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Пособие содержит обширный теоретический и практический материал по грамматике с методическими указаниями по выполнению заданий. Практикум по лексике поможет обучающимся в развитии письменной и устной коммуникации и преодолении трудностей при освоении английского языка. Тексты, словарь и тестовые задания позволят закрепить и усовершенствовать полученные навыки.

Предназначено для студентов-бакалавров, обучающихся по экономическим и управленческим направлениям. Может быть рекомендовано для самостоятельного изучения материала по иностранному языку.

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ПРЕДИСЛОВИЕ

Основная **цель дисциплины** — развитие способности к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

Изучение дисциплины направлено на решение следующих **задач**:

- углубление знаний о системе иностранного языка (лексических, фонетических и грамматических единиц) и усовершенствование умений оперировать языковыми средствами в определенных функциональных целях в зависимости от особенностей профессионального взаимодействия;
- развитие способности высказывать и понимать профессионально значимую информацию на иностранном языке в устной и письменной формах;
- развитие социокультурной восприимчивости, понимания стереотипов речевого поведения представителей родной и иноязычной культур.

Данное учебное пособие поможет не только обобщить и систематизировать знания, полученные в школе, но и развить, сформировать и усовершенствовать умения и навыки устной и письменной коммуникации.

Дидактические единицы, предусмотренные в программе, структурированы и представлены в пособии в виде 3 блоков: грамматического справочника, практикума по грамматике и практикума по лексике.

Грамматический блок содержит основные сведения по морфологии, словообразованию и синтаксису английского языка. Приведенные в пособии оригинальные английские тексты способствуют развитию у студентов умений и навыков различных видов чтения: изучающего, ознакомительного, поискового, просмотрового; расширяют знания о стране изучаемого языка. Упражнения и задания, приведенные после каждого текста, позволяют закрепить изученное, формируют языковые и коммуникативные навыки.

С помощью тестов, представленных в пособии, проверяются полученные студентами знания. Более того, пособие снабжено методическими рекомендациями по выполнению заданий и тестов. В терминологический словарь включен перечень основных понятий по экономике и менеджменту на русском и английском языках.

При создании данного пособия использовался материал грамматического справочника и практикума по грамматике учебного пособия «Английский язык», авторами которого являются М. В. Дементьева, Е. Н. Игнатова, И. Д. Фришберг (Баландина) (Челябинский государственный университет, 2006).

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

Морфология

Морфология — раздел грамматики, изучающий части речи.

Части речи — это классы слов в языке. В традиционной английской грамматике слова делятся на девять частей речи: *существительное, местоимение, глагол, прилагательное, числительное, наречие, предлог, союз, междометие*.

Чтобы вспомнить части речи и их употребление, внимательно изучите таблицу.

Часть речи	Использование	Пример
Существительное (noun)	Называние имени собственнo-го, места, предмета	Peter, London, dog
Местоимение (pronoun)	Замена существительного или отнесение чего-либо к существительному	it, she, these, every, some
Глагол (verb)	Выражение действия, состояния, какого-либо заявления	to do, to like, to claim
Прилагательное (adjective)	Определение существительного или местоимения	Fine, interesting, foggy
Наречие (adverb)	Характеристика глагола, прилагательного или другого наречия	Carefully, tomorrow, very
Числительное (numeral)	Называние количества	one, two, three
Предлог (preposition)	Установление связей между словами в предложении и словосочетании	to, in, on, from
Союз (conjunction)	Соединение слов и предложений	and, but, although
Междометие (interjection)	Выражение чувств	Whoopee! Ugh! Wow!

Существительное

Существительное — часть речи, которая обозначает то, о чем говорится в предложении, т. е. все то, о чем можно спросить: *кто это?* или *что это?* Английское существительное имеет всего четыре формы, и употреблять его очень несложно.

Существительные бывают:

1. Собственные:

London *Jack Smith* *the Black Sea* *the Grand Hotel*
the United Nations *Kodak Limited* *Winter* *Monday*

2. Нарисательные исчисляемые; к ним относятся названия предметов (одушевленных и неодушевленных), которые можно пересчитать. Например:

a name имя *names* имена
a book книга *two books* две книги
a friend друг *friends* друзья

3. Нарисательные неисчисляемые; к ним относятся названия предметов, которые нельзя посчитать:

knowledge знания *work* работа
water вода *smoke* дым
love любовь *truth* правда
wisdom мудрость

Существительные имеют грамматические категории:

1. Род; только у одушевленных существительных; все неодушевленные принадлежат к среднему роду:

a girl-friend подруга *a boy-friend* друг
an actor актер *an actress* актриса

2. Число; множественное число образуется путем прибавления к форме единственного числа окончания *-(e)s*:

Единственное число		Множ. число	Единственное число		Множ. число
a worker	рабочий	workers	a class	класс	classes
a hero	герой	heroes	a wife	жена	wives
a country	страна	countries			

Во множественном числе пишется:

+ -es	Множественное число	Единственное число
a) после шипящих и свистящих	dresses, buses, watches, boxes	dress bus watch box
b) после сочетания согласный +: -y → i; -o; -f; -fe	lorries, heroes, shelves	lorry, hero, shelf

+ -s	Множественное число	Единственное число
a) после гласного	plates	plate
b) после других согласных	dogs	dog
c) после сочетания гласный + -y	plays boys	play boy

Произносится	Пример
[iz] — после шипящих и свистящих	<i>processes</i> <i>buses</i> <i>boxes</i>
[z] — после гласного; сочетания гласный + -y, -o; согласный + y → i f, fe → v звонких согласных	<i>degrees</i> <i>rays</i> <i>theories</i> <i>lives</i> <i>ends</i>
[s] — после глухих согласных	<i>defaults</i>

Исключения

Единственное число	Множественное число
man	men
woman	women
foot	feet
tooth	teeth
child	children
goose	geese
louse	lice
mouse	mice
ox	oxen

Единственное число совпадает со множественным числом:

aircraft — самолет, самолеты
means — средство, средства
series — серия, серии
works — завод, заводы

Имеют только единственное число:

advice — совет, советы
information — сведение, сведения
knowledge — знание, знания
money — деньги
progress — успех, успехи, прогресс
fish — рыба, рыбы
deer — олень, олени
sheep — овца, овцы
swine — свинья, свиньи

Имеют только множественное число:

clothes — одежда
goods — товар, товары
trousers — брюки
news — новость, новости
scissors — ножницы
glasses — очки
mathematics — математика
physics — физика

Ряд терминов латинского и греческого происхождения еще не «англизировались» и образуют множественное число особым образом.

Единственное число	Множественное число
phenomenon	phenomena
criterion	criteria
datum	data
medium	media
analysis	analyses
crisis	crises
basis	bases
ellipsis	ellipses
hypothesis	hypotheses
synthesis	syntheses
thesis	theses

stimulus	stimuli
genus	genera
formula	formulae
basis	bases

3. Падеж.

В английском языке существует 2 падежа:

— *общий* соответствует всем падежам в русском языке:

<i>The boy is reading a book.</i>	Мальчик читает книгу.
<i>The boy's book was open.</i>	Книга мальчика была открыта.
<i>She showed the boy her pen.</i>	Она показала мальчику свою ручку.
<i>She showed her pen to the boy.</i>	Она показала свою ручку мальчику.
<i>We have seen the boy.</i>	Мы видели мальчика.
<i>It is written by the boy.</i>	Это написано мальчиком.
<i>They speak about the boy.</i>	Они говорят о мальчике.

— *притяжательный* (Possessive Case), соответствует русскому родительному падежу. Употребляется почти исключительно с одушевленными существительными:

<i>the boy's book</i>	книга мальчика
<i>Tom's friends</i>	друзья Тома
<i>the dog's tail</i>	хвост собаки,

а также с несколькими существительными, обозначающими понятия времени, расстояния и стоимости:

<i>two weeks` journey</i>	двухнедельная поездка
<i>two kilometres` walk</i>	двухкилометровая прогулка
<i>five dollar`s worth</i>	стоимостью в 5 долларов

Существительные, обозначающие звезды и планеты, также употребляются в Possessive Case:

<i>the sun's rays</i>	солнечные лучи
<i>the moon`s light</i>	лунный свет
<i>the earth`s surface</i>	поверхность земли

По **составу** существительные бывают:

1. *Простые*, состоящие только из корня:

a name имя *a book* книга
a work работа

Артикль

2. Производные, состоящие из корня и суффикса:

-er (-or, -ar)	worker — рабочий, director — директор, scholar — ученый
-ness	happiness — счастье
-ment	improvement — улучшение
-(a)tion	examination — экзамен
-ity	activity — деятельность
-hood	childhood — детство
-dom	freedom — свобода
-ship	friendship — дружба
-ant	assistant — помощник
-age	breakage — поломка
-al	approval — одобрение
-ance	appearance — появление
-ery	discovery — открытие
-sion	decision — решение
-ure	closure — закрытие
-ance, -ence	presence — присутствие
-th	length — длина

3. *Составные*, образованы из двух слов (существительных или из прилагательного и существительного); имеют, как правило, одно ударение, падающее на первое слово:

a school-fellow — школьный товарищ
a hothouse — теплица
a fireman — пожарник
a passer-by — прохожий
an editor-in-chief — главный редактор
a homework — домашняя работа

В английской грамматике слова *a, an, the* называются **арти-клями**. Артикль — один из «определителей» существительного.

A/an определяет для слушателя/читателя существительное как абстрактный объект, впервые упоминаемый, выделяет один член из целого класса, но не тот, который уже был определен в контексте или известен заранее. *A* и *an* исторически относятся к слову *one* и похожи на него тем, что могут употребляться перед исчисляемыми существительными в единственном числе:

Mary has got a car.

Когда же в подобной ситуации используется неисчисляемое существительное или существительное во множественном числе, то артикль опускается вообще или используется слово *some*:

Mathematics is my favorite subject at school.

A, an ставятся перед словами, обозначающими меры длины, времени и т. д., означают то же, что и *per (to)*: miles per hour (миль в час) = miles an hour, once a day, three dollars an ounce, fifteen cents a pound. Хотя в ценах правильнее заменить *a* на *the*: three dollars *the* ounce.

Напомним, что *a* используется перед согласными звуками, а также *y, w; an* — перед гласными

The определяет для слушателя/читателя объект, известный ему и говорящему/пишущему, или объект, который можно как-то идентифицировать из контекста, а значит, отличить его от подобных. Идентификация объекта возможна несколькими способами:

1. Установить уникальность объекта: *the sun, the earth, the universe, the moon, the sky* и т. д.

2. Установить уникальность, «единственность» объекта в конкретной ситуации: в Лондоне, сказав *the river*, вы будете иметь в виду *the Thames*. В семье вы можете смело говорить: *the baby, the dog, the kitchen, the living room* etc.

The current buffer (текущий буфер) может быть только в единственном числе.

3. Определить уникальность объекта в предложении при помощи предлога *of* или определительного придаточного предложения:

the capital of my country

the kitchen of my apartment

4. Второе и более упоминание в контексте:

I received a letter yesterday.

The letter was from my parents.

Артикль *the* употребляется также с некоторыми географическими названиями океанов, морей, проливов, каналов, рек, озер, водопадов: *The Atlantic Ocean, The Thames*, горных цепей и групп островов *The Urals, The Alps*, пустынь *The Gobi, The Sahara Desert*.

Прилагательное

Прилагательные употребляется с существительным и определяет его; отвечает на вопрос *какой?* Как и в русском, оно обычно стоит перед существительным, но не меняет свою форму в зависимости от него. Имена прилагательные в английском языке не изменяются по родам, числам и падежам.

Прилагательные бывают:

1. *Простые* — состоят только из корня:

<i>good</i>	хороший	<i>long</i>	длинный
<i>easy</i>	легкий	<i>bad</i>	плохой
<i>large</i>	большой		

2. *Производные* — состоят из префикса, корня и суффикса: — с суффиксами:

-ful	beautiful	прекрасный
-less	useless	бесполезный
-able	comfortable	удобный
-ous	famous	знаменитый
-y	lucky	удачливый, счастливый
-ly	lovely	прелестный, славный
-ish	redish	красноватый
-en	golden	золотистый

— префиксами:

un-	untrue	ложный, неправильный
in-	insincere	неискренний
im-	impossible	невозможный
ir-	irrelevant	неуместный

3. *Составные* — образованы из двух слов, при этом второе является обязательно прилагательным и часто несет на себе основное ударение, а первое слово может быть существительным, наречием или прилагательным:

snow-white белоснежный *dark-blue* синий

Прилагательные могут образовываться от глаголов и от существительных.

От глаголов		
<i>to flex</i> (гнуть(ся))	-able/-ible	flexible
<i>to resist</i> (сопротивляться)	-ant/-ent	resistant
<i>to decide</i> (решать)	-ive	decisive

От существительных		
<i>intellect</i> (ум, рассудок)	al/-ial/-ual	intellectual
<i>use</i> (польза)	-ful	useful
<i>use</i> (польза)	-less	useless
<i>base</i> (основа)	-ic	basic
<i>number</i> (количество)	-ous/-ious	numerous
<i>ease</i> (легкость)	-y	easy
<i>book</i> (книга)	-ish	bookish
<i>element</i> (элемент)	-ary	elementary
<i>north</i> (север)	-ern	northern

Степени сравнения прилагательных

Единственным формальным изменением прилагательных является их изменение при сравнении.

1. *Односложные*.

Суффикс *-er*, прибавляемый к основе односложных (и многосложных, оканчивающихся на *-y, -e, -er, -ow*) прилагательных, возводит их в сравнительную степень; суффикс *-est* — в превосходную.

<i>long</i>	длинный	<i>longer</i>	длиннее	<i>the longest</i>	самый длинный
<i>large</i>	большой	<i>larger</i>	больше	<i>the largest</i>	самый большой
<i>easy</i>	легкий	<i>easier</i>	легче	<i>the easiest</i>	самый легкий
<i>big</i>	большой	<i>bigger</i>	больше	<i>the biggest</i>	самый большой

2. Многосложные.

Многосложные прилагательные приобретают значение сравнительной степени путем добавления перед ними слова *more* (более), значение превосходной степени — слова *most* (наиболее).

<i>beautiful</i>	<i>more beautiful</i>	<i>the most beautiful</i>
прекрасный	прекраснее	самый прекрасный
<i>impossible</i>	<i>more impossible</i>	<i>the most impossible</i>
невозможный	невозможнее	самый невозможный

3. Исключения.

<i>good</i>	хороший	<i>better</i>	лучше	<i>the best</i>	самый хороший
<i>bad</i>	плохой	<i>worse</i>	хуже	<i>the worst</i>	самый плохой
<i>little</i>	маленький	<i>less</i>	меньший	<i>the least</i>	самый маленький
<i>many/much</i>	много	<i>more</i>	более	<i>the most</i>	наиболее
<i>far</i>	далекий	<i>farther</i>	более далекий	<i>the farthest</i>	самый далекий

Сравнительные конструкции

1. После сравнительной степени употребляется союз *than* — чем:

The result of the experiment is much better than that of the previous one.

Результат этого эксперимента гораздо лучше, чем результат предыдущего.

2. Для сравнения двух предметов одинакового качества прилагательное в основной форме ставится между парными союзами **as... as**, означающими так же... как:

This result is as good as that one.

Этот результат такой же хороший, как и тот.

3. Для выражения неравной степени качества в двух сравниваемых предметах используется парный союз *not so... as* — не такой... как:

This result is not so good as that one.

Этот результат не такой хороший, как тот.

4. При переводе с английского сравнительных предложений, содержащих *the (more)... the (less)* в сочетании с прилагательным или наречием в сравнительной степени, употребляется союз чем... тем:

The more we study the less we know.

Чем больше мы учим, тем меньше мы знаем.

Наречие

Наречие — это часть речи, определяющая глагол, прилагательное и другое наречие. Наречия отвечают на вопросы «как?», «где?», «когда?», «до какой степени?»:

He works enthusiastically. (How?)

He always pushes the buttons calmly. (When? How?)

The program crashes there. (Where?)

Please never do it. (To what extent?)

Наречия бывают:

1. Простые:

<i>well</i>	хорошо	<i>much</i>	много
<i>very</i>	очень	<i>often</i>	часто

2. Производные, образованы путем прибавления суффикса *-ly*:

а) к прилагательному:

<i>usual</i>	обычный	<i>usually</i>	обычно
<i>easy</i>	легкий	<i>easily</i>	легко
<i>possible</i>	возможный	<i>possibly</i>	возможно

б) причастию:

<i>increasing</i>	повышающийся	<i>increasingly</i>	все возрастающе
<i>marked</i>	заметный	<i>markedly</i>	заметным образом

в) некоторым существительным

<i>week</i>	неделя	<i>weekly</i>	еженедельно
<i>part</i>	часть	<i>partly</i>	частично

г) некоторым числительным

<i>first</i>	первый	<i>firstly</i>	во-первых
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3. Сложные:

<i>sometimes</i>	иногда
<i>somewhere</i>	где-нибудь
<i>anywhere</i>	где-нибудь (вопр. и отриц. предл.)
<i>nowhere</i>	нигде

4. Составные:

<i>for good</i>	навсегда
<i>by no means</i>	ни в коем случае

5. Совпадающие по форме:

а) с прилагательными

<i>fast</i>	быстрый; быстро
<i>long</i>	длинный; долго
<i>wide</i>	широкий; широко
<i>hard</i>	тяжелый; тяжело
<i>loud</i>	громкий; громко
<i>early</i>	ранний; рано
<i>late</i>	поздний; поздно

б) предлогами

<i>after</i>	после
<i>before</i>	раньше
<i>since</i>	с тех пор как

в) союзами

<i>when</i>	когда
<i>where</i>	где

Степени сравнения наречий

В современном английском языке наречия являются морфологически неизменяемыми словами. Изменение при сравнении является единственным формальным показателем, сохранившимся у небольшой группы наречий; главным образом у тех, которые определяют характер совершения действия и отчасти у наречий определенного и неопределенного времени.

К большинству наречий в сравнительной степени прибавляется слово *more*, в превосходной — *most*:

slowly	медленно	more slowly	медленнее	most slowly	совсем медленно
seldom	редко	more seldom	реже	most seldom	совсем редко

Сравнение производится также при помощи слов *less* и *least* (менее и наименее):

bravely	смело	less bravely (менее смело)	least bravely (наименее смело)
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Односложные наречия (часто совпадающие по форме с прилагательными) в сравнительной степени имеют суффикс *-er*, в превосходной — *-est*:

fast	быстро	faster	быстрее	fastest	быстрее всего
late	поздно	later	позднее	latest	позднее всего
early	рано	earlier	раньше	earliest	раньше всего

Несколько наречий, совпадающих в написании с соответствующими прилагательными, образуют степени сравнения от разных основ:

well	хорошо	better	лучше	best	лучше всего
badly	плохо	worse	хуже	worst	хуже всего
little	мало	less	меньше	least	меньше всего
much	много	more	больше	most	больше всего
far	далеко	farther, further	дальше	farthest, furthest	дальше всего

Числительные

Количественные числительные

Числительные, обозначающие количество предметов, называются количественными. Они образуются путем прибавления к корневой основе первого десятка суффиксов *-teen*, *-ty*:

1—12	13—19 (суф. <i>-teen</i>)	20—90 (суф. <i>-ty</i>)	100 и далее
1 one	13 thirteen	20 twenty	100 a (one) hundred
2 two	14 fourteen	22 twenty-two	101 a (one) hundred and one
3 three	15 fifteen	30 thirty	125 one hundred and twenty five
4 four	16 sixteen	40 forty	200 two hundred
5 five	17 seventeen	50 fifty	300 three hundred и т. д.
6 six	18 eighteen	60 sixty	1.000 a (one) thousand
7 seven	19 nineteen	70 seventy	1.005 one thousand and five
8 eight		80 eighty	1.235 one thousand two hundred and thirty-five
9 nine		90 ninety	2.000 two thousand
10 ten			5.345 five thousand three hundred and forty-five и т. д.
11 eleven			100.000 a (one) hundred thousand
12 twelve			1.000.000 a (one) million
			1.000.000.000 a (one) milliard — в Англии; a (one) billion — в США

Порядковые числительные

Числительные, обозначающие порядок предметов или место, которое предмет занимает в ряду, называются порядковыми. Порядковые числительные, за исключением первых трех, образуются путем прибавления суффикса *-th* к основе соответствующего количественного числительного; при этом перед порядковым числительным ставится определенный артикль:

1st — (the) first	11th — (the) eleventh	21st — (the) twenty first
2nd — (the) second	12th — (the) twelfth	30th — (the) thirtieth
3d — (the) third	12th — (the) thirteenth	40th — (the) fortieth
4th — (the) fourth	14th — (the) fourteenth	50th — (the) fiftieth
5th — (the) fifth	15th — (the) fifteenth	60th — (the) sixtieth
6th — (the) sixth	16th — (the) sixteenth	70th — (the) seventieth
7th — (the) seventh	17th — (the) seventeenth	80th — (the) eightieth
8th — (the) eighth	18th — (the) eighteenth	90th — (the) ninetieth
9th — (the) ninth	19th — (the) nineteenth	100th — (the) hundredth
10th — (the) tenth	20th — (the) twentieth	

Дроби

1. Простые.

В простых дробях числитель выражается количественным, а знаменатель — порядковым числительным. Когда числитель больше единицы, знаменатель принимает окончание *-s*. Например:

$\frac{1}{2}$ — a (one) half;

$\frac{1}{3}$ — one third;

$\frac{2}{5}$ — two fifths;

$2\frac{3}{7}$ — two and three sevenths.

2. Десятичные.

В десятичных дробях целое число отделяется от дроби точкой, а не запятой, как в русском языке. Каждая цифра читается отдельно. Точка, отделяющая целое число от дроби, читается *point*. 0 (нуль) читается *nought* или *zero*:

0.3	nought (zero) point three или point three
2.35	two point three five
32.305	three two (thirty two) point three nought (zero) five

Существительное, следующее за дробью, имеет форму единственного числа, и при чтении перед ним ставится предлог *of*:

$\frac{2}{3}$ kilometre	two thirds of a kilometre	$\frac{2}{3}$ километра
0.25 ton	nought point two five of a ton	0.25 тонны

Существительное, следующее за целым или смешанным числом, употребляется во множественном числе без предлога:

24 $\frac{1}{8}$ tons	twenty-four and one eight tons	24 $\frac{1}{8}$ тонны
12.75 tons	one two (twelve) point seven five tons	12.75 тонны

Арифметические знаки и чтение примеров

+ — plus;
 – — minus;
 = — equals or is equal to;
 × — times;
 ÷ — divided by;
 % — per cent;
 > — is greater than;
 < — is less than.

4 : 2 = 2 — four divided by 2 equals 2;
 3 × 5 = 15 — three times five equals fifteen;
 2 % — 2 per cent;
 $\frac{3}{8}$ % — three eights per cent;
 (p – q) : 7 — subtract q from p and divide the result by 7.

Глагол

Глагол — это часть речи, которая обозначает действие (физическое или умственное) или состояние и отвечает на вопрос *что делать?* Английский глагол несет на себе большую нагрузку в предложении. Глагол изменяется по временам, числам и лицам, группируется со вспомогательными и другими глаголами, изменяет при этом свою грамматическую форму.

Глаголы бывают:

1. *Простые*:

<i>to ask</i>	спрашивать
<i>to work</i>	работать
<i>to go</i>	идти

2. *Производные*, состоящие из корня, продуктивного суффикса или префикса:

— с суффиксами:

-en	<i>to widen</i>	расширять
	<i>to sfrenghten</i>	усиливать
-fy	<i>to modify</i>	видоизменять
-ise	<i>to recognise</i>	узнавать, признавать

— префиксами:

un-	<i>to undo</i>	развязывать, расстегивать
dis-	<i>to dislike</i>	не любить
re-	<i>to remake</i>	преобразовывать, переделывать

3. *Составные*, образованы из нескольких слов; наиболее распространены варианты глагол + наречие (наречия обычно совпадают по форме с предлогами *on, out, for, up, down* и т. д.):

<i>to overcome</i>	преодолеть	<i>to go on</i>	продолжать
<i>to broadcast</i>	передавать по радио	<i>sit down</i>	садитесь

По способу образования основных форм глаголы делятся на правильные и неправильные.

По отношению к дополнению в предложении глаголы делятся на переходные и непереходные.

Правильные глаголы образуют свою 2-ю (прошедшее время) и 3-ю формы (причастие прошедшего времени) путем прибавления окончания *-ed* к основе глагола, 4-ю форму (причастие настоящего времени) путем прибавления окончания *-ing*:

to ask	asked	asked	asking	спрашивать
to work	worked	worked	working	работать
answer	answered	answered	answering	отвечать

Неправильные глаголы образуют свои основные формы иным путем. Больше их количество меняет гласную основу:

write	wrote	written	writing	писать
sing	sang	sung	singing	петь
speak	spoke	spoken	speaking	говорить

Многие глаголы меняют конечную согласную *d* на *t* во 2-й и в 3-й формах:

build	built	built	building	строить
send	sent	sent	sending	посылать
spend	spent	spent	spending	проводить

Некоторые глаголы не изменяются во 2-й и в 3-й формах:

put	put	put	puting	класть
cast	cast	cast	casting	кидать
let	let	let	leting	позволять

Некоторые глаголы имеют окончание *-t* во 2-й и в 3-й формах:

burn	burnt	burnt	burning	гореть
spoil	spoilt	spoilt	spoiling	портить
smell	smelt	smelt	smelling	пахнуть

Два глагола образуют свои основные формы от разных основ:

go	went	gone	going
be	was, were	been	being

Переходные глаголы — это глаголы, действие которых переходит на дополнение:

He asked me. Он спросил меня.
She drinks milk in the morning. По утрам она пьет молоко.

Непереходные — это глаголы, действие которых лишь характеризует подлежащее и не переходит на дополнение:

He goes to the institute. Он ходит в институт.
She moves to a new house. Она переезжает в новый дом.

В предложении глагол употребляется в качестве сказуемого и имеет категории времени, лица, числа, наклонения, залога, вида.

Время

Под грамматической категорией времени мы понимаем личную форму глагола, показывающую момент совершения действия. Поскольку действие может происходить в настоящем, прошлом или будущем, то и грамматических времен три — настоящее (Present Tense), прошедшее (Past Tense) и будущее (Future Tense).

Настоящее (Present):

I ask. Я спрашиваю (обычно).

Прошедшее (Past):

I asked him yesterday. Я спрашивал его вчера.

Будущее (Future):

I will ask him tomorrow. Я буду спрашивать (спрошу) его завтра.

Образование времен глаголов в группе Indefinite

Past (прошедшее) V + ed:	Present (настоящее) V, V + s:	Future (будущее) will + V:
The program worked. Программа работала.	The program works. The programs work. Программа (ы) работает (ют).	The program will work. Программа будет работать.

Лицо

1-е лицо	I	я	we	мы
2-е лицо	you	ты	you	вы
3-е лицо	he	он	they	они
	she	она		
	it	оно		

I ask. Я спрашиваю.
You ask. Ты (вы) спрашиваешь (-те).
He asks. Он спрашивает.
She asks. Она спрашивает.

It asks. Оно спрашивает.
They ask. Они спрашивают.

Число

Единственное:

I (you) ask. Я (ты) спрашиваю (спрашиваешь).
He (she, it) asks. Он (она, оно) спрашивает.

Множественное:

We ask. Мы спрашиваем.
You ask. Вы спрашиваете.
They ask. Они спрашивают.

Таблица нестандартных (неправильных) глаголов

Infinitive	Past	Past participle	Перевод
be	was, were	been	быть
bear	bore	born	рождать
beat	beat	beaten	бить
become	became	become	становиться
begin	began	begun	начинать(ся)
break	broke	broken	ломать
choose	chose	chosen	выбирать
build	built	built	строить
buy	bought	bought	покупать
come	came	come	приходить
do	did	done	делать
draw	drew	drawn	рисовать
drink	drank	drunk	пить
drive	drove	driven	везти
eat	ate	eaten	кушать
fall	fell	fallen	падать
find	found	found	находить
fly	flew	flown	летать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать
get	got	got	получать
give	gave	given	давать

go	went	gone	идти
grow	grew	grown	расти
have	had	had	иметь
hear	heard	heard	слышать
hide	hid	hidden	прятать
hit	hit	hit	ударять
keep	kept	kept	держать
know	knew	known	знать
leave	left	left	оставлять
lie	lay	lain	лежать
lose	lost	lost	терять
make	made	made	делать
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
run	ran	run	бежать
say	said	said	сказать
see	saw	seen	видеть
seek	sought	sought	искать
set	set	set	помещать
show	showed	shown	показывать
sing	sang	sung	петь
sit	sat	sat	сидеть
sleep	slept	slept	спать
speak	spoke	spoken	говорить
spend	spent	spent	тратить
stand	stood	stood	стоять
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	учить
throw	threw	thrown	бросать
wake	woke	woken	будить
wear	wore	worn	носить
win	won	won	выигрывать
write	wrote	written	писать

Настоящее неопределенное время (Present Indefinite)

Настоящее неопределенное время образуется из первой формы глагола для всех лиц, кроме 3-го лица единственного числа. Для образования 3-го лица единственного числа к основе глагола прибавляется окончание -s:

I	work	работаю	we	work	работаем
you	work	работаешь	you	work	работаете
he, she, it	works	работает	they	work	работают

Present Indefinite употребляется для выражения:

1. Общеизвестного факта, являющегося неопровержимой истиной:

The earth is round. Земля круглая.

2. Обычного, регулярно повторяющегося действия, относящегося к настоящему:

My friend teaches English. Мой друг учит английскому.

3. Ряды последовательных действий, или обычно повторяющихся в настоящем, или происходивших в прошлом, но представляемых в настоящем для того, чтобы сделать повествование более эмоциональным:

Every day I get up at 7, wash, dress and take a walk.

Каждый день я встаю в 7, умываюсь, одеваюсь и прогуливаюсь.

4. Действия в будущем времени, если оно является заранее намеченным и решенным:

Our vacation begins in a week.

Наши каникулы начинаются через неделю.

5. Действия в будущем в обстоятельственных предложениях времени и условия:

We shall wait until she comes.

Мы подождем до тех пор, пока она не придет.

6. Действия, совершающегося в данный момент настоящего времени:

I know what you mean. Я знаю, что ты имеешь в виду.

Вопросительная форма образуется при помощи вспомогательного глагола *to do* в настоящем времени и смыслового глагола в форме инфинитива без частицы *to*, причем вспомогательный глагол ставится перед подлежащим:

Do you read English?

Ты читаешь по-английски?

Does he write letter every day?

Он пишет письма каждый день?

Отрицательная форма образуется при помощи вспомогательного глагола *to do* в настоящем времени, частицы *not*, которая ставится после вспомогательного глагола, и смыслового глагола в форме инфинитива без *to*:

I do not (don't) read English.

Я не читаю по-английски.

He does not (doesn't) write letter every day.

Он не пишет письма каждый день.

Прошедшее неопределенное время (Past Indefinite)

Прошедшее неопределенное время образуется (во всех лицах) из второй формы глагола для выражения:

Regular Verbs:	I	worked	работал	we	worked	работали
	you	worked	работал	you	worked	работали
	he, she, it	worked	работал (-a, -o)	they	worked	работали
Irregular Verbs:	I	spoke	говорил	we	spoke	говорили
	you	spoke	говорил	you	spoke	говорили
	he, she, it	spoke	говорил (-a, -o)	they	spoke	говорили

Past Indefinite употребляется для выражения:

1. Действия, совершенного в прошедшем времени и ничем не связанного с настоящим:

I met him in the street yesterday.

Я встретился с ним вчера на улице.

2. Ряда последовательных действий в связном повествовании:

Tom came out of the house with a bucket and brush, he looked at the fence, sighed, and put the bucket on the ground.

Том вышел из дома с ведром и кистью, посмотрел на забор, вздохнул и положил ведро на землю.

3. Обычного, регулярно повторяющегося действия в прошлом:

Last year, when we lived in the country, my brother and I often went hunting.

В прошлом году, когда мы жили в деревне, мой брат и я часто ходили на охоту.

4. Общеизвестного факта (представляющего собой неопровержимую истину), который имел место в прошлом:

Many million years ago the earth was a fire ball.

Много миллионов лет назад Земля была огненным шаром.

Вопросительная форма как правильных, так и неправильных глаголов образуется при помощи вспомогательного глагола *to do* (в прошедшем времени — *did*) и инфинитива смыслового глагола без *to*, причем вспомогательный глагол ставится перед подлежащим:

Did they work?

Они работали?

Did he speak?

Он говорил?

Отрицательная форма как правильных, так и неправильных глаголов образуется при помощи вспомогательного глагола *to do* (в прошедшем времени — *did*), отрицательной частицы *not* и инфинитива смыслового глагола без *to*, причем частица *not* ставится после вспомогательного глагола:

He did not (didn't) speak.

Он не говорил.

I did not (didn't) work.

Я не работал.

Будущее неопределенное время (Future Indefinite)

Будущее неопределенное время образуется из вспомогательных глаголов *shall* (для 1-го лица единственного и множественного числа) и *will* (для всех остальных лиц) + первая форма глагола:

I	shall work	буду работать	we	shall work	будем работать
you	will work	будешь работать	you	will work	будете работать
he, she, it	will work	будет работать	they	will work	будут работать

Future Indefinite употребляется для выражения:

1. Действия в будущем:

I shall go to the theatre tomorrow.

Я завтра пойду в театр.

2. Ряда последовательных действий в будущем:

Tomorrow we shall get up very early, we shall go to the station, she will meet us there, and then we shall all go to the country.

Завтра мы встанем рано, пойдем на вокзал, она встретит нас там, и мы все поедем в деревню.

3. Обычного действия, которое будет регулярно повторяться в будущем.

Next month we shall have lessons of English twice a week.

В следующем месяце уроки английского у нас будут дважды в неделю.

4. Общеизвестного факта (представляющего собой неопровержимую истину), относящегося к будущему:

This river will dry up in five years.

Эта река высохнет через пять лет.

Для образования вопросительной формы в будущем времени в начале предложения ставится *will*:

Will there be many people at the meeting?
На собрании будет много народу?

Отрицательная форма образуется при помощи *will* и отрицательной частицы *not* (*won't*):

There won't be many people in the cinema today.
Сегодня в кино не будет много народу.

Настоящее длительное время (Present Continuous)

Настоящее длительное время образуется при помощи вспомогательного глагола *be* в настоящем времени + причастие настоящего времени:

I	am writing	пишу	we	are writing	пишем
you	are writing	пишешь	you	are writing	пишете
he, she, it	is writing	пишет	they	are writing	пишут

Present Continuous обычно передает действие в его развитии, происходящее или в момент разговора, или в данный период времени, рассматриваемый как момент совершения действия:

I am sitting at my table and writing.
Я сижу за столом и пишу.

Формальные показатели группы Continuous: *now, at that time* или конкретное указание времени:

Jim is reading about English tenses now.
Джим сейчас читает об английских временах.

Иногда Present Continuous обозначает будущее действие (особенно с глаголами *come, go, stay, start, leave*):

I am going there next year.
Я собираюсь туда в будущем году.

Вопросительная форма образуется путем постановки вспомогательного глагола *to be* в соответствующем лице, числе и времени перед подлежащим:

Am I reading a book now? Читаю ли я книгу сейчас?
What are you doing here? Что вы тут делаете?

Отрицательная форма образуется при помощи отрицательной частицы *not*, которая ставится после вспомогательного глагола:

I am not reading now. Сейчас я не читаю.

Прошедшее длительное время (Past Continuous)

Прошедшее длительное время образуется при помощи вспомогательного глагола *be* в прошедшем времени + причастие настоящего времени:

I	was writing	писал	we	were writing	писали
you	were writing	писал	you	were writing	писали
he, she, it	was writing	писал (-a, -o)	they	were writing	писали

Past Continuous передает действие в его развитии, происходящее в какой-то момент в прошлом; этот момент может быть выражен или обстоятельством времени, или каким-либо другим действием, передаваемым глаголом в Past Indefinite:

At five o'clock in the morning she was still writing the composition.
В пять часов утра она все еще писала сочинение.

Вопросительная форма Past Continuous:

What were you doing at five yesterday?
Что вы делали вчера в пять?

Was she reading? Она читала?

Отрицательная форма Past Continuous:

She was not (wasn't) reading. Она не читала.

Будущее длительное время (Future Continuous)

Будущее длительное время образуется при помощи вспомогательного глагола *be* в будущем времени + причастие настоящего времени:

I	shall be writing	буду писать	we	shall be writing	будем писать
you	will be writing	будешь писать	you	will be writing	будете писать
he, she, it	will be writing	будет писать	they	will be writing	будут писать

Future Continuous передает действие в его развитии, происходящее в какой-то момент в будущем; этот момент выражен или обстоятельством времени, или другим действием, передаваемым глаголом в Present Indefinite:

*When you enter the room my sister **will be writing** a letter.*

Когда вы войдете в комнату, моя сестра будет писать письмо.

Вопросительная форма Future Continuous:

***Will they be reading** tomorrow?*

Они завтра будут читать?

Отрицательная форма Future Continuous:

*They **won't be reading** tomorrow.*

Они не будут читать завтра.

Исключения

Некоторые глаголы, передающие чувства и восприятия, не употребляются в Continuous Tenses, т. к. они не могут выражать действие в его развитии:

Следующие глаголы обычно не употребляются в Continuous:

see	видеть	hear	слышать
believe	верить	know	знать

recognize	узнавать	understand	понимать
fear	бояться	love	любить
like	нравиться	hate	ненавидеть
prefer	предпочитать	deserve	заслуживать
contain	содержать	seem	казаться
resemble	походить	belong	принадлежать
feel	чувствовать		

Настоящее совершенное время (Present Perfect)

Настоящее совершенное время образуется при помощи вспомогательного глагола *have* в настоящем времени + 3-я форма спрягаемого глагола:

I	have worked	работал	we	have worked	работали
you	have worked	работал	you	have worked	работали
he, she, it	has worked	работал (-а, -о)	they	have worked	работали

Present Perfect употребляется для выражения действия, совершенного к моменту речи, причем результат действия имеется сейчас и связан с последующим. Время совершения действия или совсем не указывается, или охватывает еще не истекший промежуток времени — *today, this week, this month* и т. д. Часто при Present Perfect употребляются наречия *never, ever, just, already, not yet*:

*He **has built** a fence around his house.*

Он построил забор вокруг своего дома.

*Mary **has torn** the letter.*

Мэри порвала письмо.

Если действие относится к какому-либо моменту или отрезку времени в прошлом, выраженному наречием или другим обстоятельством прошедшего времени, Present Perfect не употребляется, а употребляется Past Indefinite:

He **built** a fence around his house last year.
Он построил забор вокруг своего дома в прошлом году.

Иногда Present Perfect обозначает действие, начавшееся в известный отрезок времени до момента разговора и продолжающееся все время до настоящего момента или даже сейчас:

She **has not seen** her aunt for the last two months.
Она не видела свою тетю последние два месяца.

We **have believed** her all the time.
Мы верили ей все время.

Вопросительная форма Present Perfect:

Have I eaten the cake? Ел ли я пирожное?
Has he eaten the cake? Ел ли он пирожное?

Отрицательная форма Present Perfect:

I **have not (haven't) eaten** the cake. Я не ел пирожное.

Прошедшее совершенное время (Past Perfect)

Прошедшее совершенное время образуется при помощи вспомогательного глагола *have* в прошедшем времени + 3-я форма спрягаемого глагола:

I	had worked	работал	we	had worked	работали
you	had worked	работал	you	had worked	работали
he, she, it	had worked	работал (-а, -о)	they	had worked	работали

Past Perfect употребляется для выражения действия, совершенного к какому-то моменту в прошлом. Этот момент может быть выражен или обстоятельством времени, или, чаще, другим действием (глаголом Past Indefinite):

I **had written** the letter when you came.
Я уже написал письмо, когда вы пришли.

В Past Perfect большое значение имеет факт совершения действия до другого действия:

He got up, left the room, went into the street, walked towards the park and then suddenly remembered that he **had left** the key on the table.

Он встал, покинул комнату, вышел на улицу, пошел к парку и потом вдруг вспомнил, что оставил ключи на столе.

Past Perfect в отрицательных предложениях означает, что к какому-то моменту в прошлом действие еще не было совершено:

They **had not (hadn't) walked** two kilometres when the thunderstorm broke out.

Не прошли они и двух километров, как началась гроза.

Отрицательная форма Past Perfect:

He **had not (hadn't) eaten** the cake by 5.
Он не съел кекс до 5.

Вопросительная форма Past Perfect:

Had he eaten the cake by 5 o'clock?
Съел ли он кекс до 5 часов?

Будущее совершенное время (Future Perfect)

Будущее совершенное время образуется при помощи вспомогательного глагола *have* в будущем времени + 3-я форма спрягаемого глагола:

I	shall have worked	закончу работать	we	shall have worked	закончим работать
you	will have worked	закончишь работать	you	will have worked	закончите работать
he, she, it	will have worked	закончит работать	they	will have worked	закончат работать

Future Perfect употребляется для выражения действия, которое будет совершено к какому-то моменту в будущем:

We shall have painted the fence by six o'clock in the evening tomorrow.

Завтра к 6 часам вечера мы закончим покраску забора.

I shall have written the letter before you come.

К вашему приходу я закончу писать письмо.

Вопросительная форма Future Perfect:

Will I have eaten the cake by the time he comes?

Съем ли я кекс до его прихода?

Отрицательная форма Future Perfect:

I will not (won't) have eaten the cake by the time he comes.

Я не съем кекс до его прихода.

