

**М.Н. СМЕТАНИНА**

**БАЗОВЫЙ КУРС  
АНГЛИЙСКОГО ЯЗЫКА**

**УЧЕБНОЕ ПОСОБИЕ**

Челябинск  
2014

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«Челябинский государственный педагогический университет»

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Данное учебное пособие предназначено для студентов-бакалавров заочных отделений неязыковых факультетов и содержит материалы для формирования основ языковой и речевой компетенций по английскому языку. Каждый семестр начинается с изучения основных грамматических тем: времена в активном и пассивном залоге, неличные формы глагола, модальные глаголы, условное наклонение. Каждый грамматический раздел пособия снабжен подборкой контрольно-тренировочных упражнений. Лексический материал для изучения представлен в текстах и закрепляется в упражнениях, завершающихся составлением самостоятельного высказывания на заданную тему.

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## ВВЕДЕНИЕ

Данное учебное пособие по английскому языку предназначено для студентов заочных отделений неязыковых факультетов вузов, подготавливающих бакалавров. Все задания подобраны с учетом требований государственного общеобразовательного стандарта, который предусматривает в основном самостоятельные занятия студентов. Предлагаемый материал рассчитан на количество часов аудиторных занятий в семестре от 4 до 20 в течение двух лет. Преподаватель имеет возможность выбора грамматического и лексического материала. Создание предлагаемого пособия было вызвано потребностью в учебниках и учебных пособиях по английскому языку, предназначенных специально для студентов-заочников.

**Структура пособия.** Материал распределен по разделам, условно называемым семестрами. В первой части каждого раздела предлагается материал для работы в аудитории, во второй – контрольная работа, которая выполняется студентами самостоятельно в межсессионный период. Пособие снабжено также словарем, включающим наиболее употребительную лексику.

**Грамматический материал.** В каждом семестре внимание уделяется одной узловым грамматической теме, материалы по которой оформлены в виде таблицы. Основные темы: времена английского глагола в активном залоге, времена английского глагола в страдательном залоге, неличные формы глагола, модальные глаголы и условные предложения различных типов. По каждой теме предлагаются контрольно-тренировочные упражнения.

**Лексический материал.** Лексический материал для изучения и закрепления представлен в текстах и сопутствующих им упражнениях, подготавливающих студентов к самостоятельному составлению сообщения по заданной теме. В каждом семестре предполагается составление двух-трех тем, рекомендуемый список которых представлен в конце пособия.

Работу лучше начинать с повторения или объяснения грамматического материала (в зависимости от уровня подготовленности студентов). Упражнения по грамматике желательно проделывать в аудитории под непосредственным контролем преподавателя.

В текстах и упражнениях сборника использованы адаптированные материалы из учебников и пособий по английскому языку. Упражнения по грамматике и упражнения к текстам разработаны непосредственно автором.

I. ГРАММАТИЧЕСКИЙ МАТЕРИАЛ

1. Основные формы глагола.
2. Глагол *to be*.
3. Времена глагола в активном залоге.

**Основные формы глагола**

Infinitive	Past Simple	Past Participle	Present Participle
<b>to work</b> <b>to play</b>	<b>worked</b> <b>played</b>	<b>worked</b> <b>played</b>	<b>working</b> <b>playing</b>
<b>to write</b> <b>to go</b>	<b>wrote</b> <b>went</b>	<b>written</b> <b>gone</b>	<b>writing</b> <b>going</b>

**Глагол *to be***

Present			Past		
Singular	Plural		Singular	Plural	
I	<b>am</b>	we	I	<b>was</b>	we
You	<b>are</b>	you	He, she, it	<b>was</b>	you
He, she, it	<b>is</b>	they			they
		<b>are</b>			<b>were</b>
	Participle		Participle		
	<b>being</b>		<b>been</b>		

## Глагол *to be* в вопросительной и отрицательной форме

Present		Past	
Singular	Plural	Singular	Plural
<b>am</b> I <b>are</b> you <b>is</b> { he she it	<b>are</b> { we? you? they?	<b>was</b> { I he she it	<b>were</b> { we you they
I <b>am</b> you <b>are</b> he } <b>is</b> she } it }	we } you } <b>are not</b> they }	I <b>was not</b> you <b>were not</b> he } she } <b>was not</b> it }	I } you } <b>were not</b> they }

### Exercise 1. Translate into Russian.

1. My sister is a doctor. 2. Paul and Amy are from America. 3. I am very well. 4. Peter is happy today. 5. You are late. 6. He is a tall man. 7. I am ready to go. 8. You are early. 9. We are tired. 10. It is summer now.

### Exercise 2. Use **am, are, is**.

1. You ... Russian. 2. He ... a teacher. 3. I ... a student. 4. They ... doctors. 5. It ... a car. 6. She ... a nice woman. 7. Mary ... a young lady. 8. Andrew ... from Moscow. 9. This ... a table and that ... a chair. 10. The book ... on the table. 11. We ... in the classroom. 12. The windows ... open. 13. The teacher ... at the table. 14. They ... from Canada. 15. It ... a good book.

### Exercise 3. Translate into Russian.

1. They were here yesterday. 2. She will be at home tomorrow. 3. Joe was married last month. 4. The shop will be

closed tomorrow. 5. The children were at the cinema. 6. Mary will be in bed at this time. 7. I was early. 8. Your car was dirty last night. 9. He was tired. 10. You were at work at two o'clock.

**Exercise 4.** Use **was, were, will be**.

1. I ... a pupil last year. 2. They ... teachers next year. 3. Nick ... in London two years ago. 4. We ... late for the train. 5. He ... a student next September. 6. She ... twenty in January. 7. It ... nice of you to come. 8. Kate ... alone in the room. 9. Where ... you yesterday? 10. What time ... you ... at home tomorrow?

**Exercise 5.** Use the verb **to be** in the Present, Past or Future Simple.

1. My brother ... ill last week. 2. My mother ... in St. Petersburg now. 3. She ... in Paris next week. 4. Where ... you now? – I ... at the University. 5. My father ... a doctor. And I ... an engineer, when I graduate from the University. 6. My cousin ... not ... at home tomorrow. 7. Yesterday we ... at the theatre. 8. ... your little brother in bed now? – Yes, he ... . 9. Last month he ... in the Pushkin Museum in Moscow. 10. Where ... your daughter now? – She ... in the cinema.

**Exercise 6.** Make the sentences negative.

1. Ann is a schoolgirl. 2. She is seven. 3. It was a very old book. 4. My grandparents are not very old. 5. They will come to see us next week. 6. They are students. 7. They were busy when I came. 8. I am from Russia. 9. They will be in their second year next September. 10. You are very tall.

**Exercise 7.** Make the sentences interrogative.

1. He is a big man. 2. She was at home. 3. We were late. 4. They will be students next year. 5. Our house is very small. 6. It is winter. 7. This is a nice dress. 8. My brother is a teacher. 9. I am from Russia. 10. You will be happy.



**Exercise 8.** Make the sentences interrogative using the words **what, when, where, how, who.**

**Model:** I was in London yesterday. – *Where were you yesterday?*  
 Tomorrow it will be hot. – *When will it be hot?*

1. The party was good.
2. It was cold yesterday.
3. Everybody was late.
4. They were in the theatre last week.
5. His father is a bus driver.
6. They will be doctors next year.
7. We are in Brazil now.
8. I was at the University in the morning.
9. She was ill last week.
10. Anne's sister is at school.

### Времена глагола в активном залоге

	Present	Past	Future	Future In-the-Past
<b>Simple (Indefinite)</b> Повторяющаяся, привычное действие	He <b>writes</b> letters every day. <b>Does he write</b> letters every day? He <b>does not write</b> letters every day.	He <b>wrote</b> a letter yesterday. <b>Did he write</b> a letter yesterday? He <b>did not write</b> a letter yesterday.	He <b>will write</b> a letter tomorrow. <b>Will he write</b> a letter tomorrow? He <b>will not write</b> a letter tomorrow.	(He said that) he <b>would write</b> a letter the next day.
<b>Continuous</b> Действие, происходящее в момент речи	He <b>is writing</b> a letter now. <b>Is he writing</b> a letter now? He <b>is not writing</b> a letter now.	He <b>was writing</b> a letter at 5 o'clock yesterday. <b>Was he writing</b> a letter at 5 o'clock yesterday?	He <b>will be writing</b> a letter at 5 o'clock tomorrow. <b>Will he be writing</b> a letter at 5 o'clock tomorrow?	(He said that) he <b>would be writing</b> a letter at 5 o'clock the next day.

<p><b>Continuous</b> (продолжение)</p>		<p>He <b>was not writing</b> a letter at 5 o'clock yesterday.</p>	<p>He <b>will not be writing</b> a letter at 5 o'clock tomorrow.</p>	
<p><b>Perfect</b> Действие, законченное к моменту речи</p>	<p>He <b>has already written</b> a letter. <b>Has</b> he <b>written</b> a letter? He <b>has not written</b> a letter.</p>	<p>He <b>had written</b> a letter by 5 o'clock yesterday. <b>Had</b> he <b>written</b> a letter by 5 o'clock? He <b>had not written</b> a letter by 5 o'clock yesterday.</p>	<p>He <b>will have written</b> a letter by 5 o'clock tomorrow. <b>Will</b> he <b>have written</b> a letter by 5 o'clock tomorrow? He <b>will not have written</b> a letter by 5 o'clock tomorrow.</p>	<p>(He said that) He <b>would have written</b> a letter by 5 o'clock the next day.</p>
<p><b>Perfect Continuous</b> Действие, которое началось до момента речи и закончилось или продолжается в момент речи</p>	<p>He <b>has been writing</b> a letter since morning. <b>Has</b> he <b>been writing</b> a letter since morning? He <b>has not been writing</b> a letter since morning.</p>	<p>He <b>had been writing</b> a letter for two hours when I came. <b>Had</b> he <b>been writing</b> a letter for two hours when you came? He <b>had not been writing</b> a letter for two hours when I came.</p>	<p>He <b>will have been writing</b> a letter for 2 hours when I come. <b>Will</b> he <b>have been writing</b> a letter for 2 hours when you come? He <b>will not have been writing</b> a letter for 2 hours when I come.</p>	<p>(He said that) he <b>would have been writing</b> a letter for two hours when Tom came.</p>

**Exercise 9.** Define the verbal form and translate the sentences into Russian.

1. Have you a record **teaching** English pronunciation?  
2. Three little kittens **lost** their mittens... 3. I had nothing **to say** in reply. 4. I **waited** till the light **turned** to green. 5. The people **involved** were reported to the police. 6. It is not always easy **to understand** a child's language. 7. They passed the bodies of British soldiers **killed** that night. 8. He appeared **to be** a small man of about fifty. 9. And for a moment I **hesitated**, unable **to start** talking. 10. What is the name of the man **talking** to your sister?

**Exercise 10.** Use the verbs in brackets in Present Simple.

My sister Ann (to get) up at seven o'clock. She (to be) a schoolgirl. She (to go) to school in the morning. Ann (to be) fond of sports. She (to do) her morning exercises every day. She (to have) her breakfast at half past seven. After breakfast she (to leave) for school. Ann (to come) home at two o'clock. After dinner she (to rest) and then (to sit) down to do her homework. It usually (to take) her two hours to do it.

**Exercise 11.** Answer the questions so as your answers made up a story.

1. What time do you get up?
2. Are you a student or a teacher?
3. Where do you study?
4. Are you fond of sports?
5. Do you do your morning exercises every day?
6. When do you have your breakfast?
7. When do you leave for the University?
8. When do you come home?
9. What do you do after dinner?

10. How long does it take you?

**Exercise 12.** Translate the sentences paying attention to the form of the verb.

1. I am reading an English text now. 2. My friends were playing football at this time yesterday. 3. My sister was working at her course paper the whole evening yesterday and she is still working at it now. 4. My brother was reading an interesting book the whole evening yesterday. 5. What are you doing now? 6. When I went out into the park the sun was shining brightly. 7. Look! The child is sleeping with his toys. 8. My father was working in the garden at this time yesterday. 9. I am eating an ice cream now. 10. We were having an English lesson at this time yesterday.

**Exercise 13.** Use the verbs in brackets in Present Continuous or Present Simple.

1. I (to write) letters to my friends every week. 2. I (to write) a letter to my mother now. 3. I always (to do) my homework in the evening. 4. I (not to do) my homework now. 5. My sister (to play) the piano and I (to read) a book. 6. I usually (to read) a book at this time of the day. 7. I (to wash) my hands and face in the morning. 8. It is seven o'clock. I (to wash) my hands and face. 9. My mother (to cook) now. 10. My mother usually (to cook) for the family.

**Exercise 14.** Use the verbs in brackets in Past Continuous or Past Simple.

1. We (to play) computer games yesterday. 2. When my brother came home, I (to play) computer games. 3. My father usually (to watch) TV in the evening. 4. When I entered the room, he (to watch) TV. 5. She (to sleep) at seven o'clock in the morning. 6. He (to go) to bed at eleven o'clock. 7. We (not

to play) tennis yesterday. 8. What she (to do) the whole evening yesterday? – She (to read) a book. 9. When I got up, my parents (to have) breakfast. 10. I (to go) to London last summer.

**Exercise 15.** Use the verbs in brackets in Present Perfect or Past Simple.

1. She (to go out) of the room a moment ago. 2. She (to leave) just the room. 3. I (to translate) the text at last. 4. I (to translate) this text yesterday. 5. I (not to see) him since spring. 6. You ever (to see) this film? 7. What books you (to read)? 8. I (to be) ill last week but now I (to recover). 9. I (to finish) my report two days ago. 10. I (to read) already this book.

**Exercise 16.** Use the verbs in brackets in Present Perfect, Present Continuous, Past Continuous or Past Simple.

1. We (to finish) just our work. 2. What you (to read) now? 3. We (to finish) our work at six o'clock yesterday. 4. I (to translate) an article at this time yesterday. 5. They (to read) "Theatre" by S. Maugham a month ago. 6. We (to read) already "Theatre" by S. Maugham. 7. I (not to see) you for so long! You (to change) a lot. 8. They (to discuss) this problem when you came. 9. Let's stay at home. It (to rain) hard. 10. I (not to see) Peter since Saturday.

**Exercise 17.** Use the verbs in brackets in one of the Future tenses.

1. I (to do) my homework at this time tomorrow. 2. I (to finish) reading this book by six o'clock tomorrow. 3. We (to watch) TV the whole evening. 4. You (to play) basketball tomorrow? 5. What you (to do) tomorrow? 6. What you (to do) at five o'clock tomorrow? 7. He said that he (to work) at his report the whole evening tomorrow. 8. We (to complete) our calculations by six o'clock tomorrow. 9. When I return home my

family (to have) dinner. 10. I (to write) letters to my parents every week.

**Exercise 18.** Translate the sentences into Russian. Define the form of the verb.

1. Please, give me a pencil, I've lost mine. 2. What are you reading? 3. Have you seen Ben today? – Yes, I've seen him at the University. 4. What are you doing here at such an hour? 5. What is the weather like? 6. Where is Robert? – He's gone home. 7. I've been working at my report since morning. 8. We have already done our homework. 9. Listen! Someone is playing the piano. 10. I never told him anything.

**Exercise 19.** Use the verbs in brackets in the necessary tense.

When I (to look) out of the window that morning I (to see) that it (to rain) hard. I (to want) to take an umbrella but (to find out) that all the five umbrellas we (to have) were broken. So I (to take) them all to the umbrella maker and (to promised) to pick them up on my way home. When I (to have) lunch at a café a young woman (to come) in and (to sit) down at the same table with me. When I (to finish) my lunch I absent-mindedly (to take) her umbrella and (to go) to the door. She (to stop) me and (to say) that I (to take) her umbrella. I (to return) the umbrella and (to apologize). In the evening I (to go) to the umbrella maker, (to take) my five umbrellas and (to get) on the tram to go home. The woman I (to meet) in the café also (to ride) in the same tram. When she (to see) me with my five umbrellas she (to smile) and (to say), “You (to have) a successful day today.”

**Exercise 20.** Use the verbs in brackets in the necessary tense.

A traveler, wet with rain and feeling cold, (to arrive) at a country inn which (to be) so full of people, that he could not get near the fire. He (to say) to the landlord: "Take some oysters to my horse!" "To your horse?" (to exclaim) the landlord, "your horse (not to eat) them". "Do as I ask you," (to answer) the traveler. All the people (to run) out to the stable to see the horse eat oysters. The traveler (to sit) down comfortably by the fire and (to warm) himself. When the landlord (to return) he (to say) to the traveler: "I (to be) sure that your horse (not to eat) the oysters". The traveler replied: "I (to eat) them myself".

## **II. ТЕКСТЫ И УПРАЖНЕНИЯ ПО УСТНОЙ ПРАКТИКЕ**

### **Text 1**

#### **About Myself**

Let me introduce myself. My name is Andrew Maison. I was born in Cardiff, but now I live in London.

I come from a large family. My father is a farmer, and my mother is a housewife. She has a lot of work to do about the house, and she is as busy with her work as my father. Every summer I go to see my parents and my relatives. I have two brothers and a sister. My elder brother is twenty eight. He is married and has a daughter Ann. She is six and is going to school this year. My brother is a lawyer and his wife is a doctor. My younger brother's name is David. He is only eighteen and is in his first year at University. My sister is the youngest in the family, she is fourteen. She is at school.

I am a teacher and work at London University. I really like my work because it is very interesting. I teach literature and try to make my students understand and like it.

### Questions

1. Where was Andrew Maison born?
2. Where does he live now?
3. What are his father and mother?
4. Where does he go every summer?
5. What other relatives does he have?
6. How old is his elder brother?
7. What is his younger brother's name?
8. What is Andrew Maison?
9. Where does he work?
10. What does he teach?

**Exercise 1.** Find English equivalents for the following Russian words and word-combinations.

Представиться, родиться, происходить из семьи, по дому, быть занятым, быть женатым (замужем), быть на первом курсе, самый младший в семье, учиться в школе, преподавать литературу

**Exercise 2.** Complete the sentences with the words in the box.

introduce go to see in her first year was born teaches mathematics a housewife busy about the house came from to make
--

1. Let me \_\_\_\_\_ my friend.
2. My friend \_\_\_\_\_ in Moscow.
3. Every year we \_\_\_\_\_ our aunt.
4. My sister is \_\_\_\_\_ at University.
5. My father \_\_\_\_\_ at college.
6. My mother is \_\_\_\_\_.
7. She has a lot of work to do \_\_\_\_\_.
8. My wife is \_\_\_\_\_.



very \_\_\_\_\_ about the house. 9. My wife \_\_\_\_\_ a large family. 10. I try \_\_\_\_\_ my students like history.

**Exercise 3.** Give English equivalents for the following Russian words and word-combinations.

Разрешите представиться, меня зовут..., я родился в..., родился в большой семье (происхожу из...), мой отец фермер, домохозяйка, много работы по дому, занят своей работой, приезжаю повидаться, женат (замужем), пойдет в школу, на первом курсе университета, младший в семье, учится в школе, преподаю литературу; стараюсь, чтобы студенты поняли...

**Exercise 4.** Change the sentences from the text into Past Simple and make a story about Andrew Maison as your friend.

**Exercise 5.** Answer the questions so that your answers made up a story.

### **About Myself**

1. What is your name?
2. Where were you born?
3. Where do you live?
4. What are your father and mother?
5. What other relatives do you have?
6. How old is your elder brother?
7. What is his daughter's name?
8. How old is your younger brother?
9. Where do you work?
10. What do you teach?

## Text 2

### Ernest Hemingway's Literary Works

The novel that established Hemingway's reputation was "The Sun Also Rises" (1926). Hemingway's second important novel "A Farewell to Arms" (1929) is the story of a deeply moving love affair. Then followed two nonfiction works, "Death in the Afternoon" (1932), stories mainly about bullfighting; and "Green Hills of Africa" (1935), accounts of big-game hunting.

Hemingway's stylistic influence on American writers has been enormous. The success of his plain style contributed to the decline of the elaborate Victorian-era prose that characterized a great deal of American writing in the early 20<sup>th</sup> century. Legions of American writers have cited Hemingway as an influence on their own work.

Two of his best short stories, "The Short Happy Life of Francis Macomber" and "The Snows of Kilimanjaro", were part of the latter work. The novel "For Whom the Bell Tolls" (1940) deals with the Spanish Civil War, the next decade Hemingway's only literary efforts were "Men at War: The Best War Stories of All Time" (1942), which he edited, and the novel "Across the River and into the Trees" (1950). In 1952 Hemingway published "The Old Man and the Sea", a powerful novella about an aged Cuban fisherman, for which he won the 1953 *Pulitzer Prize* in fiction. In 1954 Hemingway got the *Nobel Prize* in literature. The last work published in his lifetime was "Collected Poems" (1960).

## Questions

1. What novel established Hemingway's reputation?
2. What is his second important novel "A Farewell to Arms" about?
3. What is Hemingway's stylistic influence on American writers?
4. What does the novel "For Whom the Bell Tolls" deal with?
5. What book did Hemingway edit in 1942?
6. What book did he write in 1950?
7. When did he publish "The Old Man and the Sea"?
8. What did Hemingway win the *Pulitzer Prize* in fiction for?
9. When did he get *the Nobel Prize* in literature?
10. What was the last work published in his lifetime?

**Exercise 1.** Match these verbs from the text with the words they go with.

- |                  |                                     |
|------------------|-------------------------------------|
| 1) established   | a) the <i>Pulitzer Prize</i>        |
| 2) won           | b) in his lifetime                  |
| 3) characterized | c) reputation                       |
| 4) contributed   | d) a great deal of American writing |
| 5) published     | e) to the decline                   |

**Exercise 2.** Complete the sentences with the words from the text.

1. The \_\_\_\_ "The Forsyte Saga" brought immediate popularity to Galsworthy.
2. Andrew Manson soon got the \_\_\_\_ of a good doctor.
3. "Love \_\_\_\_\_" is a deeply moving film.
4. The \_\_\_\_ of Chekov's prose on Russian and foreign writers is enormous.
5. The Urals' plants \_\_\_\_ greatly to the victory in the World War II.
6. The XXth \_\_\_\_ witnessed two world wars.

7. Hemingway \_\_\_\_ his first novel in 1926. 8. The collection of prose pieces “Death in the afternoon” by Hemingway \_\_\_\_\_ mostly with bullfighting. 9. Do you know who \_\_\_\_\_ this magazine during the war? 10. The teacher \_\_\_\_\_ his pupil as a bright but lazy boy.

**Exercise 3.** Complete the sentences with the words from the box.

important	enormous	success	plain	elaborate	latter
decade	effort	powerful	lifetime		

1. The only thing really \_\_\_\_\_ for Hemingway was writing books. 2. “For Whom the Bell Tolls” is one of the writer’s most \_\_\_\_\_ novels. 3. The last \_\_\_\_\_ of October was unusually warm that year. 4. “The Picture of Dorian Gray” by Oscar Wilde, published in 1891 was a great \_\_\_\_\_. 5. Leo Tolstoy had \_\_\_\_\_ influence on the writers in Russia and abroad. 6. Englishmen like good \_\_\_\_\_ food. 7. I like Oscar Wilde’s \_\_\_\_\_ syntax and rich vocabulary. 8. During his \_\_\_\_\_ William Shakespeare wrote plays, poems and sonnets. 9. The two novels that established Hemingway’s reputation were “The Sun Also Rises” and “A Farewell to Arms”; the former published in 1926, the \_\_\_\_\_ – in 1929. 10. This work does not need much \_\_\_\_\_.

**Exercise 4.** Translate the sentences paying special attention to the form of the verb.

1. Leo Tolstoy’s stylistic influence on European writers has been enormous. 2. A great number of European and American writers have cited Hemingway as an influence on their work. 3. The novel “All the King’s Men” by Robert Penn Warren deals with the political life in the USA. 4. The novel “The

Sun Also Rises” established Hemingway’s reputation in 1926. 5. The success of Hemingway’s plain style influenced a great deal of American writing in the early 20<sup>th</sup> century. 6. Hemingway had been working at his powerful novelette “The Old Man and the Sea” for two years before he published it in 1952. 7. Hemingway won the 1953 *Pulitzer Prize* in fiction for his novelette “The Old Man and the Sea”. 8. Arthur Hailey wrote his novel “Strong Medicine” five years after he had announced the end of his literary career. 9. The novel “Strong Medicine” by Arthur Hailey is about doctors and their work. 10. Sidney Sheldon, the author of many bestsellers, has also written the screenplays for twenty-three motion pictures.

**Exercise 5.** Answer the questions so that your answers made up a story.

### **My Favourite Writer**

1. Who is your favourite writer?
2. Where and when was he (she) born?
3. What was his (her) first novel?
4. What novel made him (her) famous?
5. What books followed the first novel?
6. What are they about?
7. What is your favourite novel?
8. Why do you like it?
9. What is the influence of this writer on other Russian and foreign writers?
10. What other books of this writer would you like to read?

## Text 3

### The Weekend in the USA

Many people in the United States look forward to the weekend. It's the time to relax, have fun, and do things around the house.

On Friday nights, many people like to relax after work. They go out for dinner, go to movies, concerts, or plays. Other people just like to stay home and watch TV.

Many people do chores\* around the house on Saturday afternoons. They paint, clean attics and basements, rake leaves, do laundry, and wash cars.

On Saturday evenings, many people like to go out. They visit friends, invite people to come over to dinner, or go to the movies, the theatre, or a sporting event.

On Sunday mornings people go to supermarkets and shopping malls\*\* to buy food, clothing, presents, and other things they need.

Many people like to sleep late on Sunday mornings, especially those who stayed up late on Saturday night. People often go to church on Sunday. They read the newspaper, and often eat a late breakfast called "brunch".

On Sunday afternoons when the weather is nice, you see many families at the zoo or in parks. During the winter, many people spend Sunday afternoons at theatres, museums, or shopping malls. Many families have a big dinner on Sunday afternoons. Grandparents and other relatives often come to visit. On Sunday evenings, people usually stay home and prepare for the week ahead.

Weekends can be very busy!

#### Notes

\* to do chores – *заниматься уборкой, разными домашними делами*

\*\* shopping malls – *крупные торговые центры*

## Questions

1. What do many people look forward to?
2. What do many people like to do on Friday nights?
3. Some people like to stay home and watch TV, don't they?
4. How do people spend Saturday evenings?
5. Where do people go on Sunday mornings?
6. What do they buy at supermarkets?
7. What do we call "brunch"?
8. Where can you see many families on Sunday afternoons?
9. Who comes to visit on Sunday?
10. What do people usually do on Sunday evenings?

**Exercise 1.** Complete the sentences with present simple verb forms from the text.

1. I always \_\_\_\_ to the weekend. 2. They \_\_\_\_ for dinner, go to movies, concerts, or plays. 3. Other people just \_\_\_\_ to stay home and watch TV. 4. They paint, \_\_\_\_\_ attics and basements. 5. They visit friends, \_\_\_\_\_ people to come over to dinner, or go to the movies. 6. They often \_\_\_\_\_ a late breakfast called "brunch". 7. When the weather is nice, you \_\_\_\_ many families at the zoo or in parks. 8. During the winter people \_\_\_\_\_ Sunday afternoons at theatres, museums, or shopping malls. 9. Grandparents and other relatives often \_\_\_\_\_ to visit. 10. On Sunday evenings, people usually stay home and \_\_\_\_\_ for the week ahead.

**Exercise 2.** Change the sentences into Past Simple.

1. It is the time to relax, have fun, and do things around the house. 2. They go out for dinner, to the movies, concerts, or plays. 3. They paint, clean attics and basements, rake leaves, do laundry, and wash cars. 4. They visit friends, invite people to

come over to dinner, or go to the movies, the theatre, or a sporting event. 5. People go to church on Sunday. 6. They read a newspaper, and eat a late breakfast called “brunch”. 7. When the weather is nice, you see many families at the zoo or in parks. 8. During the winter, many people spend Sunday afternoons at theatres, museums, or shopping malls. 9. Many families have a big dinner on Sunday afternoons. 10. On Sunday evenings, people stay home and prepare for the week ahead.

**Exercise 3.** Complete the sentences with the words in the box.

relax	weekend	fun	watch TV	supermarkets	laundry
wash	newspaper	museum	zoo		

1. Do you often take children to the \_\_\_\_\_ ? 2. Do you look forward to the \_\_\_\_\_ ? 3. The weekend is the time to \_\_\_\_\_. 4. On Friday nights I like to stay home and \_\_\_\_\_. 5. On Saturday mornings people usually go to \_\_\_\_\_ and shopping malls. 6. They paint, clean attics and basements, rake leaves, and \_\_\_\_\_ cars. 7. I often go to the local \_\_\_\_\_. 8. My father likes to read the \_\_\_\_\_ during the breakfast. 9. We are going to have great \_\_\_\_\_ at my friend’s birthday party. 10. When do you do \_\_\_\_\_ ?

**Exercise 4.** Complete the conversation with the words in the box.

visiting	do chores	museum	weekend	fun	dinner
look forward	come over	present	relax		

**A:** What are you going to do this \_\_\_\_\_ ?

**B:** Oh, I’m planning a lot of things. First, I need \_\_\_\_\_ around the house on Saturday morning. But on Friday nights I like to \_\_\_\_\_ after work. And what about you?



**A:** Oh, I'm going to have a lot of \_\_\_\_\_ this weekend!  
I'll visit my cousin in Kasly.

It's her birthday. We'll have a great party on Saturday night and on Sunday morning I'm going to visit the famous \_\_\_\_.

**B:** Really? That's great! And what \_\_\_\_\_ have you prepared for her? Have you prepared something original?

**A:** Yes, quite unusual! I've bought two tickets for the National Philharmonic Orchestra that is \_\_\_\_\_ our town next month. It's a rare occasion and you can't miss it.

**B:** Great! I'd like to see your cousin. Let's have \_\_\_\_\_ together before the concert. \_\_\_\_\_ to my place at 2 o'clock. We shall have enough time to have a chat.

**A:** Thanks a lot. I'll \_\_\_\_\_ to seeing you.

**B:** See you later.

**Exercise 5.** Answer the questions so that your answers made up a story.

### **My Weekend**

1. Do you usually stay at home at the weekend?
2. What do you like to do on Friday night?
3. Do you have a lot of work about the house on Saturday?
4. What do you do about the house?
5. What do you usually do on Saturday evening?
6. How long do you sleep on Sunday morning?
7. What do you have then?
8. What do you go to the supermarket for?
9. Where do you have a long walk in the afternoon?
10. What do you prepare for on Sunday evening?

## КОНТРОЛЬНАЯ РАБОТА 1

1. Give a written translation of the text (at the teacher's choice).
2. Answer the questions after the text in writing.
3. Define the tense of the verbs in the text.
4. Choose a sentence from the text and use it in all the tenses.
5. Do grammar exercise 19.
6. Do exercise 5 to Text 1.
7. Topics: About Myself.  
My Favourite Writer.  
My Weekend.

### Text 4

#### **Another Day in the Life of the Queen**

Queen Elizabeth II wakes up at 7 o'clock, has a cup of tea and reads *The Times*. Then she has a bath and gets dressed. At 8 o'clock she listens to BBC news and has breakfast with Prince Philip. After breakfast she rings up the Queen Mother. Then she reads personal letters and has an important business consultation with Private Secretary and then works at government documents. At 1 o'clock she has a quick lunch in her private apartment in Buckingham Palace and at two o'clock leaves the Palace to open a new hospital. There she makes speeches, shakes hands and has a cup of tea. At 4.45 she is back at the Palace and works in her office. At 5.30 she receives foreign visitors and then has the final meeting with her Private Secretary. In the evening she goes to St. James' Palace where she has a reception party\* and talks with 70 people. Then she

goes back to the Palace and at 8.30 has dinner with Prince Philip and a group of some businessmen. At 10 she watches television news and then reads some official papers and telephones some members of the Royal Family\*\* – just to see that all is well. At about 11 she goes to bed.

### Notes

\* to have a reception party – *давать прием*

\*\* the Royal Family – *Королевская семья*

### Questions

1. What does Queen Elizabeth II do at 7 o'clock?
2. What does the Queen do before breakfast?
3. How often does she see Prince Philip during the day?
4. What time does she have lunch?
5. When does the Queen see her Private Secretary?
6. Who does Queen Elizabeth II receive at 5.30?
7. What meetings does she have during the day?
8. Where does she have dinner?
9. What people does she meet at dinner?
10. What does she do at 10 o'clock?

### Text 5

#### Meals in an English Family

The usual meals in England are: breakfast, lunch, tea and dinner, or in simpler houses, breakfast, dinner, tea and supper. In England mealtimes are as follows: breakfast time is between 7 and 9 a.m., lunch time is between 12 and 2 p.m., dinner is between 7 and 10 p.m.

Breakfast is generally the bigger meal than you have on the Continent. Usual breakfast is porridge, bacon and eggs, marmalade with buttered toast and tea or coffee. For a change

you can have a boiled egg, cold ham or perhaps fish. Breakfast is often a quick meal, because the father of the family has to get away to his work, children have to go to school, and the mother has her housework to do.

Englishmen generally have lunch at one o'clock p.m. The businessmen usually find it impossible to come home for lunch and so they go to a café or a restaurant where they usually find a mutton chop, or cold meat, or fish with potatoes, salad, then a pudding or fruit to follow. Some people like a glass of beer with lunch.

Afternoon tea you can hardly call a meal, but for some people it has become a tradition. At this time "everything stops for tea" in England. People often come in for a chat with their cup of tea. Some English families like to have the so called "high tea" which is quite a substantial meal. They have it between 5 and 6 o'clock. It usually consists of ham or tongue, tomatoes, salad or sausage with strong tea, bread and butter, then stewed fruit, or apricots with cream or a cake.

The main meal of the day is called dinner. Dinner is eaten either in the middle of the day or in the evening. It usually consists of a meat course with a lot of vegetables and a soup.

### **Questions**

1. What are the usual English meals?
2. What is the time of the meals?
3. Is the English breakfast bigger or smaller than the one on the Continent?
4. What do Englishmen eat for breakfast?
5. What time do the English have lunch?
6. What is lunch?
7. What do they usually have for lunch?

8. What do they call “high tea”?
9. What do they have for “high tea”?
10. Is lunch or dinner the main meal of the day?

## Text 6

### **Food Markets in the USA**

In some parts of the United States, there are enormous supermarkets with aisles and aisles of different kinds of foods and products. For example, you can find fifteen or twenty different kinds of cheeses in the Dairy section. The Frozen Food section has everything from cans of frozen apple juice to bags of mixed vegetables, from ice cream to frozen pizza.

Many supermarkets also have a big Health Care Products aisle. The section is like a small drug store. It has different brands of medicines, shampoos, toothpastes, and other health care items. Some supermarkets even sell magazines, books, shoes, underwear, hammers, screwdrivers, and other household products.

The supermarkets offer services too. You can leave your film there and return some time later to get your photographs. You can rent floor polishers, carpet cleaners and movies.

Shoppers can buy snacks and cold drinks from vending machines. If you are tired you can sit down and enjoy a fresh cup of coffee and a doughnut\* at a supermarket snack bar or coffee shop.

The huge supermarkets with their large variety of goods and services are not the only kind of food markets in the United States. There are smaller grocery stores in many cities. These stores usually carry the same food products as the huge supermarkets, but they don't usually have a wide selection. Grocery stores are often in locations convenient for people who don't

drive. But supermarkets with their variety of products and services become more and more popular.

### Notes

\* doughnut – *пончик, жареный пирожок*

### Questions

1. What is a supermarket?
2. What can you find in a supermarket?
3. What does a Health Care section present?
4. Do some supermarkets sell magazines, books, shoes and other things?
5. What other goods and products can be found in supermarkets?
6. What services do they offer?
7. What can a shopper buy if he is hungry?
8. Can you have a rest if you are tired?
9. Are huge supermarkets the only kind of markets in the United States?
10. What do smaller grocery stores sell?

### Text 7

#### **William Shakespeare (1564–1616)**

The last half of the XVIth and the beginning of the XVIIth centuries are the golden age of English literature. It was the time of the English Renaissance.

By that time England had become a powerful state. English trade was flourishing. New sciences were developing. This was “the age of Shakespeare”.

William Shakespeare, the greatest and most famous of English writers, and probably the greatest playwright who has ever lived, was born in the town Stratford-on-Avon.

In spite of his fame we know very little about his life. We even do not know the exact date of his birth. It is considered that he was born on April 23, 1564. His father was a merchant, and his mother was a farmer's daughter. William lived in Stratford until he was about twenty-one, when he went to London. We do not know why he left Stratford-on-Avon.

Neither do we know what were his first jobs in London. Later, Shakespeare became an actor and a member of one of the chief acting companies. Soon he began to write plays for his company and in a few years became a well-known author.

Shakespeare wrote 37 plays. Among them there are deep tragedies, such as "Hamlet", "King Lear", "Othello", "Macbeth"; light comedies, such as "All's Well that Ends Well", "Twelfth Night", "Much Ado about Nothing", historical dramas, such as "Henry IV", "Richard III".

Shakespeare spent the last days of his life at Stratford where he returned in 1597. There he met Mary Fitton, the only woman he loved. She became "the dark lady" of his sonnets.

William Shakespeare died in Stratford on his 52 birthday in 1616.

### **Questions**

1. What is the golden age of English literature?
2. What period is called "the age of Shakespeare"?
3. Where and when was Shakespeare born?
4. What were his parents?
5. When did he leave for London?
6. What did he do in London?
7. How many plays did he write?
8. What tragedies and comedies by Shakespeare do you know?

9. Who was “the dark lady” of his sonnets?
10. When and where did he die?

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I. ГРАММАТИЧЕСКИЙ МАТЕРИАЛ

1. Времена глагола в страдательном залоге.
2. Согласование времен.
3. Неличные формы глагола: инфинитив, герундий, причастие.

Времена глагола в страдательном залоге

	Present	Past	Future	Future In-the-Past
<p><b>Simple (Indefinite)</b> Повторяющееся, привычное действие</p>	<p>The letters <b>are written</b> every day. <b>Are</b> the letters <b>written</b> every day? The letters <b>are not written</b> every day.</p>	<p>The letters <b>were written</b> every day. <b>Were</b> the letters <b>written</b> every day? The letters <b>were not written</b> every day.</p>	<p>The letters <b>will be written</b> every day. <b>Will</b> the letters <b>be written</b> every day? The letters <b>will not be written</b> every day.</p>	<p>(He said that) the letters <b>would be written</b> the next day.</p>
<p><b>Continuous</b> Действие, происходящее в момент речи</p>	<p>The letter <b>is being written</b> now. <b>Is</b> the letter <b>being written</b> now?</p>	<p>The letter <b>was being written</b> at 5 o'clock yesterday.</p>		

<b>Continuous</b> (продолж.)	The letter <b>is not being written</b> now.	<b>Was the letter being written</b> at 5 o'clock yesterday? The letter <b>was not being written</b> at 5 o'clock yesterday.		
<b>Perfect</b> Действие, законченное к моменту речи	The letter <b>has already been written</b> . <b>Has the letter been written?</b> The letter <b>has not been written</b> .	The letter <b>had been written</b> by 5 o'clock yesterday. <b>Had the letter been written</b> by 5 o'clock yesterday? The letter <b>had not been written</b> by 5 o'clock yesterday.	The letter <b>will have been written</b> by 5 o'clock tomorrow. <b>Will the letter have been written</b> by 5 o'clock tomorrow? The letter <b>will not have been written</b> by 5 o'clock tomorrow.	(He said that) the letter <b>would have been written</b> by 5 o'clock the next day.
<b>Perfect Continuous</b>	—	—	—	—

**Exercise 1.** Translate into Russian.

I ask.

I am asked.

They give.

They are given.

She helps.

She is helped.

He tells.

He is told.

We invite.

We are invited.

It takes.                    It is taken.  
You gave.                    You were given.  
He sent.                    He was sent.  
She will show.    She will be shown.  
I will meet.                    I will be met.

**Exercise 2.** Translate into English.

Они дали.	Им дали.
Он вспомнил.	Его вспомнили.
Она забыла.	Её забыли.
Мы пригласили.	Нас пригласили.
Они ответили.	Им ответили.
Я помог.	Мне помогли.
Вы посоветовали.	Вам посоветовали.
Он позвал.	Его позвали.
Мы привели.	Нас привели.
Она рассказала.	Ей рассказали.

**Exercise 3.** Supply the missing forms of the verbs.

- 1) to ask, have asked, asking, being asked...
- 2) made, is made, be made, making...
- 3) spoken, have spoken, was speaking, speaks...
- 4) work, having been working, are working, worked...
- 5) invited, is invited, have been invited, invites...

**Exercise 4.** Choose the correct form of the verb in brackets. Translate the sentences.

1. German (speaks, spoken, is spoken) in Germany.
2. This house (built, was built) in 1900.
3. We (spent, was spent) a wonderful holiday in mountains.
4. The window (broke, was broken) by the boys playing football.

5. This book (wrote, was written) by my father.
6. Everybody (had, was had) a very good time at the party.
7. Mary (was driving, was driven) very fast.
8. The museum (will close, will be closed) for three days.
9. Your tickets (will send, will be sent) to you next week.
10. Your room (cleans, is cleaned) every other day.

**Exercise 5.** Change the sentences into the Passive Voice.

1. They sell bread in this shop.
2. They will translate this text next week.
3. Charles Dickens wrote this book in 1854.
4. We have read the whole text.
5. They will bring the books tomorrow.
6. Nobody has explained the rules to me.
7. They will have repaired the bicycle by tomorrow.
8. He will introduce me to his wife.
9. They were looking at the girl in astonishment.
10. Nobody will laugh at you.

**Exercise 6.** Change the sentences into the Passive Voice.

1. Someone told us a very funny story yesterday.
2. The people gave him a hearty welcome.
3. They have offered my brother a very good job.
4. The secretary didn't tell me the exact time of my appointment.
5. They never tell me the family news.
6. The secretary will mail these letters tomorrow.
7. People drink a great deal of tea in England.
8. They sell medicine here.
9. They have finished furnishing the house.
10. You must obey the rules.

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

1. The student (to ask) to tell the story again.
2. Such mistakes (to make) by even the best students.
3. A modern tune (to play) when we came into the hall.
4. Every morning the workers (to tell) what they had to do.
5. The houses (to build) of stone, brick or wood.
6. At last the problem (to solve).
7. A

new museum (to open). 8. A week ago two students of our group (to choose) for the International conference. 9. Last Monday he (to meet) at the railway station. 10. When I was young I (to teach) two languages.

**Exercise 8.** Write the sentences in the Passive.

**Model:** my sister/ operate on/ a distinguished surgeon  
*My sister will be operated on by a distinguished surgeon*

- 1) a sound of violin/ hear/ in the hall
- 2) he/ praise/ his father/ for working hard
- 3) Bob/ take for/ his brother
- 4) I/ wake up/ at 7 o'clock/ by my mother
- 5) the envelope/ find/ on my desk
- 6) this book/ buy/ a week ago
- 7) the picture/ paint/ by a great artist
- 8) the window/ break/ the other day
- 9) this cup/ break/ by my little brother
- 10) your report/ discuss/ next week.

**Exercise 9.** Put the verbs in brackets in the correct forms, active or passive.

#### HOW THE OTHER HALF LIVES

Lord Manners was a rich and famous banker. When he (to die), he (to give) a magnificent funeral which (to attend) by hundreds of famous people. The funeral was going to (to hold) in Westminster Abbey. Many ordinary people (to line) the streets to watch the procession. The wonderful black and gold carriage (to draw) by six black horses. The mourners (to follow) in silence. Lord Manners (to give) a royal farewell. Two tramps were among the crowd, they (to watch) the procession. As solemn music (to hear) in the distance, one of them turned

to the other and (to whisper) in admiration: “Now, that’s what I call really living!”

### Согласование времен

	Одновременное действие	Предшествующее действие	Будущее действие
I <b>knew</b> (that) ...	he <b>lived</b> in Kiev. (он <i>живёт</i> в Киеве).	he <b>had</b> already <b>left</b> Moscow. (он <i>уже уехал</i> из Москвы).	they <b>would arrive</b> on Sunday. (они <i>приедут</i> в воскресенье).
He <b>said</b> (that) ...	they <b>were waiting</b> for us. (они <i>ждут</i> нас).	it <b>had been raining</b> as it was wet. ( <i>был</i> дождь, так как на улице было сыро).	they <b>would be working</b> at 6. (в 6 они <i>будут работать</i> ).
...	he <b>had been living</b> in Kiev since 1989. (он <i>живет</i> в Киеве с 1989).	she <b>had been</b> ill for two weeks. (она <i>болела</i> две недели).	he <b>would have translated</b> the article by Monday. (он <i>уже переведет</i> эту статью к понедельнику).
...	he <b>had known</b> her for two years. (он <i>знает</i> ее два года).		

**Exercise 10.** Translate into Russian paying attention to the form of the verb.

1. We did not know where our friends went every evening. 2. We did not know where our friends had gone. 3. We did not know where our friend would go. 4. She said that her best friend was a teacher. 5. She said that her best friend had been a teacher. 6. She said that her best friend would be a teacher. 7. I knew that you were ill. 8. I knew that you had been ill. 9. He found that I left home at nine o'clock every morning. 10. He found that I had left home at nine o'clock on Monday.

**Exercise 11.** Say these sentences in the Past tense, begin with the sentence in brackets.

1. She never drinks black tea. (I knew) 2. He knows English very well. (I was told) 3. My aunt will come to see us. (My mother wrote in her letter) 4. He has never been to London. (My friend told me) 5. The children are playing in the park. (They thought) 6. He is writing a new book. (We heard) 7. His new poem will be famous. (We were sure) 8. Our football team will win the game. (They said) 9. His father is a very good doctor. (Everybody knew) 10. She is very busy. (I was told)

**Exercise 12.** Say these sentences in the Past tense. Pay attention to the forms of the verbs.

1. My brother says he has just read this article. 2. He says it did him a lot of good. 3. My friend knows that I learn two foreign languages. 4. He says he will come to see me next Friday. 5. My brother says he spent a lot of time on the beach. 6. I say I feel better now. 7. Peter says he is sure his friends will be good doctors. 8. The teacher says he has made good progress. 9. Nick says he is going to the hotel to visit his friends. 10. They say they will write me a letter as soon as they arrive.

**Exercise 13.** Choose the correct form of the verb in brackets.

1. My friend asked me who (is playing the violin, was playing the violin) in the next room. 2. We hope the weather (will keep, would keep) fine. 3. I asked my sister what she (has seen, had seen) in the gallery. 4. He said he (is staying, was staying) at a hotel. 5. I was sure we (missed, had missed) the right turning. 6. My mother said she (was, had been) very busy that day. 7. She asked me where I (am studying, was studying).

8. We thought we (shall finish, will finish, should finish, would finish) our work in time. 9. Mary said she (works, worked) at school two years ago. 10. We realized that we (lost, had lost) our way.

**Exercise 14.** Use the correct form of the verb in brackets.

1. We knew they (to wait) for us at the station. 2. She says she (to find) the book. 3. She said she (to loose) the book. 4. He said that he (to see) a wolf in the forest. 5. She said she (to leave) tomorrow morning. 6. She said she (can) not tell me the right way, she (to be) a newcomer here. 7. I listened: the clock (to strike) four. 8. I knew he (to be) a clever man. 9. He asked me if I (to travel) by air before. 10. I knew they (to wait) for the result of the examination till lunch time.

**Exercise 15.** Change into Indirect speech.

1. My friend said, "My room is on the ground floor". 2. He said, "I am sure they will phone me when they arrive at the place". 3. She said, "Now we can read the text". 4. "My friend lives in St. Petersburg", said Mike. 5. The teacher promised to the class, "We shall discuss this subject at the next lesson". 6. Lena said, "I have read 'Hard Times' by Dickens". 7. He said to her, "I shall do it today if I have time". 8. "You have not done your work well", the teacher said to the student. 9. He said, "I have not seen my parents today". 10. Mike said, "I have bought these books today".



## Неличные формы глагола

	Voice		
	Perfect	Active	Passive
Infinitive	Non-Perfect	to translate to write	to be translated to be written
	Perfect	to have translated to have written	to have been translated to have been written
Gerund	Non-Perfect	running taking	– being taken
	Perfect	having run having taken	– having been taken
Participle	Non-Perfect	going taking	– being taken
	Perfect	having gone having taken	– having been taken

**Exercise 16.** Translate the sentences paying attention to the non-finite forms of the verb.

1. Arriving at the station, she saw him at once. 2. Being left alone, we kept silence for some time. 3. Things seen are mightier than things heard. 4. Imagine his surprise at seeing me. 5. There is a chance of catching the train. 6. Roy accused me of disliking him. 7. I am so distressed to have kept you waiting. 8. The problem was how to begin. 9. She looks troubled. 10. Hoping to catch the train, we took a taxi.

**Exercise 17.** Find the Infinitives and define their form. Translate the sentences.

1. He wanted to speak to Anna. 2. The cat did not like to be washed. 3. Which is more pleasant: to give or to be given

presents? 4. I was sorry to have broken the cup. 5. She seems to be writing something. 6. He seems to know German quite well, he is said to have spent some years in Germany. 7. I pretended to be reading, I didn't want to be disturbed. 8. The woman stopped to read the advertisement. 9. I hope you will answer all my questions. 10. I am glad to have told you everything.

**Exercise 18.** Put in the particle "to" before the Infinitive where necessary.

1. We can ... read English very well. 2. ... learn means ... know. 3. I am proud ... have won this game. 4. I did not expect ... be stopped. 5. You will ...see him tomorrow. 6. I must ... know everything about it. 7. She seemed ... have been working since morning without a break. 8. I don't like ... be disturbed when working. 9. He is sorry ... have said this. 10. I am glad ... see you.

**Exercise 19.** Find the Participles and define their forms. Translate the sentences.

1. That aged man standing at the table is my grandfather. 2. My brother likes fried eggs. 3. Learning to speak a foreign language is difficult. 4. Having done his work he went home. 5. The words pronounced by the student were from the new lesson. 6. Pronouncing a new word you must be very careful. 7. Standing by the window they were watching the car. 8. Having sent the telegram she left the post office. 9. She watched the man crossing the street. 10. Doing his homework he was thinking hard.

**Exercise 20.** Choose the correct form of the Participle in brackets. Translate the sentences.

1. a) The sentence (writing, written) on the blackboard is correct.

b) The boy(writing, written) a composition is our best student.

2. a) We listened to the girl (singing, sung) English folk songs.

b) We listened to the English folk songs (singing, sung) by the first-year students.

3. a) The cups (washing, washed) by the mother looked very clean.

b) The girl (washing, washed) the cups is my sister.

4. a) I am reading the book (buying, bought) yesterday.

b) Look at the girl (buying, bought) books.

5. a) Look at the beautiful flowers (gathering, gathered) by the children.

b) The children (gathering, gathered) the flowers looked very happy.

**Exercise 21.** Translate into Russian paying attention to the form of the Gerund.

1. The child burst out crying. 2. Excuse my leaving you at such a moment. 3. Stop talking! 4. She denied having seen him that evening. 5. She cannot put off visiting the doctor. 6. Go on singing, please! 7. They insisted on being told the truth. 8. I must apologize to you for having spent your money. 9. She said she knew nothing of the child having been left alone at home. 10. We are looking forward to seeing you again.

**Exercise 22.** Choose the correct form of the Gerund in brackets. Translate the sentences.

1. a) They insisted on (speaking, being spoken) to him.

b) They could not avoid (speaking, being spoken) to.

2. a) Excuse me for (taking, having taken) so much of your time.

b) