\_\_\_ (to expect)
2. He said that he bus \_\_\_\_\_ (to be) here soon
3. They decided that they \_\_\_\_\_ (to bring) us all the books we need.
4. I decided that next year I \_\_\_\_\_ (to go) to the Black Sea coast.
5. It was decided that we \_\_\_\_\_ (to begin) our work at 8 o'clock.

6. I told them that I \_\_\_\_\_ (to leave) for London next day.
7. The boy didn't know that he \_\_\_\_\_ (to receive) a good mark.
8. The students wanted to know when they \_\_\_\_\_ (to pass) their exams.
9. We saw that our teacher \_\_\_\_\_ just (go out) and he \_\_\_\_\_ (to come back) soon.
10. We understood that this control work \_\_\_\_\_ (to be) a difficult one.

**Task 2. Do the test.**

1. Greg said that ... a new job.
  - a) he will need
  - b) he needed
  - c) would he need
2. Tim complained that he ... at four o'clock in the morning.
  - a) is working
  - b) will be working
  - c) was working
3. He said that he ... that film.
  - a) had already seen
  - b) has already seen
  - c) was seen
4. Anna explained to me that the hairdresser's ... down the road.
  - a) is located
  - b) was located

locates
5. Charles said that he ... me the following day.
  - a) would have called
  - b) will call
  - c) would call
6. Bill asked me what ... for dinner the day before.
  - a) I have made
  - b) I had made
  - c) had I made
7. I was worried if ... enough space to buy a new TV set to my room.
  - a) I would have
  - b) would I have
  - c) I will have
8. Ben asked him whether he ... a motorcycle.
  - a) could ride
  - b) can ride

- c) will ride
9. The police officer ... the car.
- a) orders to stopped  
b) would order stopping  
c) ordered him to stop
10. Pam asked him why he ... his job.
- a) wanted to leaving  
b) wants to leave  
c) wanted to leave
11. He said the bus ... a little late that day.
- a) will be  
b) might be  
c) can be
12. Pam ... to the cinema.
- a) suggested going  
b) suggests to go  
c) suggested to go
13. It was very late, so I ... to bed.
- a) say I am going  
b) said I go  
c) said I was going
14. She told him that he ... harder.
- a) should study  
b) will study  
c) can study

### Тема 31. Прямая и косвенная речь

#### Task 1. Change the direct speech into reported speech.

Example "I work hard," Jillian said. — Jillian said that he worked hard.

1. "I am planning to go to Kenya," Sally said.

---

2. "I take my little sister to school every day," little Anthony said.

---

3. "You may take my textbook," Nonna said.

---

4. "They are playing in the gym now," Nick said.

---

5. "I don't like chocolate," Mary said.

---

6. "My sister is ready to go" Helen said.

---

7. "My mother usually goes shopping on Saturday," the girl said.

---

8. "I am not married," Jimmy said.

---

**Task 2. Change the direct speech into reported speech.**

Example 1: I have already finished the test. - He said he had already finished the test.

1. We have gone on holiday.

---

2. Nelly can't write; she has cut her finger.

---

3. The Ivanovs have travelled to many places.

---

4. Sam has already learnt the poem.

---

5. My sister has broken my pencil.

---

6. My dad has never travelled by plane.

---

7. Andrew has lost his keys.

---

8. Jill has never slept in a tent.

---

Example 2: The party finished late. — He said (that) the party had finished late.

1. They lived in a camp when they were on holiday.

---

2. My brother got up early this morning.

---

3. Li was a famous sportsman.

---

4. The couple agreed to meet at six.

---

5. Yesterday, I saw Mary in the street.

---

6. Sammy arrived by train.

---



---

7. Nicky went home early yesterday.

---

8. The kids played tennis in the yard.

---

Example 3: I'll meet them at school. — He said he would meet them at school.

1. The match will take place next week.

---

2. This work will take little time.

---

3. My parents will come at 3.

---

4. Mike will do this exercise later.

---

5. My friend won't be able to come.

---

6. They'll build a new hotel here.

---

7. It will rain tomorrow.

---

8. Sandy won't be able to come.

---

9. We'll have examinations next year.

---

**Task 3.** Imagine that you saw your doctor yesterday because you had a bad headache. Tell your partner what questions the doctor asked.

Example: Do you sleep well? — The doctor asked me if I slept well.

1. Is anything wrong with you?

---

2. Do you sometimes have headaches?

---

3. Are you taking any medicine now?

---

4. Do you spend much time out- of-doors?

---

5. Do you do sports?

---

6. Have you a good appetite?

---

7. Do you usually go to bed late?

---

8. Will you follow my advice?

---

**Task 4.** Imagine that your mother gave you some instructions. Report them to your partner. Use the sentences below.

Example: Feed the cat. - She told me to feed the cat.

1. Come home straight after school. \_\_\_\_\_

2. Warm up your dinner. \_\_\_\_\_

3. Wash up the dishes after the dinner. \_\_\_\_\_

4. Buy bread, milk and sugar. \_\_\_\_\_

5. Start doing your homework before I come.

---

6. Take the dog for a walk. \_\_\_\_\_

7. Clean your room. \_\_\_\_\_

8. Wait for me at home. \_\_\_\_\_

**Task 5.** Tell your partner what instructions you have got from different teachers today. Use the sentences below.

Don't be late for the lesson. — She told us not to be late for the lesson

1. Don't stay outside after the bell comes.

---

2. Don't run along the corridor.

---

3. Don't make noise. \_\_\_\_\_

4. Don't look into your neighbor's exercise-book.

---

5. Don't lie on your desk. \_\_\_\_\_

6. Don't ask me silly questions. \_\_\_\_\_

7. Don't waste time at the lesson. \_\_\_\_\_

8. Listen to me attentively. \_\_\_\_\_

9. Write down the rule into your exercise-books.

---

10. Get down to work. \_\_\_\_\_

## Тема 32. Урал – центр Российской промышленности

### Task 1. Read and translate the text.

#### The Urals — the centre of Russian metal industry

The Urals — a borderline between Europe and Asia — are a mountain chain which appeared many years ago as a result of tectonic activity. As time went on, the mountains were being destroyed by the action of water, sun and air. As a result, the highest mountains are only one thousand metres high. One more consequence is that the greatest deposits of ores came to the surface of the Earth. The fact that they were easily accessible stimulated the development of plants.

The Ural mining industries began during the time of Peter the First. In the 18th century the Urals, with their high quality ores and rich forests (a fuel for plants) played the greatest role in the world industry. Russia exported metal even to Great Britain.

The modernisation of the Ural industry began with Magnitogorsk plant, built near the mountain Magnitnaya, rich in metallic ores. Later, many engineering plants were built in the region. The greatest plants are situated in Magnitogorsk, Nizhniy Tagil, Chelyabinsk and Novotroitsk.

At the beginning of the 20th century the Ural metal industry suffered a crisis because of the shortage of coal. But the delivery of coal from Kuzbass solved the problem.

It must be mentioned that about 70 metals and minerals were first discovered in the Ural mountains. Large deposits of iron, copper, lead, zinc, nickel, titanium, wolfram and many other metals characterise the region.

Nowadays some of the deposits are exhausted, and the plants work on the ores from the new layers (Kazakhstan, Siberia). But nevertheless, the Urals are the region with great history, traditions and experience, and hopefully it will have new stages of development.

### Vocabulary

accessible - доступный

action - действие

chain - цепь

characterize - характеризовать

coal - уголь

consequence - следствие

copper - медь

crisis - кризис

delivery - поставка

deposit - месторождение, залежи

destroy - разрушать

development - развитие

exhaust - истощать

export - экспортировать

forest - лес

fuel - топливо

hopefully - надо надеяться

iron ['aɪən] - железо

layer - слой

lead [led] - свинец

mention - упоминать

activity - активность

mining - добывающий

modernization - модернизация

nevertheless - тем не менее

ore - руда

plant - завод

shortage - недостаток

Siberia - Сибирь

(to be) situated - быть

расположенным

stage - стадия

suffer - страдать

surface - поверхность

titanium - титан

Ural - Урал, уральский

Urals - Уральские горы

### **Task 2. Study the Active vocabulary. Insert the missing words.**

1. Fifty years ago there was a \_\_\_\_\_ here. Then all the trees were cut and many \_\_\_\_\_ and factories were built.
2. The \_\_\_\_\_ are \_\_\_\_\_ of mountains which divides our continent into \_\_\_\_\_ and \_\_\_\_\_.
3. The factory can't work. We have a \_\_\_\_\_ of copper. \_\_\_\_\_, we'll have a \_\_\_\_\_ of it soon.
4. \_\_\_\_\_ of gold in California were in the middle of the 19th century.
5. Gagarin was the first man who flew round the \_\_\_\_\_ in a spaceship.
6. The \_\_\_\_\_ of ores is very thick here. A plant can be built nearby.
7. The \_\_\_\_\_ of industry means that plants stop working. But all the problems can be \_\_\_\_\_.
8. The Elbrus is the highest \_\_\_\_\_ in Europe.
9. These mountains are the result of tectonic \_\_\_\_\_.
10. Irkutsk is \_\_\_\_\_ in Siberia.

### **Task 3. Continue the following statements.**

1. The Urals are a mountain range which \_\_\_\_\_
2. Mountains were being destroyed, and now the highest mountains \_\_\_\_\_
3. In the 18th century the Urals \_\_\_\_\_
4. The modernization of the Ural industry began \_\_\_\_\_
5. The greatest plants are situated \_\_\_\_\_
6. At the beginning of the 20th century the Ural metal industry \_\_\_\_\_
7. About 70 metals and minerals \_\_\_\_\_
8. Nowadays some of the deposits are \_\_\_\_\_
9. Hopefully, the Urals will \_\_\_\_\_

#### Task 4. Make a plan of the text and retell it looking in your plan.

#### Тема 33. Сослагательное наклонение



Сослагательное наклонение показывает, что говорящий рассматривает действие не как реальный факт, а как желаемое, предполагаемое, условное или возможное.

**I should (would, could) go for a walk, if the weather were (was) good.**

Я бы пошел (смог бы пойти) погулять, если бы была хорошая погода.

**If we had money, we'd buy a car.**

Таблица употребления сослагательного наклонения в условных предложениях

| CONDITION     |                         | SUBORDINATE CLAUSE   | PRINCIPAL CLAUSE   | TRANSLATION   |
|---------------|-------------------------|--|--|---|
| <i>Real</i>   |                         | <b>If it looks</b> like rain, If<br><b>I have</b> more time<br>If he <b>is working</b> on<br>Friday<br><i>Present Ind./Cont.</i>                   | <b>we'll stay</b> at home.<br><b>I'll come</b> over.<br>he <b>won't be able</b> to go with us.<br><i>will + Inf.</i>                           |    |
|               |                         |  |  |   |
| <i>Unreal</i> | <i>Present / Future</i> | <b>If I were</b> you,<br>If I <b>had</b> more time,<br>If you <b>knew</b> him better,<br><b>If it were not raining</b> ,<br><i>Past Ind./Cont.</i> | <b>I would go</b> there myself.<br><b>I would come</b> over.<br>you <b>wouldn't think</b> so.<br><b>I could go</b> out.<br><i>would + Inf.</i> |  |
|               |                         |  |  |   |
|               |                         |  |  |   |
|               | <i>Past</i>             | If you <b>had gone</b> there,<br>If it <b>hadn't been</b> so hot<br>last summer,<br><i>Past Perfect</i>  | you <b>would have seen</b> him.<br><b>we could have gone</b> to<br>the South.<br><i>would + have + Participle II</i>                           |   |

#### Task 1. Translate the sentences.

1. If I had a camera, I could take pictures of the beautiful **scenery**. 2. If there had been any sugar left, we should not have gone to the shop late in the evening. 3. If my house were situated close to a river, I would take long swims every morning. 4. If I **were acquainted** with him, I should ask his advice. 5. If you did not have a toothache, you could enjoy that evening party. 6. If you were not so **absent-minded**, you would not make so many mistakes. 7. If you had rung me up, I should have known you were in trouble. 8. If you had not left the child alone, he would not have

hurt himself. 9. If I had not spent a month at the seaside, I would not have got so **sun-tanned**. 10. If it had not rained so heavily, we should not have **got drenched to the skin**. 11. If you had watched the cat, it would not have eaten the fish. 12. If it were not so late, we should go to see them.

### Vocabulary:

scenery — пейзаж

be acquainted with — познакомиться

absent-minded — рассеянный

sun-tanned — загорелый

get drenched to the skin — промокнуть до нитки

### Task 2. 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.

### Task 3. 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?

---

### Тема 34. Повелительное наклонение

Глагол в повелительном наклонении выражает побуждение к действию в виде приказа, предложения, совета, предостережения, просьбы и т.п.

**Утвердительная форма** повелительного наклонения совпадает по форме с инфинитивом без частицы **to**

**Positive**



**Отрицательная форма** выражающая запрещение совершить действие, образуется при помощи вспомогательного глагола **do** и отрицательной частицы **not**. Вместо **do not** обычно употребляется сокращение **don't**.

## Negative



### Task 1. Translate the sentences

1. Read this book. 2. Translate text on page 20. 3. Help your mother. 4. Answer the question. 5. Drink a cup of tea. 6. Follow me. 7. Remember your old friends 8. Please, ask her about it again 9. Have a rest 10. Stop talking 11. Don't work in the evening. 12. Don't go to bed late 13. Don't worry 14. Don't close the window. 15. Don't wait.

### Task 2. Use the negative form

Переставьте первые пять предложений из упражнения 1 в отрицательную форму и переведите на русский язык.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Task 3. Translate the sentences

1. Не читайте вечером

2. Ложитесь спать рано

3. Подождите меня

4. Не пейте чай

5. Не спрашивайте ее об этой книге

6. Не беспокойте меня



---

7.Позвоните вашей маме вечером.

---

8.Посмотрите на этот вопрос.

---

9.Закройте дверь.

---

10.Не переводите этот текст.

---

### **Тема 35. Промышленная электроника**

#### **Task 1. Read and translate the text.**

##### **Industrial electronics**

Hundreds of electronic equipments are now used for scientific, industrial and everyday purposes. They help to do jobs better or more rationally than before and take over jobs that couldn't be done otherwise. So, industrial electronics undoubtedly plays a very important role today. You can easily find many electronic equipments at home: a tape recorder, a TV set, an MP3 player, a computer and many others.

The application and use of electronic equipments demands a good knowledge of their fundamentals.

In meters and lamps electricity flows in the wire. But inside any transistor or microchip (and previously, in radio tubes) electric current passes through the space (or semiconductor) separating certain parts in this detail. Such action is called electronic. It's not difficult to imagine it because the same happens in lightning. There you actually see how electricity jumps through space.

The first electronic equipments used radio lamps. They were: a radio set, a TV set, computing machines (predecessors of modern calculators), computers (which occupied big rooms), tape recorders.

The next stage came when transistors were invented. The devices became more powerful and much smaller. The number of devices increased greatly, some multifunctional devices appeared (radio + tape recorder). Computers and calculators became smaller: cassette recorders and video-cassette recorders appeared.

The next period was the period of microchips. They helped to reduce big parts of devices, computers and other devices.

The latest period of industrial electronics development is the period of total digitization of all electronic devices, making them compatible with the computer. Photos are no longer made on film but on memory cards, cassettes and video cassettes are out of use. Television is also becoming digital.

Industrial electronics is a great part of our leisure time; it makes people's lives easier, and reduces their working time.

### **Vocabulary**

cassette - кассета

certain - определенный

compatible - совместимый

computing - вычислительный

current - ток

demand - требовать

detail - деталь

digitization - переход на цифровой формат

electric - электрический

electricity - электричество

electronics - электроника

everyday - каждодневный

film - 1. пленка 2. Фильм

flow - течь, поток

fundamental - основополагающий

imagine - представить

increase - увеличиваться

inside - внутри

lamp - лампа

leisure - отдых, развлечение

lightning - молния

occupy - занимать

otherwise - иначе

pass - проходить

powerful - мощный

predecessor - предшественник

previously - прежде

purpose - цель

radio - радио

rational - рациональный

reduce - уменьшать

scientific - научный

semiconductor - полупроводник

space - пространство

tape - лента

tape recorder - магнитофон

television - телевидение

total - полный

transistor - транзистор

tube - трубка

undoubtedly - несомненно

wire - провод

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

1. For what purposes are electronic equipments used now? What do they help us to do?
2. Industrial electronics plays an important role today, doesn't it?
3. What electronic equipments are usually found at home? What can you find at home?
4. What is the difference between electric and electronic devices?
5. Where do you actually see how electricity jumps through space?
6. What were the first electronic equipments based on?
7. Did the first computers look like modern ones?
8. Did the next stage come when transistors or cassettes were invented?
9. Why did computers become smaller when microchips were introduced?
10. How is the latest period of industrial electronics development called?
11. What devices became compatible with computer?
12. What does electronics mean in our life?
13. Do you think that electronics does only good to people?
14. What will be the next period of industrial electronics development, in your opinion?

**Task 3. Study the Active vocabulary. Insert the missing words.**

1. In lighting, electricity \_\_\_\_\_ through \_\_\_\_\_.
2. What do you like more: watching \_\_\_\_\_ or listening to the \_\_\_\_\_?
3. I can't \_\_\_\_\_ how people lived without \_\_\_\_\_ devices.
4. Do you have any \_\_\_\_\_ at home? No, I have only disks. I'm for \_\_\_\_\_.
5. Does this camera have much \_\_\_\_\_? No, this camera is not digital. It has a 5-millimetre \_\_\_\_\_.
6. Devices which have \_\_\_\_\_, and not tubes are much smaller and much more powerful.
7. The number of digital devices \_\_\_\_\_ every year. We depend on \_\_\_\_\_ more and more.
8. Many electronic devices are used for \_\_\_\_\_, not for work.
9. Computers and digital cameras are \_\_\_\_\_ devices. It means that they can exchange information.

**Task 4. Continue the following statements.**

1. Electronic equipments are used for \_\_\_\_\_

2. You can find many electronic equipments at home: a TV set \_\_\_\_\_
3. Inside any transistor electric current passes \_\_\_\_\_
4. In lightning you actually see \_\_\_\_\_
5. The first electronic equipments used \_\_\_\_\_
6. The devices with transistors become \_\_\_\_\_
7. Microchips helped to reduce \_\_\_\_\_
8. The latest period of industrial electronics development is \_\_\_\_\_
9. Photos are no longer made on 5-millimetre film, but \_\_\_\_\_
10. Industrial electronics makes people's life \_\_\_\_\_

**Task 5. Make a plan of the text and retell the text looking in your plan.**

### Тема 36. Модальные глаголы и их эквиваленты

| МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ, ВЫРАЖАЮЩИЕ НЕОБХОДИМОСТЬ СОВЕРШЕНИЯ ДЕЙСТВИЯ |        |  |   |
|--|--------|--|---|
| № п/п  | ГЛАГОЛ | ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ   | ПРИМЕР  |
| 1  | MUST   | Неизбежность совершения действия, обусловленная объективными причинами           | He <b>must</b> understand it. <i>Он должен понять это.</i>  |
|  |        | Вынужденность совершения действия, обусловленная объективными причинами          | You <b>must</b> not ask too much of it. <i>Вы не должны спрашивать про это слишком много.</i>                               |
|  |        | Необходимость, обусловленная субъективным мнением говорящего                     | I <b>must</b> be off as soon as I can. <i>Я должен уйти, как только смогу.</i>  |
| 2  | SHOULD | Необходимость совершения действия, вызванная субъективным мнением говорящего     | You <b>shouldn't</b> have come here. <i>Тебе не следовало приходить сюда.</i>   |
|  |        | Необходимость совершения действия, вызванная объективными причинами              | Insulators <b>should</b> be kept very clean. <i>Изоляторы должны храниться в чистоте.</i>                                   |
| 3  | OUGHT  | Необходимость совершения действия, вызванная субъективным мнением говорящего     | I <b>ought</b> to do all I can to comfort her. <i>Я должен сделать все, что могу, чтобы успокоить ее.</i>                   |
|  |        | Целесообразность действия, обусловленная субъективным мнением говорящего         | Perhaps I <b>ought</b> to have a talk to him about it first. <i>Наверное, мне следует сначала поговорить с ним об этом.</i> |
| 4  | SHALL  | Необходимость совершения действия, обусловленная субъективным мнением говорящего | Henry <b>shall</b> go home. <i>Генри должен пойти домой.</i>  |

|   |                                    |   |   |
|---|------------------------------------|---|---|
|   |                                    | Вопросительное предложение с <b>shall</b> содержит вопрос говорящего о мнении собеседника по поводу совершения действия | <b>Shall I open the door?</b> <i>Мне открыть дверь?</i>   |
| 5 | <b>NEED</b>                        | Передаёт оттенок нужности, надобности действия  | We <b>needn't</b> talk to each other unless we feel like it. <i>Нам не нужно говорить друг с другом, если только мы не захотим этого.</i>   |
| 6 | <b>HAVE TO HAVE*(TO HAVE GOT)*</b> | Вынужденность действия  | I <b>didn't have</b> to make any decisions. <i>Мне не пришлось принимать решения.</i>   |
|   |                                    | Надобность действия   | I <b>have</b> to know it. <i>Мне надо это знать.</i>  |
| 7 | <b>TO BE*</b>                      | Неизбежность совершения действия  | The novel, which <b>is</b> to be his last one has found a new sense. <i>Роман, которому суждено было стать его последним романом, нашел новый смысл.</i>                                  |
|   |                                    | Необходимость совершения действия согласно предварительной договоренности   | He <b>was</b> to come yesterday. <i>Он должен был прийти вчера.</i>   |
|   |                                    | Необходимость совершения действия, вызванная объективными причинами   | The wire may also be made of any metal though soft metals <b>are</b> to be avoided. <i>Провод также может быть сделан из любого металла, хотя мягкие металлы не следует использовать.</i> |

### МОДАЛЬНЫЕ ГЛАГОЛЫ, ВЫРАЖАЮЩИЕ ВОЗМОЖНОСТЬ СОВЕРШЕНИЯ ДЕЙСТВИЯ

| № п/п | ГЛАГОЛ             | ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ  | ПРИМЕР   |
|-------|--------------------|---|--|
| 1     | <b>CAN (COULD)</b> | Возможность совершения действия в силу наличия условий для его совершения в настоящем и будущем   | I <b>can</b> stay with them. <i>Я могу остаться с ними.</i>  |
|       |                    | Возможность совершения действия, основанная на позволении, разрешении   | <b>Can</b> I see the producer? <i>Могу я увидеть продюсера?</i>  |
|       |                    | Глагол <b>can</b> может также передавать немодальное значение способности, физической возможности совершить действие  | He <b>can</b> speak English. <i>Он умеет говорить по-английски.</i>  |
|       |                    | Вместо глагола <b>can</b> после глаголов <b>seem казаться, appear оказаться, used to бывало</b> в качестве формы инфинитива, а также для образования будущего времени употребляется сочетание <b>to be able</b> | Do you think you'll <b>be able</b> to come three days a week? <i>Ты думаешь, что сможешь приходить три дня в неделю?</i> |
|       |                    | Вместо <b>could</b> в прошедшем времени может употребляться сочетание <b>to be able</b> в прошедшем времени - <b>was/were able</b> .  | I <b>was able</b> to write this test correctly. <i>Я смог</i>  |

|   |                    |  |   |
|---|--------------------|--|---|
|   |                    | На русский язык <b>was/were able</b> переводится глаголом совершенного вида: <i>смог, смогла, смогли</i>   | <i>правильно написать этот тест.</i>  |
| 2 | <b>MAY (MIGHT)</b> | Возможность совершения действия, которое может осуществиться, но может и не осуществиться  | It <b>may</b> make that man furious. <i>Это может взбесить этого человека.</i>  |
|   |                    | Возможность совершения действия, обусловленная разрешением, позволением.<br>В этом значении вместо глагола <b>may (might)</b> могут использоваться эквиваленты — <b>to be allowed, to be permitted</b> | You <b>may</b> give me one kiss. <i>Можете поцеловать меня разок.</i><br>You <b>ll be allowed</b> to go out. <i>Вам позволят выйти.</i> |

| МОДАЛЬНЫЕ ГЛАГОЛЫ, ВЫРАЖАЮЩИЕ ПРЕДПОЛОЖЕНИЕ |                    |   |  |
|---|--------------------|---|--|
| № п/п                                       | ГЛАГОЛ             | ХАРАКТЕРНЫЕ ОТТЕНКИ ЗНАЧЕНИЯ  | ПРИМЕР   |
| 1   | <b>MUST</b>        | Предположение, основанное на фактах, знаниях, почти граничащее с уверенностью   | He <b>must</b> be at home. <i>Он, вероятно, дома.</i>  |
| 2   | <b>SHOULD</b>      | Предположение, основанное на фактах   | They <b>should</b> all be of equal mass. <i>Вероятно, все они имеют одинаковую массу.</i>  |
| 3   | <b>OUGHT</b>       | Предположение, основанное на фактах   | It <b>ought not</b> to be very hard to find that man. <i>Вероятно, найти этого человека будет не очень сложно.</i>                                   |
| 4   | <b>WILL WOULD</b>  | Предположение, основанное на субъективном мнении говорящего   | You <b>ll</b> have heard of him? <i>Вы, наверно, слышали о нем?</i>  |
| 5   | <b>CAN (COULD)</b> | Употребляется главным образом в отрицательных предложениях, выражая, таким образом, предположение о невероятности совершения действия | You <b>can't</b> really love me, or you wouldn't hesitate. <i>Ты, на самом деле, не любишь меня, иначе ты бы не колебался.</i>                       |
| 6   | <b>MAY</b>         | Предположение о возможности действия, которое может произойти, но может и не произойти  | I <b>may</b> have said it. <i>Я мог сказать это (но не сказал).</i>  |
| 7   | <b>MIGHT</b>       | Предположение, в верности которого говорящий не уверен  | She <b>might</b> have been thirty-five. <i>Ей тогда было лет тридцать пять.</i>  |
|   |                    | Предположение, не соответствующее действительности  | Michael laughed and shouted and sang. He <b>might</b> have been fifteen. <i>Майкл смеялся и кричал, и пел. В тот момент ему было лет пятнадцать.</i> |
| 8   | <b>NEED</b>        | Употребляется в отрицательных предложениях в значении предположения о необязательности действия                                       | It <b>needn't</b> take you very long. <i>Вряд ли это займет у вас много времени.</i>   |

**Task 1. Use modal verbs (must, may, can, need, to have to, to be able to).**

1. You \_\_\_\_\_ not come to help them tomorrow: the work is done.
2. You \_\_\_\_\_ not change the whole text as the beginning is all right. You \_\_\_\_\_ only rewrite the second part of it.
3. \_\_\_\_\_ you help me now? — I am afraid not: I am in a great hurry. I shall be free in the evening. Come to my place at about eight, and I \_\_\_\_\_ help you.
4. John \_\_\_\_\_ not tell us the rules of the game: we know them.
5. \_\_\_\_\_ I return the book to you on Friday? I am afraid I \_\_\_\_\_ not finish it before. — No, that is too late. You \_\_\_\_\_ bring it to me not later than Wednesday.
6. It is already six o'clock. We \_\_\_\_\_ hurry if we don't want to be late.
7. \_\_\_\_\_ you translate this text into English? — I think I \_\_\_\_\_
8. They spent all the morning on the river bank. Only Ann \_\_\_\_\_ return home as she \_\_\_\_\_ not stay in the sun for such a long time.
9. How do you feel when you \_\_\_\_\_ take a test? — I'm always a little frightened and unhappy.
10. She \_\_\_\_\_ decorate a room nicely.
11. We \_\_\_\_\_ not afford to pay the bill.
12. He's got a lung problem and he \_\_\_\_\_ go to hospital every two weeks.
13. Ann \_\_\_\_\_ not go to his birthday party yesterday because she \_\_\_\_\_ go to the dentist.
14. You \_\_\_\_\_ take medicine three times a day before meals. You \_\_\_\_\_ not stop taking it until you have finished the bottle. Don't forget. You \_\_\_\_\_ drink water as much as you \_\_\_\_\_. You \_\_\_\_\_ get up tomorrow if you like. You \_\_\_\_\_ not stay in bed all the time. But you \_\_\_\_\_ not do any work at all. You \_\_\_\_\_ just relax for a few days.

**Task 2. Choose the right variant of modal verb. Translate the sentences.**

1. He (can't/couldn't) open the window as it was stuck.
2. Interpreters (may/must) translate without dictionaries.
3. (Can/May) I use me your bike for today?
4. (May/Could) you give me the recipe for this cake?
5. I hardly ever see Jane, she (may/might) have moved to Africa.
6. Take an umbrella. It (may/can) rain.

7. You (could/should) stop smoking. You know you (cannot/must not) buy health.
8. You (may/must) finish the article as soon as possible.
9. Liz doesn't (ought to/have to) keep to a diet anymore.
10. Lara (can/might) get a playstation for her birthday.
11. You (must not/needn't) read in the dark.
12. My grandfather is retired, so he (shouldn't/doesn't have to) go to work.
13. The fridge is full, so we (must not/needn't) go shopping.
14. Our employees (can/must) sign this agreement.
15. We (may/ought to) reserve a table in advance if we want to have dinner there.
16. I (can't/needn't) believe it! You (have to/must) be joking.
17. Ann (must/is to) finish school next year.
18. Sorry, I'm late. I (needed to/had to) wait for the plumber.
19. What time do we (should/have to) be at the railway station?
20. Don't wait for me tonight. I (might/must) be late.
21. I (may not/can't) watch this film. It's too boring.
22. We've got a dishwasher, so you (couldn't/needn't) wash-up.
23. You look very pale, I think you (need/should) stay at home.

**Task 3. Use Past Simple with modal verbs *could, had to, was to, was allowed to*.**

Example: Bob can't dive. – Last year Bob couldn't dive.

1. You must show your identity card here.

Last night \_\_\_\_\_

2. We can't buy a new car.

Last summer \_\_\_\_\_

3. Mike may take my laptop computer for a couple of hours.

This morning \_\_\_\_\_

4. Victor has to call his mother.

Yesterday \_\_\_\_\_

5. You don't need to paper the walls.

Yesterday \_\_\_\_\_

6. She is to be at the office at 9 a.m.

Last Friday \_\_\_\_\_

7. You must not tell lies.

Last night \_\_\_\_\_



**Task 4. Use Past Simple with modal verbs: *will be able to*, *will be allowed to*, *will have to*.**

Example: The baby can talk. – Soon the baby will be able to talk.

He can't get the tickets. (Он не может достать билеты.) – I'm afraid

\_\_\_\_\_

You may use my camera. (Ты можешь пользоваться моей камерой.)

Tomorrow \_\_\_\_\_

I am to wait for him at the airport. (Мне нужно подождать его в аэропорту.)

Next Sunday \_\_\_\_\_

You must tell me the truth. (Ты обязан рассказать мне правду.)

Very soon \_\_\_\_\_

I have to take these pills 3 times a day. (Мне нужно пить эти таблетки 3 раза в день.) – Tomorrow \_\_\_\_\_

I can read this book in Italian. (Я могу прочитать эту книгу на итальянском языке.) – In two years \_\_\_\_\_

**Task 5. Give an advice, use the modal verb *should*.**

Example: My eyes are tired. (Мои глаза устали.) – You should go to bed. (Тебе следует поспать.)

1. I am cold. \_\_\_\_\_

2. I am thirsty. \_\_\_\_\_

3. I am hungry. \_\_\_\_\_

4. My life is too hectic. \_\_\_\_\_

5. I've caught a cold. \_\_\_\_\_

6. Somebody has stolen my purse. \_\_\_\_\_

**Task 6. Make up sentences, translate them.**

Example: don't / to / I / answer / have / questions / your. – I don't have to answer your questions. (Я не обязан отвечать на ваши вопросы.)

1. the party / Linda / to / come / might / tonight.

\_\_\_\_\_

2. round / work / have to / farmers / the year / all.

\_\_\_\_\_

3. you / not / hospital / noise / must / make / in.

\_\_\_\_\_

4. the light / I / switch / may / on ?

- 
5. your / look / could / passport / I / at ?
- 
6. my / cook / can / quite / wife / well.
- 
7. catch / last / able to / we / were / train / the.
- 
8. not / jeans / you / must / wear / to / school.
- 
9. didn't / you / drink / have to / much / yesterday / so.
- 
10. ought to / bill / Robert / the electricity / pay / today.
- 
11. better / we / find / a / should / job.
- 
12. too much / you / salt / and / eat / sugar / shouldn't.
- 
13. do / get / to / Turkey / I / have to / a visa ?
- 
14. he / manners / improve / his / needs to.
- 
15. needn't / you / complain.
- 

### Тема 37. Инфинитив

**Инфинитив** – неличная форма глагола, которая только называет действие.

Он не имеет ни лица, ни числа и соответствует неопределенной форме глагола в русском языке.

Например: to read – читать, to travel - путешествовать

Частица 'to' является показателем инфинитива и в большинстве случаев употребление частицы 'to' с инфинитивом обязательно.

В некоторых случаях инфинитив употребляется без частицы 'to'; есть, однако, случаи, когда инфинитив может употребляться как с частицей 'to', так и без нее.

Инфинитив употребляется **без частицы 'to'** в следующих случаях:

1. После вспомогательных глаголов, таких как **do, will, и др.:**

ex.: He doesn't like to speak about these things. – Он не любит говорить о таких вещах.

2. После модальных глаголов; исключением является глагол **ought**:

ex.: If you cannot have what you want, have what you can. – Если не можешь иметь то, что хочешь, имей то, что можешь.

3. После глаголов чувственного восприятия, таких как **see, hear, feel**, и др.,:

ex.: We saw him enter the room. – Мы видели, что он вошел в комнату.

4. После глагола **let**,:

ex.: Let him say it. – Пусть он скажет это.

5. После глаголов **make** и **have** в значении “заставлять”:

ex.: We made him come on time. – Мы заставили его прийти вовремя.

They had her decorate the house. – Они заставили ее украсить дом.

6. После фраз **had better, would rather, would sooner, rather than, cannot but, nothing but**:

ex.: She had better see a doctor if it gets any worse. – Ей следует сходить к врачу, если ее состояние ухудшится. Which would you rather do, go to the cinema or stay here? – Что бы ты предпочла сделать – сходить в кино или остаться здесь?

7. После глагола **help** можно употреблять инфинитив как с частицей ‘to’, так и без нее:

ex.: Can you help me (to) understand what is going on here? – Ты можешь помочь мне понять, что здесь происходит?

### **Task 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.

### **Task 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.

**Task 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. He seems \_\_\_\_\_ (to know) French very well: he is said \_\_\_\_\_ (to spend) his youth in Paris.
6. You had better \_\_\_\_\_ (to call) our distributors at once.
7. We are happy \_\_\_\_\_ (to invite) to the party.
8. That firm is reported \_\_\_\_\_ (to conduct) negotiations for the purchase of sugar.
9. He didn't hear me \_\_\_\_\_ (to knock) at the door.

**Task 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.

**Task 5. Choose the correct form (infinitive with or without to).**

| <b>Variant 1</b>   | <b>Variant 2</b>  |
|--|---|
| 1. I can (speak / to speak) English.<br>2. We have (to do / do) our homework.<br>3. You must (stay / to stay) at home.<br>4. I will (help / to help) you.<br>5. He cannot (see / to see) us.<br>6. My little sister learns (to speak / speak).<br>7. They want (to go / go) to the cinema.<br>8. You should (ask / to ask) your parents.<br>9. I'd like (to have / have) a dog.<br>10. May we (come / to come) in?<br>11. She doesn't (play / to play) football.<br>12. I would like (to go / go) shopping in the afternoon. | 1. They would not (do / to do) this.<br>2. May I (watch / to watch) the film?<br>3. He has (to get / get) up early.<br>4. I can (help / to help) you if you like.<br>5. What do you want (to do / do) tonight?<br>6. I learnt (to swim / swim) when I was five years old.<br>7. I'm tired, I would like (to go / go) to bed.<br>8. Could you (repeat / to repeat) your question, please?<br>9. Shall we begin? No, let's (wait / to wait) a few minutes.<br>10. They expect (to arrive / arrive) at the airport at 6.30.<br>11. I hope (to pass / pass) my exam this year.<br>12. My parents make me (study / to study) hard. |

**Тема 38. История строительства****Task 1. Read and translate the text.****The History of Building**

Many thousands of years ago there were no houses such as people live in today. In hot countries people sometimes made their homes in the trees and used leaves to protect themselves from rain or sun. In colder countries they dwelt in caves. Later people left their caves and trees and began to build houses out of different materials such as mud, wood or stones.

Later people found out that bricks made of mud and dried in the hot sunshine became almost as hard as stones. In ancient Egypt especially, people learned to use these sun-dried mud bricks. Some of their buildings are still standing after several thousands of years.

The ancient Egyptians discovered how to cut stone for building purposes. They erected temples, palaces and huge tombs. The greatest tomb is the stone pyramid of

Khufu, king of Egypt. The ancient Egyptians often erected their huge constructions to commemorate their kings or pharaohs.

The ancient Greeks also understood the art of building with cut stone, and their buildings were beautiful as well as useful. They often used pillars, partly for supporting the roofs and partly for decoration. Parts of these ancient buildings can still be seen today in Greece.

Whereas the ancient Greeks tried to embody the idea of harmony and pure beauty in their buildings, the Roman architecture produces the impression of greatness, might, and practicalness.

The Romans were great bridge, harbour and road builders. In road works the Romans widely used timber piles. They also erected aqueducts, reservoirs, water tanks, etc. Some of their constructions

Whereas the ancient Greeks tried to embody the idea of harmony and pure beauty in their buildings, the Roman architecture produces the impression of greatness, might, and practicalness.

The Romans were great bridge, harbour and road builders. In road works the Romans widely used timber piles. They also erected aqueducts, reservoirs, water tanks, etc. Some of their constructions are still used till now. It is known that the

manufacture of lime is one of the oldest industries used by man. Lime is a basic

building material used all over the world as today so in the ancient world.

The Romanian period was followed by other periods each of which produced its own type of architecture and building materials. During the last hundred years many new methods of building have been discovered. One of the most recent discoveries is the usefulness of steel as a building material.

Nowadays when it is necessary to have a very tall building, the frame of it is first built in steel and then the building is completed in concrete. Concrete is an artificial kind of stone, much cheaper than brick or natural stone and much stronger than they are. The earliest findings of concrete building fragments belonging to prehistoric times were discovered in Mexico and Peru. The Egyptians in the construction of bridges, roads and town walls employed it. There are evidences that ancient Greeks also used concrete in the building purposes. The use of concrete by the ancient Romans can be traced back as far as 500 B.C. They were the first to use it throughout the ancient Roman Empire on a pretty large scale and many constructions made of concrete remain till nowadays thus proving the long life of buildings made of concrete. Of course, it was not the concrete people use today. It consisted of mud, clay and pure lime, which were used to hold together the roughly broken stone in

foundations and walls. It was the so-called "pseudo concrete". The idea of such building material might have been borrowed from the ancient Greeks as some samples of it were found in the ruins of Pompeii.

### *A few explanations to the text*

- 1... .pyramid of Khufu ['ku'fu:] — пирамида Хуфу
2. ...to withstand the Thames current. — ...чтобы противостоять течению Темзы.
3. ..but mention was made of it in the writings of architects from time to time — но время от времени можно встретить упоминание об этом в работах архитекторов.
4. They were the first to use... — они первыми использовали
5. on a pretty large scale — в довольно широких масштабах

### *Vocabulary*

art of building — искусство строить  
brick — кирпич  
borrow (from) — занимать, заимствовать  
concrete — бетон,  
dome — купол  
dwell — жить, проживать  
embody — олицетворять, воплощать  
erect — возводить, строить  
find (out) — обнаружить, найти  
kiln — обжиговая печь, сушильная печь  
pile — свая, столб  
pillar — столб, колонна  
remains — остатки, руины  
tribe — племя

### **Task 2. Find in the text equivalent English phrases to the following Russian.**

|                                    |                              |
|------------------------------------|------------------------------|
| доисторические времена             | грубо обтесанный камень      |
| римский период                     | они первыми использовали     |
| бесполезность использования стали  | недавние открытия            |
| в качестве строительного материала | в довольно широких масштабах |

**Task 3. Match the columns.**

|                            |   |
|----------------------------|---|
| 1 building purpose         | a) некоторое количество, несколько            |
| 2 sun-dried mud bricks     | b) основной (важнейший) строительный материал |
| 3 the art of building      | c) нестандартная стрельчатая арка             |
| 4 road works               | d) тесаный камень                             |
| 5 timber piles             | e) остроконечная крыша                        |
| 6 water tank               | f) стальной каркас                            |
| 7 a number of              | g) искусственный камень                       |
| 8 main structural material | h) искусство строительства                    |
| 9 durable concrete         | i) строительная цель                          |
| 10. steep peaked roof      | j) кирпичи из глины, высушенные на солнце     |
| 11. irregular pointed arch | k) дорожные работы                            |
| 12. broad foundation       | l) архитектурный стиль                        |
| 13. type of architecture   | m) высокое здание                             |
| 14. steel frame            | n) деревянные сваи                            |
| 15. artificial stone       | o) прочный бетон                              |
| 16. the earliest findings  | p) ранние (первые) полученные данные          |
| 17. tall building          | q) бак для воды                               |
| 18. roughly broken stone   | r) широкое основание                          |
| 19. cut stone              | s) грубый (неровный) щебень                   |

**Task 4. Translate into Russian, pay attention to suffixes.**

|  |       |
|--|-------|
| Discover-discovery                       | _____ |
| build-building - a building -a building  | _____ |
| material                                 | _____ |
| produce - production                     | _____ |
| construct-construction                   | _____ |
| know-knowledge                           | _____ |
| architect - architecture - architectural | _____ |
| use-useful-usefulness                    | _____ |
| complete-completely                      | _____ |
| efficient-inefficient                    | _____ |
| part - partly                            | _____ |
| structure-structural                     | _____ |



**Task 5. Finish sentences. Translate them into Russian.**

1. Many thousand of years ago there were no houses ...
2. In hot countries people made their homes ...
3. In colder countries they ...
4. In ancient time kilns for lime production were fired by ...
5. The knowledge of how to make durable concrete ... for centuries.
6. After the Fall of the Roman Empire Roman traditions were continued ...
7. Buildings combined the Roman arch and ...
8. During the last hundred years many methods of building....
9. One of the most recent discoveries is ...
10. Nowadays the frame of a tall building is first ... and then ...

**Task 6. Finish sentences, use English equivalents from the text. Translate these sentences into Russian.**

1. Concrete is an artificial kind of stone, *намного дешевле и прочнее*, than brick or natural stone.
2. The Egyptians used concrete *для строительства мостов, дорог и городских стен*.
3. *Существуют доказательства* that ancient Greeks also used concrete in building purposes.
4. The use of concrete by the ancient Romans *может быть прослежен еще в 500 году до нашей эры*.
5. They were the first to use it throughout the ancient Roman Empire *в довольно широких масштабах*.
6. Concrete in old times consisted of mud, *глины, чистой извести и грубого (неровного) щебня*.
7. London Bridge finished in 1209 was designed on broad foundation *чтобы противостоять течению Темзы*.

## Тема 39. Традиционные строительные материалы

**Task 1. Look at these materials and match the names with the photographs.**

stones cement timber bricks



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

Building materials can be divided into two main groups: natural and man-made. Stone and timber are natural materials, used by man since ancient times. Man-made materials include bricks, cement, concrete, steel, glass, metal and more modern materials including plastic and synthetics.

**Task 2. Read and translate the text.**

### Traditional Building Materials

#### Stone

Stone walls are one of the oldest construction methods known to mankind. The first stone walls were made laying up stones without any mortar. With this method stones are held together by gravity. These walls are usually larger at the base. In Ireland and north-eastern UK counties this kind of wall was made by farmers to create fences. It was quite a long and labour-intensive method, but with no costs. When cement appeared, the first mortared stone walls were created, where cement paste fills the gaps between the stones. The first cements were made using burnt gypsum or lime, mixed with water. Concrete includes Portland cement mixed with sand, gravel and water, which makes it resistant to cracking. To make it even more resistant, steel reinforcing bars can be added.

Most stone walls today are made using this method, because it is fast and cheap.

**Task 3. Match the two parts of the sentences.**

1. The first stone walls were made
2. When cement appeared
3. The first cements were created using
4. Concrete is Portland cement



5. Steel reinforcing bars can be added

A burnt gypsum or lime, mixed with water.

B to make concrete even more resistant.

C the first mortared stone walls were created.

D without any mortar.

E mixed with sand, gravel and water.

**Task 4. Read the text about timber framing and answer the questions below.**

### **Timber**

Timber framing and conventional wood framing are two different forms of construction. Timber framed structures use fewer, larger timbers with dimensions from 15 to 30 cm and mortice and tenon or wooden pegs as fastening methods, whereas conventional wood- framed buildings have a greater number of timbers with dimensions from 5 to 25 cm, and nails or other mechanical fasteners are used to join the timbers. Today timber structures are often surrounded in manufactured panels, such as Structural Insulating Panels (SIPs). They are made up of two rigid wooden-based composite materials with a foamed insulating material inside. This method is used because these structures are easier to build and they provide more efficient heat insulation.

Timber-framed construction offers a lot of advantages. It is kind to the environment (when the wood used is taken from sustainable forests) and the frames can be put up quickly. Its design is elegant and simple, and also both practical and adaptable. It can give a house character, both inside and outside. Thanks to its strength, large open spaces can be created, something which is not so easy to obtain with other techniques. It is very versatile, so timber-framed houses can also be clad with stone or brick. This offers two more advantages: the house can blend in with the surrounding area (both urban and rural) and it is very energy-efficient. Timber is also cheaper than other materials.



### ***Vocabulary***

handrails – поручни

sawmills – лесопилки

joinery – столярная работа

joists – балки

spanning up – охват

warehouse – склад (товаров)

frame – строение, конструкция

to settle on – обосновываться

flexible – гибкий

to erect – устанавливать, сооружать

### ***Questions:***

1. Do timber-framed structures use larger or smaller timbers compared to conventional wood framing?
2. Which fastening methods do the two different methods use?
3. What structures have been recently used? How are they made up?
4. What are the advantages of this method?

**Task 5. Read the text and then write a list of the advantages and disadvantages offered by brick.**

### **Brick**

Masonry construction is a method that has been used for centuries around the world. It is usually used for walls of buildings, retaining walls and monuments. The most frequent type of masonry is brick, but concrete block is also becoming more and more popular. Brick was one of the first building materials that man used and has been used since the times of the ancient Egyptians because it offers a great number of advantages. First of all, it has an affordable price and it is made of accessible raw material, which has long durability and good insulating properties. It is a strong material and is perfect for load-bearing systems where the loads are compressive. It is the size of a man's hand and therefore simple to use. The appearance of the final work depends on the ability and expertise of the bricklayer. Another advantage of using brick is that, like stone, it offers increased comfort in the heat of the summer and the cold of the winter. Being heat resistant, this material also offers good fire protection.

One of the disadvantages of using this material is that masonry must be built on a firm foundation to prevent settling and cracking, and in the presence of expansive soils the foundation may need to be elaborate. Moreover, this is a heavy material, consequently the structural requirements will have to be increased, especially if the area is subject to earthquakes.

| Advantages | Disadvantages |
|------------|---------------|
|            |               |
|            |               |
|            |               |
|            |               |
|            |               |
|            |               |

### ***Vocabulary***

bricklayer – каменщик  
to blend in - смешивать, изготавливать смесь  
cinder concrete - шлакобетон  
compound - строение, структура  
concrete - дорожное покрытие из бетона, бетон  
cracking - образование трещин  
to fasten - прикреплять  
fence - забор, ограждение  
fly ash - пепел, зола  
foamed - вспененный  
heat insulation – теплоизоляция  
hollow tile - пустотелая плитка  
iron ore – железная руда  
to join – присоединяться  
kiln - печь для обжига и сушки  
to lay - возложить обязательство на кого-л.

lime – известь  
limestone – известняк  
masonry - каменная кладка  
mortar - известковый строительный раствор  
mortise - выемка  
mould - валик, форма  
nail – гвоздь  
peg - колышек, деревянный гвоздь  
to put up - строить, воздвигать  
rebar – арматура  
settling – осадок  
shale - сланец, уплотненная глина  
slag - шлак  
to surround – окружать  
tenon - шип, зуб  
timber - лесоматериалы, древесина  
void - пустота, вакуум

## Тема 40. Современные строительные материалы

### Task 1. Read and translate the text.

#### Modern Building Materials

##### Steel

Steel is resistant to corrosion, rusting and general deterioration. It can be used both for exterior as well as internal infrastructure. Compared to conventional concrete buildings, steel buildings offer a longer lifetime and they cause less harm to the environment thanks to the resistance and durability. Because steel buildings are usually pre-fabricated or made in sections and parts that are assembled on the construction site, they are cheaper than The quantity of carbon contained in steel determines whether the alloy is hard or soft. Nowadays steel buildings are often appreciated for their design.

In fact, the flexibility of this material allows different forms and shapes. More than any other building material, steel has a high strength-to-weight ratio. This means that it is easy and cheap to span large distances elegantly eliminating columns. Thanks to this, it is easier to subdivide and customise office and warehouse space.



### Task 2. Complete the sentences with words from the text.

1. Steel can be used both for the exterior and the interior \_\_\_\_\_ of a building.
2. Steel is \_\_\_\_\_ to corrosion, rusting and general deterioration.
3. Steel buildings have a longer \_\_\_\_\_ compared to conventional concrete buildings.
4. Steel buildings are usually \_\_\_\_\_ than \_\_\_\_\_ buildings.
5. It is easy and cheap to span large \_\_\_\_\_ elegantly.
6. By eliminating \_\_\_\_\_, it is easier to subdivide and customise office and warehouse space.

**Task 3. Read the text again and match the words to their definitions.**

|               |  |
|---------------|--|
| rusting       | a composite metal made by mixing other metals together   |
| flexibility   | the period of time for which a building is expected to last                                    |
| alloy         | when a metal becomes reddish brown because of air and water                                    |
| deterioration | to change the appearance or characteristics of something according to someone's taste or needs |
| lifetime      | becoming worse in quality or condition   |
| to customise  | being bent easily without breaking   |

**Task 4. Read the text and match each paragraph with heading.**

**Glass and Metals**

- A Advantages and disadvantages of different kinds of metals
- B Transparent buildings: problems and possible solutions
- C An interesting experiment

1 \_\_\_\_\_

Glass is a fashionable material in contemporary architecture. Transparent buildings and structures are very popular in contemporary architecture.

Structural glass components such as columns and beams are often required, but this material seems structurally unsafe because of its brittleness. For this reason a new construction technique has been developed using:

- very long overlapping glass segments to create glass beams. These are made by bonding the segments adhesively;
- a small stainless steel profile that has been added to the layout of the glass beam to reinforce it.

2 \_\_\_\_\_

To prove that glass structures can be as safe as reinforced concrete, an experimental transparent pavilion has been designed (with dimensions 9 x 9 x 3.6 m<sup>3</sup>) that combines a number of innovative ideas. Many different kinds of glass

and glass systems have been used. The outermost and the triple - layered insulating glass units have been tempered and sometimes laminated and some glass has also been coated with solar control glass to reflect some of the unwanted sunshine outwards. In other cases glass that can be heated electrically and glass panes free of iron oxide have been used to make the inside light more natural

3 \_\_\_\_\_

Painted, stainless, hot dip galvanised and weather resistant steel, as well as aluminium, have also been used for supporting structures. Aluminium has some advantages (it is light, resistant to corrosion and easy to work) but also some disadvantages (its thermal expansion and conductivity are high and it has low elastic modulus and fire resistance). Stainless steel also offers some advantages (it has good fire resistance and it is easy to keep) but its high price is a major disadvantage. Both hot dip galvanised and painted steel are not as expensive, but they are difficult to work on site and are not resistant to corrosion.

**Task 5. Read the text again and decide if these statements are true (T) or false (F).**

- 1 Glass is very popular in contemporary architecture.
- 2 There is no way to create a glass structure that is as safe as reinforced concrete.
- 3 A transparent pavilion has been recently designed as an experiment that uses some innovative ideas.
- 4 There is only one type of glass in this pavilion.
- 5 Glass has also been used for supporting structures.
- 6 Hot dip galvanised steel is not resistant to corrosion.

**Task 6. Match the words with their definitions.**

|                 |  |
|-----------------|--|
| outermost       | a metal made from steel that does not rust |
| stainless steel | fragility                                  |
| galvanised      | external                                   |
| brittleness     | flat sheet of glass                        |
| pane            | coated with zinc to protect it from rust   |

**Task 7. Read and translate the text.**

**Plastic**

Plastic products offer a number of ecological advantages: they save resources, have a low maintenance cost and can be recycled. Furthermore they contribute to save energy (plastic foams are used for thermal insulation in many applications). Plastic is also useful for noise protection and insulation.

The main fields of application of these materials are pipes, insulation, wall covering, flooring (both in houses and in public areas) and, quite recently, window frames (made of PVC). PVC stands for Polyvinyl Chloride and it is the plastic which has seen the most rapid growth in recent times in industry. PVC is often used in piping



systems because of its good chemical resistance to corrosive fluids. PVC pipes are used for a great number of applications: to drain waste, for natural gas distribution, for electrical and communications wiring, for municipal water. As it is the newest primary construction material and entirely man-made, plastic is extremely versatile. Improvements made through research have increased its acceptance among designers, contractors and building code officials.

**Task 8. Choose the correct item.**

1. Plastic products save... .
  - a) industry
  - b) materials
  - c) resources
2. Plastic insulation is also useful for ...protection.
  - a) recycled
  - b) resources
  - c) noise
3. PVC is the plastic whose use has grown more... .
  - a) recently
  - b) slowly
  - c) primary
4. The ... fields of application of these materials are in flooring.
  - a) alternative
  - b) main
  - c) useful
5. PVC has good ... resistance to ... corrosive fluids.
  - a) physical
  - b) public
  - c) chemical
6. PVC pipes are used for... gas distribution.
  - a) natural
  - b) chemical
  - c) piping

**Task 9. Answer the questions:**

1. What are the advantages offered by plastic products?
2. How can plastic save energy?
3. What is plastic insulation useful for?

4. What are the main fields of application of plastic?
5. What does PVC stand for?
6. What are PVC pipes used for?

***Vocabulary:***

alloy - сплав, примесь

beam - брус, перекладина

brittleness - хрупкость, ломкость

coated - облицованный

customize - делать на заказ

to drain waste - для слива отходов

durability - прочность, долговечность

endurance - длительность, срок действия

hot dip galvanised - с горячей оцинковкой

iron - железо, чугун

layout - планировка, разметка

outermost - внешний, крайний

outwards - наружу, за пределы

overlapping - работа с перекрытием, наложение

pane - панель, часть окна

pipe - трубопровод, усадочная раковина

rust – ржавчина

to span – вращение

stainless steel - нержавеющая сталь

straw - соляровый, солома

strength to weight ratio - прочность к коэффициенту веса

window frame - оконная рама

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