Настоящее совершенное длительное время (Present Perfect Continuous)

Настоящее совершенное длительное время образуется из вспомогательного глагола *be* в Present Perfect + причастие настоящего времени:

I	have been working	работаю	we	have been working	работаем
you	have been working	работаешь	you	have been working	работаете
he, she, it	has been working	работает	they	have been working	работают

Present Perfect Continuous — наиболее распространенное из Perfect Continuous Tenses. Оно употребляется для выражения действия, начавшегося в определенный момент до начала разговора и продолжающегося до настоящего времени, а иногда и в настоящий момент:

We have been waiting for you since ten o'clock.

Мы ждем тебя с 10 часов.

В большинстве случаев Present Perfect Continuous переводится на русский язык настоящим временем. В случаях, когда действие в настоящий момент закончилось, Present Perfect Continuous переводится на русский прошедшим временем:

We have been listening to you all the time, now we also want to say something to you.

Мы слушаем тебя все время, теперь мы тоже хотим тебе что-то сказать.

Глаголы, не имеющие форм Continuous, вместо Present Perfect Continuous стоят в Present Perfect:

I have not (haven't) heard your voice since Sunday.

Я не слышал вашего голоса с воскресенья.

Вопросительная форма Present Perfect Continuous:

Has he been eating the cake for 2 hours?

Он ел торт в течение двух часов?

Отрицательная форма Present Perfect Continuous:

He has not (hasn't) been eating for 2 hours.

Он не ел в течение двух часов.

Прошедшее совершенное длительное время (Past Perfect Continuous)

Прошедшее совершенное длительное время образуется из вспомогательного глагола *be* в Past Perfect + причастие настоящего времени:

I	had been working	уже работал	we	had been working	уже работали
you	had been working	уже работал	you	had been working	уже работали
he, she, it	had been working	уже работал (-а, -о)	they	had been working	уже работали

Past Perfect Continuous употребляется для выражения действия, начавшегося раньше определенного момента в прошлом и длившегося в течение известного периода вплоть до этого момента, а иногда также и во время и после этого момента:

*Columbus and his sailors **had been sailing** many days before they saw land.*

Колумб и его матросы плыли много дней по морю, прежде чем они увидели землю.

*I thought you **had been working** here for two months.*
Я думала, что ты уже работаешь здесь два месяца.

Вопросительная форма Past Perfect Continuous:

***Had I been eating** the cake for 2 hours when he came?*
Ел ли я уже кекс в течение двух часов, когда он пришел?

Отрицательная форма Past Perfect Continuous:

*I **had not (hadn't) been eating** the cake for 2 hours when he came.*
Я не ел кекс в течение двух часов, когда он пришел.

Будущее совершенное длительное время (Future Perfect Continuous)

Будущее совершенное длительное время образуется из вспомогательного глагола *be* в Future Perfect + причастие настоящего времени:

I	shall have been working	буду работать	we	shall have been working	будем работать
you	will have been working	будешь работать	you	will have been working	будете работать
he, she, it	will have been working	будет работать	they	will have been working	будут работать

Future Perfect Continuous употребляется для выражения действия, начавшегося ранее определенного момента в будущем и продолжающегося в течение известного периода вплоть до этого момента:

*By next June he **will have been living** here for ten years.*
В следующем июне уже будет десять лет, как он здесь живет.

Вопросительная форма Future Perfect Continuous:

***Will he have been eating** the cake for 2 hours by 5 o'clock?*
В 5 часов будет уже 2 часа, как он ест кекс?

Отрицательная форма Future Perfect Continuous:

*He **will not (won't) have been eating** the cake for 2 hours by 5 o'clock.*
В 5 часов еще не будет 2 часа, как он ест кекс.

Наклонение

В английском языке глагол в личной форме имеет следующие формы наклонений: изъявительное, сослагательное, повелительное и условное.

Глагол в форме изъявительного наклонения передает просто факты:

<i>I go to the factory.</i>	Я иду на фабрику.
<i>I did this work yesterday.</i>	Я сделал эту работу вчера.
<i>I shall come tomorrow.</i>	Я приду завтра.

Глагол в форме сослагательного наклонения выражает желания, предложения, предположения, сомнения или нереальность (т. е. то, что существует только в мыслях и речи говорящего):

I wish I were younger.
Хотел бы я быть помоложе.

It is advisable that we should have someone to keep an eye on her.
Желательно, чтобы кто-нибудь за ней присматривал.

If he were here I would see him.
Если бы он был здесь, я бы с ним увиделся. (маловероятно)

If he had been here I would have seen him.
Если бы он был здесь, я бы с ним увиделся. (нереально)

В современном английском языке сослагательное наклонение сочетается с вспомогательными глаголами *should* (для 1-го лица един. и мн. числа) и *would* (для остальных лиц) и употребляется с инфинитивом смыслового глагола без частицы *to*:

I should ask her.
Я бы спросил ее.

I should like to suggest this programme.
Мне хотелось бы предложить этот план.

They would like to comment on it.
Им хотелось бы прокомментировать это (план).

Вспомогательный глагол *should*, приобретая оттенок модальности (рекомендации, совета), может употребляться после существительных в форме единственного и множественного числа, а также после заменяющих их местоимений:

*It is necessary that this up-to-date machinery **should be used** on our construction sites.*

Необходимо, чтобы эти современные механизмы использовались на наших стройках.

Сослагательное наклонение может быть выражено также с помощью модальных глаголов *could*, *may*, *might*:

*We **could have introduced** the new technology if the machinery had been delivered in time.*

Мы смогли бы внедрить новую технику, если бы оборудование было поставлено в срок.

*Ask the telephone number of the manager so that you **may ring him up**.*
Спросите номер телефона управляющего, чтобы вы смогли ему позвонить.

*Some reference books were on the table so that the pastgraduates **might use** them.*

На столе лежало несколько справочников, чтобы аспиранты смогли ими пользоваться.

Глагол в форме повелительного наклонения выражает приказание или просьбу, побуждение к действию или запрет, которые могут быть переданы в утвердительной и отрицательной форме:

<i>Ask.</i>	Спрашивайте.
<i>Don't smoke here.</i>	Не курите здесь.
<i>Open the window, please.</i>	Откройте, пожалуйста, окно.
<i>Ask him.</i>	Спросите его.
<i>Don't ask him.</i>	Не спрашивайте его.
<i>Let him ask.</i>	Пусть он спрашивает.
<i>Please, ask him.</i>	Спросите его, пожалуйста.

Повелительные конструкции, выражающие приказание или побуждение, обращенное к 1-му и/или 3-му лицам единственного или множественного числа, строятся с помощью:

- 1) глагола *to let* в повелительном наклонении;
- 2) личного местоимения в объектном падеже, соответствующего лицу, к которому обращено приказание;
- 3) инфинитива глагола без *to*.

В предложении, выражающем побуждение, глагол *let* по значению соответствует русской частице *пусть*.

Сочетание *let us* с инфинитивом глагола без *to* переводится на русский язык формой 1-го лица множественного числа изъявительного наклонения, употребляемого в значении повелительного наклонения:

<i>Let us go!</i>	Давайте пойдем!
<i>Let us assume that...</i>	Допустим, что...

Форма 1-го лица множественного числа при выражении побуждения может переводиться на русский язык с помощью *давайте*:

Let us discuss that question now.
Давайте обсудим этот вопрос сейчас.

В главной части условного предложения с нереальным условием глагол стоит в условном наклонении, состоящем из аналитической формы *should*, *would* + Infinitive для настоящего времени и *should*, *would* + Perfect Infinitive для прошедшего времени:

*If I had time, I **should often** come to see you.*

Если бы у меня было время, я бы часто ходил навещать его.

*If we had taken our copy-books with us, we **should have written** down the words.*

Если бы мы взяли с собой наши тетради, то записали бы слова.

Залог

В английском языке каждый переходный глагол может иметь форму действительного и страдательного залога.

Переходный глагол имеет форму действительного залога, когда подлежащее является субъектом действия:

*I **ask**.*

Я спрашиваю.

*I **go** to my work every day.*

Я хожу на работу каждый день.

*He **gave** her a book.*

Он дал ей книгу.

*They **placed** her in the same class.*

Они посадили ее в ту же группу.

Если существительное является объектом действия (предметом или лицом, на которое распространяется действие), переходный глагол стоит в форме страдательного залога:

*I **am asked**.*

Меня спрашивают.

*She **was given** a book.*

Ей дали книгу.

*She **was placed** in the same group.*

Ее посадили в ту же группу.

Вид

В английском языке видовые значения выражаются синтаксически — при помощи сочетания вспомогательного глагола с причастием смыслового глагола.

В английском языке глагол имеет следующие видовые группы: Indefinite, Continuous, Perfect, Perfect Continuous.

Indefinite (Простой)

Глагольная конструкция Indefinite сообщает факты, передавая постоянные или краткие действия (распорядок дня, например).

Существуют и формальные показатели Indefinite — слова, по которым можно узнать, что глагол должен иметь именно такую, а не иную форму (*always, often, usually, seldom, yesterday, tomorrow, every day*):

*I **often** write programs on C.*

*I **get up** at 7 **every day**.*

*I **got up** at 7 **yesterday**.*

*I **will get up** at 7 **tomorrow**.*

To ask — спрашивать, спросить (вообще, обычно).

*He **always asks** me about it.*

Он всегда меня об этом спрашивает.

*He **asked** me about it **yesterday**.*

Он спросил меня об этом вчера.

*He'**ll ask** me about it **tomorrow**.*

Он спросит меня об этом завтра.

Continuous (Длительный)

Глагольная конструкция Continuous обычно передает действие в его развитии, происходящее или в момент разговора, или в данный период времени, рассматриваемый как момент совершения действия.

Формальные показатели группы Continuous (Progressive) — *now, at that time* или конкретное указание времени:

Jim is reading about English tenses **now**.
Джим сейчас читает об английских временах.

to be asking — спрашивать (действие в развитии в определенный момент)

What are you doing?
Что ты делаешь?

I am reading a book.
Я читаю книгу (в момент речи).

I was reading a book at 5 o'clock.
Я читал книгу в 5 часов.

I shall be reading a book at 5 o'clock tomorrow.
Завтра в 5 часов я буду читать книгу.

Perfect (Совершенный)

Perfect — особая группа. Настоящее время этой группы с английского на русский язык переводится глаголом в прошедшем времени. Present Perfect используется в случае, когда хотят сказать о действии, выполненном уже сегодня, завершившемся, известном к настоящему моменту, в том числе:

I have never been to London.
Я никогда не был в Лондоне. (Этот факт известен и правилен только на данный момент.)

В русском языке действие, только что окончившееся, является прошедшим и выражается соответствующим глаголом. Надо заметить, что с английского языка данная группа сказуемых переводится на русский язык глаголами прошедшего времени совершенного вида, то есть отвечающими на вопрос «что сделал?».

Формальные показатели данной группы — *already, yet, never, ever*, предлог *by*, а также конкретное указание момента, к которому закончено действие:

I have read this book.
Я прочитал эту книгу (знаю ее содержание).

I had read this book by 5 o'clock.
Я прочитал эту книгу к 5 часам.

I shall have read this book by 5 o'clock tomorrow.
Я прочту эту книгу к 5 часам завтра.

Perfect Continuous (Длительный совершенный)

Группу Perfect Continuous используют в том случае, когда хотят выразить действие, происходящее какое-то определенное время до какого-то определенного момента. Действие может быть непостоянным и постоянным:

I had been working therefore three years.
Я проработал здесь уже 3 года.

I have been learning English for two years.
Я учу английский уже 2 года.

Next year I will have been living in St Petersburg for ten years.

В следующем году будет уже 10 лет, как я живу в Санкт-Петербурге. Формальные показатели этой группы — предлоги *for, by, since*; указание на то, сколько действие длится:

We have been waiting for you since ten o'clock.
Мы ждем тебя с 10 часов.

Модальные глаголы

Модальные глаголы — это особый класс вспомогательных глаголов, которые не указывают на глагольную форму (число, лицо или время). Присоединяясь к начальной форме смыслового глагола, они придают ему так называемую модальность — оттенок возможности или долженствования. К модальным глаголам относятся *can, could, may, might, must, will, would, shall, should*; также не собственно модальные глаголы, а, по мнению некоторых лингвистов, модальные выражения — *ought to, have to, be to, had better, would rather*. Модальные глаголы существуют только в одной форме, кроме *can* и *may*, которые имеют формы прошедшего времени *could* и *might* соответственно.

Грамматика модальных глаголов очень проста:

- они не изменяются;
- в отрицательных и вопросительных предложениях ведут себя как обычные вспомогательные глаголы — присоединяют частицу *not* или перемещаются на первое место соответственно;
- после себя модальные глаголы «ставят» только инфинитив глагола без частицы *to*.

Правила использования модальных глаголов

Can

Физическая, умственная возможность — *мочь, уметь*:

Can you tell me the answer to this question?
Вы можете ответить мне на этот вопрос?

He can swim fast. I can't.
Он умеет быстро плавать, я — нет.

Разрешение:

I'm sorry, you can't use this product without special permission.

Простите, но вы не можете использовать этот продукт без специального разрешения.

I'm sorry, you can't park there.

Простите, вы не можете здесь парковаться.

Возможность:

They don't recommend using the bus because it can take you 10 hours to get there.

Они не рекомендуют ехать туда на автобусе, потому что дорога может занять 10 часов.

В вопросительном предложении *can*, как и все модальные глаголы, ставится перед подлежащим:

Can you swim?

Вы можете плавать?

Past: Вместо *can* в прошедшем времени употребляется *could* — *мог, мог бы*:

I could swim when I was five.

Я умел плавать, когда мне было пять.

Future: Если хочется выразить физическую или умственную способность в будущем, то используют выражение *be able to* — *быть способным*:

I think my son will be able to count at three.

Я думаю, мой сын будет уметь читать, когда ему будет три.

Could

Физическая, умственная возможность в прошлом:

When I was young I couldn't understand why people liked string quartets.

Когда я был молодым, я не мог понять, почему людям нравятся струнные квартеты.

Возможность в условном, нереальном смысле:

You could do anything very well if you would practice.

Ты можешь делать все очень хорошо, если попрактикуешься.

Вежливая просьба:

Could you tell me the time please?

Не могли бы вы сказать, который час?

May

Возможность, разрешение — *мочь*:

May I see the Director in his office now?

Могу я пройти к директору в кабинет сейчас?

Возможность, вероятность совершения действия в настоящем и будущем:

I may (might) see Mr. Parker this afternoon.

Возможно, я увижу мистера Паркера сегодня после обеда.

*She **may (might)** be sleeping.*
Возможно, она **спит** (сейчас).

*He **may (might)** have translated the article.*
Он, может быть, **перевел** (уже) статью.
*He **may (might)** have been translating the article since morning.*
Возможно, он **переводит** статью с утра.

Past: В прошедшем времени *might* — *мог, мог бы* заменяет *ma.*

*He said I **might** borrow this book.*
Он сказал, что я могу взять эту книгу.

Future: Если хочется донести до слушателя, что разрешение поступит в будущем, то пользуются выражением *be allowed to* — «*быть позволенным*»:

*I'm sure I'll **be allowed to** make this project.*
Я уверен, что мне разрешат делать тот проект.

*I'm sure he **will allow** me to make this project.*
Я уверен, что он разрешит мне делать этот проект.

Might

Вероятность, разрешение в прошлом:

*He said I **might** borrow this book.*
Он сказал, что я могу взять эту книгу.

*We canceled our plans too, because it looked as though it **might** rain.*
Мы тоже отменили наши планы, потому что казалось, что может пойти дождь.

Вероятность в настоящем или будущем (см. примеры выше к слову *may*):

*He **might** leave tomorrow.*
Он может уехать завтра.

Упрек или порицание (это уже сослагательное наклонение):

*You **might** be more attentive.*
Вы могли бы быть и повнимательнее.

*He **might** have helped you.*
Он мог бы и помочь вам.

Must

Долженствование, моральная необходимость, обязанность:

*A soldier **must** always follow orders.*
Солдат всегда должен исполнять приказ.

*This bill **must** be paid at once.*
Этот счет должен быть оплачен немедленно.

Уверенность в том, что действие совершается или совершилось; в русском варианте — очевидно, должно быть, наверняка, вероятно и пр.:

*She **must** be at home.*
Она, вероятно, дома.

*He **must** be working at the library.*
Он, должно быть, работает в библиотеке.

*He **must** have been working hard since September.*
Он, очевидно, много работает с сентября.

*I **must** have mentioned it.*
Я, должно быть, упоминал об этом.

Past: В прошедшем времени долженствование *must* передается глаголом *had to* — *должен* (но у этого глагола есть оттенок вынужденности действия):

*We **had to** take up the challenge.*
Мы должны были принять вызов.

Future: В будущем времени *will have to* — *должен* (у этого глагола также есть оттенок вынужденности действия):

We'll **have to** explain it.
Мы должны будем объяснить это.

must not — нельзя
should not, need not, ought not — не нужно, не следует, не должен

Shall

Будущее время для форм 1-го лица (*I, we*):

We **shall** leave for New York on September 9.
Мы полетим в Нью-Йорк 9 сентября.

Предложение что-то сделать в вопросах с *I* и *we* или с таким подлежащим, которое говорящий может контролировать:

Shall I open the window?
Мне открыть окно? (Может быть, мне открыть окно?)

Shall my son do it?
Давайте мой сын сделает это.

Распоряжение (особенно в юридических документах):

All legislative powers herein granted **shall** be vested in a Congress.
Все законодательные права, здесь гарантированные, должны быть воплощены в Конгрессе.

Обещания, будущие обязательства:

I give you my word: the work **shall** be done in time.
Даю вам слово: работа будет сделана вовремя.

Should

Совет, пожелание совершить или не совершить действие:

The advice of professionals **should** not be ignored.
Советы профессионалов не следует игнорировать.

You **should** get some rest.
Вам следует отдохнуть.

Упрек, неодобрение, порицание, неудовольствие:

You **should** have helped him.
Вам следовало бы помочь ему.

You **shouldn't** have told her.
Вам не следовало говорить ей. (Зря вы это ей сказали.)

Возмущение, недоумение в вопросительных предложениях с *why*:

Why **should** I wait for you?
С какой стати я должен ждать тебя?

Why **should** I have said it?
С какой стати я стал бы это говорить?

Will

Будущее время:
This will be easy.
Это будет легко.

Желание, просьба в настоящем или будущем:

Will you please sign the papers?
Подпишите, пожалуйста, документы. (Не мог ли бы вы подписать документы?)

Формальные команды:

Employees **will** report for work at 9 a. m.
Работники отмечают приход на работу в 9:00.

Невозможность, упорное нежелание совершить действие — «никак не...»:

We suggested it several times but he **won't** agree.
Мы предлагали это несколько раз, но он никак не соглашался.

Would

Будущее время при согласовании с глаголом в прошедшем времени:

He said that he would arrive the next day
Он сказал, что приедет на следующий день.

They said they would meet me at the airport.
Они сказали, что встретят меня в аэропорту.

Желание в прошлом, вежливая просьба:

Would you please sign the papers?
Подпишите, пожалуйста, документы. (Не могли бы вы подписать документы?)

Привычные, повторяющиеся действия в прошлом:

In the evening the old sailors would tell the boys about his adventures.
По вечерам старый моряк рассказывал мальчикам о своих приключениях.

Существуют нетипичные модальные глаголы, которые имеют после себя частицу *to* или изменяются по временам и числам.

Have to

Выражает долженствование, вызванное обстоятельствами. Этот глагол имеет оттенок слова «вынужден, пришлось»:

The doctor told Bill he must stop eating rich foods.
Доктор сказал Биллу, что он должен перестать есть жирную пищу.

Bill had to stop eating rich foods.
Билл должен был (ему пришлось) перестать есть жирную пищу.

Have to может использоваться в прошедшем, настоящем и будущем времени. В отрицательных и вопросительных предложениях с этим глаголом используется вспомогательный глагол (*do, does, did*):

He is so rich that he doesn't have to work.
Он настолько богат, что не должен (нет нужды) работать.

Did you have to sign anything?
Вам нужно было что-нибудь подписывать?

Неличные глагольные формы

Инфинитив — неличная форма глагола, обозначающая действие или состояние безотносительно к лицу, его совершающему. Употребляется с частицей *to*:

to ask спрашивать

Герундий — неличная форма глагола, которая есть в английском, но отсутствует в русском языке. Употребляется с окончанием *-ing*; представляет собой переходную форму между существительным и глаголом. На русский язык чаще всего переводится глаголом в неопределенной форме или отглагольным существительным. По форме герундий совпадает с 1-м причастием (Participle I):

asking «спрашивание»

Причастие — неличная форма глагола, которая имеет функции как прилагательного и наречия, так и глагола. В английском языке наиболее употребительны Participle I и Participle II. В английских грамматиках Participle I называется Present Participle, Participle II — Past Participle. Participle I и II, как и прилагательные, обозначают признак предмета. В отличие от прилагательного признак, обозначаемый причастием, указывает на действие или состояние предмета, а не на его качество:

Причастие I (*-ing*)

asking спрашивающий

Причастие II (*-ed*)

asked спрошенный

Местоимение

Местоимение — это часть речи, заменяющая имя существительное. Местоимение почти всегда относится к существительному, предшествующему ему, и потому читатель или слушатель понимает, о чем идет речь.

Местоимения заменяют существительные-объекты и субъекты и говорят об их принадлежности. Многие местоимения меняют форму с изменением числа и падежа.

Местоимение — активный деятель. В предложении стоит на первом месте. Играет роль подлежащего.	Местоимение, на которое направлено действие. В предложении стоит после действия. Играет роль дополнения.	Местоимение указывает на того, кому принадлежит какой-л. предмет. В предложении стоит перед этим «предметом» (существительным). Играет роль определения.
I — я we — мы you — ты you — вы he — он she — она they — они It — он, она, оно, это	me — мне, меня us — нам, нас you — тебе, тебя you — вам, вас him — ему, его her — ей, ее them — им, их it — ему, его, ей, ее	my (mine) — мой, моя, мои our (ours) — наш, наша, наши your (yours) — твой, твоя, твои, твое your (yours) — ваш, ваша, ваши, ваше her (hers) — ее his (his) — его (одежда, шев.) their (theirs) — их its (its) — его (неодежда, шев.)

Это личные (1-я и 2-я графы) и притяжательные (3-я графа) местоимения.

It — местоимение, которое обозначает все явления и вещи, кроме лиц женского и мужского пола. *You* — скорее «Вы» и «вы», а не «ты», так как после этого местоимения всегда употребляется глагол во множественном числе. Русское «ты» — это в английском обращение к человеку по имени.

В скобках в третьей графе таблицы указаны притяжательные местоимения (отвечающие на вопрос «чей?»), после которых не нужно упоминать сам предмет:

— *Whose book is this?* — Чья это книга?
— *His. (Hers, ours, theirs...)* — Его. (Ее, наша, их...)

Возвратно-усилительные и взаимные местоимения

1. *Возвратные* местоимения образуются путем прибавления слова *self* к личным или притяжательным местоимениям единственного числа и слова *selves* — к личным или притяжательным местоимениям множественного числа.

Для 1-го и 2-го лица при этом употребляются притяжательные местоимения 1-й формы.

Для 3-го лица употребляются личные местоимения в косвенном падеже.

Singular (единственное число):		Plural (множественное число):	
myself	(я) себя, сам (-а)	ourselves	(мы) себя, сами
yourself	(ты) себя, сам	yourselves	(Вы) себя, сами
himself	(он) себя, сам	themselves	(они) себя, сами
itself	(оно) себя, само		
herself	(она) себя, сама		

Возвратные местоимения имеют два значения:

1) переход действия на само действующее лицо. В этих случаях возвратное местоимение в предложении выполняет функцию существительного в роли прямого дополнения:

In the morning I wash myself with cold water.
Утром я умываюсь холодной водой.

Children like to hide themselves here.
Дети любят прятаться здесь.

She fell down and hurt herself.
Она упала и поранилась.

2) подчеркивание того, что действие совершено самим данным лицом без посторонней помощи (Emphasizing Pronouns); в этих случаях возвратное местоимение соот-

ветствует русским *сам, сама, само* и не имеет самостоятельной синтаксической функции, а лишь усиливает значение существительного или местоимения, поэтому его место в предложении не закреплено. Оно может стоять и перед сказуемым, и после него:

Yura did his task himself. Юра сделал свое задание сам.
I myself saw the man. Я сам видел мужчину.
She wants to go there herself. Она хочет пойти туда сама.

2. *Взаимных* местоимений в английском языке два, каждое из них состоит из двух неразделимых слов:

each other друг друга
one another один другого (друг друга)

В предложении взаимные местоимения заменяют существительные в функции дополнения:

They greeted each other. Они приветствовали друг друга.
They saw one another. Они увидели друг друга.

Указательные местоимения

Указательные местоимения *this* и *that* имеют формы множественного числа *these* и *those* соответственно.

Указательные местоимения *this* и *these* употребляются при указании на какие-то предметы, лица или явления, близкие в пространстве или во времени.

Указательные местоимения *that* и *those* употребляются при указании на более удаленные в пространстве или во времени предметы, лица или явления.

Указательное местоимение *such* имеет только одну форму для единственного и множественного числа и в предложении употребляется преимущественно в функции определения:

This was pleasant.
Это было приятно.

Such is the present state of things.
Таково нынешнее состояние дел.

He likes this.
Ему это нравится.

She didn't say such a thing about him.
Она о нем такого не говорила.

It was that.
Это было (как раз) то.

He is such a bore.
Он такой зануда.

I know these songs.
Я знаю эти песни.

Вопросительные местоимения

Вопросительные местоимения *who, which, what* употребляются в вопросительных предложениях. Местоимение *who* имеет три падежные формы: именительный падеж — *who*, косвенный — *whom*, притяжательный — *whose*.

<i>who</i>	кто
<i>whom</i>	кого, кому
<i>whose</i>	чей
<i>what</i>	что, каков, какой, кто
<i>which</i>	который, какой, кто, что
<i>how much / how many</i>	сколько

<i>Who knows this story?</i>	Кто знает этот рассказ?
<i>Who is coming with me?</i>	Кто идет со мной?
<i>Whom did you see there?</i>	Кого вы там видели?
<i>What did you see there?</i>	Что вы там видели?
<i>What has she become?</i>	Кем она стала?
<i>What is your name?</i>	Как ваше имя?
<i>Which month is the warmest?</i>	Какой месяц самый теплый?
<i>Whose room is it?</i>	Чья это комната?

Относительные и соединительные местоимения

Относительные местоимения *who (whom, whose), which, that* употребляются в придаточных определительных предложениях в функции подлежащего или дополнения. В главном предложе-

нии всегда есть какое-то слово, с которым соотносится это местоимение. Если это слово — название живого существа, человека или имя животного, то в определяемом предложении ставится относительное местоимение *who* (*whom, whose*).

Если это слово — название предмета или животного, то в придаточном предложении ставится относительное местоимение *which*.

That употребляется и в том, и в другом случае, а также если определяемое предложение относится к двум словам, одно из которых наименование человека, а другое — название предмета.

Соединительные местоимения по форме такие же, как и вопросительные: *who* (*whom, whose*), *which, what*. Они соединяют главное и придаточное или придаточные предложения между собой, выполняя в них функцию подлежащего, части составного сказуемого, дополнения, а также определения:

The man who is sitting there is my friend.
Человек, который сидит там, мой друг.

I don't know whom he sent there.
Я не знаю, кого он послал туда.

He always said exactly what he thought.
Он всегда говорил точно то, что он думал.

The question is who will go there.
Вопрос заключается в том, кто пойдет туда.

He had to find out what he was.
Он должен был узнать, кто он (по профессии)

I don't know whose paper it is.
Я не знаю, чья это статья.

I didn't know whose handwriting it was.
Я не знал, чей это почерк.

Отрицательные местоимения

В английском языке имеются следующие отрицательные местоимения: *neither, no, none, no one, nothing, nobody*. Последние три являются составными и в предложении употребляются вместо

существительного в функции подлежащего, дополнения или части именного сказуемого:

Nobody was here to help me.
Никого здесь не было, чтобы помочь мне.

No one could answer that question.
Никто не смог ответить на этот вопрос.

I invited Sasha and Misha but neither came.
Я приглашал Сашу и Мишу, но ни один из них не пришел.

I have no English lessons today.
У меня сегодня нет урока английского.

There is no light in the corridor.
В коридоре нет света.

Have you a pencil to give me? No, have none.
Есть у тебя карандаш, чтобы дать мне? Нет, нет ни одного.

Is there any milk in the jug? No, there is none.
Есть молоко в кувшине? Нет, нет там нисколько.

Неопределенные местоимения

К этой группе относится большое количество местоимений, разнообразных по своему значению:

<i>some</i>	какой-то, некоторые, немного
<i>any</i>	какой-нибудь, любой
<i>all</i>	все, весь, вся, все
<i>each</i>	каждый
<i>every</i>	всякий, каждый
<i>other</i>	другой
<i>another</i>	другой
<i>someone, somebody</i>	какой-то человек
<i>anybody</i>	любой (кто угодно)
<i>both</i>	оба
<i>many</i>	много
<i>much</i>	много
<i>few</i>	мало, немногие

<i>little</i>	мало
<i>either</i>	любой (из двух)
<i>something</i>	какая-то вещь
<i>everyone, everybody</i>	каждый (кто угодно)
<i>one</i>	некий

Some и **any** — несколько, какие-то, немного, сколько-нибудь.

Some употребляется в утвердительных предложениях:

He asked me some question.

Он задал мне несколько вопросов.

Any употребляется в вопросительных, отрицательных и условных предложениях:

Have you got any interesting book?

Есть ли у вас (какие-нибудь) интересные книги.

Some и *any* часто служат определителями существительного, обозначая некоторое количество предмета:

Pass me some bread, please.

Передайте мне хлеба, пожалуйста.

Имеется в виду сколько-нибудь хлеба. Сравните:

Pass me the bread, please

Передайте мне хлеб, пожалуйста.

Имеется в виду весь хлеб, хлеб на столе.

Much и **many** (много)

Little и **few** (мало)

Эти местоимения одинаковы по значению но *much, little* употребляются перед неисчисляемыми существительными, а *many, few* — перед исчисляемыми существительными:

much time — много времени

many friends — много друзей

little work — мало работы
few books — мало книг

Союз

Союзы соединяют слова в словосочетания, словосочетания между собой и части предложения.

Союзы по структуре бывают:

1. Простые:

<i>and</i>	и	<i>or</i>	или
<i>nor</i>	ни	<i>but</i>	но
<i>since</i>	поскольку	<i>for</i>	для
<i>if</i>	если	<i>that</i>	что, чтобы
<i>when</i>	когда	<i>while</i>	пока

2. Производные (образованы из сочетания корень + аффиксы):

<i>although</i>	если бы, хотя	<i>before</i>	прежде чем
<i>until</i>	пока	<i>unless</i>	если не
<i>after</i>	после		

3. Составные (состоят из 2 и более слов):

<i>as soon as</i>	как только	<i>as well as</i>	так же, как
<i>so that</i>	так что		

4. Парные (или двойные; распадаются на две части):

<i>both... and</i>	оба... и	<i>not only... but</i>	не только... но и
<i>either... or</i>	или... или	<i>neither... nor</i>	ни... ни

Предлог

Предлоги показывают отношения между словами в предложении, фразе.

Предлогов около пятидесяти, и они очень важны в английском языке. Поэтому основные надо просто выучить, а на остальные мы будем обращать внимание в текстах и упражнениях.

Предлог	Соответствующий русский предлог	Пример	Перевод
after	после	after the meeting	после собрания
as	как, в качестве	to work as an engineer	Работать в качестве инженера
at	за, около, у-, на, в	at the table, at the wall, at the briefing	за столом, у стены, на брифинге
because of	из-за	because of errors, because of her	из-за ошибок, из-за нее
because	потому что (союз)	because he wasn't ready	потому что он не был готов
but	кроме	all but you	все, кроме вас
by	у, около, к (управляет творительным падежом (кем? чем?))	by the fire, by Monday, by the group of users	у огня, к понедельнику, группой пользователей
between	между	space between lines & paragraphs	расстояние между строками и абзацами
from	из, от, с	to come from an office, to take from the box	прийти из учреждения, взять из коробки
from... to from... till	от... до	from the beginning till / to the end	с начала до конца
for	для, ради, в течение (вводится деятель инфинитива) из-за, за, вследствие, по	useful for work, for a second, necessary for the user to do it	полезно для работы, в течение секунды, необходимо, чтобы пользователь сделал это дальнейшей информацией

in	в (когда), через	in the lab, in March, in the morning	в лаборатории, в марте, утром
into	в (внутрь)	to put into a box	положить в коробку
of	управляет родительным падежом (кого? чего?)	memory of the computer	память (чего?) ЭВМ
on/ upon	на, в (когда?) после, по (часто сочетается с герундием), о, об относительно	on the table, on the 14 th of April, on storing	на столе, 14-го апреля, после записи
out of	из (изнутри)	to take out of the box	взять из коробки
since	с	since January	с января
to	к, до	(to go) to the office, five minutes to six	(идти) в учреждение, без пяти минут шесть
with	с (кем-л., чем-л., что-л. делать?)	with him, with some colleagues	с ним, с коллегами
within	внутри, в пределах, в течение, не дольше, чем	within a text, within a week	в пределах текста, в течение недели
without	без	without any reason	безо всякой причины

Употребительные сочетания и составные предлоги:

<i>as far as</i>	насколько
<i>as well as</i>	так же как
<i>as soon as such as</i>	как только
<i>as for; as to</i>	такой, как
<i>as well</i>	что касается
<i>at once</i>	также, тоже
<i>at ail</i>	сразу вообще
<i>at last</i>	наконец
<i>at first</i>	сначала
<i>at least</i>	по меньшей мере
<i>at alone time</i>	за один раз
<i>before long</i>	вскоре, скоро

<i>by far</i>	намного
<i>by some means</i>	каким-нибудь способом
<i>by no means</i>	никоим образом
<i>for ever</i>	навсегда
<i>for lack of</i>	из-за недостатка
<i>for want of, for the purpose of</i>	с целью
<i>for example, for instance</i>	например
<i>in case of</i>	в случае
<i>in connection with</i>	в связи с
<i>in consequence of</i>	в связи с
<i>in order to</i>	для того, чтобы
<i>in spite of</i>	несмотря на
<i>in fact</i>	на самом деле
<i>on purpose</i>	с целью, преднамеренно
<i>on condition that</i>	при условии, если
<i>on account of</i>	вследствие, из-за
<i>on the one hand</i>	с одной стороны
<i>on the other hand</i>	с другой стороны
<i>on the contrary</i>	наоборот
<i>out-of-date</i>	устаревший
<i>out of use</i>	вышедший из употребления
<i>up-to-date</i>	современный

Междометия

Междометие служит для выражения чувств и побуждений, но не называет их:

<i>oh</i>	о	<i>ah</i>	а	<i>aha</i>	ага
<i>well</i>	ну	<i>alas</i>	увы	<i>hey</i>	эй и т. д.:

Oh! How you pleased me! Well! What do you think about it?
О! Как вы меня обрадовали! Ну, что вы об этом думаете?

His father, alas, is no better.
Его отцу, увы, не лучше.

Well! What do you think of it?
Ну! Что вы думаете об этом?

Словообразование

Новые термины возникают на основе базовой лексики (совокупности слов) данного предмета и переосмысления слов обычных или слов из других предметных областей.

В английском языке различают два способа образования слов:
 — словопроизводство — образование одного слова из другого;
 — словосложение — образование одного слова путем соединения двух слов.

Словопроизводство осуществляется следующими способами:

1. Без изменения произношения и написания слова:

существительное	глагол
<i>answer</i> — ответ	<i>to answer</i> — отвечать
<i>change</i> — изменение	<i>to change</i> — менять
<i>order</i> — приказ	<i>to order</i> — приказывать
<i>place</i> — место	<i>to place</i> — помещать
<i>work</i> — работа	<i>to work</i> — работать

2. При помощи изменения места ударения:

существительное	глагол
<i>éxport</i> — экспорт	<i>to expórt</i> — экспортировать
<i>ímport</i> — импорт	<i>to impórt</i> — импортировать
<i>ínsult</i> — оскорбление	<i>to insúlt</i> — оскорблять
<i>íncrease</i> — увеличение	<i>to incréase</i> — увеличивать

3. При помощи чередования звуков:

существительное	глагол
<i>life</i> [laif] — жизнь	<i>to live</i> [liv] — жить
<i>proof</i> [pru:f] — доказательство	<i>to prove</i> [pru:v] — доказывать

4. При помощи приставок и суффиксов. Наиболее продуктивным способом словообразования в нашей предметной области является суффиксация, или присоединение формообразующих суффиксов. Суффиксов не так уж много, а знание их не только поможет легко понять и перевести новые слова, но и различить, где существительное, а где глагол и т. д. в предложении, то есть понять смысл предложения.

Суффиксы

— существительные:

Example	Suffix	Translation
advantage	-age	преимущество
importance	-ance	важность
interference	-ence	помеха
tendency	-ency	тенденция
assistant	-ant	помощник
advocate	-ate	адвокат
writer	-er	писатель
computer	-er	компьютер
inventor	-or	изобретатель
compatibility	-ility	совместимость
activity	-ity	деятельность
assignment	-ment	деятельность
hardness	-ness	твердость
television	-sion	телевидение
strength	-th	сила, прочность
revolution	-tion	оборот
multitude	-tude	множество
measure	-ure	мера
childhood	-hood	детство
friendship	-ship	дружба

-age — сравните с русскими словами каботаж, саботаж;

-ant, -ate, -er, -or — суффиксы, указывающие на лицо или предмет, производящие действия, выраженные корневым глаголом;

-ment — сравните с русскими словами монумент, документ, комплимент;

-tude — сравните с русскими словами амплитуда, простуда;

-ion/ -tion, -ition, -sion, -ity, -ility — суффиксы, обозначающие процесс или результат действия.

— глаголы

Example	Suffix	Translation
simplify	-fy	упрощать
realize	-ize	осуществлять
translate	-ate	переводить

— прилагательные:

Example	Suffix	Translation
central	-al	центральный
alible	-ible	питательный
comfortable	-able	удобный
important	-ant	важный
different	-ent	различный
necessary	-ary	необходимый
useful	-ful	полезный
homeless	-less	бездомный
musical	-ical	музыкальный
glorious	-ious	славный
dangerous	-ous	опасный
forward	-ward	передовой
foggy	-y	туманный

-able — указывает на возможность действия. Сравни с русскими словами комфортабельный, транспортабельный;

-ful — передает наличие качества («полный» чего-либо), *-less* — его отсутствие.

— наречия:

Example	Suffix	Translation
widely	-ly	широко
forwards	wards	вперед
clockwise	wise	по направлению часовой стрелки

Приставки

Example	Prefix	Meaning	Translation
abnormal	ab-	удаление из, от	ненормальный, аварийный
antibody	anti-	против	антитело
autoload	auto-	само, авто	автозагрузка
binary	bi-	два	двоичный
coroutine	co-	с, вместе, со	сопрограмма
counteract	counter-	против	противодействовать

Example	Prefix	Meaning	Translation
contradict	contra-	против	противоречить
decompose	de-	обратное действие	разлагать
disable	dis-	отрицание	заблокировать, отключать
enable	en-	приведение в какое-либо состояние (прилагательное обращается в глагол)	разблокировать, включать
external	ex-	внешний	внешний
ex-president	ex-	бывший	экс-президент
extraordinary	extra-	сверх, вне	необыкновенный
illegal	il-	отрицание	незаконный
impossible	im-	не	невозможный
imbedded	im-	внутри	вделанный
indirect	in-	в, внутрь, не	косвенный, непрямой
inclose	in-	в, внутрь	включать
international	inter-	среди, между	международный
irregular	ir-	не	неравномерный
misuse	mis-	неправильно, плохо	неправильно использовать
monochrome	mono-	один	монохромный
multiple	multi-	много	множественный
nonprocedural	non-	не, без	непроцедурный
overload	over-	сверх, пере	перегрузить
postediting	post-	после	постредактирование
precondition	pre-	до, перед	предисловие
return	re-	снова, пере-	возвращаться
semicircle	semi-	полу	полукруг
sub-directory	sub-	под, ниже	подкаталог
supercomputer	super-	сверх	супер-ЭВМ
transfer	trans-	через, пере	пересылка, передача
unsteady	un-	не	неустойчивый
underpay	under-	недо	недоплачивать

При *словосложении* слова образуются путем соединения двух слов в одно. Некоторые слова пишутся слитно, другие — через дефис:

<i>bedroom</i>	спальня
<i>ice-box</i>	ледник
<i>newspaper</i>	газета
<i>dark-blue</i>	темносиний
<i>to whitewash</i>	белить
<i>somewhere</i>	где-то

Синтаксис

Синтаксис изучает механизмы соединения отдельных слов в предложения, различные типы предложений и их значения.

Предложение

Предложение — это группа слов, выражающая законченную мысль, имеющая определенную грамматическую форму и интонацию.

По своей структуре предложения бывают:

1. **Простые**; выражают одну законченную мысль:

I love you.

Я люблю тебя.

2. **Сложносочиненные**; состоят из равноправных простых предложений-частей, не зависящих друг от друга.

Части предложения соединяются *сочинительными союзами*:

The signal was given, and the steamer moved slowly from the dock.

Сигнал был дан, и пароход медленно отошел от пристани.

3. **Сложноподчиненные**; состоят из неравноправных предложений-частей, где одно предложение зависит от другого и поясняет его.

Части предложения соединяются *подчинительными союзами* и союзными словами:

(главное предл.) (придаточное предложение)
He thought **that** the train had arrived at 6:15.

(главное предл.) (придаточное предложение)
Он думал, **что** поезд приходит в 6:15.

Порядок слов в предложении

Английское предложение имеет строгий порядок слов. Отступление от прямого порядка слов (инверсия) происходит только по правилам.

Схема порядка слов в повествовательном предложении

Главные члены предложения		Дополнение				Обстоятельство		
Подлежащее	Сказуемое	беспред- ложное, косвенное	прямое	предложное, косвенное	образа действия	места	времени	
Thebuyers	chartered		a steamer					
We	sent	the buyers	the documents					
We	sent		them	to the buyers				
The sellers	received		a telegram	from the buyers				
I	met		him		by chance	at the theatre	a few days ago	

Обстоятельства и определения могут включаться в эту структуру в любом месте, до или после определяемого слова.

Отступление от прямого порядка слов (инверсия) происходит:

- 1) для образования вопросительной формы;
- 2) выделения (усиления) того или иного члена предложения (выделяемый член переносится в начало предложения);
- 3) улучшения ритма предложения:

This mistake we observed in all his article.

Именно эту ошибку мы наблюдали во всех его статьях.

Поскольку дополнение вынесено вперед, значит, оно усиливается, что дает нам право при переводе добавить «именно».

Главные и второстепенные члены предложения

Подлежащее

Подлежащее — главный член предложения, который обозначает лицо, процесс или действие и отвечает на вопросы именительного падежа «кто?» или «что?». В английском языке подлежащее в повествовательном предложении стоит обычно перед сказуемым и может быть выражено

1. Именем существительным:

The students study English.

Студенты изучают английский язык.

2. Личным местоимением в именительном падеже, указательным местоимением, притяжательным местоимением во второй форме, вопросительным, соединительным и относительным местоимением, отрицательным и неопределенным местоимением (т. е. одним из тех местоимений, которые могут заменять существительное):

They study English.

Они изучают английский.

My room is large, yours is larger.

Моя комната большая, ваша больше.

This was wonderful.
Это было чудесно.

Everybody has read it.
Каждый это прочитал.

The man who is sitting there is my friend.
Человек, который сидит там, мой друг

Who knows this story?
Кто знает этот рассказ?

3. Числительным как количественным, так и порядковым:

Two went there.
Двое пошли туда.

The first was my friend.
Первый был мой друг.

4. Инфинитивом или герундием:

To walk is useful.
Ходить пешком полезно.

Walking is useful.
Ходьба пешком полезна.

5. Придаточным комплексом подлежащего:

Who can do it is not known.
Кто это может сделать, не известно.

6. Субстантивированным прилагательным или причастием:

The rich lived in a different part of this Chinese city.
Богачи жили в другом районе Китай-города.

The wounded are nursed in hospitals.
За ранеными ухаживают в госпитале.

7. Субстантивированной группой слов:

Two times three makes six. Дважды три равняется шести.

Формальное подлежащее

1. It (is):

It is cold. Холодно.

2. One (can, may, must):

One can do it. Можно это сделать.

One may do it. Можно это сделать.

One must do it. Нужно это сделать.

3. There (is)⁶

There is a paper on the table. На столе лежит газета.

Сказуемое

Сказуемое — главный член предложения, который обозначает действие, состояние, качество лица или предмета, выраженного в предложении подлежащим:

The train arrived at the station and we were met by our friend.
Поезд прибыл на станцию и нас встретил наш друг.

What have you been doing here all the time?
Что вы тут делали столько времени?

He ordered that the girl bring him that ring at once.
Он приказал, чтобы девочка немедленно принесла кольцо.

Go there now lest you should be late.
Иди туда сейчас, иначе опоздаешь.

I should do this work if I had time.
Я бы сделал эту работу, если бы у меня было время.

He is a doctor.
Он врач.

My friend has become an engineer.
Мой друг стал инженером.

He is my neighbour.
Он мой сосед.

She remained pale.
Она оставалась бледной.

These children look happy.
Эти дети выглядят счастливыми.

This young girl is my sister.
Эта молодая девушка моя сестра.

My house is new.
Мой дом — новый.

That was he.
То был он.

The paper is his.
Статья — его.

They were five.
Их было пятеро.

She was the first to do it.
Она была первой, кто это сделал.

His task was to guard the stores.
Его задачей было охранять магазины.

She was far away.
Она была далеко.

When the pendulum is at rest, it shows the direction of gravitation.
Когда маятник находится в состоянии покоя, он показывает направление силы тяжести.

The question is if (whether) he will come.
Вопрос заключается в том, придет ли он.

Придаточные предложения

Таблица сравнения членов предложения с **придаточными предложениями**:

Члены предложения	Соответствующие им виды придаточных предложений
Подлежащее <i>This book is interesting.</i> Эта книга интересная.	Придаточное предложение-подлежащее <i>What you say is interesting.</i> То, что вы говорите, интересно.
Именная часть сказуемого <i>The difficulty is how to get the documents in time.</i> Трудность заключается в том, как получить документы вовремя.	Придаточное предложение-сказуемое <i>The difficulty is whether we shall be able to get the documents in time.</i> Трудность заключается в том, сможем ли мы получить документы вовремя.
Прямое дополнение <i>He told them a story.</i> Он рассказал им историю.	Изъяснительное придаточное предложение (выражает значение прямого дополнения) <i>He told them what he had seen there.</i> Он рассказал им, что он видел там.
Предложное косвенное дополнение <i>He was thankful for their help.</i> Он был благодарен за их помощь.	Изъяснительное придаточное предложение (выражает значение предложного косвенного дополнения) <i>He was thankful for what they had done for him.</i> Он был благодарен за то, что они сделали для него.
Определение <i>I have bought an illustrated magazine.</i> Я купил иллюстрированный журнал.	Определительное придаточное предложение <i>I have bought a magazine, which is illustrated with beautiful pictures of Moscow.</i> Я купил журнал, который был иллюстрирован прекрасными снимками Москвы.
Обстоятельство <i>I saw him yesterday.</i> Я видел его вчера.	Обстоятельное придаточное предложение <i>I saw him when I was at the club.</i> Я видел его, когда был в клубе

В английском языке придаточное предложение выполняет в сложной конструкции функцию одного из **членов предложения**: подлежащего, именной части составного сказуемого, дополнения, определения и/или обстоятельства.

Придаточные предложения являются частью сложного предложения и обычно отвечают на те же вопросы, что и члены

простого предложения, являясь как бы развернутыми членами простого предложения.

Типы предложения

По цели высказывания все предложения делятся на повествовательные, повелительные, вопросительные и восклицательные.

1. *Повествовательные* предложения сообщают факты в утвердительной или отрицательной форме:

It's autumn.
I don't like winter.

2. *Повелительные* — выражают приказы, просьбы:

Don't open the door!
Please follow me!

Обратите внимание, что здесь нет выраженного грамматического подлежащего, оно подразумевается. Попробуйте подставить *You* в примеры на первое место и перевести — смысл не изменится. Итак, эти предложения имеют тот же порядок слов, что и повествовательное предложение, только подлежащее *You* опускается, а сказуемое имеет форму глагола из словаря (инфинитива).

3. Сказуемые в *вопросительных* предложениях известны. Надо найти вспомогательный глагол, который ставится в вопросе перед подлежащим. Вспомогательные глаголы уже есть в предложении — с них всегда начинается сказуемое. Исключение — сказуемые из одного смыслового глагола. Для этого случая есть три вспомогательных глагола: *do (does), did*.

«Формула» такого вопроса — *Do you speak English?* Подобные вопросы произносятся «восходящим» тоном (голосом вверх).

Вопросительные предложения часто начинаются с вопросительного местоимения, которое ставится в начале фразы.

«Формула» такого вопроса — *Why did he do it?* Эти вопросы произносятся «нисходящим» тоном (голосом вниз).

Особый вид имеют вопросы о подлежащем. Местоимение *Who, What* и др. просто заменяет подлежащее.

«Формула» такого вопроса — *Who did it?* Эти вопросы также произносятся «нисходящим» тоном.

4. Любое предложение может быть *восклицательным* при условии его выделения восклицательной интонацией в речи и знаком ! на письме:

Don't read this book! (повелительное)
Why should I do it! (вопросительное)
How pretty this girl! (повествовательное)

Вопросительные и отрицательные формы

Правило первого вспомогательного глагола

Если сказуемое образовано с помощью одного или нескольких вспомогательных глаголов (*to be, to have, will (would), shall (should)*) или модальных глаголов, то первый из них участвует в образовании вопросительных и отрицательных форм:

I can see the fruits of my work.
Я могу видеть результаты своей работы.

Can I see the fruits of my work?
Могу я видеть результаты своей работы?

I cannot (can't) see the fruits of my work.
Я не вижу результаты своей работы.

Если сказуемое выражено одним словом (Present Indefinite и Past Indefinite), то для образования вопросительных и отрицательных форм используется глагол *to do* в соответствующей форме (*do* — Present — 1-е, 2-е лицо; *does* — Present — 3-е лицо; *did* — Past). При этом само сказуемое переводится в основную форму:

They knew about the decision.
Они знали об этом решении.

Did they know about the decision?
Знали ли они об этом решении?

They did not (didn't) know about the decision.
Они не знали об этом решении.

Отрицание образуется с помощью частицы *not* которая следует после **первого вспомогательного глагола**.

Общие и специальные вопросы

Вопросы бывают двух типов *общие и специальные*.

Общие вопросы относятся ко всему предложению и требуют ответа да или нет. Они начинаются с первого вспомогательного глагола:

Does he speak English well?
Он хорошо говорит по-английски?

В ответе на общий вопрос может повторяться вспомогательный глагол.

На вопрос:

Is he resting? — Он отдыхает?

могут следовать ответы:

Yes, he is. — Да, отдыхает.
No, he isn't. — Нет, не отдыхает.
Yes. — Да.
No. — Нет.

На вопрос:

Can you swim? — Умеете ли вы плавать?

могут следовать ответы:

Yes, I can. — Да, умею.
No, I can't. — Нет, не умею.
Yes. — Да.
No. — Нет.

В специальном вопросе запрашивается дополнительная информация о каком-либо члене предложения. Они начинаются с вопросительного слова (*who, what, whose, how, when, where* и др.), которое показывает, к какому члену предложения относится вопрос. Специальные вопросы требуют развернутых ответов.

Who brought you this book?
Кто принес вам эту книгу?

What did you see there?
Что вы там видели?

Условные предложения

Условное предложение — это сложноподчиненное предложение с придаточным **условия**.

Придаточные условия соединяются с главным предложением различными союзами, наиболее употребительным из которых является *if*:

If I see him tomorrow, I shall ask him about it.
Если я его увижу завтра, я спрошу его об этом.

Тип предположения	Условие	Следствие
1. Реальные, осуществимые предположения (чаще всего относятся к будущему).	If he comes, If he should come, Should he come, Если он придет,	I shall be glad. я буду рад.
2. Невероятные или маловероятные предположения (относятся к будущему или настоящему).	If he came, If he should come, Should he come, If he were to come, Were he to come, Если бы он пришел, (может он и придет)	I should be glad. я был бы рад.
3. Невыполнимые предположения (относятся к прошлому).	If he had come, Had he come, Если бы он пришел, (но он не пришел)	I should have been glad. я был бы рад.

Согласование времен в сложноподчиненных предложениях

Если сказуемое в главном предложении стоит в прошедшем времени (обычно Past Indefinite), то глагол-сказуемое в придаточном предложении не может употребляться в форме настоящего или будущего времени.

Правильно:
I knew that Petrov lived in St. Petersburg.
Я знал, что Петров живет в Санкт-Петербурге.

Неправильно:

I knew that Petrov live in St. Petersburg. (*Live* — глагол в настоящем времени не согласуется с *knew* — сказуемым в прошедшем времени.)

Если второе действие является будущим по отношению к первому, употребляется одно из времен группы Future in the Past.

Например, Future Indefinite in the Past:

I hoped that I should find her at home. — Я надеялся, что застану ее дома.

Исключения

Согласование времен **не обязательно**, когда придаточное предложение выражает общеизвестный факт:

Galileo proved that the earth moves round the sun. — Галилей доказал, что земля вращается вокруг солнца.

В современном английском языке, особенно в научной литературе, наметилась тенденция к несоблюдению правила согласования времен:

We simply assumed that names will be substituted by the expressions. — Мы просто допускали, что наименования будут заменены выражениями.

Усилительные конструкции

Когда хотят выделить какой-нибудь член предложения (подлежащее, дополнение, обстоятельство), его ставят в начале предложения между *it is (was)* и *that (who, whom)*:

I met his sisters in the park yesterday.

Я вчера встретил его сестер в парке.

It was I that (who) met his sisters in the park yesterday.

Именно я вчера встретил его сестер в парке.

It was his sisters that (whom) I met in the park yesterday.

Именно его сестер я вчера встретил в парке.

It was in the park that I met his sisters yesterday.

Именно в парке я встретил его сестер вчера.

It was yesterday that I met his sisters in the park.

Именно вчера я встретил его сестер в парке.

Оборот *it is ... since* служит для выделения обстоятельства времени:

It is five years since I saw him.

Уже пять лет, как я его не видел.

Оборот There is (are)

В структуре предложения с оборотом *there is (are)* местоимение *there* формально выполняет роль подлежащего, а глагол *to be* — роль сказуемого, хотя по смыслу оборот имеет особое значение, что отражается при переводе. Так или иначе, порядок слов в предложении, образование вопросительных и отрицательных форм исходит из того, что *there* — подлежащее, а *to be* — сказуемое:

Утвердительное предложение	Вопросительное предложение	Отрицательное предложение
There are chairs in this room.	Are there any chairs in this room?	There aren't any (are no) chairs in this room.
В этой комнате есть стулья.	Есть ли стулья в этой комнате?	В этой комнате нет стульев.

1. Употребление оборота *there is (are)*:

Выражение наличия или существования:	Стандартное предложение:	Предложение с оборотом <i>there is</i> :
Подлежащее с артиклем a(an) или с some, any, many, much и т.д.	(Употребляется редко) A lamp is on the table. (Какая-то) лампа (находится) на столе.	There is a lamp on the table. На столе (находится) лампа.
Подлежащее с артиклем the или с this, that, these, those, my, his и т.д.	The lamp is on the table. Лампа (находится) на столе.	(Не употребляется)

2. Порядок слов в предложении с оборотом *there is (are)*:

There — структурное подлежащее	to be — структурное сказуемое	Прямое дополнение в значении подлежащего	Обстоятельство места или времени
There	is	a telephone	in that room.
В той комнате есть (имеется) телефон.			

3. Глагол *to be* в обороте *there is (are)* может употребляться в разных формах времени:

there is, there are — есть, находится(-ятся), существует (ют);
there was, there were, there has been, there have been, there had been — был (были), находился (-ись);
there will be — будет (будут):

There was a meeting at the club yesterday.
 Вчера в клубе было собрание.

There hasn't been any rain for some days.
 Уже в течение нескольких дней нет дождя.

Для выражения *наличия или существования в определенном месте или отрезке времени* какого-нибудь лица или предмета, факта или явления, еще *неизвестного* собеседнику или читателю, употребляется особый тип простого сказуемого, выраженный оборотом *there is (are)* со значением «*имеется, находится, есть, существует*»:

There is a telephone in that room.
 В той комнате есть (имеется) телефон.

There are many apple trees in the garden.
 В саду (имеется) много яблонь. Оборот **for + дополнение + инфинитив**

Оборот *for + дополнение + инфинитив* — это частный случай **независимого инфинитивного оборота**. Такой оборот выполняет функцию одного сложного члена предложения.

В обороте *for + дополнение + инфинитив* предлог *for* часто переводится союзом **чтобы**:

It is necessary for the goods to be packed in strong cases.
 Необходимо, чтобы товары были упакованы (упаковать товары) в крепкие ящики.

The water was too cold for the children to bathe.
 Вода была слишком холодной, **чтобы дети могли купаться**.

Оборот *to be going to*

Оборот *to be going to* выражает намерение совершить действие в будущем времени. При этом может подразумеваться, что возможность совершения этого действия уже в какой-то степени обеспечена:

I am going to write to my sister tomorrow.
 Завтра я напишу (собираюсь написать) своей сестре.

He is going to be a teacher.
 Он будет учителем.

Оборот *to be going to* употребляется также для выражения уверенности говорящего в том, что действие обязательно произойдет в ближайшем будущем:

He is going to be a good teacher.
 Он станет хорошим учителем.

Подтверждение

So do I = I do too (Я тоже)
Neither do I = I don't, either (А я — нет)

Вышеуказанные и им подобные предложения следуют в диалоге после некоторого утверждения и означают его подтверждение или отрицание. Например:

A: *I would like tea.*
B: *Neither would I.*
A: Я люблю чай.
B: А я — нет.

A: *Grandpa really loves his family, doesn't he? So do I.*
B: *And so do I.*

А: Дедушка по настоящему любит свою семью, не правда ли?
Я тоже.

В: И я тоже.

Косвенная речь

В английском языке существует два способа передачи чужого высказывания. Прямая речь передает его без всяких изменений. В косвенной речи чужая мысль пересказывается с изменением некоторых слов и их порядка в предложении, временных форм, а также интонации:

Tony says, 'I am late again!' — Tony says that he was late again.

Sue said, 'I am leaving tomorrow.' — Sue said that she was leaving the following day.

В косвенной речи могут передаваться утверждения, вопросы, приказания и просьбы.

1. При переходе из прямой речи в косвенную утверждение, как правило, становится придаточным предложением (с союзом *that*), которое в прошедшем времени подчиняется правилу согласования времен. При передаче чужого высказывания могут происходить и лексические изменения. Глагол *say*, например, заменяется глаголом *tell*, если указано лицо, к которому обращаются:

Present Indefinite → Past Indefinite

Present Continuous → Past Continuous

Present Perfect → Past Perfect

Present Perfect Continuous → Past Perfect Continuous

Past Indefinite → Past Perfect

Past Continuous → Past Perfect Continuous

Future Indefinite → Future in the Past

Future Continuous → Future in the Past

Future Perfect → Future in the Past

2. Личные и притяжательные местоимения прямой речи заменяются по смыслу, как и в русском языке.

3. Просьба, приказания, рекомендации в косвенной речи имеют форму инфинитива.

4. Общий вопрос в косвенной речи имеет форму придаточного предложения, вводимого союзами или прямым поряд-

ком слов. На русский язык такие предложения переводятся с помощью частицы *ли*.

5. Специальный вопрос при передаче в косвенной речи становится придаточным предложением, которое вводится союзным словом, соответствующим вопросительному слову в вопросе. Порядок слов в таких предложениях прямой.

Предложения в зависимости от цели высказывания могут вводиться следующими глаголами: *add, advise, allow, describe, explain, complain, continue, inform, insist, note, observe, order, offer, promise, protest, remark, reply, remind, recommend, refuse, suggest, think, warn, wonder*.

6. При передаче слов собеседника указательное местоимение, наречия времени и места меняются следующим образом:

yesterday — the day before;

today — that day;

tomorrow — the day after;

the day before yesterday — two days before;

the day after tomorrow — in two days time;

last week — the week before the previous week;

now — then;

next week — the week after;

ago — before;

this — that;

these — those;

here — there.

Прямая речь:	Косвенная речь:
He said, 'I get up at eight o'clock.'	He said that he got up at eight o'clock.
She said, 'I am reading an interesting book.'	She said that she was reading an interesting book.
He said, 'I have spoken to the manager about the terms of delivery of the machine.'	He said that he had spoken to the manager about the terms of delivery of the machine.
She said, 'I was working at five o'clock.'	She said that she had been working at five o'clock.
He asked, 'How will he find it out.'	He asked how he would find it out.
He said, 'Close the door, please.'	He asked me to close the door.
He said, 'Don't bang the door.'	He told me not to bang the door.
He said, 'I shall write the letter tomorrow.'	He said that he would write the letter the next day.

Прямая речь:	Косвенная речь:
She said, 'I was here yesterday.'	She said that she had been there the day before.
He said, 'I can't translate this article.'	He said that he couldn't translate that article.'
He asked me, 'Where do they live?'	He asked me where they lived.
I ask, 'Who reads all these books?'	I wonder who reads all these books.
Mary says, 'Peter has taken my dictionary.'	Mary says that Peter has taken her dictionary.

ПРАКТИКУМ ПО ГРАММАТИКЕ

Методические рекомендации к выполнению заданий и тестов по грамматике

Основной целью обучения английскому языку студентов, получающих второе высшее образование, является формирование умения изучать литературу по избранной специальности, что невозможно без использования знаний по грамматике; поэтому в пособие включены упражнения и тесты по основным разделам грамматики английского языка.

Прежде чем приступить к выполнению заданий, следует внимательно проработать разделы грамматики, относящиеся к определенной теме. Каждое задание или тест включают наиболее важные грамматические вопросы, необходимые для чтения и понимания литературы на английском языке.

При повторении грамматики можно пользоваться рекомендованными или любыми другими учебниками английского языка для неязыковых вузов.

Тесты и задания для самоконтроля. Вариант 1

Grammar exercises

1. Глагол *to be* в Present Simple. Время Present Continuous.

Exercise 1.1. Put in *am, is* or *are*.

- The weather *is* nice today.
- I not tired.
- This bag heavy.
- These bags heavy.

5. Look! There Carol.
6. My brother and I good tennis players.
7. Ann at home. Her children at school.
8. I a taxi driver. My sister a nurse.

Exercise 1.2. Write full sentences. Use *is / isn't / are / aren't*.

1. (Your shoes very dirty) — *Your shoes are very dirty.*
2. (my brother a teacher) — *My*
3. (this house not very big)
4. (the shops not open today)
5. (my keys in my bag)
6. (Jenny 18 years old)
7. (you not very tall)

Exercise 1.3. Write true sentences, positive or negative. Use *am / am not / is / isn't / are / aren't*.

1. (I /interested in politics). *I'm interested (or I'm not interested) in politics.*
2. (I hungry) I
3. (how old?) — She's 27.

Exercise 1.4. Complete the sentences. Use one of these verbs:
build cook go have stand stay swim.

1. Please be quite 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.

Exercise 1.5. What's happening at the moment? Write **true** 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 music)
8. (the sun / shine)
9. (I / wear / shoes)
10. (I / read / a newspaper)

Exercise 1.6. Write questions from these words. Use *is* or *are* and put the words in 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?)

2. Время Present Simple.

Сравнение времен Present Simple и Present Continuous

Exercise 2.1. Write these verbs + *-s* or *-es*.

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

Exercise 2.2. Complete the sentences. Use these verbs:

boil close cost cost like like meet open 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.

Exercise 2.3. Write sentences from these words. Put the verb in the right form (arrive or arrives etc.).

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 p.m.)
6. (television / Tim / watch / never)
7. (like / chocolate / children / usually)
8. (Julia / parties / enjoy / always)

Exercise 2.4. Write the negative.

1. I play the piano very well. — *I don't play the piano very well.*
2. Jane plays the piano very well. — *Jane*
3. They know my phone number
4. We work very hard.
5. He has a bath every day.
6. You do the same thing every day

Exercise 2.5. Put the verb in the present continuous (I am doing) or the present simple (I do).

1. Excuse me. — *Do you speak* (you / speak) English?
2. 'Where's Tom?' — '*He's having* (he / have) a shower.'
3. I don't watch (I / not / watch) television very often.
4. Listen! Somebody (sign).
5. Sandra is tired (she / want) to go home now.
6. How often (you / read) a newspaper?

3. Глагол *to be* в Past Simple. Время Past Simple

Exercise 3.1. 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.'

Exercise 3.2. Put in *was / were* or *wasn't / weren't*.

1. We weren't happy with the hotel. Our room ...*was*... very small and it *wasn't* very clean.
2. George at work last week because he ill. He's better now.
3. Yesterday a public holiday so the shops closed. They are open today.
4. ' Sue and Bill at the party?' 'Sue there but Bill'
5. 'Where are my keys?' — 'I don't know. They on the table but they're not there now'.
6. You at home last night. Where you?

Exercise 3.3. Read about Lisa's journey to Madrid. Put the verbs in the correct form.

Last Tuesday Lisa 1. (*fly*) *flew* from London to Madrid. She 2. (*get*) up at six o'clock in the morning and 3. (*have*) a cup of coffee. At 6.30 she 4. (*leave*) home and 5. (*drive*) to the airport When she 6. (*arrive*) she 7. (*park*) the car and then 8. (*go*) to the airport cafe where she 9. (*have*) breakfast. Then she 10. (*go*) through passport control and 11. (*wait*) for her flight. The plane 12. (*depart*) on time and 13. (*arrive*) in Madrid two hours later. Finally she 14. (*take*) a taxi from the airport to her hotel in the centre of Madrid.

Exercise 3.4. Write sentences about the past (yesterday / last week etc.).

1. Jim always goes to work by car. Yesterday *he went to work by car.*
2. Rachel often loses her keys. She.....last week.
3. Kate meets her friends every evening. She..... yesterday evening.
4. I usually buy two newspapers every day. Yesterday I

5. We usually go to the cinema on Sundays. Last Sunday we
6. I eat an orange every day. Yesterday I
7. Tom always has a shower in the morning. This morning he
8. Our friends come to see us every Friday. They last Friday.

Exercise 3.5. Complete these sentences with the verb in the negative.

1. I saw Barbara but I *didn't* see Jane.
2. They worked on Monday but they on Tuesday.
3. We went to the post office but we to the bank.
4. She had a pen but she any paper.
5. Jack did French at school but he German.

4. Время Past Continuous

Exercise 4.1. Complete the questions. Use *was / were -ing*. Use *what / where / why* if necessary.

1. (you / live) — Where *were you living* in 1990? — In London.
2. (you / do) at 2 o'clock? — I was asleep.
3. (it / rain) when you got up? — No, it was sunny.
4. (Ann / drive) so fast? — Because she was in a hurry.
5. (Tim / wear) a suit yesterday? — No, a T-shirt and jeans.

Exercise 4.2. Put verb into the past continuous or past simple.

1. A: What *were you doing* (you / do) when the phone rang (ring)?
B: I *was watching* (watch) television.
2. A: Was Jane busy when you went to see her?
B: Yes, she (study).
3. A: What time (the post / arrive) this morning?
B: It (come) while I (have) breakfast.
4. A: Was Margaret at work today?
B: No, she (not / go) to work. She was ill.
5. A: How fast (you / drive) when the police stop) you?
B: I don't know exactly but I (not / drive) very fast.
6. A: (your team / win) the football match yesterday?

- B: No, the weather was very bad, so we (not / play).
7. A: How (you / break) the window?
B: We (play) football. I (kick) the ball and it (hit) the window.
8. A: (you / see) Jenny last night?
B: Yes, she (wear) a very nice jacket.
9. A: What (you / do) at 2 o'clock this morning?
B: I was asleep.
10. A: I (lose) my key last night.
B: How (you / get) into your room?
A: I (climb) in through a window.

5. Время Present Perfect

Exercise 5.1. Complete the sentences with a verb from the list:

break buy decide forget go go invite see not/see take tell

1. 'Can I have this newspaper?' — 'Yes, I 've finished with it'
2. some new shoes. Do you want to see them?
3. 'Where is Liz?' — 'She out.'
4. I'm looking for Paula you her?
5. Look! Somebody that window.
6. 'Does Lisa know that you're going away?' — 'Yes, I her.'
7. I can't find my umbrella. Somebody it.
8. I'm looking for Sarah. Where she ?
9. I know that woman but I her name.
10. Sue is having a party tonight. She.....a lot of people.
11. What are you going to do? you ?
12. 'Where are my glasses?' — 'I don't know. I them.'

Exercise 5.2. Complete the sentences. Use *already* + present perfect.

1. What time is Paul arriving? He's already, arrived
2. Do Sue and Bill want to see the film? No, they it.
3. Don't forget to phone Tom. I
4. When is Martin going away? He
5. Do you want to read the newspaper? I

6. When does Linda start her new job? She

Exercise 5.3. You are asking Helen questions beginning Have you ever? Write the questions.

You	Helen
1. (London?) Have you ever been to London?	— No, never.
2. (play / golf?) Have you ever played golf?	Yes, many times.
3. (Australia?) Have	— No, never.
4. (lose / your passport?)	— Yes, once.
5. (fly / in a helicopter?)	— No, never.
6. (eat / Chinese food?)	— Yes, a few times.
7. (New York?)	— Yes, twice.
8. (drive / a bus?)	— No, never.
9. (break / your leg?)	— Yes, once.

Exercise 5.4. Make up sentences.

- (New York) Helen *has been to New York* twice.
 - (Australia) Helen
 - (Chinese food)
 - (drive / a bus)
- Now write about yourself, how often have you done these things?
- (New York) I
 - (play / tennis)

Exercise 5.5. Put in *gone* or *been*.

- Bill is on holiday at the moment. He's *gone* to Spain.
- 'Where's Jill?' — 'She's not here. I think she's to the bank.'
- Hello, Sue. Where have you ? Have you to the bank?
- 'Have you ever to Mexico?' — 'No, never.'
- My parents aren't at home this evening. They've out.
- There's a new restaurant in town. Have you to it?
- Ann knows Paris well. She's there many times.
- Helen was here earlier but I think she's now.

6. Время Present Perfect с for since. Сравнение Past Simple и Present Perfect

Exercise 6.1. Write for or since.

- Jill has been in Ireland *since* Monday.
- Jill has been in Ireland *for* three days.
- My aunt has lived in Australia 15 years.
- Margaret is in her office. She has been there 7 o'clock.
- India has been an independent country 1947.
- The bus is late. We've been waiting 20 minutes.
- Nobody lives in those houses. They have been empty many years.
- Mike has been ill a long time. He has been in hospital October.

Exercise 6.2. Complete the sentences with for or since.

- Jill is in Ireland now. She arrived there three days ago. She has been there for three days.
- Jack is here. He arrived here on Tuesday. He has
- It's raining. It started an hour ago. It's been
- I know Sue. I first met Sue two years ago. I've
- I have a camera. I bought it in 1989. I've
- They are married. They got married six months ago. They've
- Liz is studying medicine at university. She started three years ago. She has
- Dave plays the piano. He started when he was seven years old. Dave has

Exercise 6.3. Right or wrong? Correct the verbs that are wrong (The verbs are underlined).

- I've lost my key. I can't find it. — Right
- Have you seen Ann yesterday? — Wrong
- I've finished my work at 2 o'clock
- I'm ready now. I've finished my work.
- What time have you finished your work?
- Sue isn't here. She's gone out.
- Jim's grandmother has died in 1989.
- Where have you been last night?

Exercise 6.4. Put the verb in the present perfect or past simple.

1. My friend is a writer. He *has written* (*write*) many books.
2. We *didn't have* (*not / have*) a holiday last year.
3. I (*play*) tennis yesterday afternoon.
4. What time (*you / go*) to bed last night?
5. (*you / ever / meet*) a famous person?
6. The weather (*not / be*) very good yesterday.
7. My hair is wet. I (*just / wash*) it.
8. I (*wash*) my hair before breakfast this morning.
9. Kathy travels a lot. She (*visit*) many countries.
10. 'Is Sonia here?' 'No, she (*not / come*) yet'.

7. Passive Voice

Exercise 7.1. Write sentences from the words in brackets (...). Sentences 1–7 are present.

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

Sentences 8–15 are past:

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

Exercise 7.2. Correct these sentences.

1. This house built 100 years ago. — *This house was built*
2. Football plays in most countries of the world

3. Why did the letter send to the wrong address?
4. A garage is a place where cars repair
4. Where are you born?
5. How many languages are speaking in Switzerland?
6. Somebody broke into our house but nothing stolen
7. When was invented the bicycle?

Exercise 7.3. Complete the sentences. Use the passive (present or past) of these verbs:

damage find give invite make show steal take

1. The room *is cleaned* every day.
2. I saw an accident yesterday. Two people *were taken* to hospital.
3. Paper from wood.
4. There was a fire at the hotel last week. Two of the rooms
5. 'Where did you get this picture?' — 'It to me by a friend of mine.'
6. Many American programmes on British television.
7. 'Did Jim and Sue go to the wedding?' — 'No. They but they didn't go.'
8. 'How old is this film?' — 'It in 1965.'
9. My car last week but the next day it by police.

Exercise 7.4. Where were they born?

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

Exercise 7.5. Use the words in brackets (...) to complete the sentences.

1. I can't use my office at the moment. It *is being painted* (paint).
2. We didn't go to the party. We *weren't invited* (not / invite).
3. The washing machine was broken but it's OK now. It (repair).
4. The washing machine (repair) yesterday afternoon.
5. A factory is a place where things (make).

6. How old are these houses? When (they / build)?
7. A: the computer / use) at the moment?
B: Yes, Jim is using it.
8. I've never seen these flowers before. What they / call)?
9. Some trees (blow) down in the storm last night.
10. The bridge is closed at the moment. It (damage) last week and it (not / repair) yet.

Exercise 7.6. Complete these sentences. Choose from the list and put the verb into the correct form:

cost drive fly meet sell speak swim tell
think wake up win.

1. I have *made* some coffee. Would you like some?
2. Have you John about your new job?
3. We played basketball on Sunday. We didn't play very well but we
4. I know Gary but I've never his wife.
5. We were by loud music in the middle of the night.
6. Stephanie jumped into the river and to the other side.
7. 'Did you like the film?' 'Yes, I it was very good.'
8. Many different languages are in the Philippines.
9. Our holiday a lot of money because we stayed in an expensive hotel.
10. Have you ever a car?
11. All the tickets for the concert were very quickly.
12. A bird through the open window while we were having our dinner.

Exercise 7.7. Complete the sentences using one of these verbs in the correct form:

damage hold include invite make overtake
show translate write.

1. Many accidents *are caused* by dangerous driving.
2. Cheese from milk.
3. The roof of the building in a storm a few days ago.
4. There's no need to leave a tip. Service in the bill.
5. You to the wedding. Why didn't you go?
6. A cinema is a place-where films

7. In the United States elections for President every four years.
8. Originally the book in Spanish and a few years ago it into English.
9. We were driving along quite fast but we by lots of other cars.

Exercise 7.8. Write questions using the passive. Some are present and some are past.

1. Ask about the telephone, (when / invent?) — *When was the telephone invented?*
2. Ask about glass, (how / make?) — How
3. Ask about Australia, (when / discover?)
4. Ask about silver, (what / use for?)
5. Ask about television, (when / invent?)

Exercise 7.9. Put the verb into the correct form, present simple or past simple, active or passive.

1. It's a big factory. Five hundred people *are employed* (employ) there.
2. Water (cover) most of the Earth's surface.
3. Most of the Earth's surface (cover) by water.
4. The park gates (lock) at 6.30 p.m. every evening.
5. The letter (post) a week ago and it (arrive) yesterday.
6. The boat (sink) quickly but fortunately everybody (rescue).
7. Ron's parents (die) when he was very young. He and his sister (bring) up by their grandparents.
8. I was born in London but I (grow) up in the north of England.
9. While I was on holiday, my camera (steal) from my hotel room.
10. .. While I was on holiday, my camera (disappear) from my hotel room.
11. Why (Sue / resign) from her job? Didn't she enjoy it?
12. Why (Bill / sack) from his job? What did he do wrong?
13. The company is not independent. It (own) by a much larger company.

14. I saw an accident last night. Somebody (*call*) an ambulance but nobody (*injure*) so the ambulance (not/need).

15. Where (*these photographs / take*)? In London? (*you / take*) them?

Exercise 7.10. Rewrite these sentences. Instead of using 'somebody/they/people' etc. write a passive sentence.

1. Somebody cleans the room every day. — *The room is cleaned everyday.*

2. They cancelled all flights because of fog. — All

3. People don't use this road very often

4. Somebody accused me of stealing money. — I

5. How do people learn languages? How

6. People advised us not to go out alone

Тесты и задания для самоконтроля. Вариант 2

Задание 1. Образуйте форму множественного числа следующих существительных.

1. wife —
2. stepmother —
3. watch —
4. workbook —
5. dictionary
6. brush —
7. woman —
8. teapot —
9. tomato —
10. dress —

Задание 2. Поставьте следующие словосочетания во множественное число.

1. This magazine —
2. that striker —
3. this stamp —
4. that sandwich —
5. this poster —
6. this teacup —
7. that wall —
8. that picture —
9. this foot —
10. that mountain —
11. this lady —
12. that window —
13. this man —
14. that match —
15. this knife —

Задание 3. Образуйте форму притяжательного падежа в словосочетаниях.

1. The ball of the dog —
2. The skateboard of that man —
3. The songs of the children —

4. The umbrella of my grandmother —
5. The room of my friend —
6. The questions of my son —
7. The wife of my brother —
8. The table of our teacher —
9. The computer of my son is modern —
10. The car of my parents —

Задание 4. Вставьте *some, any* или *no*.

1. There are pictures in the book.
2. Are there new students in your group?
3. There are old houses in our street.
4. Are there English textbooks on the desk? — Yes, there are...
5. Are there maps on the walls? — No, there aren't
6. To make cabbage soup I need ...cabbage, ...onions,carrots, and ...salt.
7. It's winter. There are leaves on the trees.
8. There is ink in my pen: I can't write.

Задание 5. Вставьте *much, many, little, few, a little* или *a few*.

1. When we walked father down the road, we met another group of students.
2. If you have spare time, look through this book. You will find stories there which are rather interesting.
3. There was hay in the barn, and the children could not play there.
4. There was water in the river, and they decide to cross it.
5. She gave him water to wash his hands and face.
6. I'd like to say Words about my journey.
7. Let's stay here longer: it is such a nice place.
8. You don't make mistakes in your spelling. Do you work hard at it?
9. She left and returned in minutes.
10. I am sorry I have seen plays by this author.
11. I can't buy this expensive hat today: I have too money.
12. Robert wrote so letters that he's never going to write a letter again.

13. Does your sister read ? — Yes, she does.

Задание 6. Используйте *a, an* или *there* там, где это необходимо.

Yesterday was 1. terrible day. I woke up 2. hour later than usual, so I was late for 3. work. 4. manger was angry with me and said I was 5. bad employee. On the way home that evening, I missed 6. bus and had to take 7. taxi. When I got home, I found 8. invitation to 9. party. I went to 10. party, but it was 11. disaster. I didn't know any of 12. people there and I felt bored. I went home again, but I had left 13. keys to my house at 14. party, so I had to climb in through 15. open window. I went to 16. bed in 17. very bad mood.

Задание 7. Образуйте степени сравнения прилагательных.

- | | | | |
|------------|----------|-------------|-----------|
| 1) happy; | 4) shy; | 7) simple; | 10) real. |
| 2) pretty; | 5) left; | 8) joyful; | |
| 3) grey; | 6) dry; | 9) accurate | |

Задание 8. Выберите правильный вариант.

1. I suppose you know him well-probably than anybody else.
 - a) better;
 - b) more well.
2. He spoke English badly — than expected.
 - a) worse;
 - b) more badly.
3. I can't understand what you're saying. Could you speak a bit ?
 - a) slower;
 - b) more slow.
4. A snail is than a tortoise.
 - a) slower;
 - b) more slow.
5. I'd like to change cars
 - a) oftener;
 - b) more often.

6. My mother was feeling tired last night so she went to bed than usual.
 a) earlier;
 b) more early.
7. If you want to find your way around the city , you should buy the map of it.
 a) easilier;
 b) more easy.
8. The younger you are, the it is to learn.
 a) easier;
 b) more easy.
9. I'm getting
 a) fatter and fatter;
 b) more and more fat.
10. We are going
 a) slower and slower;
 b) more and more slowly.

Задание 9. Заполните пробелы прилагательными в сравнительной и превосходной степени, добавляя необходимые слова.

Yesterday was 1. (*cold*) day of the year. It had been snowing all night and everything was white. The children woke up 2. (*early*) usual. They were excited because the snow was 3. (*deep*) ever before and they wanted to go outside and play. We dressed them in 4. (*warm*) clothes we could find, then they went out into the garden. We watched from the window as they built 5. (*big*) snowman I have ever seen. As the snow was falling 6. (*hard*) ever, the children soon came inside to warm up. They were laughing as if they had heard 7. (*funny*) joke ever told. They said that they thought winter was 8. (*good*) season of all.

Задание 10. Раскройте скобки, употребляя глаголы в требуемом времени.

A Strange Present

Jack and Molly (*be*) 1. twins and it was their ninth birthday. This exciting day (*make*) 2. them (*feel*) 3. very special. In the morning the postman (*bring*) 4. a lot of parcels which (address) 5. to them. They (*get*) 6. a lot of beautiful presents, and, to their great joy, a fine new

bicycle each from Mother and Father, which they (*dream*) 7. about for long time. When Molly (*go*) 8. to bed that night she put all her presents on the dressing table. She (*can*) 9. (*hear*) 10. her brother in the next room (walk) 11. noisily about. She (*lie*) 12. in bed (*plan*) 13. lovely rides that she and Jack (*take*) 14. as soon as they both (*learn*) 15. how to manage their cycles. She just (wonder) 16. whether mother (*let*) 17. them (*go*) 18. to Brighton when at once she became aware that something (*move*) 19. in her room. Molly (*raise*) 20. her head. She (*see*) 21. something large and round (*move*) 22. softly on her dressing-table. Bigger and bigger it (*grow*) 23. Then it (*stop*) 24. (rock) 25. and (*fall*) 26. to the floor. Molly (*spring*) 27. out of bed. She never (*dress*) 28. so quickly in her short life. When the thing understood that he (*watch*) 29. he (*hurry*) 30. on and out of the room.

Задание 11. Раскройте скобки, употребляя глаголы в требуемом времени.

Meeting the King

Molly and Jack turned into a wide avenue that (*lead*) 1. to the green park in the centre of which (*stand*) 2. the King's Palace. Through the grounds a little river (flow) 3. (*sparkle*) 4. in the sunlight. The big city hall (*crowd*) 5. with people. They (*come*) 6. to offer the King their help in the search that (*take place*) 7. soon. At first the children (can, not) 8. (*see*) 9. what (*go*) 10. All of a sudden all the people (stop) 11. (*talk*) 12. Looking up Jack and Molly (*see*) 13. the King (*enter*) 14. the hall. They never (*meet*) 15. any Kings before and they definitely liked this one. He (*be*) 16. 'every inch a King,' though at the moment he (*wear*) 17. no crown or velvet robes as the Kings usually (*do*) 18. in the children's story-books at home, but (*dress*) 19. in a very simple suit. The King (*rise*) 20. and silence (*fall*) 21. He began (*tell*) 22. the people about the plans for searching which he and his councilors (*discuss*) 23. for so many days. 'We want you (*search*) 24. every corner of this country until the Magic Leaf (*find*) 25. But we have only a few days left before it (*disappear*) 26. As soon as you (*find*) 27. it, fire signals (*give*) 28. And when the glad news (reach) 29. the City, all the bells (*start*) 30. ringing.' Such was the King's order.

Задание 12. Раскройте скобки, употребляя глаголы в требуемом времени.

Molly Meets Miss Lydia

Molly was walking along the lonely road that (*lie*) 1. between the hills. She (*worry*) 2. by the letter from a stranger. She (*can not*) 3. (*make*) 4. up her mind who (*send*) 5. it. But then she decided that she (*wait*) 6. till she (*reach*) 7. Lake Desolate. When she finally (*get*) 8. the shores of the lake, she (*stand*) 9. (*gaze*) 10. into the dark water. Suddenly she saw a blind woman in a long, grey cloak who (*come*) 11. slowly towards her. The woman's foot (*slip*) 12. a little and some of the stones on which she (*stand*) 13. (*fall*) 14. into the water noisily. As Molly looked at the woman's face she (*feel*) 15. certain that she (*see*) 16. her before. Then all of a sudden she (*know*) 17. Of course, it was Miss Lydia! Molly (*lead*) 18. her into the cottage, (*bring*) 19. a chair into which the blind woman (*sink*) 20. gratefully. 'I (*make*) 21. you some tea?' suggested Molly. 'Oh, no, I (*want, not*) 22. you worry 23. about me, though you (*be*) 24. so good to me all this time.' Molly realized that if she (*take*) 25. Miss Lydia with her she (*lose*) 26. much time. Looking out of the window by chance she saw someone (*hide*) 27. behind a bush. And then all at once she (*catch*) 28. sight of something that made her heart (*stop*) 29. (*beat*) 30.

Задание 13. Выберите правильный вариант.

1. You do your homework before you watch TV.
a) can't; b) should; c) must.
2. I come in? It's rather cold out here.
a) should; b) may; c) must.
3. You water the plants this weekend; they look dry.
a) are able to; b) needn't; c) ought to.
4. you collect the children from school, please?
a) must; b) will; c) may.
5. you play the piano?
a) can; b) must; c) should.

6. I buy some milk. There isn't any left.
a) mustn't; b) may; c) must.

7. When I call you?
a) shall; b) must; c) needn't.

8. I swim before I was able to work
a) might; b) could; c) can.

9. You walk to work. I'll give you a lift.
a) must; b) needn't; c) may.

10. Tim be out. There are no lights on.
a) shall; b) should; c) must.

Задание 14. Выберите правильный вариант.

1. They for a new house at the moment.
a) have been looking; b) are looking; c) look
2. She her driving test.
a) has just passed; b) is passing; c) passes
3. I think I shopping on Saturday afternoon.
a) to go; b) have been; c) will go
4. Be careful! You that plate!
a) are dropping; b) are going to drop; c) drop
5. Ben looks tired. He hard all day long
a) had been working; b) has been working; c) is working
6. When I left home this morning, it
a) was raining; b) is raining; c) rains
7. By the time I got there, Bill
a) had already left; b) left; c) is leaving
8. I three years old when my sister was born.
a) am; b) was being; c) was

9. Miss Jones two cups of tea today.
a) has drunk; b) is drinking; c) drinks

10. Sarah my best friend since 1992.
a) was; b) is being; c) has been

Задание 15. Выберите правильный вариант.

- a) must;
- b) mustn't;
- c) have to;
- d) don't have to;
- e) had to;
- f) didn't have to;
- g) will have to;
- h) won't have to.

1. You can stay out late if you like. You come home early.
2. He might take his younger brother out to football match.
3. The bus came on time so we wait long at the bus stop.
4. The rules for basketball say
a) you run while holding the ball;
b) you bounce the ball while you run;
c) you stand holding the ball for as long as you like;
d) you do something within five seconds.
5. We read a long poem in the class yesterday. It was boring. I'm glad we learn it by heart.
6. Jack has already cleaned his bicycle so he do it tomorrow.
7. You be here by 9.00 if you want to be sure of a seat.
8. You walk on the grass!
9. Once or twice we lost our way and ask a policeman for directions.
10. You put your entry into the box before Friday if you want to enter the contest.

Задание 16. Переведите предложения из прямой речи в косвенную.

1. The teacher said to me: 'Hand this note to your parents, please.'
2. He said: 'I have just received a letter from my uncle.'
3. 'I am going to the theatre tonight', he said to me.

4. Mother said to me: 'Who has brought this parcel?'
5. He said to her: 'Where do you usually spend your summer holidays?'

6. Oleg said to his sister: 'Put the letter into an envelope and give it to Kate.'

7. Mike said: 'I spoke to Mr. Brown this morning'.

8. He said to her: 'I shall do it today if I have time'.

9. Ann said to Mike: 'When did you leave London?'

10. She said to Boris: 'When will you be back home?'

11. 'Please help me with this work, Henry,' said Robert.

12. I said to them: 'I can give you my uncle's address.'

13. Oleg said: 'My room is on the second floor.'

14. Boris said to them: 'How can I get to the railway station?'

15. Mary asked Tom: 'What time will you come here tomorrow?'

16. 'Please bring me some fish soup,' he said to the waitress.

17. He said: 'I am sure she will ring me up when she is back in St. Petersburg.'

18. Misha said: 'I saw them at my parents' house last year.'

19. She asked me: 'Why didn't you come here yesterday?'

20. She asked me: 'What will you do tomorrow if you are not busy at your office?'

Задание 17. Вставьте предлоги, если это необходимо.

1. last summer we spent our holiday in France.
2. I hope you feel better the time you get this letter.
3. She lived in that house 1985 1988.
4. Mrs. Jackson lived in England three years.
5. I haven't seen her Monday.
6. Chris's gone. But he'll return an hour.
7. She got married the age 19.
8. The train starts 8.50, so you'd better be the station time.
9. He lives Chicago.
10. My sister isn't home, she is school.

Задание 18. Выберите правильный вариант.

1. After lunch you phoned someone.
a) Who rang you? b) Who did you ring?
2. The policeman is interviewing the robber.
a) Who is interviewing the robber? b) Who did you ring?

3. is it from here to St. Petersburg?

- a) How far; b) How long.

4. would you like to drink?

- a) Who rang you; b) Who did you ring.

5. of brothers Grimm was the eldest?

- a) Who; b) What; c) Which.

6. It's so cold today put on your warm coat?

- a) Why you haven't; b) Why haven't you.

7. birthday is it today?

It's Janet's birthday today. She is 19.

- a) Which; b) Whom; c) What; d) Whose.

8. does it cost to stay at the Hillton Hotel/

- a) How many; b) How much; c) What.

9. is Pam's sister? — She's a secretary at our college

- a) What; b) Who; c) Where.

10. You can have a photo one would you like?

- a) What; b) Which.

Задание 19. Образуйте прилагательное от существительного.

1. metal —
2. ghost —
3. week —
4. suspicion —
5. glory —
6. poison —
7. climate —
8. industry —
9. order —
10. fame —
11. friend —
12. humour —
13. danger —
14. year —
15. adventure —

Задание 20. Образуйте существительное от прилагательного.

1. punctual —
2. fluent —
3. special —
4. popular —
5. present —
6. convenient —
7. efficient —
8. stupid —
9. independent —
10. urgent —
11. weak —
12. constant —
13. different —
14. frequent —
15. silent —

TEST 1

Choose the right answer.

1. Have you ever ... to Australia?

- a) been;
- b) went;
- c) gone;
- d) go.

2. ... you like some more cake?

- a) will;
- b) are;
- c) do;
- d) would.

3. The USA is ... England.

- a) the biggest;
- b) bigger than;
- c) big enough;
- d) bigger.

4. By this time next week, Teresa ... her English exam.

- a) will take;
- b) will have taken;
- c) will have been taking;

- d) is going to take.
5. As soon as I ... reading the article, I will give it to you
a) will finish;
b) shall finish;
c) would finish;
d) finish.
6. Ho many times ... (you) to Rome?
a) were;
b) was;
c) have been;
d) had been.
7. The Stuart ... Africa is a very interesting continent to visit.
a) think;
b) thinks;
c) is thinking;
d) are thinking.
8. The ... pens and pencils are on the desk.
a) children;
b) childrens;
c) children's;
d) childrens'.
9. Jackregularly late for school.
a) —;
b) is;
c) be;
d) does.
10. Dad didn't let us ... to the disco.
a) go;
b) going;
c) to go;
d) to going.
11. We are going to Antalia as soon as ... taking our final exam.
a) we're finish;
b) we'd finish;
c) we'll finish;
d) we finish.
12. He made a silly mistake. It was very stupid ... him.
a) about;

- b) with;
c) of;
d) to.
13. They have lived there ... 1965.
a) since;
b) for;
c) with;
d) already.
14. What's wrong ... Henry? He looks tired.
a) about;
b) with;
c) of;
d) in.
15. I ... not see Andrew yesterday.
a) do;
b) did;
c) are;
d) have.
16. The play begins ... half past seven.
a) on;
b) in;
c) with;
d) at.
17. I have ... been late for school.
a) ever;
b) never;
c) yet;
d) as.
18. I'm ill, ... ?
a) am not I;
b) aren't I;
c) don't I;
d) am I.
19. I ... here since September.
a) have being;
b) am;
c) have been;
d) was.

20. John ... take a taxi because he was late.
a) had to;
b) could;
c) was to;
d) was able to.

TEST 2

Choose the right answer.

1. Anna is ... than Marina.
a) more old;
b) older;
c) the oldest;
d) elder.
2. He hasn't got ... money
a) much;
b) a lot of;
c) many;
d) a large number of.
3. It's a nice day, ... ?
a) ..., does it?;
b) ..., is it?;
c) ..., isn't it?;
d) ..., do it?
4. ... you mind passing me the salt?
a) will;
b) should;
c) could;
d) would.
5. Let's go ... the cinema.
a) in;
b) at;
c) to;
d) into.
6. I saw a nice kitten when I ... the basket.
a) opened;
b) had opened;
c) have opened;
d) open.

7. If Dad ... a new car, we ... to the sea-side by car next summer.
a) buy, will go;
b) buys, will go;
c) will buy, go;
d) buy, go
8. The ... pens and pencils are on the desk.
a) children;
b) childrens;
c) childrens';
d) children's.
9. Ann and her sister ... wonderful voices.
a) does;
b) has got;
c) have got;
d) do.
10. He will translate the text if he ... a dictionary at hand.
a) will have;
b) has;
c) would have;
d) have.
11. My friend is interested ... architecture.
a) in;
b) on;
c) about;
d) for.
12. We ... from him since he left for Kenya.
a) didn't hear;
b) don't hear;
c) hadn't heard;
d) haven't heard.
13. Mr. hay rose from the comfortable armchair in which he
a) had been sitting;
b) sat;
c) had sat;
d) had being sat.
14. John ... take a taxi because he was late.
a) could;
b) was to;
c) was able to;

- d) had to.
15. Geneva is one of ... cities in the world.
 a) the modernest;
 b) the most modern;
 c) the most modern of;
 d) more modern.
16. Mag really looked better than when he ... her last time.
 a) saw;
 b) was seeing;
 c) had seen;
 d) has seen.
17. When I phoned my friend at ten o'clock this morning, he was ... in bed.
 a) already;
 b) yet;
 c) still;
 d) always.
18. If Tom ... hard, he will pass his exams.
 a) works;
 b) will work;
 c) has worked;
 d) worked.
19. He had ... interest in any kind of sport.
 a) a few;
 b) little;
 c) a little;
 d) few.
20. After it ... raining, we went out.
 a) stopped;
 b) has stopped;
 c) had stopped;
 d) would stop.

TEST 3

Choose the right answer.

1. How many times ... (you) to Rome?
 a) were;
 b) have been;
 c) was;

- d) had been.
2. Look. ... sitting on the wall.
 a) There is a kitten;
 b) There is a kitten is;
 c) There a kitten is;
 d) There is a kitten who are.
3. I can hear a noise; I think ... is outside.
 a) some;
 b) somebody;
 c) somehow;
 d) somewhere.
4. Jane doesn't have ... tonight.
 a) many homeworks;
 b) much homeworks;
 c) much homework;
 d) many homework.
5. ... in Moscow.
 a) Most my friends lives;
 b) Most of my friends lives
 c) Most my friends live;
 d) Most of my friends live.
6. He seemed
 a) nice man;
 b) nice men;
 c) a nice man;
 d) a nice men.
7. Everybody ... work hard if they want to pass exams.
 a) will must;
 b) will must to;
 c) will have;
 d) will have to.
8. The ... pens and pencils are on the desk.
 a) children;
 b) childrens;
 c) children's;
 d) childrens'.
9. We have very ... money left.
 a) few;

- b) little;
 - c) a few;
 - d) a little.
10. George ... any lunch so he was very hungry in the afternoon.
- a) has;
 - b) had;
 - c) doesn't have;
 - d) didn't have.
11. Since they ... To New York he hasn't spoken Russian.
- a) went;
 - b) has gone;
 - c) were going;
 - d) had gone.
12. If the bus arrives ... , we'll miss the train.
- a) lateness;
 - b) more late;
 - c) lately;
 - d) late.
13. Kate hasn't seen her elder brother ... three years.
- a) since;
 - b) from;
 - c) for;
 - d) before.
14. The mice ... the cheese.
- a) have eaten;
 - b) have been eaten;
 - c) has eaten;
 - d) has been eaten.
15. Will ... a lot of work next year?
- a) there;
 - b) be there;
 - c) there be;
 - d) there is.
16. Jane ... three letters so far.
- a) write;
 - b) have written;
 - c) wrote;
 - d) has written.

17. As soon as I ... reading the article, I will give it to you.
- a) will finish;
 - b) shall finish;
 - c) would finish;
 - d) finish.
18. Your sister used to visit your parents quite often, ... ?
- a) didn't she;
 - b) wouldn't she;
 - c) doesn't she;
 - d) hadn't she.
19. I ... not see Andrew yesterday.
- a) do;
 - b) did;
 - c) are;
 - d) have.
20. This shoe ... To Mr. Brown, I think.
- a) belong;
 - b) is belonging;
 - c) belongs;
 - d) are belonging.

Relationships

Exercise 1. Read the text and choose the best ending to the sentences.

Agnes Grey
(by Anne Bronte)

My father was a clergyman in the north of England, who was respected by all who knew him. My mother, who married him against the wishes of her friends, was a rich man's daughter. Her father clearly told her that if she became the poor parson's wife, she must give up all of her father's wealth. Anyone would be happy with an elegant house and spacious grounds, of course, but she would rather live in a cottage with Richard Grey than in a palace with any other man in the world. Her father believed that making his daughter give up her fortune would work in splitting them up, but he was mistaken. The two married and as a result my mother's fortune all went to her 'wiser' sister, who had married a very wealthy man.

Of six children, my sister Mary and myself were the only two who survived early childhood. Being the youngest daughter, I was always seen as the baby, and the pet of the family, and my father, mother and sister all spoiled me.

Mary and I were brought up in the strictest seclusion. We never went to school. My mother took the whole responsibility for our education on herself, with the exception of Latin, which my father taught us. Since there was no society in our neighbourhood, our only contact with the world consisted of a tea party, now and then, with the farmers and trades people in the area.

My father had endless ideas as to how increase his little fortune, always for the family. Saving, however, was not my father's strong point. He would not get into debt (at least, my mother made sure he did not), but whenever he had money he had to spend it right away. He liked to see his house comfortable, and his wife and daughters well clothed, and well looked after. Also he was very charitable and liked to give to the poor.

One day, a kind friend suggested to him a way of doubling his private property and later increasing it even more. This friend was a merchant who generously offered to give my father a fair share of his profits, if he would only entrust him with what he could spare. So my father gave the friendly merchant all the money he could and the merchant immediately loaded up his cargo and prepared for his voyage.

My father was delighted, as we all were, with our brightening prospects. What happy hours Mary and I passed while sitting at our work by the fire, or under the weeping birch tree in the garden, talking of future happiness to ourselves and our parents, of what we would do, and see, and have with our coming fortune.

Unfortunately, disaster struck when news came that the ship which contained our fortune had been ship-wrecked, and gone to the bottom of the sea, together with several of the crew and the unfortunate merchant himself. I grieved for him; I grieved for the overthrow of all our air-built castles — our romantic dreams of better times that we should have known would never come; but with the hopefulness of youth I soon recovered from the shock. Mary did not grieve, but she thought about the misfortune continually, and was very depressed. My mother thought only of comforting my father and paying-our debts and reducing our expenses in as many ways as she could. My father however was completely overwhelmed by the disaster. His health, strength and spirits sank and he never fully recovered them.

A) The narrator of the story is Richard Grey's:

1. Wife.
2. Daughter.
3. Mother.
4. Granddaughter.

B) The narrator refers to her mother's sister as 'wiser' because she:

1. Had managed her money well.
2. Had married a more respected man.
3. Had followed her heart.
4. Had followed her father's wishes

C) When the narrator says in paragraph three that her sister and herself 'were brought up in the strictest seclusion', she means that they:

1. Didn't receive a good education.

2. Had to follow lots of rules in the home when they were children.
3. Saw few people outside of their family while growing up.
4. Lived in a very small, quiet place.

D) Richard Grey found it difficult to save money because:

1. He preferred to use it to make others happy.
2. His wife and daughters were big spenders.
3. He had too many debts to pay off.
4. He didn't want others to think he wasn't generous.

E) The merchant persuaded Richard Grey to:

1. Buy some property.
2. Lend him some money for a voyage.
3. Start a shipping business.
4. Invest some money in his business.

F) The phrase 'all our air-built castles' in the final paragraph refers to:

1. Things the family had bought because they thought they would soon be rich.
2. The family's shock after losing their money.
3. The unrealistic hopes the family had for the future.
4. Things the family had lost because of the tragedy at sea.

G) After the loss of the family's fortune:

1. The family's debts and troubles kept increasing.
2. Each member of the family was affected differently.
3. The narrator's mother couldn't forgive the narrator's father.
4. The narrator was depressed for a long time.

Exercise 2. Complete the gaps with words. Put the words in the correct grammar form:

Generation Gap

Last Saturday was my birthday and my teenage grandson Josh wanted to take me out to do something special. 'How about going to a rock concert?' he asked. I was a bit surprised, but I 1. (not go) to a rock concert before, so I said, 'Why not?'

Josh knew the theatre manager, so we 2. (give) good seats near the front of the stage. Soon some of Josh's school friends

joined us. They had come to see their classmate, Andy, who 3. (play) in the band.

Andy was the drummer and his solo was so amazing that I couldn't help jumping to my feet and dancing around. I 4. (wave) my arms about and getting quite carried away. 'What 5. (do) (you)?' Josh demanded. I realised I was embarrassing him in front of his friends and sat down again quickly.

'I am not taking you to a concert ever again!' I imagined Josh saying to me later. But I needn't have worried. The other boys told Josh afterwards what a cool granny he had!

6. (have) (you) a good time?' he asked me when we got home. 'Yes,' I replied. 'I 7. (love) to go again sometime.'

Exercise 3. Complete the gaps with words. Put the words in the correct grammar form:

Two Friends

John Lennon and Paul McCartney were friends. But most people believe that after the Beatles 1. (break) up in 1970, the friendship between them was over.

However, Paul has always maintained that he remained on good terms and that he still misses Lennon, who 2. (murder) tragically in 1980. What

is even less well-known is that Paul and John played together again long after The Beatles had played their last song.

It happened in 1974. John 3. (record) music in the studio when Paul turned up with his wife Linda. They sang classic rock-and-roll songs from the 1950's. Some of it was recorded but the tapes are missing.

Exercise 4. Read the text and choose the best ending to the sentences.

Family Meal Times

The family meal time is one of the most valuable routines to establish in the life of a family. Research has proved that children who eat at least one meal a week with their families benefit greatly in terms of social skills and acceptance of shared responsibilities. They learn simply and directly through their own experience, the importance of family interaction and the value of close friendship, support and loyalty.

In theory and with practice, a shared meal can be the setting for peaceful conversation and allow each family member the opportunity to talk about his/her day, and possibly to discuss any problems or issues. Successful family meal times are primarily about talking and communication. In the modern age of 24 hour TV, computer games and computer social networking sites — the fact is that it is often easier to eat alone rather than together. Furthermore, if parents fail to establish these routines whilst their children are young it is very hard to implement them when the kids become teenagers. But it is not impossible. There are various strategies available for promoting shared family meals.

It is of first importance that every family member should be made to understand the possible benefits; namely that our lives really can be better in general if we make the effort to communicate more effectively. Next step — a weekly meal together can be set as a realistic first goal. The meal should be quite a tasty and popular one as an inducement to keep the kids away from computers and TV sets!

It is important that shared meals should not be the setting for trying to deal with family disputes. There will always be arguments from time to time — even in the happiest and closest families. But these should be kept away from the dinner table if possible. Parents are encouraged to set the tone by example. Light hearted banter, stories about the day and a joke or two can help set the tone. They can also help by being attentive listeners and appropriate responders. Successes should be marked by congratulation and bad news supported with commiseration. Quieter family members should be encouraged by asking what their opinion is on something, rather than about what they did or failed to do. It makes them feel more important and valued. Sometimes a good start can help a simple family meal go on to be a really enjoyable or even memorable experience.

The next stage in building this routine can be to introduce more days. In our experience the best place to start is Sunday lunch. The second might be to establish Wednesday nights as family meal time. Of course the most important thing is flexibility. This and a bit of effort are required to set up helpful routines but the pay back can be immense for a family.

Dinnertime family routines, especially if established early on, have all kinds of other potential benefits. For example children can be encouraged to prepare one course (possibly on an agreed rota): they might even be encouraged to compete to produce maybe an exceptional soup or a truly sensational desert! This can be good fun.

Once established, family meal routines are also great for developing good table manners and ‘work’ habits. Children can learn to set the table, help with clearing up and generally build good patterns of co-operation with their parents, friends and the people they meet with in daily life.

A) We know that children who eat with their parents benefit because they:

1. Have greater intelligence.
2. Show better test results.
3. Develop better social skills.
4. Learn to speak sooner.

B) Establishing a routine family meal is:

1. Impossible because of computer games, TV, etc.
2. Possible only when the children are young.
3. Impossible as to eat alone is easier than together.
4. Possible with a strategic approach.

C) The most important thing in creating a new routine is to:

1. Start with one shared meal per week.
2. Make sure everyone understands the benefits.
3. Tempt everyone with a popular meal.
4. Keep the kids away from computers and TV sets.

D) Shared family meals should:

1. Accept that even happy families sometimes argue.
2. Involve telling lots of jokes as a must.
3. Be the setting for trying to deal with family disputes.
4. Never be used for family heated discussions.

E) Quiet family members should be encouraged to participate in a conversation by:

1. Asking them to express their opinions.
2. Asking about what they have done.
3. Inviting them to share their problems.
4. Congratulating them from time to time.

F) The next stage in building a meal sharing routine is to:

1. Introduce as many days as possible.
2. Introduce cookery competitions.
3. Add Wednesday night to the schedule.

4. Be persistent and more flexible.

- G) Once established, family meals are crucial for:
1. Getting the table set for and cleared after a meal.
 2. Establishing better rapport with family and friends.
 3. Teaching children table manners and 'work' skills.
 4. Making the children more independent in life.

Exercise 5. Complete the gaps with words. Put the words in the correct grammar form:

Sports Day

Our school used to have a ritual day of torture, embarrassment and humiliation for the less athletic pupils at the school. It 1. (*all*) Sports Day.

There were many spectators: parents, teachers and classmates were all there to cheer and applaud the 2. (*fit*), fastest and most successful athletes in the school.

For useless athletes like me, these were the worst days of our school lives. However, I eventually developed a strategy that made it a little 3. (*good*). I took up throwing the hammer.

Amazingly I became quite good at it. Finally, on my last Sports Day two days before my last ever school day — I came 4. (*three*) in the Hammer Throw, stood on a podium and was presented with a bronze medal!

Exercise 6. Read the text and make up 5 questions to the text:

Why We Need Friends In Our Life

Why do we need friends in our life? Because it is the fact that we live! Nobody here on earth lives alone! Everybody needs somebody to share his feelings, his works, his happiness and all of it!

Friends come with friendship — they are the channel of love and affection. Friends are like child's heart which doesn't know wrong thoughts. When there is a friend with us we feel secure, happy, huge support, and comfortable which you can't get from others.

Now let's strike the core question for today... Why we need friendships?

The only relationship which isn't related to blood is friendship. Friendship has many forms and shapes. It is like water. If we pour the water into a jug, it takes the shape of the jug. If you pour the

same water into a bowl, it takes the shape of the bowl. Same way friendship will take a different shapes and sizes according to our heart. Friendship gives pleasure to human beings. Where there is friendship then there will not be any sorrow. When you see a child laughing, you will forget your sorrows for a second, same way when you are with a friend you forget your sorrows.

A friendship saves life. Trusted true friendship never let us down. It helps a lot to make friends to come up from the situation. Friendships never expect anything in return for all its offering. It saves life without looking into situation. Here's what I feel we need friends for: to play, to quarrel, to share, to help, to trouble, to tease, to support.

To summarize, I define friendship or friends as trust/ understanding and I believe that we in our lives need someone whom we can trust or someone who believes in us. It is not just sharing joy and sorrow and helping each other but it's a big responsibility to know that person and understand his/ her feelings and moreover to trust them and believe in them. You can't become friends with a person in a month or so. It may take months and even years to know that person and to trust him/her. It is the sign of maturity and moreover some way or another our life depends on it.

Exercise 7. Read the text and make up a mind map to it.

Relationships

The family is a mirror of the larger society of which it is a part. As societies change, so do families.

What makes parents good?

A good parent really cares about children and does things in the best interests of his kids. A good parent knows what it's like to be a teenager and sees a viewpoint of kids. They should support you in what you do and praise you for all the good things that you do. A good parent is someone who cares but who is strict and wants their children to be successful. Most teenagers think that there is a big difference between the roles of mother and father. A mother teaches her child right from wrong and manners. A father teaches a child to be strong and confident.

Girls are much more closer to their mothers but there can be some exceptions. Teenage girls ask their dads for advice about homework, but always prefer to discuss school, friends and life problems with their mothers. That's because they think their mothers are under-

standing and eager to help. Mostly teenagers ask their parents for advice, but sometimes when things are too personal they avoid doing that. The question 'If you have your own children, what you will do differently from your own parents?' showed that teenagers think that their parents are too protective and strict to them.

Many teenagers think that parenting skills should be taught in high schools. Too many young parents don't know the basics of parenting. Their kids at school are 'messed up' and sometimes act very strange. Another point of view is that parenting isn't something you just learn at school or college. Some teenagers consider that parenting is something you learn when you have children, with the help of your parents.

Respect for elders

Almost every culture shows some degree of respect for its elders. There is an own degree of respect for elders in each separate family. It depends on the results of the bringing up process.

Domestic violence

Domestic (family) violence, the physical, sexual, or psychological abuse committed by one family member on another, was a largely taboo topic within sociology until the past quarter century. Recent studies have found family violence to be all too common. Domestic violence can be perpetrated by adults toward children, by one spouse against another, among siblings, and occasionally by adult children against elderly parents.

My family relationship

Despite the fact that our family is not so big (I mean that we live separately from my father's or mother's parents and I have not any sister or brother, only cousins), we try to build our relationship both in terms of old and modern morality. I want to stress on the fact that no one of our close or distant relatives is forgotten on his or her birthday, we are used to sending greeting cards and letters on each good occasion and can expect to get the same greetings. My parents teach me that family is not only people you live with in the house or flat.

They are very hospitable and I like it because not only they but I can have a possibility to invite my friends to our house. They are really interested in my school and everyday life. My parents are acquainted with all my friends and always allow me to go with them anywhere, because they trust us. I respect my parents and they know that I can be relied on. That's why they don't punish me; I mean that

there is no violence or other means to influence in non-pedagogical way. We are all human beings who can use verbal communication to come to an agreement. And I don't remember any situation when I didn't have a voice in such negotiations.

My grandparents are not very old but I can admit that my parents try to help them in everything despite whose mother or father needs help. They are family in all. However, our grandparents are still sure that it is no use helping them in every situation. It is typical of old and we understand it, but know that we must help them at any rate.

I have a lot of cousins, and it is a tradition in our family to be on good terms with them and their children. My cousins are older than me and each of them has a child. It is a great happiness for me to play with them. I am very proud they wait for me impatiently.

I suppose that our family relationships can be regarded as a so-called model of a good co-existence of people belonging to different generation.

Mass Media

Exercise 1. Work with text and do some tasks:

A) Answer the questions:

1. What do you think the life of a nun is like?
2. What do they *always* do, *sometimes* do, and *never* do?
3. Which of the following do you think are important to nuns

Sister Wendy, TV Star!

'I think God has been very good to me.'

Sister Wendy Beckett has been a nun for nearly 50 years, since she was 16. Most of the time she lives in solitary confinement in a caravan in the grounds of a Carmelite monastery in Norfolk, often not speaking to anyone for 22 hours a day. But every few months she leaves her caravan and travels round Europe, staying, in international hotels and eating in famous restaurants. Why is she leading this double life? How does a nun who has devoted her life to solitude and prayer become a visitor to the Ritz?

Sister Wendy has a remarkable other life. She writes and presents an arts programme for BBC television called 'Sister Wendy's Grand Tour'. In it, she visits European art capitals and gives her personal opinions on some of the world's most famous works of art. She begins each programme with these words: 'For over 20 years I lived in

solitude. Now I'm seeing Europe for the first time. I'm visiting the world's most famous art treasures.

She speaks clearly and plainly, with none of the academic verbosity of art historians. TV viewers love her common-sense wisdom, and are fascinated to watch a kind, elderly, bespectacled, nun who is so obviously delighted by all she sees. They are infected by her enthusiasm. Sister Wendy believes that although God wants her to have a life of prayer and solitary contemplation, He has also given her a mission to explain art in a simple manner to ordinary people. She says: 'I think God has been very good to me. Really I am a disaster as a person. Solitude is right for me because I'm not good at being with other people. But of course I enjoy going on tour. I have a comfortable bed, a luxurious bath and good meals, but the joy is mild compared with **a** the joy of solitude and silent prayer. I always rush back to my caravan. People find this hard to understand. I have never wanted anything else; I am a blissfully happy woman.'

Sister Wendy's love of God and art is matched only by her love of good food and wine. She takes delight in poring over menus, choosing a good wine and wondering whether the steak is tender enough for her to eat because she has no back teeth. However, she is not delighted by her so performance on television.

'I can't bear to watch myself on television. I feel that I look so silly — a ridiculous black — clothed figure. Thank God we don't have a television at the — monastery. I suppose I am famous in a way, but as 95 % of my time is spent alone in my caravan, it really doesn't affect me. I'm unimportant.'

Sister Wendy earned £1,200 for the first series. The success of this resulted in an increase for the 60 second series. The money is being used to provide new shower rooms for the Carmelite monastery.

B) What do these numbers in the text refer to?

16, 22, 20, 95 %, 50, 1, 200.

C) Are the statements true or false. Correct the false ones.

- 1) Sister Wendy spends a lot of time alone.
- 2) She travels to art capitals all over the world.
- 3) Her television programmes are popular because she meets famous art historians and interviews them.
- 4) She believes that God wants her to lead this double life.
- 5) She doesn't enjoy being alone in her caravan any more.
- 6) She only eats plain food and she doesn't drink alcohol.
- 7) Some of her teeth are missing.

8) She loves watching herself on television.

9) The other nuns at the monastery always watch her programmes on television.

10) Sister Wendy is using the money she has earned to improve the monastery.

Exercise 2. Read the text and choose the best ending to the sentences.

The Journalist

Toby cupped his hands nervously around his mug of coffee and scanned the shopping centre concourse hoping to spot him among the crowd of bag-laden shoppers. 'He will come, won't he?' he thought to himself, biting his lower lip to relieve the tension. It would be the first major scoop of his career in journalism if the informer did turn up, and a huge embarrassment for Toby if he failed to deliver the front page story he had promised the editor by midnight that night.

It had taken Toby nearly ten years to work his way up from his first job at a local paper to a desk at a national one. He'd mainly covered small local stories and was only just beginning to make his mark in the world of front page headlines. Most of the other reporters in the office had been there for years and found his energy and enthusiasm for the work highly amusing. 'You'll learn,' they said, patting him on the shoulder as they trudged wearily to their desks to punch out another short, snappy news article on their keyboards. Toby didn't really mind if they sneered at him, because he knew his big break would come.

When his chance did finally come, it took him completely by surprise. He had been working on a story about a government minister's involvement in a national scandal. There were plenty of rumours flying around, but Toby hadn't managed to get hold of any concrete evidence. Nobody wanted to talk. Then, one evening at a cocktail party, someone had approached him and said he could give him all the proof he needed.

Toby looked at his watch yet again, the knot of nervousness in the pit of his stomach beginning to turn to angry resentment. He didn't care if he was young and inexperienced, he didn't appreciate being taken for a fool. Toby downed the last of his coffee. They could walk over him now, but the day would come when he would be in a position to take revenge. It was a moment before Toby realised the informer had slipped into the seat beside him at the table.

The last time Toby had seen him he'd been wearing an expensive tailored suit. Now, he was dressed in casual clothes to better fit in with the more humble surroundings. The informer half-smiled at Toby and apologised for keeping him waiting as he pushed a fat envelope across the table. 'You'll find everything you need and more,' he said. 'I'm sure it will mean the start of a dazzling career in journalism for you.'

Toby picked up the envelope and put it in his briefcase, resisting the urge to rip it open and greedily savour its contents. The informer was right. This was, without doubt, a fine beginning to an illustrious career as a leading reporter at one of the country's most respected national newspapers. Toby fought hard not to appear like a kid with his face gleefully stuck in a cream cake. 'Just one question before you go,' said Toby when he'd got his composure back. 'You've been friends with the minister since your days at university. Why betray him now?'

As the informer stood up to leave, he patted Toby on the shoulder. 'Ah yes, friends,' he said. 'Indeed, I've been very useful to him in his career these past forty years. Now it's his turn to prove useful in mine.' The informer began to walk away. 'I shall look forward to working with you more in the future, Sir,' Toby called after him. The informer carried on walking with not so much as a backward glance. Toby couldn't stop smiling as he patted his briefcase.

- A) In the second paragraph, the writer suggests that Toby:
1. Was more ambitious than his colleagues.
 2. Respected and admired his colleagues.
 3. Didn't get on well with his colleagues.
 4. Worked harder than his colleagues.
- B) Toby's chance to get his first big story came after:
1. He realised the story involved someone he knew.
 2. Another journalist offered to help him.
 3. He managed to make the right contacts.
 4. He was unexpectedly offered information.
- C) In the fourth paragraph, the writer implies that Toby didn't notice the informer arriving because:
1. He had decided that he wouldn't come.
 2. He was lost in thought.
 3. He was approached from behind.
 4. He was expecting him to arrive later.

- D) 'it' (line 8, paragraph five) refers to:
1. Money that the informer gave Toby.
 2. The national newspaper.
 3. The news story.
 4. The contents of the envelope.

- E) When Toby received the envelope, he:
1. Decided to open it immediately.
 2. Felt himself begin to relax.
 3. Became suspicious about what was inside.
 4. Had difficulty in controlling his feelings.

- F) The informer says that he betrayed the minister because:
1. It would benefit him.
 2. The minister had betrayed him in the past.
 3. He owed Toby a favour.
 4. He had never liked him

Exercise 3.

- A) Read the passage again and label the diagram.

The Internet

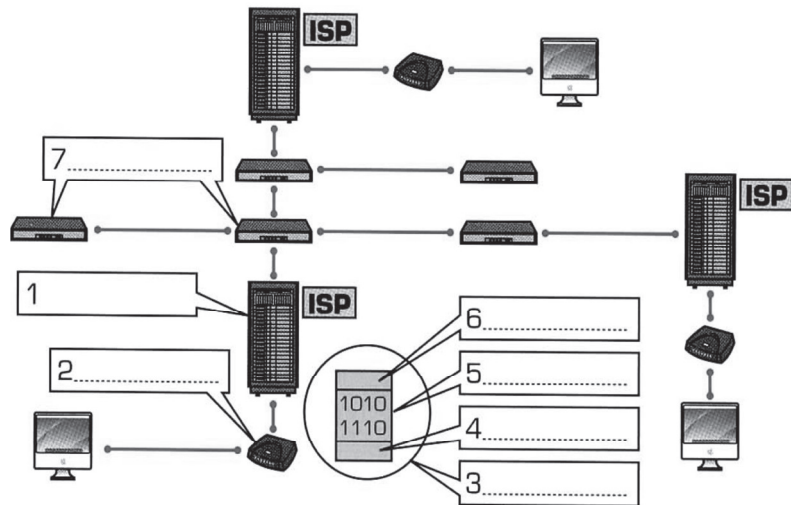
In general terms, the Internet is a way of accessing information from many different sources via a computer at home or connected to a local network. At its simplest the Internet consists of individual computers linked via a network. The network is made up of four basic items: backbones (fibre optic wires), Internet Service Providers (ISPs) and routers connected to servers that store and send data to and from people.

When a person wants to access the data, the information goes through four stages. In the first stage, their computer is connected to an Internet Service Provider (ISP) via a modem or a local area network (LAN). A modem is a piece of equipment for people using a computer at home which converts the signal of the telephone line to a digital signal. A local area network is a network of computers linked together with a digital line.

Following this the request for data is broken into pieces of information about 1 kilobit in size called *packets*. The next step is for these packets to be broken up into three parts: head, data and footer. The head contains the sender's and receiver's addresses, the data contains the information and the footer is constituted of data which

shows the end of the packet and an error check. Errors are checked by giving the total of the number of 1s and 0s in the original binary message, so that when the data is received it should still have the same number of 1s and 0s as when it was sent.

The packets are subsequently transferred to a *router*—a specialised computer that sends information to its destination along thousands of pathways. Networks are connected through routers which do two things: firstly they make sure the packet is sent to the correct place, secondly they determine which way is the best way for the packet to go. One router communicates with the next router to make sure the next part of the network is clear. If a network path or part of a network is busy, a different route may be chosen. Thus, information that is sent over the Internet travels in separate packets through several possible different routes.



B) Now answer the questions.

1. What is another name for *cables*?
2. What is a ZA/V?
3. How are errors checked?
4. What do routers do?

Exercise 4. Complete the gaps with words. Put the words in the correct grammar form:

Dr Who

‘Dr Who’ is the longest running science fiction TV show in the world. It is broadcast in 42 countries around the world, (*include*) Russia, but it is in the UK that it has made the biggest impact.

Although the show is called ‘Dr Who’ the hero (*know*) simply as ‘The Doctor’. He (there has never been a lady doctor) is a travelling ‘Time Lord’ who constantly rescues planet earth from alien attack.

So far there have been 11 Doctors and each has made an impact on British style and fashion. Frock coats and cravats, stylish hats and over long scarves (*wear*) by Time Lords and copied by teenagers.

The Doctors have always been accompanied by glamorous young (*woman*) assistants some of who also made their mark on fashion.

Exercise 5. Read the text and complete the gaps with correct parts of the sentences below.

Reality TV

Reality TV seems to dominate broadcasting these days. But what is it, how did it emerge and why on earth is it so popular? The first question is easily answered. Reality TV A. presents unscripted, dramatic or humorous situations or events. It can involve celebrities B. of the public. Reality TV has been gradually growing in importance for over 60 years. ‘Candid Camera’ — the show that filmed ordinary people reacting to set ups and pranks — started in 1948. Some people, however, believe it was the Japanese with their awful shows in the 1980s and 90s that brought reality TV to centre stage. Others believe C. that is called ‘Big Brother’ was the show that spawned the reality TV age. But why are the shows so popular? Different theories come to life. Some believe that it is D. we like to watch horrible behaviour: the same instinct that once inspired the ancient Romans to go and watch gladiators destroy each other at the Coliseum. Others suggest a kind of voyeurism is involved there — an unhealthy curiosity to spy on other people’s lives.

Whatever the real reason — the trend seems to have already peaked. A lot of such shows E. or are expected to go in the near future. And the replacement seems to be talents shows — watching competitions in dance, singing and general entertainment.

Does it mean that people are changing? It is too early to say. Most agree that these F.

1. Due to basic human instinct that.
2. Is still early to judge.
3. Are simply the cycles of fashion.
4. But more usually the stars are members.
5. That the television phenomenon.
6. Is a type of programme that.
7. Seem to have disappeared.

Exercise 6. Read the texts and make a mind map.

The Importance Of Mass Media In Modern Society

There are many different ways to get knowledge about our big world. It is traveling and going sightseeing, meeting interesting people, reading books, etc. But one of the best ways of getting new information is mass media. We live today in what has been characterized as a mass-mediated culture, a culture in which the mass media play a key role in both shaping and creating cultural perceptions. The mass media do not simply mirror society. They help to create the very world they purport to cover.

The mass media have done and continue doing much to excite an interest in every aspect of the country's life. The mass media are the various ways by which information and news is given to large numbers of people, especially television, radio, Internet, newspapers and magazines. The mass media now play an important role in shaping our opinions. As a result of these developments mass media eventually emerged and led to the creation of a mass audience, a large collection of people who receive messages that are directed at them not as individuals but rather as a group.

I think it is impossible to imagine our life without newspapers. Millions of copies of them appear every day. Many people subscribe to two or more newspapers; others buy newspapers at the newsstands.

There are national daily newspapers, such as the 'Izvestiya', Diil the 'Komsomolskaya Pravda'. There are also national weekly newspapers, such as the 'Argumenty i Fakty' and (lie 'Nedelya'. Most national newspapers express a political opinion, and people choose them according to their political beliefs.

Most newspapers contain news, detailed articles on home Mini international affairs, reviews of books, art and TV shows. Many of

them also cover sports events, give personal advertisements and pieces of advice, and publish horoscopes, weather forecasts, jokes, anecdotes and crossword puzzles.

British And American Newspapers

A.

Great Britain is really a newspaper reading nation. More national and regional daily newspapers are sold in Britain than in most other developed countries. In Britain there are 11 national daily newspapers and most people read one of them every day. Daily newspapers are published on every day of the week except Sunday. Sunday newspapers are larger than daily newspapers. All the Sunday newspapers are national. Most national newspapers in Britain express a political opinion, most of them right-wing, and people choose the newspaper that they read according to their own political beliefs.

In some countries newspapers are owned by government or by political parties. This is not the case in Britain. Newspapers here are mostly owned by individuals or by publishing companies, and the editors of the papers are usually allowed considerable freedom of expression.

Fleet Street in London used to be the home of most national daily and Sunday newspapers and that is why people often say 'Fleet Street' to mean 'the press' even now.

British newspapers can be divided into two groups: quality and popular. Quality newspapers are more serious and cover home and foreign news while popular newspapers like shocking, personal stories. These two groups of papers can be distinguished easily because the quality newspapers are twice the size of the popular newspapers.

The quality daily papers are 'The Times', 'The Guardian', 'The Daily Telegraph' and the 'Financial Times'. 'The Times', founded in 1785, is considered to be the most authoritative newspaper voice in the country and is said to be the paper of the Establishment. The 'Guardian' appeals to well— educated readers interested in intellectual and social affairs. The 'Daily Telegraph' is bought by educated upper middle and middle-class readers. The 'Financial Times', printed on pink papers, is read by businessmen.

The 'popular' press consists of the 'Daily Mail', the 'Daily Express', the 'Daily Star' and the 'Sun'. In all newspapers there is a desperate fight to maintain or improve their circulations but it is worst among the 'popular' papers whose main weapons are sex, scandal and sport.

Apart from London-based papers, there are many local newspapers. Most of these are evening papers (there is only one London evening paper) and many appear weekly, containing mostly analytical information.

B.

Americans are surrounded by information from the time they wake up in the morning until they sleep at night. In America 'liberty depends on freedom of the press, and that cannot be limited without being lost' (Thomas Jefferson). When it comes to American newspapers, people outside the USA think of that serious paper, the 'International Herald Tribune', said to be on the daily reading list of many world leaders. The 'Herald Tribune', however, is not a really an American paper. It is published in Paris as an international digest of news taken from the 'New York Times' and 'The Wellington Post'. Many people in America have never heard of it.

A total of 9,144 newspapers appear in 6,516 towns in the USA rain or shine. Including the 85 foreign-language newspapers published in 34 languages, the daily newspapers in the USA sell over 63 million copies a day. The 762 Sunday papers are larger than the regular editions. The record for a Sunday paper is held by 'The New York Times'. One issue in 1065 contained 946 pages, weighed 18 kg, and cost 50 cents.

Reading the Sunday paper is an American tradition, for many people an alternative to going to church. The Sunday newspapers have an average circulation of 57 million copies.

There is no 'national' press in the USA. Most daily newspapers are distributed locally or regionally. There has been one attempt to publish a truly national newspaper, 'USA Today'. But it still has a circulation over million.

The newspapers that circulate the most of the country are 'The Wall Street Journal' (2 mln), 'USA Today' (71,1), 'The New York Times' (1,03), 'Los Angeles Times' (1,08) and 'The Christian Science Monitor'. The 'Wall Street Journal', which specializes in business news, has the largest circulation among U.S. papers. 'The New York Times' is ranked by most as 'the world's top daily'. Newspapers get much news from the two news agencies AP and UPI. There are over 11,000 magazines in the U.S. The best known are 'Time', 'Newsweek', and 'U.S. News and World Report'. 'National Geographic' has a circulation of 10 million.

Another popular phenomenon is the appearance of supermarket tabloids, sold mainly at grocery stores. Although they look like

newspapers, they carry little important news and pay much attention to gossip about celebrities, stories about children and pets, and diet and health tips. The leading tabloid, 'The National Enquirer', has circulation of more than 4 million.

British And American Radio And Television

British Broadcasting has traditionally been based on the principle that it is a public service accountable to the people through Parliament. It also embraces the principle of competition and choice. Three public bodies are responsible for television and radio services in Britain:

- the BBC — the British Broadcasting Corporation which broadcasts television and radio services;
- the ITC — the Independent Television Commission which licenses and regulates the non-BBC TV services, including cable and satellite services;
- the Radio Authority which licenses and regulates all non-BBC radio services.

Television viewing is Britain's most popular leisure pastime: practically all households have TV set and most have video recorders.

The Government is not responsible for programme content. The independence of broadcasters requires them to maintain certain standards: programme must display a proper balance and wide range of subject matter.

The BBC has two national TV channels and five radio services. It also broadcasts in 37 different languages of the world and its audience is about 120 mln people.

Millions of Americans in their spare time watch TV and read newspapers. The daily paper dominates family life at breakfast; TV dominates the life of the family most of the time. The TV set is not just a piece of furniture. It is someone who is 'one of the family'. It is also a habit-forming drug impossible to resist. The radio is turned on most of the time, creating a permanent background noise. It does not interfere with your activities. You can listen to the radio while doing some work about the house, reading a book or driving a car.

There are 11,400 radio stations, 1,500 TV stations and 1,000 cable TV systems in the USA. Most commercial radio stations follow a distinctive 'format': top-40 hits, hard rock, light music, classical music, jazz, religious music, all news and 24-hour news. There are no state or federal government radios or TV stations. There is also no

governmental censorship of programs. The most popular news are CBS's Sixty minutes и and PBS's Newshour.

There is a lot of advertising on American TV and radio. Some of the TV and radio stations are owned by big corporations or individuals. The owners can advertise whatever they choose. To advertise their goods, commercial firms buy TV and radio time. So most of the radio and TV time is taken up by advertisements.

The Internet

From the late 1960s to the early 1990s, the Internet was a communication and research tool used almost exclusively for academic and military purposes. This changed radically with the introduction of the World Wide Web (WWW) in 1989.

The first people to coin the term 'Internet' were two scientists, Vinton Cerf (known as 'father of the Internet') and his collaborator Bob Kahn, who in 1974 devised a means by which data could be transmitted across a global-network of computers.

An Oxford graduate, Tim Berners-Lee, set up the first 'www server' (a Server receives and sends messages) to store the archive of the European Particle Physics Laboratory in Switzerland.

The first e-mail ever sent was in 1972 between computers in two American universities.

Today individuals, companies, and institutions use the Internet in many ways. Businesses use the Internet to provide access to complex databases, such as financial databases. Companies carry out electronic commerce, including advertising, selling, buying, distributing products, and providing after sales services. Businesses and institutions use the Internet for voice and video conferencing and other forms of communication that enable people to telecommute, or work a distance. The use of electronic mail over the Interim! It greatly speeded communication between companies, and between other individuals. Media and entertainment companies use the Internet to broadcast audio and video, including radio and television programs. They also offer online groups, in which people carry on discussions using written text, and online news and weather programs. Scientists and scholars use the Internet to communicate with colleagues, perform research, to distribute lecture notes and course materials to students, and to publish papers and articles. Individuals use the Internet for communication, entertain нИМ finding information, and to buy and sell goods and services.

Lifestyle

Exercise 1. Read the text and complete the gaps with correct parts of the sentences below.

Engineers around the world have been very busy working on a new generation of robots that can do most household chores.

Unlike robots of the past, these new robots can adapt to different situations 1) Some can even interact directly with humans.

One such robot is a robot called 'Domo', 2) Domo has cameras inside his eyes that enable him to 'see' everything that happens in front of him.

The information that Domo 'sees' is fed to twelve computers 3) Domo can learn how big an object is, for example, and then decide how to put it on a shelf. Also, if Domo drops something in the middle of doing a task, he can stop, pick it up, and start again.

Across the Atlantic, researchers in Japan have developed the 'Home Assistant Robot' or HAR. HAR is very good at carrying out many different kinds of household chores 4) In recent demonstrations, HAR has shown that it can mop floors, tidy a room, clear a table, open and close doors, move furniture and even pick up and wash clothes.

HAR is so clever it can even learn from its own mistakes 5)

The engineers who made Domo and HAR hope that these and similar robots will soon be able to assist those 6) In this way, they will be able to live more independent lives.

Of course, these robots could also be useful in places other than homes, such as in factories to help workers on assembly lines, or on farms.

A. Which process the information and 'decide' how to best deal with a situation.

B. Who are elderly or disabled with their everyday household tasks.

C. And perform tasks without users always having to tell them what to do.

D. Because they could store information which was used at another time.

E. Which engineers at the MIT Humanoid Robotics Group have recently developed.

F. Which will probably make it very popular with home owners when it goes on sale.

G. So any errors it makes, such as putting clothes in the fridge, are never repeated.

Exercise 2. Complete the gaps with words. Put the words in the correct grammar form:

City Farms

As a person who has lived on the edge of a small city all my life, I find it difficult to believe that some children 1. _____ (*live*) in big cities grow up without ever seeing an animal larger than a pet dog. When I was a child we 2. (*think*) it was perfectly natural to play in fields with large cows for company, but apparently some city children do not even know what the animal that produces their milk 3. (*look*) like.

To help city children understand what it is like to live in the country, special farms 4. (*create*) right in the centre of some of Britain's larger cities. One of the oldest of these is in London. It 5. (*run*) by volunteers and has herds of sheep, goats, cows and other animals. There are educational programmes for visitors and children can help feed and clean the animals. I 6. (*not go*) to one of these farms myself, but I think that it is a marvellous way to help children learn about the ways of the countryside. I hope that we 7. (*see*) more of these farms in our cities in the future.

Exercise 3. Read the text and complete the gaps with correct parts of the sentences below.

When mobile phones were first introduced in the 1980s, they were only used by the very wealthy or by business executives. Also, most were so large that they were permanently installed in vehicles as car phones.

In fewer than twenty years, however, mobile phones have become small, inexpensive items 1.

In fact, apparently there are now more mobile phones in the UK than there are people. It is not surprising, therefore, that a 'mobile culture' has developed, with mobiles being used to start and maintain relationships, show identity and belonging 2.

However, mobiles have become an important item for a more basic reason — because they are a fantastic 'all-in-one' device. After all, mobiles can be used as personal organisers, alarm clocks, cameras, address books and even music players, 3.

The mobile phone has also become a fashion item and a way to express yourself, 4. And let's not forget the huge business which has sprung up around mobile phone screensavers, wallpapers and ringtones.

Nevertheless, mobile phones do have their disadvantages. Users frequently speak loudly on their mobile phones in public places and forget to switch them off when in theatres, classrooms and restaurants. There are also safety concerns about mobile phone use, 5.

Recently, some companies have even installed equipment to block mobile phone signals. For example, some train companies now provide 'quiet carriages' where radio signals are jammed 6. All in all, however, the mobile phone is generally considered to be a fantastic invention that has changed the way people live.

- A. So that people are not able to use their phones
- B. Which makes them incredibly useful
- C. As a result of disruption from mobile phones ringing
- D. With users decorating and accessorising their phones to reflect their personality
- E. Which nobody seems to be able to live without
- F. Such as accidents being caused by drivers using mobile phones
- G. And even show social status

Exercise 4. Read the text and choose the best ending to the sentences.

A New Life

'Are you looking for a room?' the man had asked. We'd only just got off the bus. Ian was still pulling the bags out of the luggage compartment. 'Good prices,' the man continued, 'and nice rooms, very clean.' 'Okay, okay,' I said, 'just give us a minute.'

We'd been all around the country that summer, finding temporary work to pay for our travels. Ian had grown up in a village, so the local farmers had been happy to hire him to help them out for a week or two. I'm a city boy myself, but because I'm pretty well-built I didn't have a problem either. Of course, that meant that I got all the heavy work!

Once we had collected our bags, we followed the man up a nearby side-street. He didn't stop talking the whole way. After a few twists and turns, we arrived at an impressive entrance. I was begin-

ning to wonder whether these rooms would be too expensive for us. The man must have read my thoughts. ‘Now, normally I’d be asking twice as much for these rooms,’ he began, ‘but you’re in luck because the tourist season is practically over.’

The rooms were perfect. The decor was slightly shabby but, as if to make up for it, the balcony had a stunning view over the town. We decided to stay for a month initially, and depending on what happened, we would come to an arrangement after that. It was a relief to be settled somewhere, if only for a few weeks. I could now pack my suitcase in record time and we’d met so many people that I’d lost count. Sometimes when I was introduced to yet another stranger I would change my name, just to make it more interesting.

That first night we strolled around the town to see what opportunities there might be for work. Our last job had given us enough to live off for a few weeks so we weren’t desperate, but we had learnt from experience that it always pays to put out feelers as soon as possible. Everyone we met was very friendly and we went back to our rooms feeling quite optimistic.

Within a couple of days, I had started work at a fish restaurant in the town washing up the pots and dishes. Maybe it wasn’t the best job in the world, but after weeks of manual labour in the fields it was a welcome change. I could watch the chef preparing the food and sometimes, when the restaurant was particularly busy, I would help him. He knew everything there was to know about cooking fish, or so it seemed to me. Some of his dishes tasted amazing. I’d go home at night and write down the recipes and tips that I’d learnt.

Our first month in the town came to an end and we decided to stay for another three. Ian had found some painting and decorating work and I was quite happy. Those three months turned into six, and before I knew it I had been at the restaurant for a whole year. The chef asked me if I would like to become his assistant — he said I had a natural gift for cooking. So that’s how I ended up here, ten years later, as Head Chef at Alberto’s Fish Restaurant. Ian is still here as well, running his own decorating business. One day I hope to achieve something similar for myself, too

- A) The man waiting at the bus stop was very:
1. Rude.
 2. Impatient.
 3. Unhelpful.
 4. Persistent.

- B) The farmers gave the narrator and his friend Ian work because:
1. They thought they would be suitable for it.
 2. They needed seasonal workers.
 3. They had known Ian since he was young.
 4. They found both boys cheerful and friendly.

- C) The narrator thought the rooms could be too expensive after he realised:
1. How popular they were.
 2. What time of year it was.
 3. How nice the exterior was.
 4. Where they were.

- D) In paragraph four, the narrator suggests that he had become tired of:
1. Staying in hotels.
 2. Packing his suitcase.
 3. Moving from place to place.
 4. Meeting new people.

- E) In paragraph five, the narrator uses the phrase ‘put out feelers’ to mean:
1. Meet as many people as possible.
 2. Speak to people to get information about work.
 3. Find a suitable job to earn some money.
 4. Get to know a new place.

- F) The narrator enjoyed his new job because:
1. All his food was cooked for him.
 2. It was different from his previous jobs.
 3. His boss took an interest in teaching him to cook.
 4. The time passed quickly.

- G) In the final paragraph, we learn that the narrator:
1. Would like to start a business with Ian.
 2. Regrets staying so long at Alberto’s restaurant
 3. Hopes that his career as a chef will continue to advance.
 4. Wishes that he had achieved as much as Ian.

Exercise 5. Read the text and complete the gaps with the following words:

control, depth, downloading, flat, theatre, video games, side and back, image, taking place, wireless.

The Future of Home Entertainment

New technologies are changing the way we use media, and the home of the future will be like a personal 1.

The process of 2. will become easier due to high-speed broadband giving us more choice and 3. over what and when we view. Studios will eventually release films, songs and 4..... directly to the consumer. There will be changes in how we watch too. 3-D screens will replace 5. screens. This added dimension will enable us to see into the image itself because the hologram screen contains 6. We will be able to see the action from holographic films as if 7. in front of us. To see 3-D each eye needs to see a different 8. With a holographic image we can walk around it partly and see 9. views. With patio screens we can take them into the garden as their connection is 10.

Exercise 6. Read the text and make up a similar story about your life.

My Way of Life

It is always hard for any person to speak about oneself. My trouble is that I am rather young, so there is not much to speak about. To begin with, my name is Natasha. But actually very few people address me this way. My friends and relatives call me Tasha for short. I was born on the twenty-first of November 1987 to a family of a teacher and a military man. I have a brother, 4 years older than me. I am happy to have an elder brother who is my best friend on the one hand and on the other — a person who is much older than myself, so I can always turn to him with my troubles and for a piece of advice. It is a pity there are only four of us in the family. I like big friendly families but nowadays there is a tendency to have just one child or no children at all.

To come back to my own self, I go to school but soon I'll leave it and have to make a choice of my profession. I don't know for sure yet what it is going to be, but I am dead sure that my choice will be

made according to my inclinations. I am keen on reading in general and on reading science fiction in particular. I am mad about English. Everybody says that I am good in communication; I am easy to get on with. This makes me think that my profession may have something to do with people. I like to meet different people, but especially creative and interesting ones. I hope that in future I'll be lucky to meet good, kind, clever people in my life.

I can be called a very busy person: I go to school, so I have to do a lot of things — doing exercises, reading texts, learning something by heart, doing sums, working in different studies and so on; I try to be a good daughter and to help with some work about the house — cleaning, washing up, cooking, doing shopping; I do my best to be a true friend, so I meet my friends as often as I can and try to give them a helping hand if they want it. Together we go to parties and cinema or just for a walk once in a while.

The next thing I'd like to tell you is my likes and dislikes. Besides reading, learning English and spending time with my friends, I like travelling, especially by car; I enjoy walking in the forest, I am fond of drawing. What I dislike is quarrelling with people. I cannot stand rude unbalanced people who lose their temper very easily; those who do not keep their promises; those who are not punctual.

As a sort of conclusion I'd like to say that in future I'll manage to make a good wife, an efficient specialist, a careful mother, a good human being.

Exercise 7. Read the text and learn the words in bold by heart.

My Family

Family denotes a **domestic group of people**, or a number of domestic groups linked through **descent** from an **ancestor**, marriage or adoption. It also can be defined as an organizing social unit from which a person usually develops its personal identification. The importance of family is hard **to overestimate**. My family has always been a **source** of personal worth, affection, understanding and care for me.

To my great regret, my family is not very large, because I like big friendly families. There are only three of us: my mother, my father and me.

I'd like to begin with my mother, a pleasant-looking woman with big grey eyes and fair hair, aged 42. The most **striking feature** about her is that she is a wonderful listener. And this **trait** of hers makes

people confide in her. What is more, she is always ready to help or to give some good advice. No wonder she is **well-respected** by her colleagues and highly spoken of for her **proficiency** at work. And for me she is the best mother one can imagine.

The next one to speak about is my father, he is a middle-aged man, tall, rather handsome with thick fair hair just beginning to go grey. He is a few years older than my mother but he looks young, strong and full of energy. He is not an **easy person to deal with**. He likes having things his own way. What is good about him is that whatever he does he does it properly. He demands the same on our part. My father is a well-read, educated person, whom we can always turn to in case of necessity. And you are sure to be given either some help or a **good piece of advice**. Besides he has rather important profession — he is a doctor.

The last one to speak about is me. I am 17, in October I'll be 18. I am a schoolgirl now, but next year I hope to become a student of the Institute of foreign languages. I spend much time on it reading books in the original and actually never miss a chance of speaking to native speakers). Besides this I am fond of drawing. It's a beautiful kind of art and I have my lessons three times a week. So you see I am quite a busy person, but I don't **complain of** it. This makes my life more interesting. **Nevertheless** I always find some time for meeting my friends, going out somewhere or just staying at home, enjoying the company of my family. That is really grand when we gather together in the evening and have a **hearty talk** about everything — books, music, life, different countries.

Exercise 8. Read the text and write out the advantages and disadvantages of a city lifestyle and a country lifestyle.

City and country life

Living in the city has both advantages and disadvantages. On the plus side it is often easier to find work, and there is usually a choice of public transport, so you don't need to own a car. Also there are a lot of interesting things to do and places to see. For example, you can eat in a good restaurant, visit museums and go to the theatre or to concerts. When you want to relax, you can go to a park and just sit on a bench and read a book. The city life is full of bustle and variety, and you don't need to feel bored.

However, for every plus there is a minus. For one thing, unless your job is well paid, you won't be able to afford many of the things

because living in the city is often more expensive than in the country. It is particularly difficult to find a good and cheap accommodation. Besides, public transport is often dirty and crowded, especially in the rush hour. But in spite of all the crowds, many people feel lonely in big cities. They don't usually say they are lonely — instead they say they have problems with their jobs, their home life, they say they can't sleep or work well or that they are unhappy. But when I speak to them, I find it is often because they don't know enough people to spend time with or they find it difficult to meet people. There are thousands of people like this in Moscow — students away from their families for the first time, young people who moved to Moscow to work, mothers with young children, old people living alone. These people don't need hospitals or medicine, they need other people.

For the last two hundred years there has been a tendency for people to move from rural to urban areas, mainly in search of work.

For me the life in the country is wonderful — all this fresh air and the singing of the birds! What I like most about the country is that everyone knows everyone else, and they are friendly. In the city if you live in a block of flats, like me, you can be there for years and never even get to know your neighbours. There are some in my block I've never seen. There is a lot more crime and violence in the city than in the country.

Wealth

Exercise 1. A) Read the article. The following sentences have been taken out of the text. Where do you think they should go?

1. They were furious!
2. We feel at home.
3. It is tempting to move to a bigger house.
4. 'Nothing but misery'.
5. What the money would do to us!
6. It seems fantastic!
7. Most of their money will be frittered away.
8. If you lent him some money.

Who Wants To Be A Millioner

The National Lottery creates a millionaire every week in Britain. Maybe this turns you green with envy, but what is it actually like to wake up one day with 5 more money than you can imagine?

Nearly all of us have fantasized about winning the big prize in The National Lottery. We dream about what we would do with the money, but we rarely stop to think about 1.

For most of us, our way of life is closely linked to our economic circumstances. The different parts of our lives fit together like a jigsaw: work, home, friends, hobbies, and the local pub make our world. This is where we belong and where 2. A sudden huge windfall would dramatically change it all and smash the jigsaw.

For example, most people like the idea of not having to work, but winners have found that without work there is no purpose to their day, and no reason to get up in the morning. 3. in a wealthy neighbourhood but, in so doing, you leave old friends and routines behind.

Winners are usually advised not to publicize their address and phone number, but charity requests and begging letters still arrive. If they are not careful, 4. on lawyers' fees to protect them from demanding relatives, guards to protect their homes and swimming pools, and psychotherapists to protect their sanity.

People who get it wrong

There are many stories about people who can't learn how to be rich. In 1989, Val Johnson won £850,000 on the pools. Immediately, she went on a spending spree that lasted for four years and five marriages. She is now penniless and alone. 'I'm not a happy person,' she says. 'Winning money was the most awful thing that happened to me. Then there is the story of Alice Hopper, who says that her £950,000 win four years ago brought her 5. She walked out of the factory where she worked, and left a goodbye note for her husband on kitchen table. She bought herself a villa in Spain, and two bars (one a birthday present for her eighteen-year-old son). After three months, her son was killed while driving home from the bar on the motorbike which his mother had also bought for him. She found the bars more and more difficult to run. She now sings in a local Karaoke bar to earn money for groceries. 'I wish I was still working in the factory,' she says.

'It won't change us!'

That's what all winners say when they talk to reporters and television cameras as they accept the cheque and the kisses from a famous film star. And some winners, like Malcolm Price, really mean it. He refused to change his way of life when he won £2.5 million. The next Saturday night, he went to his local pub as and as usual he didn't buy his friends a drink. 6. He, too, is a lonely man now.

Imagine you are an average family and you have just won £1 million. At first 7. Just by picking up the phone you can

get the toilet seat fixed, and the leak in the roof repaired — all the problems that have been making your life miserable. 'But, it won't change us, darling,' you say to your wife. 'Yes, it will!' she insists. 'I want it to change us. It will make life better! It'll be brilliant!'

Already the children are changing. Just this morning they were ordinary, contented kids. Now they are demanding computer games, CD players, motorbikes ... 'Hold on!' you shout. 'Let me answer the door.'

It is your neighbour, with a bunch of flowers and a loving smile on her face. 'Congratulations!' she shouts. 'I was wondering if you could lend me ...' You shut the door.

In the first week you receive two thousand letters advising you how to spend your money, either by investing it or giving it to good causes. Your son comes home with a music system that is bigger than the living-room, your sixteen-year-old daughter books a holiday to Barbados with her boyfriend, and your wife buys a Rolls-Royce.

'But darling,' you say, 'we haven't received one penny of this money yet! What about the broken toilet seat? What so about the leaking roof? What about me?'

'I haven't forgotten you,' says your wife. 'I've bought you a race-horse!'

The next day you get a begging letter from a man who won the lottery a year ago. He tells you how he spent £2,000.000 in three weeks. He says 8. , he could start his life all over again. You begin to think that winning a fortune brings more problems than it solves! You realize that you are quite fond of the broken toilet seat and the leaking roof after all.

A final thought

When you next buy your lottery ticket, or do the football pools, just stop for a minute and ask yourself why you're doing it. Do you actually want to win? Or are you doing it for the excitement of thinking about winning?

B) Answer the questions.

1. Does the magazine article talk more about the positive side of winning a lot of money, or the negative side?
2. How can a large amount of money affect our work? ...our home? ...our friends?
3. How does the article say money can be 'frittered away'?

4. The following groups are mentioned in the article: charities, relatives, lawyers, security guards, psychotherapists. Which of them is speaking in the following lines?

‘Tell me about your relationship with your father.’

‘Twenty pounds will feed a family for a month. Please give generously.’

‘Now, John, you know you’ve always been my favourite nephew.’

‘Sorry, sir. You can’t go any further without permission.’

‘I strongly advise you to take them to court.’

5. Give three facts each about the lives of Val Johnson, Alice Hopper, and Malcolm Price. Why are they all mentioned?
6. In the imaginary family that has won £1 million, who says, ‘It won’t change us’? Who says, ‘I want it to change us’?
7. What do the children want to have? What does the neighbour want?
8. Who in the family doesn’t buy anything? What do the others buy?

Exercise 2. Read the text and choose the best ending to the sentences.

www.barlows.co.uk

Jack’s father was a cabinet maker, as his father had been, and his father before him. In fact, nobody could remember a time when the Barlow men had ever done anything other than make furniture. It therefore went without saying that Jack would enter the family business. It wasn’t the trade itself that Jack objected to, but the fact that he would be trapped forever in a place where the monthly cattle market was the highlight of the social calendar.

Maybe if he hadn’t gone away to university, he would have been happily unaware of the limitations of his birthplace. Of course, he could view the entire world from his computer, but the experience of actually living somewhere else was completely different. He could still remember his amazement at discovering shops that never closed and nightlife that went on until the morning. His flatmates had teased him a lot about this. Now their cosy little flat in the city seemed a million miles away.

Jack made up his mind to speak to his parents that evening. He had been putting it off for far too long. He knew that his mother would understand how he felt; she had moved here from the city after marrying his father. But his father, born and bred in the small

town of Tadworth and proud of it, would be a harder nut to crack. Jack practised his argument again and again in his head, trying to guess his father’s objections and plan what he would say in reply.

Jack waited until his father had finished his dinner before he carefully raised the subject of his future career. ‘Dad, you know how much I enjoy my work,’ he began, ‘and I do think I’m quite good at it, but I just can’t imagine staying here in Tadworth my entire life.’ There, he’d said it. It hadn’t been as difficult as he’d imagined. His father looked at him. ‘I was wondering how long it would take you,’ he ‘I’ve been waiting since you came back from university.’ Suddenly, Jack didn’t need his carefully rehearsed argument ‘We’re going to bring the business into the 21st century!’ his father proudly announced. Jack could only stand there open-mouthed as his father described his plans. These included setting up a website, expanding their product range and, the biggest challenge of all, targeting the international market as well as the UK. ‘You can’t beat quality craftsmanship, son,’ his father boasted. ‘Plenty of people will pay extra to have a unique piece, not those flat-pack excuses for furniture.’

Although they would stay in the family house and keep the existing workshop, the business headquarters would be in the city. These would include a showroom, which would be Jack’s mother’s responsibility. Here, their furniture would be displayed in richly decorated interiors, to emphasise the superior quality of their products. Jack would manage the marketing department where he would finally be able to use his business degree.

Two years later, Jack was relaxing in front of the television in his city centre flat when he happened to see one of the advertisements he had helped make for ‘Barlow’s. As the town of Tadworth came into view, Jack stared at the screen. He had seen this advertisement many times, but had always been busy examining it from a marketing point of view. Now, as he watched, the soundtrack drifted into the background and he found himself focusing on scenes from his childhood. He could make out the lane behind the school and the old mansion up on the hill — the ‘Haunted House’. Now the camera was moving across the river. He remembered the days that he used to spend there, fishing with his friends. The picture changed to an advert for a mobile phone. Jack turned the television off and sat back in his chair, deep in thought.

A. Jack was unenthusiastic about entering the family business because:

1. He felt he was being forced to enter it.

2. He didn't think he would be a good cabinet maker.
3. He didn't want to stay in his home town.
4. He wanted to have a more exciting career.

B. The writer suggests that when Jack moved away from his home town, he:

1. Appreciated it more.
2. Had more experiences and opportunities.
3. Changed his ambitions for the future.
4. Discovered who he really was.

C. When the writer says that Jack's father 'would be a harder nut to crack' in paragraph three, he means that:

1. He would never agree with Jack.
2. He would be very disappointed with Jack.
3. He couldn't predict his reaction.
4. It would take some effort to persuade him.

D. Jack didn't argue with his father because:

1. He was too nervous to speak.
2. His father unexpectedly agreed with him.
3. He had forgotten what he had planned to say.
4. His father didn't understand what he was trying to say.

E. Jack's father believed the company would be successful in the future mainly because of:

1. A demand for mass-produced furniture.
2. The development of a company website.
3. The production of home-assembled pieces.
4. A demand for individually hand-crafted items.

F. The purpose of the showroom would be to:

1. Recreate magnificent room settings.
2. Emphasise the excellence of the furniture.
3. Give Jack a suitable role in the company.
4. Make the company better known to the public.

G. While he was watching the advertisement for Barlow's, Jack:

1. Was reminded of why he had left Tadworth.
2. Realised how successful the company had become.
3. Became nostalgic about his childhood.
4. Began to regret leaving Tadworth.

Exercise 3. Read the text and choose the best ending to the sentences.

Corruption

Sharon had marched up to my desk, obviously furious, and demanded 'a word outside'. At that moment I was just curious to find out what had bothered her so much. I followed her outside. 'I've just paid a little visit to our old friend Fat Micky,' she said, 'to put some pressure on him about last year's Renfrew robbery, and he says you took some cash to 'lose' some evidence. Well?'

If I'd known what was coming, I could have reacted better, but I'd been caught completely off guard and I knew it showed. 'It's a lie,' I said, as coolly as I could. 'He's a criminal and will say anything.' I hoped I sounded convincing but she was looking straight at me with her sharp blue eyes and I felt like a schoolboy in trouble with the headmaster. I leaned back against the wall trying to look like I didn't have a care in the world, despite the fact that I was having difficulty breathing and I could feel the beads of sweat gathering on my forehead.

Sharon was a woman I'd always admired. A tough detective and a very good one, too. It wasn't easy for a woman to make it as a detective and earn the respect of all her colleagues. But it hadn't been easy for me either, a boy from the poorest area in Glasgow. I was a good detective, one of the best, in fact, and I'd only ever made one mistake — taking money from Micky. It had been just after I had split up with my wife and I was badly in debt. I had never done anything like it before and I never intended to do it again.

Now, as Sharon confronted me, I felt small, ugly and very guilty. I also felt annoyed with her at that moment. What made her so perfect? Had she never put a foot wrong anywhere? Ever? My mind raced as I tried to decide what to do. Should I tell the truth, explain what had happened and hope she'd take my side? Or should I just brush off the accusation and pray she didn't tell anyone? I had no idea if this conversation could finish off my promising career as a police officer or not.

At the end of the day it would all come down to my word against Micky's and he was just a cheap criminal. But I didn't want people whispering behind my back, wondering if it were true, whether I really was a corrupt officer of the law. If word got out, this would always be on my record. Once your superiors had lost confidence in you it was almost impossible to get it back and I didn't want to

lose my chance of further promotion. I'd already made it to detective inspector and I saw no reason why I couldn't go higher. Except now there was Micky's betrayal casting a dark shadow over my dreams.

I shrugged my shoulders and attempted a cheeky grin at Sharon. 'You're the last person I expected to believe Micky. I should be offended,' I said. She laughed, but it was an empty laugh and it didn't reach her cold eyes. 'I didn't believe him. Until now, that is. It's a shame really, because you were always the one person in the station that I looked up to. I thought you were very honest and I've just lost a little more faith in humanity,' she said. 'But don't worry, your dirty little secret is safe with me.'

As I watched her turn around and go back into the station, I finally managed to take a deep breath. Of course, I was very relieved that she wouldn't talk and I trusted her because I knew that, unlike me, she really was an honest person. But her words had affected me deeply. I had lost her respect forever. I would be able to hold my head high with everyone in the station, apart from her. Even if I ever did manage to get the promotion I longed for, there would always be one person who knew I didn't deserve it.

A) Sharon was angry because:

1. Fat Micky was threatening her.
2. She found out the writer had put her in danger.
3. She thought the writer may have harmed the case.
4. She had been tricked by Fat Mickey.

B) When the writer says 'I'd been caught completely off guard' in paragraph two, he means he:

1. Reacted wrongly.
2. Was seen doing wrong.
3. Wasn't feeling confident.
4. Was taken by surprise.

C) When Sharon made her accusation the writer:

1. Was afraid that he looked guilty.
2. Managed to persuade her that he was innocent.
3. Didn't try to defend himself.
4. Succeeded in staying calm.

D) In the third paragraph, the writer implies that his mistake:

1. Was Sharon's fault.
2. Should be forgiven.

3. Hadn't hurt anyone.
4. Ended his marriage.

E) The writer was worried that:

1. He would lose his job.
2. His colleagues would lose their trust in him.
3. Micky would try to hurt him.

F) Sharon's career would be affected. In paragraph six, Sharon shows that she:

1. Still admired the writer.
2. Would reveal what she knew.
3. Felt disappointed with the writer.
4. Believed the writer was innocent.

G) After his conversation with Sharon, the writer:

1. Knew she would never trust him again.
2. Was relieved that she would forgive him.
3. Knew that he would never be promoted.
4. Felt very annoyed with her.

Exercise 4. A) Read the article. Mark the sentences true (T) or false (F).

1. William Johnstone knew how to buy things over the Internet.
2. The person who was selling the aeroplane sent it to William's home.
3. Bill Davies thought he was going to win a lot of money.
4. Many other people had chosen the same winning numbers as Davies.
5. Zudan spent all of his lottery money in two months.
6. Zudan is sad because he is not rich now.
7. Samantha Brown knew there was some money hidden in the mattress.
8. Mr and Mrs Brown lost £18,000.

How not to Get Rich Quick

William Johnstone, aged seven, went on an Internet shopping website, and, using his mother's credit card, bought himself an aeroplane. No, not a toy aeroplane. A jet-fighter. Fortunately, the seller realised there was something wrong when he asked for the delivery

address. Flat number 53 in downtown Detroit was not the answer he was expecting. In this case, not a penny was spent, but there are plenty of other cases of people blowing lots of money very quickly, very stupidly.

Californian Bill Davies didn't even get that far. When he saw that he had the winning numbers in his local lottery, he immediately ordered a Mercedes, booked a family holiday in Hawaii and had a champagne dinner for friends and family. When he went to pick up his winnings, he found that 9,022 others had also won first prize! His share of the jackpot was \$40.

Jack Zudan won nearly \$1,000,000 on the lottery in January 2011. By May, he had \$400 left. 'I got a bit excited,' said the builder, twenty-four. He went on a spending spree and bought six cars, including two for friends. Of those six by May he had already crashed two, and his friend crashed a third in June. Fortunately, Zudan was able to return to his old job. 'It was fun while it lasted,' he said, 'but I'm happier working with my mates.'

When 76-year-old Samantha Brown realised her husband was in debt, she decided to sell as many things as possible, including an old mattress. A few weeks later her husband nervously asked her where the mattress was. Hidden inside it were his life savings of £18,000. They managed to find the mattress but not the money which, strangely, 'had taken a walk.'

B) Read the article again and choose the best meaning of these words and phrases, a) or b).

1. To *blow money* means ...
 - a) to spend money intelligently;
 - b) to spend money quickly and foolishly.
2. Go on a spending spree means ...
 - a) to buy a lot of things very quickly;
 - b) to have an expensive holiday.
3. Winnings means ...
 - a) the money you save;
 - b) prize money.
4. Jackpot means ...
 - a) a large amount of money that you can win;
 - b) a pot where you keep money.
5. In debt means ...
 - a) without a job;
 - b) you owe (have to pay) money to someone, or to an institution.

6. Life savings means ...
 - a) money for saving your life (if you have to go to hospital);
 - b) all the money you have saved.

Exercise 5. A) Read the article and tick the best heading, 1, 2 or 3.

1. The dangers of advertising
2. Using computers to follow animals
3. The future of the personalised ad

B) Which paragraph tells us...

- a) what RFID is?
- b) about potential problems of RFID?
- c) how RFID is being used in Japan?
- d) how shops intend to use RFID?

C) Read the article again. Mark the sentences true (T) or false (F).

RFID tags are...

- 1) very small;
- 2) used for following the movements of animals;
- 3) used as weapons by the US Department of Defence;
- 4) in all clothes;
- 5) used by some commercial companies already;
- 6) dangerous for the health of workers.

1. If you happen to be shopping in the Ginza district of Tokyo, you might get a message on your mobile telling you which of the shops you're near has a sale on at the moment. But how do the shops know to contact you? How do they know where you are?

2. The answer is RFID — radio frequency identification. RFID is in many ways a great idea. How does it work? Tiny computer chips (or 'tags') are attached to objects, clothes or packaging. These chips can be read by a central computer network. If you want to find your lost dog or to research the movements of ants, RFID is very helpful. This is what researchers at Bristol University did in 2009. Just put the tag on the animal and watch from a safe distance. RFID has commercial uses too. Delta Airlines uses it to track luggage and the US Department of Defense uses it to count its weapons and vehicles.

3. So how can RFID be used in advertising? Well, imagine your clothes have an RFID tag. Every time you enter the shopping mall a scanner 'reads' your name, age and buying habits. It knows which shampoo you buy, which bread you prefer, the size of your feet. The scanner then uses this information to target you with special offers. Just a few years ago, this sounded like science fiction, but it's becoming more and more common.

4. So, what's the problem? The problem is that great technology is often used for less great purposes. RFID could easily be used to track people instead of products. The boss may decide to track his workers — to see who spends their time smoking outside or taking ; 'g lunch breaks. The government may decide it wants to see which books you are reading or which political gatherings you attend. As all shoppers know, everything costs something. The cost of RFID may be your privacy.

Spare Time

Exercise 1. Read the texts and match the titles to the paragraphs of the text. One title is **extra**.

- A. Different types.
- B. Have fun.
- C. Outdoor activities.
- D. How the word appeared.
- E. The best leisure activity.

The History of the Word 'Hobby'

1. The word owes its origin to a small horse called 'hobby'. A hobby-horse was a wooden toy which children rode like a real horse, hobby. From this came the expression 'to ride one's hobby-horse', meaning 'to follow your favorite pastime', and in turn, hobby in the modern sense means activity for enjoyment.

2. There are hobbies for every personality, lifestyle and budget. Popular hobbies often involve collecting items like coins, stamps, baseball cards, working with your hands like sewing, embroidery or performing an outdoor activity like clowning, hiking or bird watching.

3. Creating something useful or making things for decoration can be both practical and fun. Acting, play writing, poetry, playing an instrument, collecting music CDs, or writing song lyrics are all good ways to spend a quality time. Radio controlled model cars, airplanes, helicopters or boats have opened up a wide spread, interesting activity.

4. Board and card games like chess, checkers are a great way to stimulate your mind and meet new people. Just remember that the most important thing is that you have fun with whatever hobby you choose!

Exercise 2. Complete the gaps with words. Put the words in the correct grammar form:

A Weekend Getaway

One Friday, Brett (*decide*) that it would be nice to go camping with his best friend James at Toad Island for the weekend.

He went over to James' house. James (*play*) football with his brother.

'Hey, James!

Would you like to go camping tomorrow? The weather (*be*) good!' shouted Brett.

'I would love to. What time (*think*) (you) of leaving?' asked Brett.

'Oh, I don't know. What about 6.30 am?' answered Brett. 'Wow! That's early! Let me ask my parents. I (*call*) you,' said James.

James told his mum about the camping trip.

'I'm afraid you can't go. We (*buy*) tickets to go to Shortland Safari Park for the weekend,' replied his mum. 'Well, can I invite Brett along? I'm sure he (*love*) come,' James asked.

'Sure, ask him along. Tell him to be here by 10 am,' said his mum. 'A more civilised time,' said James as he walked towards the phone.

Exercise 3. Read the texts and match the titles to the paragraphs of the text. One title is **extra**.

- A. A successful businessman.
- B. The computer technologies genius.
- C. The future music star.
- D. A talented artist.
- E. A young scientist.

Teenagers with Drive

1. Now and again on *Britain's Got Talent*, a young star comes along. 11-year-old Molly Rainford took to the stage and stole the hearts of both the jury and the audience. Her performance of Jennifer Hudson's *One Night Only* received a standing ovation. There's no doubt Molly had everyone in the palm of her hand from the word 'go'. Asked by Simon Cowell, the famous TV producer, what she does in her spare time before her performance, Molly answered: 'I go to church on Sundays with my nanny.' Simon replied: 'Good girl, we're going to get on great, you and I.'

2. A nine-year-old genius nicknamed *Mini Monet* is about to become a millionaire after selling his latest collection of 24 pictures. Kieron Williamson, from Norfolk just coloured in dinosaurs that his parents used to draw for him. Kieron only started painting during a family trip to Devon and Cornwall. But since then he has become an international art sensation. The collection of his second exhibition at the Picturecraft gallery included two landscapes and a number of small pastels. The pictures took him just a few minutes to paint.

3. An Indian American teenager from Fort Gratiot, Michigan, won the top prize in the 2012 Intel Science Talent Search for his work investigating proteins that affect the growth of cancer cells. Nithin Tumma, 17, the high school senior, decided to choose a science career watching the work of his grandfather, Subhankar Reddy, a plant biologist. 'Whenever I went to India, I spent time with him, looking under the microscope. He inspired my curiosity.' Tumma worked for two years at a lab at Green State University in Detroit. He developed new therapeutic strategies.

4. A 17-year-old girl has won the Google Science Fair grand prize after creating an iPhone app that helps doctors to diagnose breast cancer. Brittany Wenger, from Florida, combined the fields of biology and computer science to develop a computer programme called a 'Neural Network,' which mimics the human brain. Her programme correctly identifies 99 per cent of diseases, which won her a college scholarship from Google. Miss Wenger told WWSB: 'I think it might be hospital ready.'

Exercise 4. Read the text and choose the best ending to the sentences.

The picture of Dorian Gray

(by Oscar Wilde)

As soon as it had finished, Dorian Gray rushed behind the scenes into the green-room. When he entered the room, Sibyl Vane looked at him, and an expression of joy came over her. 'How badly I acted tonight, Dorian!' she cried. 'Horribly!' he answered. 'Horribly! It was dreadful. Are you ill? You have no idea what I suffered.' 'Dorian,' she answered, 'you should have understood. But you understand now, don't you?' 'Understand what?' he asked, angrily. 'Why I was so bad tonight. Why I will always be bad. Why I will never act well again.' He shrugged his shoulders. 'You are ill, I suppose. When you

are ill you shouldn't act. You make yourself ridiculous. My friends were bored. I was bored.'

'Dorian,' she cried, 'before I knew you, acting was the one reality of my life. It was only in the theatre that I lived. You came and you freed my soul from prison. You taught me what reality really is. Tonight, for the first time in my life, I saw through the silliness of the empty theatre in which I had always played. You had made me understand what love really is. Oh Dorian, you understand now what it means? Even if I could do it, it would be a crime for me to play at being in love. You have made me see that.'

He threw himself down on the sofa and turned away his face. 'You have killed my love,' he muttered. 'You used to stir my imagination. Now I'm not even curious about you. I loved you because you were marvellous, you were intelligent. You have thrown it all away. You are nothing to me now. I will never see you again. I will never think of you. Without your art you are nothing.'

The girl grew white and trembled. 'You are not serious, Dorian' he murmured. 'You are acting.'

'Acting! I leave that to you. You do it so well,' he answered. She moaned and threw herself at his feet. 'Dorian, Dorian, don't leave me!' she whispered. I was thinking of you all the time tonight. But I will try, really, I will try. Can't you forgive me for tonight? Don't leave me!' 'I am going,' he said at last in his calm, clear voice. I can't see you again. You have disappointed me.' He turned and left the room. In a few moments he had left the theatre.

When he arrived home, he entered his bedroom. His eye immediately fell upon the portrait Basil Hallward had painted of him and he started back as if in surprise. The face seemed to have changed a little. He could see the lines of cruelty round the mouth as if he had just done some terrible thing. He quickly glanced into a mirror. He couldn't see any lines like that around his red lips. What did it mean? Suddenly he remembered what he had said in Basil Hallward's studio the day the picture had been finished. He had wished that he could remain young, and the portrait grow old; that his own beauty might not disappear, and the face in the picture would show all his passions and his sins. Surely his wish had not come true? Such things were impossible. But, there was the picture, with the touch of cruelty in the mouth.

Cruelty! Had he been cruel? It was the girl's fault, not his. He had dreamed of her as a great artist, had given his love to her because he had thought she was great. Then she had disappointed him. And yet he still felt regret, as he thought of her lying at his feet crying loudly like a little child.

But what about the picture? It held the secret of his life, and told his story. It had taught him to love his own beauty. Would it teach him to hate his own soul? Would he ever look at it again?

A) Dorian Gray seemed to be angry with Sibyl Vane because:

1. He realised she did not love him any more.
2. She gave a bad acting performance.
3. He wanted her to end her acting career.
4. She refused to admit that she was ill.

B) Sibyl told Dorian that he had made her realise that:

1. She was a terrible actress.
2. She could never give up acting.
3. There is more to life than the theatre.
4. Her love for him was not real.

C) Dorian said that he had loved Sibyl because:

1. She loved him so deeply.
2. He admired her character.
3. She inspired him because of her talent.
4. She made him a better person.

D) Sibyl tried to stop Dorian from leaving her by:

1. Pretending to be crazy.
2. Blocking the exit to the theatre.
3. Explaining the reason for her behaviour.
4. Promising not to act again.

E) As soon as Dorian saw the portrait of himself, he:

1. Jumped in disbelief.
2. Went back to the theatre.
3. Began to feel afraid.
4. Felt regret.

F) Dorian Gray thought his portrait had changed because:

1. He was looking at it differently.
2. A wish he made had come true.
3. He had told the artist to change it.
4. The artist had chosen to re-paint it.

G) By the end of the story, Dorian realised:

1. That he still loved Sibyl.

2. Why he felt so disappointed.
3. That he was now sure that Sibyl had behaved wrongly.
4. That his treatment of Sibyl may have been wrong.

Exercise 5. Read the text and complete the gaps with correct parts of the sentences below.

Wimbledon is the world's oldest tennis tournament. The competition takes place outdoors, which has meant that over the years, play has frequently been interrupted by bad weather.

But now rain delays at this famous competition will be reduced 1.

Centre Court's new sixteen-metre-high, retractable roof was finished in April, 2009. It weighs over 3,000 tonnes, is 5,300 square metres in size 2.

In addition, the roof is not totally clear, but lets in some natural light. Once the roof has closed, it takes twenty to thirty minutes to activate the air systems 3.

Officials have admitted that now that Centre Court has a roof, 'indoor' matches may continue long into the night, even if the weather is poor. This will end the many frustrating days of the past 4.

Unsurprisingly, people have different opinions about Centre Court's new roof. Some tennis fans think that it will help Wimbledon remain the world's greatest tennis tournament. They believe a roof on Centre Court is long overdue 5.

But other tennis fans think the roof will ruin Wimbledon's charm and tradition 6. Wimbledon's Chief Executive has assured the public that Centre Court's unique character will be kept. He has also said that night play will be kept to an absolute minimum

A. Which could have been a popular decision with both fans and players.

B. And that the competition should remain an outdoor, day-time event.

C. When little or no play was possible because of rain.

D. And takes about 10 minutes to move over Centre Court and cover it.

E. Which create the conditions for tennis to be played in.

F. As a moving roof has been fitted on Centre Court.

G. And should have been fitted many years ago.

Exercise 6. Read the passages and match them with the ideas above.

- A. A popular creation.
- B. Music's long history.
- C. Trying to help nature.
- D. Meeting the stars.
- E. Making money from fame.
- F. A deeper meaning.
- G. Music from nature.
- H. Enthusiastic readers.

1. Some people believe that certain kinds of music help plants to grow more quickly. They say that plants grow well if calm music is played, but die if subjected to heavy metal or rock music. There is absolutely no scientific evidence for this. Nevertheless, a Japanese company has created a gadget called 'Plantone' that they say reveals a plant's response when exposed to music.

2. In Zadar, Croatia, a structure has been built that allows the sea to 'play' music. The structure consists of stone steps beside the Adriatic Sea which people can sit on. Underneath the steps are tubes with openings. When the sea pushes air through the tubes, musical chords are played. The chords change depending on the size and speed of the waves. Thus, every minute of the day, the sea plays a unique 'song'.

3. When J.K. Rowling first started writing her Harry Potter series of novels, she had no idea that one day they would become one of the most loved children's book series of all time. Not only has Rowling sold more than 400 million Harry Potter books worldwide, but she has seen her novels made into some successful films. What's more, although she wrote the books with children in mind, many adults have read them too.

4. Some nursery rhymes describe historical events or situations. For example, the nursery rhyme '*Remember, remember the fifth of November, gunpowder, treason and plot. I see no reason why gunpowder, treason, should ever be forgot*' is about a man named Guy Fawkes. On the 5th November, 1605, Guy Fawkes tried to blow up the Houses of Parliament in London with several containers of gunpowder. He was caught and sentenced to a painful death.

5. Former English star football player Bob Wilson has brought together the art world and the world of celebrities for a charity fundraising event. 'Stars on Canvas' is an art exhibition and auction

where artwork created by famous people, such as actors, musicians and sports stars, is sold to raise money for charity. People seem to really like the idea of owning art created by their favourite stars!

6. What was the world's first musical instrument? The drums are a good candidate. But maybe it was the flute. In 1995, archaeologists found a piece of bear's bone with four holes punched into it, in a cave in Slovenia. They dated the 'flute' at between 43,000 and 82,000 years old. It seems that man has been making music for as long as history itself.

7. A group of high school students has set up a 'breakfast book club'. Each month, they agree on a book to read, then meet on the last day of the month in the school cafeteria to discuss the book over breakfast. According to teacher Ben Jones, the students are happy to arrive at school one hour early to talk about the book. They love discussing their ideas on a more casual and personal level than they can in their English classes.

Exercise 7. Read the text and complete the gaps with the best variant below.

Zorbing

Zorbing is an extreme sport and like several other extreme sports, such as bungee-jumping and jet boating, it was A) in New Zealand. A 'zorb' is a giant plastic ball with another smaller ball inside; the space between the two balls is B) with air. The participant climbs inside the smaller ball and is then pushed down a hill!

The inflated ball is 3.2 metres in diameter and it rotates once every 10 metres, so as it goes down a hill that is 100 metres long, the zorb fully rotates only 10 times. Depending C) how steep the slope is, a zorb can reach speeds of up to 50 kilometres an hour.

You would probably expect the participants of zorbing to get out of the zorb D) in bruises. Fortunately, however, the cushion of air between the two balls protects them. Many say they have the E) of being weightless like astronauts in space while zorbing.

The zorb was originally designed for water but it was soon decided that it worked better on F)However, for those who would like to try 'walking on water', there is also hydro-zorbing. Zorbs have been adapted for snow, too, and NASA is considering developing a vehicle similar to a zorb to G) the surface of Mars.

A.	1) manufactured	2) discovered	3) invented	4) made
B.	1) filled	2) poured	3) put	4) crowded
C.	1) on	2) in	3) to	4) from
D.	1) wrapped	2) washed	3) filled	4) covered
E.	1) reaction	2) feeling	3) idea	4) opinion
F.	1) soil	2) earth	3) ground	4) land
G.	1) explore	2) discover	3) find	4) inquire

Travel

Exercise 1. Read the passages and match them with the main ideas above.

- A. A convenient way to travel.
- B. Adopt an animal.
- C. A bright future for transport.
- D. An unusual animal.
- E. Animals in charge.
- F. Extinct animals.
- G. More than entertainment.
- H. Think before buying.

1. According to a new survey, many pets are the ‘masters’ of their homes. One in ten people in Britain say that their cat or dog sleeps in their bed and eats freshly made food, for example. What about you? Are you the boss of your pet or is your pet the boss of you?

2. There are quite a few companies producing battery-powered vehicles these days. For example, the Tesla Roadster travels at more than 200 kph and accelerates to 100 kph in four seconds. Remarkably, it looks a lot like any other sports car. Therefore, the cars of the future will hopefully be greener and quieter than the cars of today, but they will look just as attractive.

3. Using the underground can be a very fast and efficient way to get around a city. Trains usually run every few minutes at busy times and there are usually several lines that take you wherever you want to go. Moreover, you avoid the chaos of the traffic.

4. When the Duckbilled Platypus was first discovered drawing of *the animal* back to Britain. At first, the scientists thought that the strange collection of features must be a joke. They believe somebody had sewn a duck’s beak onto of a beaver-like animal.

5. With just one small payment a month you can not only save the life of one particular animal that you choose, but you can also

help to protect an entire species. Your donation will be put to very good use, funding the care and protection of your and helping the conservation of its species. You will also receive a certificate, stickers and photos of your animal to show you how it’s doing.

6. One of the best ways to reduce the amount of rubbish you create is to shop more carefully. Never buy more than you need, for example, and try to buy products that are reusable, refillable or concentrated. Also, don’t forget to take your own bags with you instead of using new ones.

7. Most of today’s zoos keep wild animals. However, this is not just for the amusement of their visitors, but more importantly for the conservation of endangered species, and also for education and research. Zoos aim to help save the variety of life on Earth through conservation activities such as the breeding of endangered species.

Exercise 2. Complete the gaps with words. Put the words in the grammatically and lexically correctly:

Cycling Across the Ocean

‘The Subhuman Project’ is one man’s dream to cycle 3,700 kilometres just below the surface of the Atlantic Ocean in a pedal-powered submarine. The man is Ted Ciamillo, an engineer, 1. (*invent*) and entrepreneur, who says that he hopes to make the journey in just fifty days.

Ciamillo will pedal two metres below the ocean surface for 6 hours each day. He will breathe through a(n) 2. (*special*) designed snorkel or, for deeper dives, through a scuba system. At night, he will come up to the surface and sleep in a tent erected on top of the submarine.

3. (*power*) cameras mounted on the submarine will record everything from huge whales to tiny plankton. They will even capture 4. (*pollute*) such as floating rubbish.

Naturally, marine biologists are excited by the large amount of data Ciamillo could gather for them on his 5. (*cross*).

Once a day, Gamflo wi meet with a support boat that will follow him for his entire journey to replace dead batteries, *air* cylinders and other 6. (*equip*).

Exercise 3. Complete the gaps with words. Put the words in the correct grammar form:

The Holiday

He was it was going to be a boring holiday. He and his parents 1. (come) to the same small seaside town for two weeks every summer ever since he could remember.

He had enjoyed it when he was younger, 2. (look) for crabs and small fish in the rock pools with his father or building sandcastles on the beach, only to watch helplessly as they 3. (wash) away later.

But now he was fifteen and he 4. (not enjoy) doing those things any more.

What could there possibly be in this sleepy little place to keep him occupied for two weeks? He stared miserably out of the window as the train came to a halt and his parents 5. (begin) to pick up their suitcases. He knew he should tell his parents how he felt, but it was impossible for him to hurt their feelings; he knew how they loved to return to the same hotel where they 6. (spend) their honeymoon all those years before.

But his mind was made up; he 7. (not want) to come here with his parents again.

Exercise 4. Read the text and complete the gaps with correct parts of the sentences below.

Machu Picchu is an ancient city located on a mountain ridge, 2,430 metres above the Urubamba Valley in Peru.

Historians believe that the city was built by the ruler of the time, Sapa Inca Pachacuti. The building of Machu Picchu began in about 1440, 1.

About 750 people lived in Machu Picchu at any one time. Historians believe that the city was a country retreat 2. Probably only a few people lived there during the rainy season or when there weren't any nobles visiting.

The site is comprised of a large palace and temples for worshipping Inca gods, as well as military constructions, plazas and agricultural terraces. The site may have been chosen for its unique location and geological features. Some say that the silhouette of the mountain range behind Machu Picchu symbolises the face of a person looking up towards the heavens, 3. Although local people continued to visit Machu Picchu after the Spanish invasion, the city was forgotten by the outside world for hundreds of years. Then, on July 24, 1911, Hiram Bingham III, an American historian and lecturer at

Yale University, was shown the site by some of the local people. He had been looking for the city of Vitcos, 4.

Bingham wrote a number of books and articles about the discovery of Machu Picchu, including a book entitled 'The Lost City of the Incas', 5.

Today, Machu Picchu is a popular tourist destination, 6. Unfortunately, the number of people visiting the site is endangering its very existence and every year the damage to this unique historical wonder grows worse.

UNESCO is now considering putting Machu Picchu on its list of endangered world heritage sites.

- A. With the largest mountain peak representing the nose.
- B. Which is more than 3,000 metres above sea level.
- C. And the city was inhabited until the Spanish conquered Peru in 1532.
- D. With thousands of visitors walking the ancient Inca roads each year.
- E. Where noble people went to get away from city life.
- F. Which became another name for the city.
- G. Which was the last Inca refuge during the Spanish conquest of Peru.

Exercise 5. Read the text and choose the best ending to the sentences.

Caribbean Dream

The snow was piling up around the door and there was no sign yet of a change in the weather. As he cleared the pathway, Carl thought of blue skies and warm sunshine. It was how he got through the winters. He had decided that it must be his Caribbean background that made him suffer so miserably every winter. Everyone had warned him about the British weather but he had thought that he would soon get used to it. Twenty years on, he still wasn't used to it and he doubted that he ever would be.

He hadn't meant to stay for so long. His intention had been to work as hard as he could for ten years, save every penny he could and then return home to start up his own business. Somehow, along the way, he had ended up getting married and having three children. Carl loved his family dearly, although this didn't stop him from occasionally wondering where he would be now if he'd stuck to his plans.

Carl worked at a local factory where they manufactured appliances such as washing machines and fridges. He'd been there for eighteen years and had been promoted several times. He was now a foreman on the day shift. Lately, there had been talk of redundancies around the factory. He knew that the company had recently lost a big order but he was sure that they had a good enough reputation in the field to survive.

Alarm bells started to ring in Carl's mind when his wife came home in tears one day and announced that the shop she had been working in was about to close for good. Carl realised that soon he would need to start dipping into his precious savings. He still dreamt of returning to the Caribbean one day and although Carl was rarely able to add to his savings, so far he hadn't had to use them.

Over the next few months, he worked as many hours overtime as he could. One afternoon, his line manager sent for him. He nervously entered the office and when he saw the expression on his manager's face, he knew what was coming. 'I'm offering you voluntary redundancy after the summer if you would like to take it. I'm very sorry,' he said. At least he had a few months left at work, which would give him time to make plans.

Because Carl had been with the company for so long, he was entitled to a considerable redundancy package. By law, the company had to calculate his compensation based on his current salary. He would leave with enough money to pay off the loan for his house completely. This was a good thing, of course, even though he had lost his job. Carl began to think more and more eagerly about his Caribbean dream. He decided that he would talk to his family. Perhaps it was true that every cloud has a silver lining, he thought.

Within the space of six months, Carl's life changed completely. He sold his house and the family moved to the island of his birth. He is pleased at how quickly his children have settled into the Caribbean way of life, and he has found some premises where he is planning to open up an electrical appliances repair business. His Caribbean dream is becoming a reality. He chuckles quietly and shakes his head when people ask him if he will miss the snow!

- A) Regarding the British weather, Carl:
1. Thought that he would always find it difficult.
 2. Believed that he would get used to it one day.
 3. Hadn't expected the winters to be so bad.
 4. Didn't understand why people talked about it so much.

- B) When he thought about his life, Carl would sometimes:
1. Worry about the future.
 2. Regret coming to Britain.
 3. Wish he had never married.
 4. Imagine how his life might have been different.

- C) In the third paragraph, we learn that Carl:
1. Was happy about his promotion.
 2. Felt confident that his job was safe.
 3. Worried about being made redundant.
 4. Realised he needed to look for another job.

- D) When Carl's wife lost her job, Carl felt concerned that:
1. He would lose his job, too.
 2. They wouldn't be able to visit their relatives any more.
 3. Their plans for the future would be affected.
 4. He wouldn't be able to save any more.

- E) When Carl's line manager called him into his office, the manager seemed very:
1. Angry.
 2. Nervous.
 3. Apologetic.
 4. Afraid.

- F) In the sixth paragraph, the phrase 'every cloud has a silver lining' means:
1. It is impossible to predict the future.
 2. Bad situations can bring about good.
 3. There is often an opportunity to make money through a bad situation.
 4. Dreams can help you get through bad times.

- G) In the final paragraph, the narrator gives the impression that Carl:
1. Is slowly getting used to a very different way of life.
 2. Is unexpectedly missing the British weather.
 3. Has less money now but feels happier.
 4. Is more satisfied with his new life than his old

Exercise 6. Read the text and choose the best ending to the sentences.

A Busy Saturday

Traffic wasn't allowed in the town centre any more, apart from buses and taxis and even they couldn't use the high street. Barry wondered whether this was a good thing or not. Custom at his shoe repair business hadn't been affected one way or the other, but he was trying to remember how it had been before.

He was sure that somehow the town centre had seemed more alive than now. OK, he thought, now there were flowerbeds and little gazebos where shoppers could rest their feet or examine their purchases. But he missed the hustle and bustle, especially around five o'clock when everyone was rushing home from work. It was strangely quiet now without vehicles hooting their horns and his regular customers didn't stop to chat while they were looking out for their bus any more. They simply picked up their shoes and dashed off to the bus station.

In the summer, Barry would sometimes stand in the shop doorway enjoying the sunshine as he watched the world go by. A young man came in on Saturdays to give him a hand, but for the rest of the week he was on his own. He liked it that way. If he wanted to pop into the cafe for a bite to eat, he would just leave a note on the door, 'Back in five minutes.' Everyone knew that really meant half an hour.

One day, returning from the cafe after a particularly tasty lunch, Barry found a woman waiting for him. 'Where have you been?' she asked crossly. 'Five minutes! More like fifty!' Barry was lost for words. As he fumbled with the lock she explained why she was there. It was about her son, Phillip, who helped out on Saturdays. She had come to tell Barry that he was away on a school trip, so she would be taking his place at the shop that Saturday.

'No, honestly, there's no need,' Barry protested. The last thing he wanted was his Saturday ruined by this bossy woman. 'No, I insist and that's the end of it.' Barry knew when he was beaten. After she had left, Barry thought of plenty of things that he could have said, but it was too late. He began to dread Saturday. Perhaps he could take the day off, pretend he was ill or something.

But Saturday was Barry's busiest day and he couldn't afford to lose a day's takings. Sure enough, as the town hall clock struck nine, the woman burst through the door of Barry's shop. She immediately started on the jumble of shoes and boots awaiting collection, sorting them into piles according to the date they had been left for repair. Even some of the customers stared open-mouthed. Then, just before lunchtime, she decided to start on the pile of paperwork in Barry's office at the back of the shop.

By now, Barry was totally exhausted just from watching her. 'Please slow down for a minute,' he pleaded. 'Can't we pop next door for a quick cup of tea?' 'Only for five minutes, I promise.' The woman laughed and closed the filing cabinet she had just started looking through. 'Okay, but only five minutes and then I've got some great ideas for improving your business.'

- A) The word 'it' (line 7, paragraph one) refers to
1. Barry's shop.
 2. Life in the town.
 3. Traffic in the town.
 4. The high street
- B) In paragraph two, the phrase 'hustle and bustle' means
1. Noisy and busy activity.
 2. Traffic congestion.
 3. Large groups of people.
 4. Friendliness in the community.
- C) Barry preferred working alone because he
1. Didn't trust anyone else to help him.
 2. Wasn't a very sociable person.
 3. Was free to do as he pleased.
 4. Often worked unusual hours.
- D) The woman had come to see Barry in order to
1. Express her anger about something.
 2. Inform him of a decision she had made.
 3. Apologise for her son.
 4. Pick up a pair of shoes.
- E) Barry didn't argue with the woman because
1. He felt a little afraid of her.
 2. She left before he could speak.
 3. He knew she was right.
 4. He thought it was a waste of time.
- F) The woman spent Saturday morning
1. Re-organising the shop.
 2. Energetically helping customers.
 3. Cleaning and tidying the shop.
 4. Doing all of Barry's work for him.

- G) In the final paragraph, the writer suggests that the woman
1. Thought that Barry was lazy and disorganised.
 2. Was interested in working at the shop every Saturday.
 3. Was enthusiastic about making changes to the shop.
 4. Had been trying to make Barry work harder than usual.

Exercise 7. Complete the gaps with words. Put the words in the correct grammar form:

Trip to London

It was Saturday afternoon and Anna 1. (*sit*) in her bedroom talking on her mobile phone to her best friend Kelly.

‘Look, we 2. (*talk*) about going to London for a weekend break for months now,’ said Anna.

‘I know!’ laughed Kelly. ‘So when 3. (*go*) (we)?’

‘Well, what about the weekend after next?’ asked Anna. ‘Are you free? I 4. (*hear*) on the radio this morning that there’s a big jazz festival in London then.’

‘Oh, I can’t that weekend,’ Kelly replied. ‘I’ve promised my grandmother that I’ll spend that Saturday with her and I really don’t want to cancel because we 5. (*not see*) each other for ages.’

‘Never mind. What about the weekend after that?’ said Anna. ‘My older brother and one of his friends 6. (*drive*) down to London that weekend. We could get a lift with them.’

‘Sounds great,’ said Kelly excitedly, ‘but are you sure your brother and his friend 7. (*mind*) us going with them?’

‘Well, even if they do, my mum will make sure they don’t have any say in the matter!’ laughed Anna. ‘So, it’s settled then. Now all we need to do is book a hotel.’

Exercise 8. Complete the gaps with words. Put the words in the grammatically and lexically correctly:

St. Basil’s Cathedral

St Basil’s Cathedral in Moscow is located at the southeast end of Red Square, next to the Kremlin, and is one of Moscow’s most famous 1. (*build*). It was built between 1555 and 1561 by Ivan the Terrible to commemorate his 2. (*success*) military campaign against the Tartar Mongols in 1552.

St Basil’s consists of nine 3. (*success*) redbrick chapels, each of which has a unique onion-shaped dome. 4. (*origin*)

there were eight chapels, each representing a victorious attack on the city of Kazan. But in 1588, Tsar Fedor Ivanovich added a ninth chapel on the eastern side above the grave of St Basil.

In contrast to the stunning exterior, the inside of St Basil’s is quite plain. The walls are painted — with floral and geometric patterns and a maze of narrow, dimly-lit corridors connects the 5. (*differ*) chapels.

Over the centuries, St Basil’s has survived fires, 6. (*nature*) disasters and invading armies. Today, this beautiful and remarkable building is one of Moscow’s most recognisable symbols and it continues to delight and amaze all who see it.

Education

Exercise 1. Complete the gaps with words. Put the words in the correct grammar form:

School Exchange Programme

After 1. (*spend*) three fun-filled months in the Republic of Cameroon teaching English, Stephanie and Olivia were on a plane back to England.

While in Cameroon, they had decided that when they got back to London, they 2. (*organise*) a series of events to raise money for the school they 3. (*teach*) at.

‘Steph, what about organising a sponsored fancy-dress run? We could ask parents to dress up in funny outfits and compete against their children,’ said Olivia.

‘That’s a great idea. What else could we do?’ asked Stephanie.

‘What about a barbecue? My dad 4. (*promise*) to have one for ages. We could ask him to hold it after the walk,’ said Olivia.

‘Perfect!’ exclaimed Stephanie. ‘Another thing we could do is have a summer ball.’

‘Hmm, that might be a bit difficult to organise. Let me think about it and I 5. (*call*) you in a few days to talk about it more. I’ll know if we can go ahead with my barbecue idea because I 6. (*speak*) to my dad by then!’ Olivia added.

‘Great idea! Hey, look — I think we 7. (**LAND**), soon!’ Stephanie replied.

‘Home sweet home!’

Exercise 2. Read the text and complete the gaps with the best variant below.

Teenage Crisis

Mary was a good student. She had always liked school and her teachers were very A) of her. They were sure that she would have no problem B) the university entrance examination at the end of the year and that she would go on to become an excellent doctor. But then she changed. She started going to school late and giving all kinds of for not doing her homework. When she was asked why she was always late, she C) to say anything at all, so Mary's worried teachers called her parents to try to find out what was D)

Her parents were shocked when they heard what their daughter's teachers had to say. Apparently, Mary had been leaving home to go to school at the same time as she always had done, and she had been E) all her time in the evenings in her room studying, or so they thought. They had to G) what was going on — quickly.

A.	1) pleased	2) happy	3) proud	4) satisfied
B.	1) writing	2) making	3) passing	4) achieving
C.	1) remarks	2) apologies	3) excuses	4) suggestions
D.	1) denied	2) refused	3) disagreed	4) rejected
E.	1) problem	2) wrong	3) incorrect	4) bad
F.	1) using	2) sitting	3) taking	4) spending
G.	1) find out	2) see to	3) look over	4) check up

Exercise 3. Read the passages and match them with the main ideas above.

- A. Problems at school.
- B. Students getting involved.
- C. Well known danger.
- D. Not at.
- E. A game with a meaning.
- F. Time-saving ideas.
- G. How the game has changed.
- H. A possible reason.

1. The game of snakes and ladders was originally played in ancient India and was called Moksha Patamu. The ladders represented good deeds and characteristics such as kindness and the snakes bad ones such as anger. As in the modern game, there were always fewer

ladders than snakes. This was to remind children how difficult it is to live a moral and correct life.

2. For many decades, no one had any idea that smoking was unhealthy. Nowadays everyone knows this. Cigarette companies are even required by law to put a warning in large letters on all their cigarette cartons that smoking causes serious diseases.

3. Basketball was invented by Dr. James Naismith, a Canadian sports coach, in 1891. He wrote some basic rules and used a peach basket with its bottom still in as a net. In 1906, these peach baskets were replaced by metal hoops. Players also originally used a football to play with. The modern orange basketball was —vented in the late 1950s.

4. Many parents and teachers believe that it isn't appropriate for teenage girls to wear makeup at school. Interestingly, many students agree. Anna Davies, 12, says: 'I think makeup should be banned because school is for learning, not showing off'.

5. A new generation of environmentalists are being created. Environmental issues have become a major focus in today's schools. Whether it's in class or on their own, students are taking action to protect the environment and solve threatening problems. There may be hope for the planet after all!

6. A new website with over 3,000 recipes is perfect for busy people with little time on their hands. Each recipe is for a quick, simple and healthy meal. No recipe should require more than 30 minutes total preparation and cooking time and there are plenty of vegetarian recipes, too.

7. Ireland does not have any snakes. One theory as to why is that snakes are coldblooded animals that cannot survive in areas where the ground is frozen all year round. Until as recently as 15,000 years ago, Ireland was covered in ice. Since this time, the 12 miles of sea that separate Ireland from snake-inhabited Scotland have ensured that Ireland has remained snake free.

Exercise 4. Read the text and choose the best ending to the sentences.

Keeping busy

The public school in town served a number of purposes. Education, of course, was one. It offered a curriculum in general education, manual education, and preparatory education for college. Its music and sports programs provided entertainment to the school

and its patrons. And the school served as an agency of social cohesion, bringing the community together in a common effort in which everyone took pride.

The sports program was the center of gravity of extra-curricular activities. The school fielded junior and senior varsity teams in football, basketball and track. Any young man with enough coordination to walk and chew gum at the same time could find a place on one of those teams. In addition, sports generated a need for pep rallies, cheerleaders, a band, homecoming activities, parades and floats, a homecoming queen and maids of honor, and a sports banquet. It also mobilized parents to support the activities with time and money.

There were any number of clubs a student might join. Some were related to academics, like the Latin Club, the Spanish Club, and the Science Club. Others brought together students interested in a profession, like the Future Farmers of America, the Future Homemakers of America, the Future Teachers of America, and the Pre-Med Club. Still others were focused on service. The Intra-Mural Council, made up of girls (who had been neglected in the regular sports program), organized tournaments in a variety of sports for girls. The Library Club worked to improve library holdings and equipment. The Pep Club organized homecoming activities, parades and athletic banquets.

The Student Council, including representatives from each class, was elected by the student body after a heated political campaign with banners and speeches. It represented student interests to the administration and the school board. It approved student clubs that were formed, helped resolve discipline problems, and played a role in setting codes of conduct and dress. For the most part, it was a docile body that approved the policies of the administration.

The Journalism Club published a monthly newspaper of school news and opinion. It was financed by selling ads to business men in the community.

Another group planned and published the school Yearbook, which was a pictorial record of the student body, the year's activities, sports, and achievements. The Yearbook staff sponsored a beauty contest, pictured outstanding students selected by the faculty, and a Who's Who of popular and talented students selected by the student body.

Churches in town, of which there were many, sponsored their own activities for youth; and the community sponsored a recreation center, called Teen Town, for chaperoned Saturday night dances each week. Community and school leaders seemed determined to keep

the youth of the town busy and out of trouble. In a small Southern town in the Bible Belt where very few students had access to a car, which had been voted dry and in which no alcohol was sold, they succeeded marvelously well.

A) The first paragraph implies that the public school:

1. Was more than just an educational institution.
2. Offered the best educational curriculum.
3. Had developed close ties with a college.
4. Preferred students talented in sports and music.

B) Which of the following is true about the school's sports programme?

1. Ability to chew gum while walking was required of all participants.
2. The sportsmen were supposed to join the school band.
3. It was run on the money collected from parents.
4. It played the most important role outside the curriculum.

C) The word 'others', in paragraph 3, refers to:

1. Academics.
2. School clubs.
3. Students.
4. Professionals.

D) Which of the following is NOT the function of the Student Council?

1. Representation of students' interests.
2. Helping administration in discipline issues.
3. Formation of school clubs.
4. Participation in conduct code setting.

E) The money for the advertisements from local businessmen was used to pay for:

1. The Journalism Club.
2. The publication of a monthly newspaper.
3. The publication of the school Yearbook.
4. Financing the beauty contest.

F) Saturday night dances were sponsored by:

1. The recreation center.
2. Churches.

3. The school.
4. The community.

- G) Who does the title 'Keeping Busy' refer to?
1. Young people.
 2. School council.
 3. Town churches.
 4. Community.

Exercise 5. Complete the gaps with words. Put the words in the grammatically and lexically correctly:

Advantages of a Regular Homework

What is homework? Should it always be done in writing, or can it be oral? Is it 1. (*necessary*) connected with the information and tasks from the text books?

Homework refers to any work or 2. (*active*) that students are asked to do outside the classroom, either on their own or with other students or parents.

Sometimes it is based on comparatively simple drill exercises, sometimes it involves 3. (*high*) challenging tasks, project or research work aimed at integrating skills and knowledge from different subject areas.

Research indicates that schools in which homework is 4. (*routine*) assigned and systemically assessed tend to have higher achieving students, as learning is not confined to the schoolroom environment.

Homework appropriately designed and well balanced is able to enhance self-discipline and good study habits; to develop students' 5. (*depend*) and initiative.

It can also provide an opportunity to revise or complete classroom work, thus reinforcing what has been taught, to provide regular feedback on the students' progress in learning and raise 6. (*academy*) skills and standards. Parents who are concerned with their kids' homework get an opportunity to become engaged in the education of their children.

Exercise 6. Read the text and give advices using the text

Choosing an occupation

Many people think they know the right way to go about picking an occupation, but they often wind up choosing a career that is unsatisfying. Here are ten myths of choosing a career along with resources that can help you make an informed decision:

1. Choosing a career is simple: actually, choosing a career is an involved process and you should give it the time it deserves. Career planning is a multi-step process that involves learning enough about yourself and the occupations which you are considering in order to make an informed decision.

2. A career counsellor can tell me what occupation to pick: a career counsellor, or any other career development professional, can't tell you what career is best for you. He or she can provide you with guidance in choosing a career and can help facilitate your decision.

3. I can't make a living from my hobby. Says who? When choosing a career, it makes perfect sense to choose one that is related to what you enjoy doing in your spare time, if you so desire. In addition people tend to become very skilled in their hobbies, even though most of the skill is gained informally.

4. I should choose a career from a 'Best Careers' list: every year, especially during milestone years, i.e. the beginning of a new decade, there are numerous articles and books that list what 'the experts' predict will be 'hot jobs'. It can't hurt to look at those lists to see if any of the careers on it appeal to you, but you shouldn't use the list to dictate your choice. While the predictions are often based on valid data, sometimes things change. Way too often what is hot this year won't be hot a few years from now. In addition, you need to take into account your interests, values, and skills when choosing a career. Just because the outlook for an occupation is good, it doesn't mean that occupation is right for you.

5. Making a lot of money will make me happy: while salary is important, it isn't the only factor you should look at when choosing a career. Countless surveys have shown that money doesn't necessarily lead to job satisfaction. For many people enjoying what they do at work is much more important. However, you should consider earnings, among other things, when evaluating an occupation.

6. Once I choose a career, I'll be stuck in it forever. Not true. If you are unsatisfied in your career for any reason, you can always change it. You'll be in good company. Many people change careers several times over the course of their lifetimes.

7. If I change careers, my skills will go to waste: your skills are yours to keep. You can take them from one job to another. You may not use them in the exact same way, but they won't go to waste.

8. If my best friend (or sister, uncle, or neighbour) is happy in a particular field, I will be too: everyone is different and what works for one person won't necessarily work for another, even if that other person is someone with whom you have a lot in common. If someone you know has a career that interests you, look into it, but be aware of the fact that it may not necessarily be a good fit for you,

9. All I have to do is pick an occupation... Things will fall into place after that: choosing a career is a great start, but there's a lot more to do after that. A Career Action Plan is a road map that takes you from choosing a career to becoming employed in that occupation to reaching your long-term career goals.

10. There's very little I can do to learn about an occupation without actually working in it: while first hand experience is great, there are other ways to explore an occupation. You can read about it either in print resources or online. You can also interview those working in that field.

Changes

Exercise 1. Read the text and mark the statements True (T), False (F), Not Stated (NS).

The Attack That Changed His Life

Paul Templer was always an adventurer and wildlife enthusiast. He spent years travelling the world. He started his own business and worked as a river guide in Zimbabwe, giving river tours on canoes. During one ordinary tour, his life was changed drastically. He was guiding the tourists down the Zambezi River. All of a sudden, a hippo attacked one of the canoes, throwing another guide into the water. Paul rushed to help the guide, but the hippo went after him. The hippo pulled him underwater, but Paul managed to break himself free and swim to the surface. But the hippo wasn't about to give up that easily. The animal attacked Paul several more times, biting into his foot and arm, breaking his ribs, with its gigantic teeth. The hippo then left him for dead. Paul's wounds were so massive, the operation needed to save his life took 7 hours. His left arm was amputated. The doctors said it was a miracle he survived. After the operation, he had to go through 2 years of rehabilitation and therapy. He found the strength to move on with his life and live it to the

fullest. He returned to the Zambezi River and, led a three-month expedition which made him famous

1. Paul Templer always liked wildlife.
2. He visited many countries in Europe and America.
3. Paul preferred to live and work in Europe
4. Paul enjoyed his work as a guide on the Zambezi River.
5. Paul was a good friend ready to help in difficult situations
6. The hippo injured Paul badly.
7. The other guide saved Paul from death.
8. Famous doctors operated on Paul.
9. After the operation Paul couldn't even think of being a guide on the river.
10. Paul had a strong will and a brave heart to continue his life as he liked.

Exercise 2. Read the text and complete the gaps with the best variant below.

A Disaster

Peter had always loved books. Not new books that you could A) up in any high street bookshop, but old ones that had passed through the hands of many unknown and long forgotten readers, books which had the very smell of the B) on them.

Peter's C) of old books was huge. He had spent nearly every Saturday morning in old bookshops or at secondhand book sales ever since he **had had to** leave school and start D) his own living at the age of fifteen. He had always managed to come away with at least one book on these visits, and books finally E) every corner of every room in his house.

He had never married, and some people argue even today that this was just as well because no wife would have put F) the dust and smell of so much old paper. Others, perhaps more wisely, say that, if Peter had had a wife to look G) him, the terrible fire which completely destroyed both the books and the house would never have started.

A.	1) pick	2) find	3) take	4) look
B.	1) old	2) previous	3) past	4) history
C.	1) gathering	2) collection	3) group	4) selection
D.	1) earning	2) gaining	3) winning	4) taking
E.	1) contained	2) covered	3) piled	4) filled
F.	1) up with	2) onto	3) over	4) back to
G.	1) after	2) for	3) to	4) over

Exercise 3. Read the passages and match them with the ideas above.

- A. A successful change.
- B. A lot in common.
- C. A worrying change.
- D. Aid work.
- E. Staying safe.
- F. Choosing a career.
- G. Preparing for the future.
- H. A new way to travel.

1. Kitesurfing is a new summer sport that combines surfing with kite-flying.

A kitesurfer simply stands on a board connected to a kite and the wind pulls them along. Kitesurfing is thrilling, but it can soon turn to disaster if the kite strings get tangled or you lose control of the board. Fortunately, there are many new safety regulations to help prevent accidents.

2. These days, employers want to hire people with previous work experience related to their field of work. This means that students who are finishing their studies and preparing to get their first job should consider volunteering or internships — working for a period of time at a company without pay — in a field related to their career. Not only will they gain the experience necessary to get a good job, they will also discover more about their career choice.

3. Zhang Zhihe is the director of the Chengdu Giant Panda Centre in China, which has 48 pandas. When Zhihe first arrived at the centre, he found staff feeding the pandas food that humans eat, like grains and dairy products. But Zhihe saw that the pandas were unhealthy and were growing very slowly, so he ordered the staff to feed them only bamboo. Today the pandas are all in good health.

4. ‘Doctors Without Borders’ is an international organisation created by doctors and journalists in France. Doctors and other medical professionals from around the world volunteer to travel to various countries to provide medical care to victims of poverty, war and natural disasters. These volunteers provide medical assistance under difficult conditions often risking their lives in order to help thousands of people in need in over 60 countries.

5. The Blue Whale is probably the largest animal ever to have lived. Adults can reach up to 32 metres and weigh more than 170 tonnes. Blue whales are gentle, beautiful creatures that share many similarities with humans. Like us they are warm-blooded, they need air to breathe, and they live about 70–100 years. Also like us, they are highly social, extremely intelligent and have a complex language.

6. Many people dream of finding a job that will allow them to see the world. Well, house sitting is becoming a popular option for many enthusiastic travellers. Sitters simply live in and look after a house while the owner is away and receive rent-free accommodation in return. House sitting jobs are available in many countries and usually only involve short stays.

7. Seals used to play in the seas around the British coast in large numbers. But recently, marine biologists have noticed that there aren’t as many as there used to be. In the last six years seal numbers have dropped by as much as 50% in some areas. Scientists are very concerned because they don’t know why seal populations are declining so quickly.

Exercise 4. Read the passages and match them with the ideas above.

- A. Beliefs at sea
- B. A growing problem
- C. Designing a new building
- D. A helpful idea
- H. A valuable trade
- E. Masters of the ocean
- F. Not just a building
- G. Land and sea

1. The Phoenicians were some of the greatest sailors of the ancient world — they dominated sea trade in the Mediterranean for over 3,000 years. It is the Phoenicians that we have to thank for the invention of the alphabet — an idea which Phoenician traders spread to other civilisations in the Mediterranean.

2. The Guggenheim Museum in New York was designed by the architect Frank Wright. When it was first completed in 1959, some artists complained that the building was so incredible that it was better than the art inside it. Wright thought that these people were wrong. He said that he had wanted to make both the building and the art inside it one beautiful work of art.

3. Over the centuries, sailors and fishermen developed many superstitions about what brought luck — or disaster — at sea. Sailors thought it was bad luck, for example, to meet someone with red hair on their way to the harbour, to rename a ship, or to set sail on a Friday. On the other hand, they considered it lucky to have a black cat on board, and no ship would set sail without one.

4. In the ancient world, purple clothing was a sign of power and wealth. Purple dye was obtained from the bodies of sea snails and it was so precious that a gram of it cost more than a gram of gold. The Phoenicians were the only people who knew how to make purple dye in ancient times. In fact, this was how the Phoenicians initially became rich.

5. Video games are as popular as ever. No longer are they just games for children, as adults of all ages are playing high-tech games and joining online gaming worlds. One of the downsides of all this game playing is that it can be very addictive. In some countries, video game addiction clinics have opened to try to help the increasing number of addicts.

6. Crime is a major problem for many communities today. Studies have shown that communities with organised 'Neighbourhood Watch' programmes have lower crime rates. These programmes involve community members working together with police to stop crime. Many police forces around the world are now encouraging communities to start these kinds of programmes.

7. In 1991, three great architects — from Japan, Austria and the USA — were given \$10,000 and just three weeks to submit a design proposal for a new Guggenheim museum in Bilbao, Northern Spain. US architect Frank Gehry came up with the winning proposal.

Exercise 5. Read the text and complete the gaps with correct parts of the sentences below.

On 24th August, 79AD, Mount Vesuvius, a volcano near Naples in Southern Italy, erupted.

The eruption was so powerful that it completely buried the towns of Pompeii and Herculaneum with ash. Centuries passed 1.

The towns lay buried for more than 1,500 years. Then, in 1599, an architect called Domenico Fontana rediscovered the towns 2.

However, a couple more centuries passed before any serious effort was made to unearth the towns, 3. Archaeologists discovered that Pompeii and Herculaneum had been wealthy, sophisticated and lively towns.

Both towns had had restaurants, food markets, shops, theatres and swimming pools. People had lived in large houses 4. In Pompeii, an aqueduct had even provided water for more than twenty-five street fountains, four public baths and many private houses and businesses.

While excavating Pompeii, one archaeologist — Guiseppe Fiorelli — noticed something fascinating. Spaces could sometimes be seen in the hardened ash. Fiorelli quickly realised that these spaces were places 5. He decided to fill them with plaster in order to create casts.

Fiorelli's technique created casts that were so detailed that it was even possible to see the terrified expressions on the faces of some of the people who had been killed when Mount Vesuvius erupted 2,000 years ago. Today, each year over 2.5 million visitors go to see the casts 6.

About three million people still live close to Mount Vesuvius. This is worrying as it is still an active volcano that scientists expect to erupt again.

- A. Where human bodies had once been.
- B. And the rest of the treasures at Pompeii and Herculaneum.
- C. While digging in the area.
- D. And eventually people forgot that they had ever existed.
- E. Which was also a popular holiday resort for wealthy Romans.
- F. Which had beautiful frescoes painted on the walls.
- G. But when it was, astonishing and wonderful findings were made.

Exercise 6. Read the text and choose the best ending to the sentences.

The Wedding Present

The wedding was only a week away and Alice still hadn't bought a wedding gift. Like most young couples did nowadays, her niece and her partner had sent out a wedding list. A local department store would keep a list of items that the couple had requested and family and friends would choose which one they wanted to pay for. You could buy an entire dinner service or just one plate depending on how generous you were feeling. Alice didn't really approve. She didn't want to have to choose between a coffee maker and a set of mixing bowls because that's all that was left. It wasn't that Alice was mean. She just didn't want to buy the same kind of gift as everyone else.

When Joanna had been younger, she had often come to stay with Alice during the summer holidays when both her parents had been working. Alice didn't have any children of her own so she had enjoyed having Joanna around. They used to go swimming or take a picnic to the park. Alice had five nieces and four nephews in total but she found herself looking forward to seeing Joanna a little more. Yes, she definitely had a soft spot for Joanna.

Alice spent the day tidying up the house and garden. She was sweeping the autumn leaves off the porch when she remembered how Joanna used to collect leaves and flowers and press them into the pages of a book. Even now she would often scold Alice for not recycling more of her household rubbish or for leaving the tap running.

That evening, Alice didn't study the wedding list as she had planned. Instead, she switched on her computer and clicked on her Internet browser. After a couple of hours, she had found the information she needed and was able to relax in front of the television. The following morning, she got up early, made herself a cup of tea and looked through the notes she had taken. By ten o'clock, she'd sorted everything out, had confirmed the arrangements by telephone and was feeling pretty pleased with herself.

Well, the wedding ceremony went smoothly, the sun shone and the bride looked beautiful. Alice was eager for Joanna and her new husband to see the wedding present she had bought for them. Well, of course, they wouldn't be able to actually see it, but they would know what she had bought for them and she was confident that they wouldn't be disappointed. She couldn't wait to see the look on their faces. The wedding reception was being held in the local hotel and all the gifts were on display in the foyer. Once they had greeted all their guests, the happy couple would look at the presents and cards.

'Oh, thank you so much, Aunt Alice! What a lovely present!' Joanna said passionately, her eyes moistening as she bent to kiss Alice. 'How on earth did you think of that?' 'Well, I remembered how you used to love trees when you were small, so I thought it would be the perfect present.' The other guests at the table smiled and one of them asked Alice what her gift was. 'I've bought them a tree,' she said proudly. 'It's being planted today in a wood nearby with a plaque with their names on it next to it. But the best thing is that they will be able to visit the wood and watch it grow over the years.'

A) We learn from the first paragraph that Alice:

1. Was finding it difficult to choose between two possible gifts.
2. Found everything on the wedding list too expensive.
3. Wanted to buy an original wedding gift for her niece.
4. Thought that wedding gifts were generally very important.

B) When the writer says Alice 'had a soft spot for Joanna' in the second paragraph, he means that she

1. Never got annoyed with her.
2. Worried about her a lot.
3. Felt a lot of affection for her.
4. Always made time for her.

C) In the third paragraph, we learn

1. How Joanna and Alice usually spent time together.
2. How close Joanna felt to Alice.
3. What Joanna's personality was like.
4. What Joanna cared about.

D) In the fourth paragraph, the writer suggests that Alice

1. Suddenly knew what she wanted to buy Joanna.
2. Researched an item on the wedding list on the Internet.
3. Surfed the Internet to take her mind off the gift.
4. Phoned friends and family to ask advice about the gift.

E) After the wedding ceremony, Alice felt

1. A bit worried that the couple wouldn't like her gift.
2. Excited about the couple's reaction to her gift.
3. Sure that the couple would be surprised by her gift.
4. Confident that her gift would stand out from the rest.

- F) When the couple opened Alice's gift, Joanna was
1. Speechless.
 2. Emotional.
 3. Confused.
 4. Thoughtful.
- G) Alice told the guests she particularly liked that the gift
1. Was long-lasting.
 2. Would remind Joanna of her childhood.
 3. Would help the environment
 4. Suited Joanna's character.

Exercise 7. Read this article about the problems of our planet. Choose the most suitable heading from the list A–F for each part (1–4). There is one heading you do not need to use. There is an example at the beginning (0).

- A. A watery grave.
- B. Running out of time.
- C. Choking to death.
- D. Nature can heal itself.
- E. No trees — no life.
- F. We can do it.

We have spent thousands of years fighting for our survival. Yet now we have discovered that our planet is under threat and, to make matters worse, it's all our fault.

0. The rainforests are dying, rare plant and animal species are disappearing, rivers and seas are being contaminated, crops are failing to grow, people are dying of hunger and the air is being polluted. It's time we woke up to these problems and started repairing the damage.

1. One of the major problems is the destruction of the rainforests in South America. They are home to half the world's species and to millions of people. Moreover, the rainforests clean the air by absorbing carbon dioxide and giving out oxygen. The trees are being cut down for paper or to make room for cattle farms. As a result, birds and animals lose their homes and die. This destruction is also bringing about changes in the climate, air pollution, flooding, drought and famine. If we continue to burn and cut down the rainforests as we are doing now, the earth will never be the same again.

2. Another big problem is water pollution. Do you like swimming in the sea or drinking a cool glass of water on a hot day? These sim-

ple pleasures may soon become a thing of the past. Factories are polluting our rivers and lakes with dangerous chemicals. Oil tankers are releasing thick, black oil into our oceans. Tons and tons of industrial and domestic waste are poured into our seas. Consequently, sea life is threatened with extinction.

3. Air pollution is another important issue. The cars and factories in and around our cities are giving off dangerous fumes. In the past few years, more and more people than ever before have developed allergies and breathing problems. If we don't do something now, our cities will become impossible to live in.

4. Fortunately, it is not too late to solve these problems. We have the time, the money and even the technology to prepare the way for a better, cleaner and safer future. We can plant trees and adopt animals. We can create parks for endangered species. We can put pressure on those in power to take action. Together we can save our planet. All we need to do is open our eyes and act immediately.

Job

Exercise 1. Read the text and choose the right options.

The Profile

It 1. just one sensational speech in July 2004 to make Harvard Law graduate Barack Obama an overnight 2. Just three years 3. the Illinois 4. launched his campaign to become first 5. president of the US. Unlike members of the Bush family and the Kennedy clan, he had no 6. background. His father grew 7. in Kenya herding goats, and won a university scholarship to study in Hawaii. Barack Obama was born in Honolulu. He was a bright, intelligent student and was accepted to study 8. science at Columbia University in New York. On November 4, 2008 the man who once referred 9. himself as 'the skinny kid 10. a funny name' was chosen as the 44th president of the United States.

1.	a) made	b) took	c) got
2.	a) president	b) student	c) star
3.	a) before	b) later	c) after
4.	a) student	b) president	c) politician
5.	a) black	b) Democratic	c) foreign
6.	a) family	b) privileged	c) education

7.	a) into	b) up	c) out
8.	a) economic	b) political	c) biological
9.	a) to	b) by	c) about
10.	a) by	b) of	c) with

Exercise 2. A) Read the first article. Which of the following multi-word verbs can you find in your article? Underline them. Find out the meaning of these words in the dictionary bring up (1), bring up (2), carry on, drop out, fall out, get on with, get over give up, go through, grow up, look after, make up (1), make it up (2), pick up, put off, be taken aback, take after, turn out, take over

The nanny

Amanda Peniston-Bird, 21, is the daughter of a judge and has just completed a two-year training course to be a nanny at the Norland Nursery Training College. She and her mother talk about her choice of career.

Amanda

My sister Charlotte was born when I was seven and my mother decided she needed a nanny to look after us. So we got Alison. She was very young, seventeen I think, and wonderful. I adored her. She only worked part-time with us before she started her training at Norland College. She had to dress us in the morning and take me to school. After school she made us delicious tea and read us stories in bed. On Charlotte's birthday she organized a fantastic party. When Alison left, we had a trained nanny who lived with us and worked full-time. She was called Nanny Barnes by everyone, including my parents. She was older and quite traditional and wore a uniform. It was then that I realized that I wanted to be a nanny. I have always got on well with children. I have always enjoyed taking care of my sister and younger cousins. I told Mummy very firmly that I wanted to be a nanny when I grew up. At the time she laughed. I know that she and Daddy thought it was just a childish phase I was going through, but it wasn't. They thought I would follow in my father's footsteps and study law. But I didn't. There were some terrible rows but I didn't go to university. I left school and spent a year working at Ludgrove School, where Prince. William used to go. Then I started my training course at Norland College. I finished the course last month and I've applied for the post of nanny to twins aged six

months. Mummy and Daddy weren't angry for long, we made it up before I went to college, and they have encouraged me ever since.

Amanda's mother

Her father is still a wee bit disappointed that she didn't take after him and study law, but I think we're both proud, and also pleased, that she has made her own decisions in life and done so well. We have brought her up to be an independent thinker, so we can't complain. Everything has turned out for the best. I had a nanny when I was a child but I never thought of being one myself, but times have changed and 'nannying' has been socially acceptable for a long time. It wasn't just Princess Diana who made it fashionable!

B) Read your article again and answers the questions:

1. What and who influenced her/his choice of career?
2. What did her/his parents want her/him to do?
3. What was the parents' attitude to the choice of career at first?
4. Has the parents' attitude changed? If so, why?
5. In what ways do the parents think that times have changed since they were young?

C) Read the articles again quickly. Are the following statements true or false:

1. Only Giles and Hugo were influenced by the servants in their families when they were children.
2. Amanda wanted to be a nanny because she liked the uniform.
3. Giles wanted to be a cook because the meals were so bad at boarding School.
4. Hugo did well in his holiday job because he had learnt a lot about plants from the gardener.
5. All of the parents were very angry when they were told about the choice of career.
6. Hugo's parents were the least angry.
7. All of the parents have become friends with their children again
8. Giles' grandfather has not forgiven him for becoming a cook.
9. Some of the children have regretted their decision not to go to university.
10. Hugo has already become a millionaire.

The cook

Giles Mildmay, 24, has been a professional cook for three years. His father, George, owns a two-hundred-acre farm in Devon. The family has farmed in Devon for over three hundred years. Giles' younger brother Tobias is studying farm management at Exeter University. Giles and his father talk about his choice of career.

Giles

I think I've always been interested in food. My grandparents (on my mother's side) lived in a huge old manor house in Lincolnshire and they had a wonderful cook. She made fantastic standard English food; her roast beef and Yorkshire pudding was out of this world. I used to love going down to the kitchen and watching her work, and I picked up a lot of cooking tips from her. I realized that I wanted to be a cook when I was about 12. I went to a boarding school and when other boys chose to do sport, I chose cookery. By the time I was 15, I had taken over the cooking at home for my parents' dinner parties, and I had started to make up my own recipes. I knew my parents would not approve of cooking as a career, so I decided to introduce them slowly to the idea. I told them that I wanted to do a cookery course for fun, and I went for a month to a hotel in Torquay. I enjoyed it so much, I knew I couldn't put off telling my parents any longer, so I brought the subject up one night over dinner. At first there was silence, and then my father asked me why. I explained that cooking was like painting a picture or writing a book. Every meal was an act of creation. I could see that my father was not convinced, but he didn't get angry, he just patted me on the shoulder and smiled. My mother kissed me. And now that I have opened my own restaurant, I think they are very proud of me. However, my grandfather (on my father's side) is not so kind, he thinks I'm mad to have given up farming.

Giles' father

I know that times have changed, but I was brought up with a butler and a cook to look after me, and I never went near the kitchen. I was taken aback at first when Giles announced what he wanted to do. His grandfather still hasn't got over it, but his mother and I are delighted that he is doing something he enjoys. Nowadays anyone with a job that they enjoy is very lucky.

The gardener

Hugo Grantchester, 26, has been a gardener and a tree surgeon for four years. He went to Oxford University to study j archaeology, but he dropped out after just one term. His father, Hector, is a surveyor and his mother, Geraldine, is an interior designer. Hugo and his mother talk about his choice of career.

Hugo

When I was 11, we moved to a large Tudor house in East Anglia which had three acres of garden. We had a gardener who lived in 15 a little cottage at the end of our drive. I used to spend hours watching him work and talking to him. I think I picked up a lot about gardening without realizing it, because one summer, when I was still at 20 school, I took a job at a garden centre and I knew all the names of the plants, and I could give people advice. Then I went to university and it was a disaster. After a term I told my parents that I was going to give it 25 up and go back to work in the garden centre. They were furious, we had a terrible row, and they didn't speak to me for months. But I knew it was a waste of time to carry on studying archaeology, and the 30 moment I started gardening again, I knew I'd made the right decision. I've enjoyed every moment of the last four years and my parents have learnt to accept what I do, not only because they can see how happy I am, but also because a lot of my university friends have found it difficult to find good jobs or have been made redundant. Sometimes people are quite taken aback when they find out that their gardener went to university, but I think it makes them respect my opinion more when I'm helping them plan their gardens.

Hugo's mother

His father and I were so delighted when he went to Oxford, but when he gave it up so soon we were very, very angry. We thought manual labour *was* not the career for our only son. We fell out for months, Hector refused to allow Hugo into the house, and we all felt thoroughly so miserable. But our daughter told us not to worry because Hugo would be a millionaire by the time he was forty. Anyway, we've made it up now we can see how happy he is, even though he hasn't become a millionaire yet! Times have changed and all kinds of people do all kinds of work, and I think the world's a better place for it!

Exercise 3. Read the text and choose the best ending to the sentences.

The Mechanic

Martin was lying on his back trying to loosen a bolt under the engine of a motorbike. A large pair of boots appeared by his head and he looked up. 'Could you take a look at my bike? I know what's wrong. It's the fuel injection,' said the owner of the boots. Martin stood up slowly, wiping his hands on a dirty cloth. The last thing he needed was another know-it-all motorbike enthusiast telling him how to do his job. He had often wondered how so many bike owners managed to convince themselves they understood engines better than he did, simply because they had read the owner's manual.

The bike was on the road just outside the workshop and Martin went out to take a look. He hoped the biker wouldn't notice his slight limp. He hated to think that people felt sorry for him and looked down on him as not quite a whole man. Five years ago he'd had a very bad accident that put him in hospital for three months. He'd been riding his bike down a main road late one night when someone pulled out of a side street straight into his path. He was lucky not to have been killed on that lonely road. Fortunately, now the only sign of his terrible injuries was his odd way of walking.

Martin began to wheel the bike into the workshop while the owner fired questions at him. He wanted to know if he could fix it, how long it would take and how much it would cost. Martin looked at the man blankly. 'I won't know until I've had a look at it,' he replied, trying not to sound annoyed. 'Come back tomorrow and I'll let you know.' It was always the same with owners. They asked questions that you couldn't possibly answer until you had opened up the engine. He tried to be patient with his customers but, as his girlfriend, Michelle, often pointed out, he wasn't very good at it.

The one thing he was brilliant at was repairing motorbikes. No matter what condition they were in, he'd get them back on the road again. He thought of himself as a special kind of doctor who investigated all the symptoms in order to get the patient well again. Martin examined Big-Foot's bike. It was an old BMW and it had seen better days. The engine was covered in oil and dirt and the brake pads looked dangerously worn. Martin doubted it had been serviced for a very long time. He smiled to himself. The owner probably wouldn't even recognise his own bike by the time he'd finished with it.

He pulled his tool box over to the bike and started work. He wanted to get a good look inside the engine before Michelle turned up. She seemed to think that if she didn't bring him his lunch every day that he would be in danger of starving to death. Whenever he tried to tell her that he was more than happy to get himself a pizza from across the road she would pull a face and mutter something about his health. He still wasn't sure if he liked her coming to the workshop or not. Her food was excellent but she had a nasty habit of moving his carefully arranged tools to make room for the food on his workbench.

He was concentrating so much on what he was doing that he didn't hear her come into the workshop. 'Come on, time to get your vitamins,' she said, pulling on his ear playfully. He gave her a stern look and pretended to be annoyed, but he couldn't keep it up for long. Her good humour was infectious. It was true that her visit had a good effect on him. She always managed to lighten his mood.

Michelle leaned against his workbench and looked at him with a thoughtful expression on her face. He couldn't tell what she was thinking because he'd never been able to work out anything about how women's minds worked. All he knew was that they were nothing like motorbike engines, which he understood perfectly. 'You're looking very tired and stressed,' she said. 'I think we need a bike ride down to the sea.' Martin had to agree that it sounded like a very good idea. He grabbed his keys.

A) In paragraph one, we learn that Martin was tired of customers:

1. Not reading their owner's manuals properly.
2. Entering his workshop without knocking.
3. Thinking they knew more than him.
3. Interrupting him when he was busy.

B) Martin worried that the physical problem he had from his accident:

1. Would never get better.
2. Was negatively affecting his business.
3. Would stop him living a full and active life.
4. Affected the way people saw him.

C) Martin didn't answer the bike owner's questions because:

1. He didn't know the answers to them.
2. He found them rude.
3. He was too busy at that moment.

4. He was bored of answering the same questions.

D) When the writer uses the phrase 'it had seen better days' in paragraph four, he means that the motorbike:

1. Was a model that Martin admired.
2. Wasn't in very good condition.
3. Would be difficult to repair.
4. Looked worse than expected for its age.

E) The writer tells us that Martin disliked Michelle:

1. Asking what he had eaten.
2. Buying him takeaway food.
3. Distracting him from his work.
4. Disturbing his equipment.

F) Martin appreciated that Michelle:

1. Stopped him from being too serious.
2. Got on well with his customers.
3. Put up with his bad moods.
4. Was concerned about his health.

G) In the final paragraph, the writer suggests that:

1. Michelle and Martin were very close.
2. Michelle was more caring and thoughtful than Martin.
3. Martin didn't always understand Michelle very well.
4. Michelle and Martin both had a lot on their minds.

Exercise 4. Read the passages and match them with the main ideas above.

- A. Work for pleasure.
- B. Choosing career is your own right.
- C. Teaching demands working hard.
- D. It is never late to learn.
- E. Job can enjoy you.
- F. Nannyng is a good occupation.

1. When Mary was young, she was likely to become a very good teacher. She learned to read, write and count when she was a very young child. The girl understood things quickly. Mary's mother was a doctor. So she wanted her daughter to become a doctor too. But

Mary did what she wanted. Now she is an experienced teacher. She is always busy and has much work to do. Mary teaches English.

2. Billy Blackthorn left school when he was sixteen. He didn't study well and had no qualifications. He just wanted to earn some money and got himself a job in a factory. He didn't mind being a blue-collar worker, all he wanted was enough money to take his girl friend out on a Saturday night. But soon he and his fellow-workers were replaced by robots that could do their job and Bill was sacked. He was out of work for eighteen months and understood how terrible it was to be unemployed. The days seemed so long and the dollar that he got was enough only for the cheapest food and second-hand clothes. Bill finally got a job as an unskilled laborer, working for a builder. He is twenty-five now and thinks that it is not too late to start attending night classes and get some extra training so that he can earn more money as a skilled worker.

3. This year Joan Evans is leaving school to face the world. Her main ambition is to live and work abroad. She wants to work with people and see the world. She hopes to go to college and do a tourism course. When she's in college, she will learn at least two foreign languages. She thinks **that** by the time she's 30 she'll be married and have a baby. She doesn't want to be rich and famous, but she wants to enjoy life. That's all anybody can really ask.

4. Mary Glass is thirty-nine years old and she is a doctor. She chose the medical profession because she wanted to help people and at the same time to make good money. When Mary was younger her wish was to become a teacher or a nurse but she soon realized that there was not much money in either of those professions. Mary's parents were rather old-fashioned people and thought that a woman's place is at home. So they wanted their daughter to become a secretary, marry a respectable young man, have several children and stay at home working about the house and bringing up the kids. When Mary applied to a medical college, her parents refused to give her any financial support and she had to work as a waitress in a restaurant to earn money for her college fees. She specialized as an optician, made a good career in the hospital she works, got married, had two children and is very much satisfied both with her family life and her business career.

5. Amanda Peniston-Bird, 21, is the daughter of a judge and has just completed a two-year training course to be a nanny at the Norland Nursery Training College. Her father is still a wee bit disappointed that she hasn't take after him and study law, but her mother thinks they're both proud, and also pleased, that she has made her

own decisions in life and done so well. They have brought her up to be an independent thinker, so they can't complain. Everything has turned out for the best.

6. Giles Mildmay, 24, has been a professional cook for three years. His father, George, owns a two-hundred-acre farm in Devon. The family has farmed in Devon for over three hundred years. Giles' younger brother Tobias is studying farm management at Exeter University. His father says, 'I know that times have changed, but I was brought up with a butler and a cook to look after me, and I never went near the kitchen. I was taken aback at first when Giles announced what he wanted to do. His grandfather still hasn't got over it, but his mother and I are delighted that he is lining something he enjoys. Nowadays anyone with a job that they enjoy is very lucky.'

Exercise 5. A) Read the article and match the paragraphs (1-6) with the summary sentences (A-F).

- A. Identify the danger signs.
 - B. Understand why the manager is angry.
 - C. Know where to stop.
 - D. Don't meet anger with anger.
 - E. What makes people angry at work?
 - F. Know where the anger is directed.
- The Boss from the hell.

When you're at work, do you ever get angry? Yes? Then it's probably because of your manager. Bad management causes more people to lose their temper at work than any other reason. Almost four out of ten people across Europe said that poor management was the issue that makes them most angry about their jobs. In London, one out of three workers would describe their boss as the boss from hell! Read our top tips to help you deal with an angry boss.

Some managers use fear as a management technique. They think it will make people respect them, although actually it just makes people want to leave their jobs.

Bosses like to get angry with new staff, to see if they can bully them. If you are new to a job, you need to work out if the anger is personal — because you have done something wrong, or business — this is how your manager treats all the new employees. You need to learn not to take things too personally.

Learn what are the particular things that make your boss angry. Does he go crazy when colleagues arrive late for work? Does he hate it when a job is not finished on time?

Sometimes the things you do will make other people angry. Learn to watch their reactions so that you can stop in time. If a colleague asks you to go outside for a fight, then you know you have gone too far!

Try breathing techniques to help you calm down. If someone is shouting at you, try imagining that you are blowing up a balloon. This allows your breathing to slow down and means you are less likely to get angry.

B) Read the article again and find words or phrases in the article which mean...

1. get angry-lose your (Paragraph 1).
2. bad management — management (Paragraph 1).
3. cope with — with (Paragraph 1).
4. a management strategy — a management (Paragraph 2).
5. look up to someone — them (Paragraph 2).
6. Frighten someone who is smaller or weaker than you them (Paragraph 3).
7. Decide after thinking carefully — out (Paragraph 3).
8. Get angry-go (Paragraph 4).
9. Become quiet instead of being angry — calm (Paragraph 6).
10. The opposite of speed up — down (Paragraph 6).

C) Complete this summary of the article with the words and phrases from exercise 5.

The article describes how 1. management is the main reason why people lose their 2. at work, and it offers advice to help workers 3. with a difficult boss. It explains how some managers use anger as a management 4. in order to make employees 5..... them. Some bosses may 6. new staff to see how they react.

It is important to 7. out why your boss is angry, so that you can try to avoid it. If this doesn't work, and your boss goes 8. , the article suggests that you take deep breaths to

help slow 9. your breathing, and this will help you to
10. down.

Famous People

Exercise 1. Read the text and mark the statements True (T), False (F), Not Stated (NS).

The Person I Admire

Sometimes people come into your life and you know they are to be there for some purpose, to teach you a lesson or to help you under success and downfalls. They help to create who you become. On the first day of school our professor introduced himself and asked us to meet someone we didn't know. I saw a wrinkled little old lady smiling at us. Her smile lit up her whole being. She said: 'Hi, handsome. My name is Rose, I'm 87 years old. I've always dreamed of college education and now I'm getting it.' We became friends. Every day for the next several months we left the class together and talked nonstop. She shared her wisdom and experience with me. At the end of the year Rose gave her graduation speech. 'We do not stop playing because we are old; we grow old because we stop playing. There are only four secrets of staying young, being happy and achieving success. You are to laugh and find humour every day. You've got to have a dream. When you lose your dream you die. There is a huge difference between growing older and growing up. Anyone can grow older. That doesn't take any ability or talent. The idea is to grow up by finding a chance in change.' All the students liked Rose. She taught us by her example that it is never too late to be all you can possibly be. We make a living by what we get. We make a Life by what we give.

1. The people you meet sometimes influence your life.
2. Rose was the youngest student at the college.
3. Rose was working for her second college degree.
4. Rose went to college when she was 20 but didn't finish her education.
5. Rose easily made friends with younger students.
6. Rose explained that to be happy you must have a good sense of humour.
7. Old people are always happy.
8. Rose taught younger people to have and realise their dreams.

Exercise 2. Complete the gaps with words. Put the words in the grammatically and lexically correctly:

Albert Einstein

Albert Einstein was a German-born physicist and the most revolutionary physical (*science*) since Isaac Newton.

Einstein changed the way physicists view the universe and transformed the way we all see the world.

People are often surprised to learn that Einstein did not do well at school. After leaving school at the age of fifteen with no diploma, he finally finished his (*educate*).

Switzerland. After this, he got a job as an examiner in a patent office. While working there, he began publishing in scientific journals. In 1905, Einstein published five (*remark*) papers.

Together, these papers began a revolution in physics. In short, they created modern physics.

But this was just the (*begin*).

In 1907, Einstein had what he later called 'the happiest thought of my life.' The thought eventually led him to develop the 'General Theory of Relativity' — the theory that forever changed our (*understand*) the nature of space and time.

This theory was so incredible that other physicists have called it 'probably the greatest (*discover*) ever made.

Exercise 3. Read the text and choose the best ending to the sentences.

The Poet

William waited patiently in the slow-moving queue. A big man, with large muscles on his arms and a face full of scars from the amateur boxing competitions he liked to enter, William was the type of man that you couldn't help noticing. He spoke with a lower-class accent and, when with his friends, loved to use Cockney rhyming slang — a way of speaking that had developed among the working classes in one of London's poorer districts. This would often mislead strangers into thinking that William was an uneducated man. But the truth was very different.

A graduate of London's best law school, William was regarded by many in his field as one of the best lawyers in London — a reputation that had taken him just ten years to build. People joked that he was a lawyer who was as tough in the courtroom as he was in

the boxing ring. His knowledge and skills were considered so good that other lawyers, as well as clients, would beat down a path to his door to get his advice.

Because of all this, few people would have guessed that William loved to write poetry in his spare time. William's passion for this hobby had begun when, one day in a bookshop, he had come across a small book of poems that had mistakenly been put in the law section. Reading it, William remembered admiring how the author had expressed so much with just a few carefully selected words and then finding himself wondering if he himself could develop a similar talent.

From childhood, William had always thrown himself into things. So, he had soon read the major works of all the great British poets and become familiar with many of Europe's most famous poets, too. He had a particular admiration for Shakespeare and the German poet Goethe, but his favourite poet was the Irishman W. B. Yeats — the man that he had been named after, his mother proudly reminded him.

So, almost from the day that he had first been inspired, William had begun writing poems of his own. He did not know if he had any real talent, but he did know that the words flowed both easily and quickly from his pen. He enjoyed putting words together in a way that suggested different meanings — partly because this was exactly the opposite of what he was required to do as a lawyer.

He had no name for the collection of poems that he had written and collected over the years. He simply referred to them all as 'The Book'. The name, of course, clearly revealed his subconscious desire that his poems would one day be published. But he had neither the confidence in his own abilities to approach a publisher, nor the desire to read a bad review if the critics did not like his work.

William's wife would often remind him, in that gentle way of hers, that he was old enough now not to care what others thought of him or to avoid doing something simply because he thought he might fail. It was these words that were running through William's mind when the conversation of the two women in front of him moved from small talk to work. 'So,' he heard the younger one say to her friend, 'How exactly is your search for new writing talent going?'

- A) People often thought William was uneducated because of:
1. The job he did.
 2. The way he spoke.
 3. The friends he had.

4. The area he lived in.

B) When the writer says that people 'would beat down a path to his door' in paragraph two he is saying that they:

1. Knew that it wasn't easy to get advice from William.
2. Found it difficult to get an appointment with William.
3. Were very eager to get William's opinions on things.
4. Knew that William liked people who were tough like him.

C) William appreciated the poetry in the library because

1. It reminded him of a forgotten passion.
2. His own poetry was similar.
3. He liked what the poet had achieved.
4. It gave him a break from studying Law.

D) William read the works of all the great poets because

1. He was a man who did things with a lot of energy.
2. He had wanted to since he was a child.
3. His mother had encouraged him to.
4. He wanted to discover who his favourite poet was.

E) William enjoyed writing poems because of

1. His talent for it.
2. The variety it added to his life.
3. The new meaning it gave his life.
4. The new challenge it offered.

F) William called his collection of poems 'The Book' because

1. A publisher had expressed interest in them.
2. He had not yet found a good name for them all.
3. He had already written enough to fill an entire book.
4. He secretly wanted them to be published.

G) William's wife

1. Didn't think he should try to publish his poems.
2. Seemed to be the only one who liked his poetry.
3. Thought that he did not value her opinion.
4. Encouraged him to believe in himself.

Exercise 4. Read the text and complete the gaps with correct parts of the sentences below.

Wolfgang Amadeus Mozart was born on January 27, 1756 in Salzburg, the capital of what is now Austria.

Mozart's father, Leopold Mozart, was one of Europe's leading musical teachers 1.

However, Leopold gave up composing when he realised that his son had outstanding musical talents. Leopold was proud of his son, and began to give him musical training, teaching the young Mozart to play the piano, violin and organ. Mozart's first two musical compositions were written in 1761, 2.

During his youth, Mozart travelled a great deal with his father. They visited Munich, Bavaria, Vienna and Prague in 1762. This trip was followed by a three-and-a-half-year concert tour, enabling Mozart to play before audiences in Paris, London, The Hague and Zurich. Mozart met many great musicians during this trip, and became familiar with the works of other great composers, including

Johann Christian Bach, 3. In late 1767, Mozart and his father returned to Vienna, where they remained until December 1768. After a year at home in Salzburg, Mozart made three trips to Italy, where he was asked to write three operas.

In 1781, *Idomeneo*, which is regarded as Mozart's first great opera, was performed for the first time in Munich. The following year, he visited Vienna with his employer, Prince-Archbishop Colloredo. When they returned to Salzburg, Mozart began to behave rebelliously. He did not want to follow his employer's wishes and disagreed with his opinions, 4. He then began a career as a freelance composer.

On August 4, 1782, Mozart married Constanze Weber. Although Mozart and Constanze had six children, only two survived, and neither of them had children of their own 5. The Mozart line, it seemed, had ended with Wolfgang.

Mozart enjoyed great popularity during his short life and most of his concerts were well-attended, 6. However, he was not able to manage his wealth, and spent it foolishly.

Mozart borrowed money from friends, and at the time of his death on December 5th, 1791, he had several unpaid debts.

- A. Whose music was an inspiration for Mozart's own compositions
- B. Which soon lost him his job
- C. Which brought him a considerable amount of money
- D. Which became one of his most famous pieces of music
- E. When he was just five years old

F. Who lived to adulthood

G. Who also composed his own music

Exercise 5. Read the text and complete the gaps with correct parts of the sentences below.

George Bernard Shaw was a famous playwright who was born in Dublin, Ireland, on the 26th July, 1856.

George attended several different schools as a child, 1. He believed that schools were like prisons where children were kept so that they wouldn't disturb their parents.

After leaving school at the age of sixteen, Shaw worked in an office in Dublin before moving to London to live with his mother, who was a singer. While in London, he spent a lot of time in libraries and in the British Museum, 2. Shaw eventually decided that he would like to become a writer and soon began writing articles for newspapers.

In 1879, Shaw started writing novels. However, he was unable to find a publisher who was willing to publish his work and so he gave up novel writing in 1883. It was only in 1885, when Shaw got a job as an art and literature critic, 3.

In 1885, Shaw started working on his first play, *Widower's Houses*. However, he gave up when a critic told him that he didn't have a talent for writing plays. Years later, however, he returned to the work 4.

Widower's Houses was first performed on 9th December, 1892, at London's Royalty Theatre. Shaw was not happy with the play, 5.

By the 1910s, Shaw was known as a great playwright. During his lifetime, Shaw wrote 63 plays, including the famous *Pygmalion*. Shaw is best remembered for his comedy, but his work also helped change the face of the British theatre, 6.

During his later years, Shaw enjoyed working in the garden of his home in Hertfordshire. By the time he died, he was a household name in Britain. Today, Shaw's work is popular all over the world.

- A. Which became a place where writers could comment on society.
- B. Where plays written by Shaw and other writers are performed.
- C. That he finally started earning decent money for his writing.
- D. But he had discovered that he enjoyed writing plays far more than novels.

- E. Where he read and studied a lot.
- F. but he did not enjoy his time at any of them.
- G. And he eventually completed it in 1892.

Exercise 6. Read the text and complete the gaps with correct parts of the sentences below.

Many of us have read Robert Louis Stevenson’s novel *Treasure Island* or have seen films such as *Hook* and *Pirates of the Caribbean*. In these stories, pirates are portrayed as dishonest men with wooden legs and eye-patches and their own wicked plans.

However, in reality, many pirates weren’t working for themselves
1.

After Columbus’ voyage to the New World in 1492, Spain became a powerful force in the Caribbean. During the 16th and 17th centuries, England, France and the Netherlands paid private pirate ships to interfere with Spanish trade in the area, 2.

The most famous pirate of all time was the Englishman Edward Teach, also known as Blackbeard. Blackbeard would board merchant ships by force 3. It is said that he captured about forty ships during his time at sea. Despite this, there is no evidence that he ever harmed anyone. If sailors didn’t hand over their possessions, Blackbeard would simply take them to a deserted island and leave them there.

Sir Henry Morgan was another legendary pirate. He was born in Wales but spent most of his life in Jamaica. Since he was also an admiral in the British Navy, his job there was to protect the English colony. However, Morgan used the conflict between England and its enemies to get rich 4.

Morgan was one of the few pirates 5. However, he didn’t have much time to enjoy his riches since he died a few years later due to poor health.

The ‘golden age’ of piracy ended soon after this, in the 1720s 6. Basically, it became almost impossible for any pirate to continue invading merchant ships without being caught. Also, the penalties for piracy were so severe that they discouraged men from choosing to be pirates.

Today, there are still some pirates in the world, but like the pirates of the past, they don’t hunt for buried treasure with a parrot on their shoulder. Still, audiences continue to be both thrilled by and fearful of the many pirates that they see on the big screen.

- A. And force all the crew members to jump into the sea.
- B. Which became known as the Spanish Main.
- C. When the European military defeated the pirates in the Caribbean.
- D. Without fearing punishment by the law.
- E. And take all their cargo, food and weapons.
- F. Who was able to retire after having had great success.
- G. But were hired sailors.

Exercise 7. Read the text and choose the best ending to the sentences.

The Fence

Have you ever noticed how some people are so arrogant that they simply refuse to listen to advice, even when it is freely offered? Take our new neighbours, for instance. I honestly think that they would rather drive their car straight over the edge of a cliff than take any notice of well-intentioned warnings about anything. They are the sort who simply think they know everything.

We live in one of the most exposed areas in the whole of England, five hundred feet above sea level and with nothing between us and the American continent but the Atlantic Ocean. It’s a beautiful place to be on a calm summer’s evening; wonderful sunsets, that kind of thing. Unfortunately, we enjoy such days about, as frequently as we enjoy visits from my brother in Australia; most of the year there is a howling gale blowing in from the Atlantic. Which is why people round our way have never dreamt of putting up huge wooden fences to enclose their gardens. The privacy they offer might be nice, but we know that a fence like that wouldn’t last five minutes, so we just have a couple of strands of cheap wire between the gardens to mark our boundaries. All very open and friendly — but evidently our new neighbours next door didn’t see it that way.

Of course, they never told us what they were planning to do, so we couldn’t have told them that they were making a big mistake, even if we had thought they would listen! The only warning we had was the arrival of a big lorry on one of our calmer days loaded with timber; three-metre-long wooden posts and two-metre-high sheets of solid wooden fence. We couldn’t believe our eyes. And then things started to turn nasty — *very* nasty.

Before the lorry driver and his colleague had finished unloading the materials to build the fence, another group of workmen turned

up in an old van. There were four of them, big men armed with crowbars, pickaxes, spades and goodness knows what else. They looked as though they were about to rob a bank! To our astonishment, they marched into our garden without so much as a nod or a wink. Then they started digging holes for the fence posts, making a terrible mess as they did so. By this time, I had had enough. The neighbours had conveniently decided to take a short holiday while all this was going on, so I called the police, who responded quickly. Politely, they explained to the four gentlemen that, yes, of course they could put up their nice fence, but not from our garden. The absent neighbour should have asked us in writing first.

The next evening, the neighbours were back, looking very pleased with themselves and their beautiful new fence. In fact, they were so busy congratulating one another that they failed to notice that the wind was starting to pick up. Not that they would have attached any significance to this, anyway.

That night, at about two in the morning and with the wind blowing strongly from the west, there was a huge crash outside. I didn't bother to get out of bed to investigate. I could guess what it was.

There is some new woodwork in the neighbours' garden now: a 'For Sale' sign. Nobody around here will be sorry to see them go. And they can take the ruins of their fence with them.

A) In the first paragraph, the writer is complaining about the new neighbours':

1. Plans.
2. Attitude.
3. Driving.
4. Lifestyle.

B) The area where the writer lives:

1. Is popular with Australian tourists.
2. Has beautiful sunsets most days.
3. Has a very small population.
4. Is extremely close to the sea.

C) People in the area don't put up fences because:

1. They don't want to block out the beautiful views.
2. They are very friendly and sociable.
3. They know they are impractical.
4. They can't afford to.

D) The writer didn't advise the new neighbours not to put up a fence because:

1. He didn't have the chance until it was too late.
2. He and his wife were on holiday at the time.
3. He wasn't on speaking terms with them.
4. He wanted them to learn a lesson from their mistake.

E) The writer called the police because the workmen:

1. Looked like they could be criminals.
2. Didn't have permission for what they were doing.
3. Were damaging the new neighbours' property.
4. Were making noise and causing disruption.

F) 'This' (line 7, paragraph five) refers to:

1. How the fence looked.
2. The neighbours' happiness.
3. The change in the weather.
4. The writer's opinion.

G) The writer didn't go to find out what made the noise in the night because:

1. He already knew.
2. It was too windy.
3. He didn't care.
4. Such noises were common.

СЛОВАРЬ ЭКОНОМИЧЕСКИХ И УПРАВЛЕНЧЕСКИХ ТЕРМИНОВ

А

Account — счет
Acquisition — приобретение
Allowance — допущение; скидка; довольствие
Annual — ежегодный
Applicant — кандидат
Application form — анкета
Apply for — претендовать на работу
Assets — активы
Assets of the business — корпоративное имущество
Assistant managing director — помощник управляющего директора
Associated company — совместная компания
Authority — власть
Availability — наличие

В

Balance sheet — балансовый отчет
Be chartered by — учреждаться кому-либо
Be legally bound to — быть по закону обязанным
Be responsible for — отвечать за что-либо; нести ответственность
Be sued — преследоваться в судебном порядке
Be taxed — облагаться налогами
Better-off — состоятельный
Block of shares — пакет акций
Blue-collar worker — «синий воротничок», производственный рабочий (класс работников, занятых непосредственным производством товаров, по преимуществу физическим трудом, не требующим умственных усилий, а также высокой квалификации)
Board of directors — совет директоров
Bond — облигации

Breach of contract — нарушение контракта
Budgetary — бюджетный
Building society — жилищно-строительное общество
Business failure — неудачи в бизнесе

С

Capital goods — средства производства; капитальное имущество
Carry out decisions — выполнять решения
Cash-flow statement — отчет о движении денежных средств, отчет о денежных потоках
Cause-end-effect relationships — причинно-следственные связи
Certificate — удостоверение
Charter — давать разрешение на создание корпорации
Cheque — чек
Claim — претензия
Collateral — имущественный залог
Commitment — обязательство
Commodities — товары
Commodity money — деньги, товар
Common interests — общие интересы
Communicate the vision and goals — сообщать цель и задачи
Communication tool — средство общения
Company cadets — служащие компании
Company hierarchy — иерархия компании
Competition — конкуренция
Competitive — конкурентоспособный; конкурирующий
Competitive conditions — конкурентные условия
Compulsory payments — обязательные платежи
Computer on-line banking — компьютерные банковские расчеты
Confirmed letter of credit — подтвержденный аккредитив
Conglomerate combination — дополнительные комбинации
Consignment — груз
Consumer prices — потребительские цены
Consumption expenditures — потребительские расходы
Control — контроль; контролировать
Coordinate — координировать
Corporation — корпорация
Corporation profit — доход корпорации
Corporation stocks — акции корпорации

Correspondent bank — банк-корреспондент
Cost-cutting exercises — мероприятия по уменьшению цены
Cost-of-living index — индекс прожиточного минимума
Create new jobs — создавать новые рабочие места
Creation of money — создание денег
Creditworthiness — кредитоспособность
Crowding out — 1) вытеснение частных кредиторов (вследствие практики дефицита бюджета); 2) крупные государственные займы, ограничивающие заимствования компаний путем взвинчивания процентных ставок
Curriculum vitae — автобиография

D

Day-to-day responsibility — ежедневная ответственность
Debt — долг
Decision-making — принятие решения
Deficit budget — дефицит бюджета
Delegate authority — представитель власти; делегировать полномочия
Depositor — вкладчик
Deposits — депозиты
Depression — падение роста
Direct — управлять; направлять; прямой
Discretion — свобода действий
Dismiss — распускать
Distinguish between — различать, проводить различия между
Dormant partner — компаньон, мало участвующий в деле
Draft — платежное поручение
Due date — срок оплаты
Duplicate production — дублирующее производство

E

Economic freedom of choice — экономическая свобода выбора
Elect a board of directors — избирать совет директоров
Electronic cash fill — банкомат
Employ — нанимать на работу
Employee — служащий
Employee compensation — вознаграждение работникам
Employer — работодатель
Empowering — дающий возможность или право делать ч.-л.

Encourage consumption — стимулировать потребление
Encourages investors for short term projects — привлекать инвесторов для кратковременных проектов
Enjoy benefits — пользоваться преимуществами
Enter into contractual agreements — вступать в контрактные обязательства
Enter into transaction — совершить сделку
Entrepreneur — предприниматель
Equivalent living standards — равные уровни жизни
Establish vision and goals — определять цель и задачи
Execute a document — составлять документ
Executive — руководить
Executive director — исполнительный директор
Executive officers — административные работники
Expansion — расширение
Expectations — ожидание
Expenditures — расходы, траты
Expenses — издержки
Experience — опыт
Expiry — истечение срока

F

Facilitating — стиль управления, основанный на стремлении помочь
Factors of production — производственные факторы
Family enterprise — семейное предприятие
Farm workers — сельскохозяйственные рабочие
Federal government — федеральное правительство
Fee — плата
Financial manager — менеджер по финансам
Fiscal — фискальный, денежный, финансовый
Fixed-weighted price index — индекс потребительских цен с фиксированными весами (индекс цен на потребительские товары, рассчитываемый на основе неизменных долей расходов на определенные группы товаров в потребительской корзине)
Flow of information — поток информации
Form — бланк
Franchising — выборная компании
Franchisor — лица, проводящие выборные компании
Fringe benefits — дополнительные выплаты сотрудникам

G

General Partnership — товарищество с неограниченной ответственностью

Goods and services — товары и услуги

Government revenue — доходы правительства

Governmental involvement — вмешательство правительства

Granting — предоставление

Gross domestic product (GDP) — валовой внутренний продукт (ВВП)

Growth in consumption — рост потребления

H

Handling of money — обработка денег

Hard currency — конвертируемая валюта

Have relatively unlimited control — иметь практически неограниченный контроль

Headquarter — штаб; головной офис

Hierarchy — иерархия

Hire — нанимать

Holding company — холдинговая компания

Horizontal combination — горизонтальное взаимодействие

Human resources — человеческие ресурсы

I

Imply — подразумевать

Improving performance — улучшающаяся производительность

In exchange for — в обмен на что-либо

In return for — в обмен на что-либо

In the aggregate — в совокупности

Incentive — стимул

Income — доход

Income statement — декларация о доходах

Incorporated company — объединенная компания

Increase in the standard of living — повышение уровня жизни

Incur certain expenses — производить определенные расходы

Indemnity — гарантия

Index number — индекс

Inflationary effect on the economy — инфляционный эффект

на экономику

Insurance — страхование

Interest — процент

Interest rates — ссудный процент; ставка процента

Interests payments — выплата процентов

Intermediary — посредник

Internal agreement — внутренние соглашения

Intervene — вмешательство

Interview — собеседование

Inventory — материально-производственные запасы

Invest in capital assets — вкладывать, инвестировать в основные средства; капитальные

Investments — *инвестиции*

Invoice — счет-фактура

Irrevocable letter of credit — безотзывный аккредитив

Issue of public debt — эмиссия общественного долга

Issue of shares — издание акций

J

Joint venture — совместное предприятие

L

Labour-intensive production — трудоемкое производство

Laid off — временно-уволенный

Large-scale intervention — широкомасштабное вмешательство

Layoffs — временное увольнение

Lead — вести к чему-либо

Leadership skills — лидерские качества

Legal requirements — юридические требования

Legal tender — законное платежное средство

Letter of application — заявление о приеме на работу

Letter of credit — аккредитив

Level of output — уровень выработки

Liabilities — задолженности

Liability — обязательство; ответственность

Life insurance policy — полис страхования жизни

Limited Partnership — товарищество с ограниченной ответственностью

Loan at interest — ссужать под процент

M

Management development tool — средство развития управленческих качеств

Managerial — директорский

Managerial autonomy — управленческая автономия

Managing director — управляющий директор

Marketing manager — менеджер по маркетингу

Means of payment — средство платежа

MECA (Market, Environmental, and Competitive Assessment) — анализ рынка, среды и конкурентов

Medium of exchange — средство обращения

Meet the claim — удовлетворять претензию

Meet the requirements — удовлетворить требования

Merge — слияние

Monetary stability — денежная стабильность

Monetary unit — денежная единица

Mortgage — ипотека

Motivate employees — Мотивировать сотрудников

Motivate production — мотивировать производство

Motivation — мотивация

Motivation tool — средство мотивации

Multinational Corporation — многонациональная корпорация

N

Natural resources — природные ресурсы

Negotiable instruments — оборотные документы

Negotiation — оплата

Non-negotiable — неплатежеспособный

Non-profit organization — некоммерческая организация

Notification — уведомление

O

Objective — цель

Obligation — обязательство

On one's own responsibility — под чью-то ответственность

Own business — собственное дело

On average — в среднем

Operating tool — средство работы

Organize — организовывать

Outside directors — внешний управляющий; приглашенный директор

Oversee the major policies and decisions — контролировать главные направления и решения

Ownership — право собственности

P

Participative — стиль управления, основанный на участии в ч.-л.

Partnership — партнерство

Pay judgments for damages — платить штрафы за ущерб по решению суда

Paycheque — платежный [зарплатный] чек

Penalty — штраф

Per capita — на душу населения

Permit — разрешать; разрешение

Personal consumption expenditures — личные потребительские расходы

Personal property — личная собственность

Personally liable — лично ответственный

Personnel manager — менеджер по персоналу

Planning — планирование

Pledge — отдавать в залог

Point of equilibrium — точка равновесия

Potential investors — потенциальные инвесторы

Prevent potential borrowers from — мешать потенциальным заемщикам

Price index — индекс цен

Private capital — частный капитал

Private company — частная компания

Private enterprise — частные предприятия

Private ownership — частная собственность

Production target — производственная задача

Profit — прибыль

Profitable — выгодный

Profit-making organizations — коммерческие организации

Profits from public enterprises — доход от общественных предприятий

Promissory note — простой вексель

Proponent — сторонник

Promotion of products on the market — продвижение про-

дукта на рынок

Proprietor compensation — доход частных предпринимателей

Proprietorship — предпринимательство

Public property — общественная собственность

Put together a business plan — составлять бизнес-план

R

Range of business — ряд компаний

Rate of interest — процентная ставка

Reach decision — достичь соглашения

Real per capita consumption — реальное потребление на душу населения

Receipt — квитанция

Receive direct benefits or services — получать прямые доходы или услуги

Receivership — управление имуществом должника

Recession — спад

Recruitment — прием на работу

Recruitment agency — агентство по трудоустройству

Reduce inequalities in the distribution of income and wealth — уменьшать неравенство в распределении дохода и благ

Reimburse — возмещать

Remuneration — вознаграждение

Rent — рента

Repay — возмещение

Revenue — доход

Revenue test — тест на доход

Revocable credit — отзывной кредит

Rival firms — конкурирующая фирма

Run business — управлять бизнесом

S

Safety standards — нормы техники безопасности

Sales manager — менеджер по продаже

Satisfactory rate — достаточный тариф

Savings — сбережения

Self-employed — обслуживающий свое собственное предприятие; работающий не по найму

Selling of goods — продажа товаров

Service workers — работник сферы услуг

Set forth — формулировать

Set realistic goals — ставить реалистичные цели

Shareholder — акционер

Short-term operations — краткосрочные операции

Sight draft — вексель на предъявителя

Significant faults — значительные недостатки

Simulate — моделировать

Soft currency — неконвертируемая валюта

Sole Proprietorship — индивидуальное частное предприятие

Sound decision-making — взвешенное принятие решений

Sound plan — разумный план

Staff — штат сотрудников

Standard of deferred payment — средство погашения долга

Standard of living — уровень жизни

State-controlled industry — промышленность, контролируемая государством

State-owned property — государственная собственность

Stockholder — акционер

Storage — хранение

Store of value — средство сбережения

Strategic vision — стратегическое видение

Subordinate — подчиненный

Subordinates — подчиненные

Subsidiary company — филиал

Supervise — наблюдать, контролировать

Supervision — надзор

Supervisory committee — контрольный орган

Support employee's efforts — поддерживать усилия работников

Swap — обменивать

SWOT analysis — достоинства, недостатки, возможности, угрозы; система структурирования и последующего анализа информации о событии, ситуации и т.п., базирующаяся на следующих критериях: *strengths* (достоинства, преимущества), *weaknesses* (слабости, недостатки), *opportunities* (возможности) и *threats* (угрозы, риски). Используется для составления бизнес-планов и на предварительных стадиях принятия решений

T

Take out loans — получать займы, ссуды

Tax revenue — доходы от получения налогов

To be vested with power — быть наделенным властью

СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

Token money — денежные знаки
Total demand for goods and services — общий спрос на товары и услуги
Transaction — сделка
Transfer of money — перевод денег
Transfer payment — передаточные платежи
Two-tier structure — двухъярусная структура

U

Underwriter — гарант размещения
Unemployment — безработица
Unique entity — единая сущность
Unit of account — единица учета

V

Validity — срок действия аккредитива
Vehicle — транспортное средство
Vertical integration — вертикальное взаимодействие

W

Wages — зарплата
Waybill — накладная
Wealth — благосостояние
White-collar workers — «белые воротнички» (работники, не занятые физическим трудом; включает служащих, в т. ч. клерков и секретарей, инженерно-технический персонал, управляющих, специалистов и др.)
Withdraw — аннулировать
Working capital — оборотный капитал, оборотные
Working conditions — условия работы

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2. Duckworth, M. Business Grammar and Practice / M. Duckworth. Oxford : Oxford University Press, 2009.
3. Flinders, S. Business English / S. Flinders. — Penguin Books Ltd., 2009.

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КЛЮЧИ К ТЕСТАМ И ЗАДАНИЯМ ДЛЯ САМОКОНТРОЛЯ

Вариант 1

1.1

1. Is.
2. Am.
3. Is.
4. Are.
5. Is.
6. Are.
7. Is, are.
8. Am, is.

1.2

1. Your shoes are very dirty.
2. My brother is a teacher.
3. This house is not very big.
4. The shops are not open today.
5. My keys are in my bag.
6. Jenny is 18 years old.
7. You are not very tall.

1.3

1. I'm interested.
2. I'm hungry.
3. How old is she ?

1.4

1. Am working.
2. Is cooking.
3. Are standing.
4. Is swimming.
5. Are staying.
6. Is having.
7. Are building.

8. Am going.

1.5

1. I'm not washing my hair.
2. It is snowing.
3. I'm sitting on a chair.
4. I'm eating.
5. It is raining.
6. I'm learning English.
7. I'm listening to music.
8. The sun is shining.
9. I'm wearing shoes.
10. I'm reading a newspaper.

1.6

1. Is Paul working today?
2. What are the children doing?
3. Are you listening to me?
4. Where are your friends going?
5. Are your parents watching TV?
6. What Ann is cooking?
7. Why're you looking at me?
8. Is the buss coming?

2.1

1. Reads.
2. Thinks.
3. Flies.
4. Dances.
5. Has.
6. Finishes.

2.2

1. Speaks.
2. Close.
3. Opens.
4. Teaches.
5. Meet.
6. Washes.
7. Costs.
8. Cost.
9. Boils.

10. Like, likes.

2.3

1. Sue always arrives early.
2. I often play basketball.
3. Margaret usually works hard.
4. Jenny always wears nice clothes.
5. We always have dinner at 7.30. p.m.
6. Tim newer watches TV.
7. Children usually like chocolate.
8. Julia always enjoys parties.

2.4

1. Don't.
2. Doesn't.
3. Don't.
4. Don't.
5. Doesn't.
6. Don't.

2.5

1. Do you speak.
2. He's having.
3. I don't watch.
4. Is singing.
5. She wants.
6. Do you read.

3.1

1. Was, is.
2. Is, was.
3. Am.
4. Was.
5. Were.
6. Are.
7. Is.
8. Was.
9. Were.

3.2

1. Wasn't.
2. Was.

3. Was, were.
4. Were, was, wasn't.
5. Were.
6. Weren't were.

3.3

1. Flew.
2. Got.
3. Had.
4. Left.
5. Drove.
6. Arrived.
7. Parked.
8. Went.
9. Had.
10. Went.
11. Waited.
12. Departed.
13. Arrived.
14. Took.

3.4

1. Went.
2. Lost.
3. Met.
4. Bought.
5. Went.
6. Ate.
7. Had.
8. Came.

3.5

1. Didn't see.
2. Didn't work.
3. Didn't go.
4. Didn't have.
5. Didn't do.

4.1

1. Were you living.
2. Were you doing.
3. Was it raining.

4. Was ann driving.
5. Was tim wearing.

4.2

1. Were you doing, was watching.
2. Was studding.
3. Did the post arrive, came, was having.
4. Didn't go.
5. Were you driving, stopped, wasn't driving.
6. Did your team win, didn't play.
7. Did you break, were playing, kicked, hit.
8. Did you see, was wearing.
9. Were you doing.
10. Lost, did you get, climbed.

5.1

1. I've finished.
2. I've bought.
3. Has gone.
4. Have you seen.
5. Has broken.
6. Have told.
7. Has taken.
8. Has she gone.
9. Have forgotten.
10. Has invited.
11. Have you decided.
12. Haven't seen.

5.2

1. Has already.
2. Have already seen.
3. Have already phoned.
4. Has already gone.
5. Have already read.
6. Has already started.

5.3

1. Have you ever been.
2. Have you ever played.
3. Have you ever been.
4. Have you ever lost.

5. Have you ever flown.
6. Have you ever eaten.
7. Have you ever been.
8. Have you ever driven.
9. Have you ever broken.

5.4

1. Helen has been to New York.
2. Helen has been to Australia.
3. Helen has eaten Chinese food.
4. Helen has driven a bus
5. I have been to new York
6. I have played tennis

5.5

1. Gone.
2. Gone.
3. Been, been.
4. Been.
5. Gone.
6. Been.
7. Been.
8. Gone.

6.1

1. Since.
2. For.
3. For.
4. Since.
5. Since.
6. For.
7. For.
8. For, since.

6.2

1. She has been there for 3 days.
2. He has been here since Tuesday.
3. It's been raining for an hour.
4. I've known her for 2 years.
5. I've got it since 1989.
6. They've been married for 6 months.
7. She has studied medicine for 3 years.

8. Dave has played the piano since he was 7 years old.

6.3

1. Right.
2. Wrong did you see.
3. Wrong I finished
4. Right.
5. Wrong did you finish.
6. Right.
7. Wrong died.
8. Wrong were you.

6.4

1. Has written.
2. Didn't have.
3. Played.
4. Did you go.
5. Have you ever met.
6. Wasn't.
7. Have just washed.
8. Washed.
9. Has visited.
10. Hasn't come.

7.1

1. The office is cleaned every day.
2. Are these rooms cleaned every day?
3. Glass is made from sand.
4. Stamps are sold in a post office.
5. This room is not used very often.
6. Are we allowed to park here?
7. How is this word pronounced?
8. The office was cleaned yesterday.
9. The house was painted last month.
10. Three people were injured in the accident.
11. My bicycle was stolen a few days ago.
12. When was this bridge built?
13. Were you invited to the party last week?
14. How were these windows broken?
15. I wasn't woken up by the noise.

7.2

1. Was built.
2. Is played.
3. Was the letter sent.
4. Cars are repaired.
5. Where were you born?
6. Are spoken.
7. Was stolen.
8. Was the bicycle invented.

7.3

1. Is cleaned.
2. Were taken.
3. Is made.
4. Were damaged.
5. Was given.
6. Are shown.
7. Were invited.
8. Was made.
9. Was stolen, was found.

7.4

1. Jan was born in Edinburgh.
2. Sally was born in Birmingham.
3. Her parents were born in Ireland.
4. I was born in Wales.
5. Your mother was born in Manchester.

7.5

1. Is being painted.
2. Weren't invited.
3. Has been repaired.
4. Repaired.
5. Are maid.
6. Were built.
7. Is being used.
8. Are called.
9. Were blown.
10. Was damaged, hasn't been repaired.

7.6

1. Have made.

2. Told.
3. Won.
4. Met.
5. Woken up.
6. Swam.
7. Thought.
8. Spoken.
9. Cost.
10. Driven.
11. Sold.
12. Flew.

7.7

1. Are caused.
2. Is made.
3. Was damaged.
4. Is included.
5. Were invited.
6. Are shown.
7. Are held.
8. Was written, was translated.
9. Were overtaken.

7.8

1. When was the telephone invented?
2. How is glass made?
3. When was australia discovered?
4. What is silver used for?
5. When was television invented?

7.9

1. Are employed.
2. Covers.
3. Is covered.
4. Are locked.
5. Was posted, arrived.
6. Sank, was rescued..
7. Died, were brought up.
8. Grew.
9. Was stolen.
10. Disappeared.
11. Did resign.

12. Was sacked.
13. Is owned.
14. Called, was injured, wasn't needed.
15. Were taken, did you take.

7.10

1. The room is cleaned every day.
2. All flights were cancelled.
3. This road isn't used.
4. I was accused.
5. Are languages taught.
6. We were advised.

Вариант 2

Задание 1

1. Wives.
2. Stepmothers.
3. Watches.
4. Workbooks.
5. Dictionaries.
6. Brushes.
7. Women.
8. Teapots.
9. Tomatoes.
10. Dresses.

Задание 2

1. These magazines.
2. Those strikers.
3. These stamps.
4. Those sandwiches.
5. These posters.
6. These teacups.
7. Those walls.
8. Those pictures.
9. These feet.
10. Those mountains.
11. These ladies.
12. Those windows.
13. These men.

14. Those matches.
15. These knives.

Задание 3

1. The dog's ball.
2. That man's skateboard.
3. The children's songs.
4. The grandmother's umbrella.
5. My friend's room.
6. My son's questions.
7. My brother's wife.
8. Our teacher's table.
9. My son's computer is modern.
10. My parents' car.

Задание 4

1. There are some pictures in the book.
2. Are there any new students in your group?
3. There are no (some) old houses in our street.
4. Are there any English textbooks on the desk? — Yes, there are some.
5. Are there any maps on the walls? — No, there aren't any.
6. To make cabbage soup I need some cabbage, some onions, some carrots, and some salt.
7. It's winter. There are no leaves on the trees.
8. There is no ink in my pen: I can't write.

Задание 5

1. When we walked a little farther down the road, we met another group of students.
2. If you have a little spare time, look through this book. You will find a few stories there which are rather interesting.
3. There was much hay in the barn, and the children could not play there.
4. There was little water in the river, and they decide to cross it.
5. She gave him a little water to wash his hands and face.
6. I'd like to say a few words about my journey.
7. Let's stay here a little longer: it is such a nice place.
8. You don't make many mistakes in your spelling. Do you work hard at it?
9. She left and returned in a few minutes.
10. I am sorry I have seen few plays by this author.

11. I can't buy this expensive hat today: I have too little money.
12. Robert wrote so many letters that he's never going to write a letter again.
13. Does your sister read much? — Yes, she does.

Задание 6

1. A.
2. An.
3. —.
4. The.
5. A.
6. The.
7. A.
8. An.
9. A.
10. The.
11. A.
12. The.
13. The.
14. The.
15. The.
16. —.
17. A.

Задание 7

1. Happy — happier — the happiest.
2. Pretty — prettier — the prettiest.
3. Grey — more grey — the most grey.
4. Shy — shier — the shiest.
5. Left — more left — the most left.
6. Dry — drier — the driest.
7. Simple — simpler — the simplest.
8. Joyful — more joyful — the most joyful.
9. Accurate — more accurate — the most accurate.
10. Real — realer — the realest.

Задание 8

1. I suppose you know him well-probably better than anybody else.
2. He spoke English badly worse — than expected.
3. I can't understand what you're saying. Could you speak a bit more slowly?

4. A snail is slower than a tortoise.
5. I'd like to change cars more often.
6. My mother was feeling tired last night so she went to bed earlier than usual.
7. If you want to find your way around the city more easily, you should buy the map of it.
8. The younger you are, the easier it is to learn.
9. I'm getting fatter and fatter.
10. We are going more and more slowly.

Задание 9

1. The coldest.
2. Earlier than.
3. Deeper than.
4. The warmest.
5. The biggest.
6. Harder than.
7. The funniest.
8. The best.

Задание 10

1. Were.
2. Made.
3. Feel.
4. Brought.
5. Were addressed.
6. Got.
7. Had been dreaming.
8. Went.
9. Could.
10. Hear.
11. Walking.
12. Lay (was lying).
13. Planning.
14. Would take.
15. Learned.
16. Was wondering.
17. Would let.
18. Go.
19. Was moving, had moved.
20. Rised.
21. Saw.

22. Moving (move).
23. Grew (was growing).
24. Stopped.
25. Rocking.
26. Fell.
27. Sprang.
28. Had never dressed.
29. Was being watched.
30. Hurried.

Задание 11

1. Led.
2. Stood.
3. Flowed.
4. Sparkling.
5. Was crowded.
6. **Is** come.
7. Would take place.
8. Could not.
9. See.
10. Was going on.
11. Stopped.
12. Talking.
13. Saw.
14. Enter (entering).
15. Had never met.
16. Was.
17. Was wearing.
18. Did.
19. Was dressed.
20. Rose.
21. Fell.
22. To tell.
23. Had been discussing.
24. To search.
25. Is found.
26. Disappears.
27. Find (have found).
28. Will be given.
29. Reaches.
30. Will start.

Задание 12

1. Lay.
2. Was worried.
3. Could not.
4. Make.
5. Had sent.
6. Would wait.
7. Reached.
8. Got.
9. Stood.
10. Gazing.
11. Was coming.
12. Slipped.
13. Was standing.
14. Fell.
15. Felt.
16. Had seen.
17. Knew.
18. Led.
19. Brought.
20. Sank.
21. Shall I make.
22. Don't want.
23. To worry.
24. Have been.
25. Took.
26. Would lose.
27. Hiding.
28. Caught.
29. Stop.
30. Beating.

Задание 13

1. B.
2. B.
3. C.
4. B.
5. A.
6. C.
7. A.
8. B.

9. B.
10. C.

Задание 14

1. B.
2. A.
3. C.
4. B.
5. B.
6. A.
7. A.
8. C.
9. A.
10. C.

Задание 15

1. You can stay out late if you like. You don't have to come home early.
2. He might have to take his younger brother out to football match.
3. The bus came on time so we didn't have to wait long at the bus stop.
4. The rules for basketball say
 - a) you mustn't run while holding the ball;
 - b) you must bounce the ball while you run;
 - c) you mustn't stand holding the ball for as long as you like;
 - d) you must do something within five seconds.
5. We read a long poem in the class yesterday. It was boring. I'm glad we don't have to learn it by heart.
6. Jack has already cleaned his bicycle so he won't have to do it tomorrow.
7. You have to (will have to) be here by 9.00 if you want to be sure of a seat.
8. You mustn't walk on the grass!
9. Once or twice we lost our way and had to ask a policeman for directions.
10. You have to put your entry into the box before Friday if you want to enter the contest.

Задание 16

1. The teacher told me to hand that note to my parents.
2. He said that he had just received a letter from his uncle.

3. He told me that he was going to the theatre that night.
4. Mother wanted to know who had brought that parcel.
5. He asked her where she usually spent her summer holidays.
6. Oleg told his sister to put the letter into an envelope and give it to Kate.
7. Mike said that he had spoken to Mr. Brown that morning.
8. He told her that he would do it that day if he had time.
9. Ann wondered when Mike had left London.
10. She asked Boris when he would be back home.
11. Robert asked Henry to help him with that work.
12. I told them that I could give them my said uncle's address.
13. Oleg said that his room was on the second floor.
14. Boris asked them how he could get to the railway station.
15. Was interested what time Tom would come there the next day.
16. He asked the waitress to bring him some fish soup
17. He said that he was sure she would ring him up when she was back in St. Petersburg.
18. Misha said that he had seen them at his parents' house the year before.
19. She asked me why I had not come there the day before.
20. She wanted to know what I should do the next day if I was not busy at my office.

Задание 17

1. Last summer we spent our holiday in France.
2. I hope you feel better by the time you get this letter.
3. She lived in that house from 1985 to 1988.
4. Mrs. Jackson lived in England for three years.
5. I haven't seen her since Monday.
6. Chris's gone. But he'll return in an hour.
7. She got married at the age of 19.
8. The train starts at 8.50, so you'd better be at the station in time.
9. He lives in Chicago.
10. My sister isn't at home, she is at school.

Задание 18

1. B.
2. A.
3. A.
4. B.
5. C.
6. B.

7. D.
8. B.
9. A.
10. B.

Задание 19

1. Metallic.
2. Ghostly.
3. Weekly.
4. Suspicious.
5. Glorious.
6. Poisonous.
7. Climatic.
8. Industrious.
9. Orderly.
10. Famous.
11. Friendly.
12. Humourous.
13. Dangerous.
14. Yearly.
15. Adventurous.

Задание 20

1. Punctuality.
2. Fluency.
3. Speciality.
4. Popularity.
5. Presence.
6. Convenience.
7. Efficiency.
8. Stupidity.
9. Independence.
10. Urgency.
11. Weakness.
12. Constancy.
13. Difference.
14. Frequency.
15. Silence.

Тест 1

- | | | | |
|------|-------|-------|-------|
| 1. a | 6. a | 11. d | 16. d |
| 2. d | 7. a | 12. c | 17. b |
| 3. b | 8. c | 13. a | 18. b |
| 4. b | 9. b | 14. b | 19. c |
| 5. d | 10. a | 15. b | 20. a |

Тест 2

- | | | | |
|------|-------|-------|-------|
| 1. b | 6. a | 11. a | 16. c |
| 2. a | 7. b | 12. d | 17. c |
| 3. a | 8. d | 13. a | 18. a |
| 4. d | 9. c | 14. d | 19. b |
| 5. c | 10. b | 15. b | 20. c |

Тест 3

- | | | | |
|------|-------|-------|-------|
| 1. b | 6. c | 11. a | 16. d |
| 2. a | 7. d | 12. d | 17. d |
| 3. a | 8. c | 13. c | 18. a |
| 4. c | 9. b | 14. a | 19. b |
| 5. b | 10. d | 15. c | 20. c |

ОТВЕТЫ К ЗАДАНИЯМ ПРАКТИКУМА ПО ЛЕКСИКЕ

Relationships

- Ex. 1. A — 2, B — 4, C — 3, D — 1, E — 4, F — 3, G — 2.
Ex. 2. 1. Hadn't been, 2. Were given, 3. Were playing/played,
4. Was waving, 5. Are you doing, 6. Did you have, 7. Would love.
Ex. 3. 1. Broke, 2. Was murdered, 3. Was recording.
Ex. 4. A — 3, B — 4, C — 2, D — 4, E — 1, F — 4, G — 2.
Ex. 5. 1. Was called, 2. Fittest, 3. Better, 4. Third.

Mass Media

- Ex. 1. B) She became a nun when she was 16.
She often doesn't speak to anyone for 22 hours a day.
She has lived in solitude for over 20 years.
She is alone for 95% of the time.
She has been a nun for nearly 50 years.
She earned £1,200 for her first television series.
C) T, F, F, T, F, F, T, F, F, T.
Ex. 2. A — 3, B — 2, C — 4, D — 3, E — 1, F — 3, G — 3.
Ex. 4. 1. Including, 2. Is known, 3. Worn, 4. Women.
Ex. 5. A — 6, B — 4, C — 5, D — 1, E — 7, F — 3.

Lifestyle

- Ex. 1. 1. C, 2. E, 3. A, 4. F, 5. G, 6. B.
Ex. 2. 1. Living, 2. Thought, 3. Looks, 4. Have been created, 5. Is run, 6. Haven't been, 7. Will see.
Ex. 3. 1. E, 2. G, 3. B, 4. D, 5. F, 6. A.
Ex. 4. A — 4, B — 1, C — 3, D — 3, E — 2, F — 2, G — 3.
Ex. 5. 1. Theatre, 2. Downloading, 3. Control, 4. Video games, 5. Flat, 6. Depth, 7. Taking place, 8. Image, 9. Side and back, 10. Wireless.

Wealth

- Ex. 1. A) A — 6, B — 2, C — 3, D — 5, E — 1, F — 7, G — 4, H — 8.
b) 1. Much more about the negative side,
2. **Our work**
People who win a lot of money might give up work, but then there is no reason to get up in the morning,
Our home and friends
They might buy a bigger house, but then they leave their friends behind.
3. Money can be spent employing all sorts of people who are trying to protect them.
4. Psychotherapist.
Charity.
Relative.
Security guard.
Lawyer.
5. **ValJohnson**
She won £850,000 in 1989.
She went on a spending spree for four years.
She married five times.
She is penniless and unhappy.
Alice Hopper
She won £950,000 four years ago.
It made her miserable.
She left her job and her husband.
She bought a villa and two bars in Spain.
Her son was killed on a motorbike.
She is now poor again.
Malcolm Price
He won £2.5 million.
He said it wouldn't change him, and it didn't. He went to his local pub and didn't even buy his friends a drink. He is a lonely man.
6. The husband says 'It won't change us'. The wife says she wants it to change them.
7. They want computer games, CD players and motorbikes. The neighbour wants to borrow some money.
8. The husband doesn't buy anything. The son buys a huge music system. The daughter buys a holiday in Barbados with her boyfriend. The wife buys a Rolls-Royce and a racehorse for her husband.

- Ex. 2. A — 3, B — 2, C — 4, D — 2, E — 4, F — 2, G — 3.

- Ex. 3 A – 3, B – 4, C – 1, D – 2, E – 2, F – 3, G – 1.
 Ex. 4. A) 1. T, 2 F, 3. T, 4. T, 5. F, 6. F, 7. F, 8. T.
 B) 1 – b, 2 – a, 3 – b, 4 – a, 5 – b, 6 – b.
 Ex. 5. A) 3, B) a – 2, b – 4, c – 1, d – 3, C) 1. T, 2. T, 3. F, 4. F,
 5. T, 6. F.

Spare Time

- Ex. 1. A – 3, B – 4, D – 1, E – 2.
 Ex. 2. Decided, was playing, is going to be, are you thinking, will call, have bought, would love
 Ex. 3. 1. C, 2. D, 3. E, 4. B.
 Ex. 4. A – 2, B – 3, C – 3, D – 3, E – 1, F – 2, G – 4.
 Ex. 5. 1. F, 2. D, 3. E, 4. C, 5. G, 6. B.
 Ex. 6. 1. C, 2. G, 3. A, 4. F, 5. E, 6. B, 7. H.
 Ex. 7. A – 3, B – 1, C – 1, D – 4, E – 2, F – 4, G – 1.

Travel

- Ex. 1. 1. E, 2. C, 3. A, 4. D, 5. B, 6. H, 7. G.
 Ex. 2. 1. Inventor, 2. Specially, 3. Powerful, 4. Pollution, 5. Crossing, 6. Equipment.
 Ex. 3. 1. Had been coming, 2. Looking, 3. Were washed, 4. Didn't enjoy, 5. Began, 6. Had spent, 7. Didn't want.
 Ex. 4. 1. C, 2. E, 3. A, 4. G, 5. F, 6. D.
 Ex. 5. A – 1, B – 4, C – 2, D – 3, E – 3, F – 2, G – 4.
 Ex. 6. A – 2, B – 1, C – 3, D – 2, E – 4, F – 1, G – 3.
 Ex. 7. 1. Was sitting, 2. Have been talking, 3. Are you going, 4. Heard, 5. Haven't seen, 6. Are driving, 7. Won't mind
 Ex. 8. 1. Buildings, 2. Successful, 3. Colourful, 4. Originally, 5. Different, 6. Natural.

Education

- Ex. 1. 1. Spending, 2. Would organize, 3. Were teaching, 4. Has been promising, 5. Will call, 6. Will have spoken, 7. Are going to land.
 Ex. 2. A – 3, B – 3, C – 3, D – 2, E – 2, F – 4, G – 1.
 Ex. 3. 1. E, 2. C, 3. G, 4. D, 5. B, 6. F, 7. H.
 Ex. 4. A – 1, B – 4, C – 2, D – 3, E – 2, F – 4, G – 1.
 Ex. 5. 1. Necessarily, 2. Activity, 3. Highly, 4. Routinely, 5. Independence, 6. Academic.

Changes

- Ex. 1. 1. T, 2. NS, 3. NS, 4. NS, 5. T, 6. T, 7. F, 8. NS, 9. F, 10. T.
 Ex. 2. A – 1, B – 3, C – 2, D – 1, E – 4, F – 1, G – 1.
 Ex. 3. 1. E, 2. G, 3. A, 4. D, 5. B, 6. H, 7. C.
 Ex. 4. 1. E, 2. F, 3. A, 4. H, 5. B, 6. D, 7. C.
 Ex. 5. 1. D, 2. C, 3. G, 4. F, 5. A, 6. B.
 Ex. 6. A – 3, B – 3, C – 4, D – 1, E – 2, F – 2, G – 1.
 Ex. 7. 0 – B, 1 – E, 2 – A, 3 – C, 4 – F.

Job

- Ex. 1. 1 – b, 2 – c, 3 – a, 4 – c, 5 – a, 6 – a, 7 – b, 8 – a, 9 – a, 10 – c.

Ex. 2. B)

Amanda – the Nanny

- Two nannies she had when she was a child, especially the traditional one.
- To study law at university,
- They laughed and thought it was just a childish phase. They rowed,
- Yes. They weren't angry for long, they encouraged her. They're proud that she's done so well and is an independent thinker,
- Being a nanny is now socially acceptable, after all Princess Diana was one!

Giles-the Cook

- He's always been interested in food. His grandparents' cook. Doing cookery at school and a cookery course,
- To be a farmer.
- Silence and questions but they didn't get angry. They were understanding,
- Yes, a little. They're very proud now because he's opened a restaurant. His grandfather still thinks he's mad. His father thinks it's good to do what you enjoy, because not many people do these days,
- The father was brought up with a butler and cook but now anyone with a job they enjoy is lucky.

Hugo – the Gardener

- His family's gardener when he was a child. Working in a garden centre one summer holiday,
- To study archaeology at Oxford University,
- They were furious. They didn't speak to him for months.

4. Yes. They've learnt to accept it, not only because he's happy, but because his university friends have found it difficult to find good jobs,

5. All kinds of people do all kinds of work and the world is better as a result.

C) 1. F, 2. F, 3. F, 4. T, 5. F, 6. F, 7. T, 8. T, 9. F, 10. F.

Ex. 3. A — 3, B — 4, C — 1, D — 2, E — 4, F — 1, G — 3.

Ex. 4. 1. C, 2. D, 3. A, 4. B, 5. F, 6. E.

Ex. 5. A) 1 — e, 2 — b, 3 — f, 4 — a, 5 — c, 6 — d.

B) 1. Temper, 2. Poor, 3. Deal, 4. Technique, 5. Respect, 6. Bully, 7. Work, 8. Crazy, 9. Down, 10. Slow.

C) 1. Poor, 2. Temper, 3. Deal, 4. Technique, 5. Respect, 6. Bully, 7. Work, 8. Crazy, 9. Down, 10. Slow.

Famous People

Ex. 1. 1. T, 2. F, 3. F, 4. NS, 5. NS, 6. T, 7. NS, 8. T.

Ex. 2. 1. Scientist, 2. Education, 3. Remarkable, 4. Beginning, 5. Understanding, 6. Discovery.

Ex. 3. A — 2, B — 3, C — 3, D — 1, E — 2, F — 4, G — 4.

Ex. 4. 1. G, 2. E, 3. A, 4. B, 5. F, 6. C.

Ex. 5. 1. F, 2. E, 3. C, 4. G, 5. D, 6. A.

Ex. 6. 1. G, 2. B, 3. E, 4. D, 5. F, 6. C.

Ex. 7. A — 2, B — 4, C — 3, D — 1, E — 2, F — 3, G — 1.

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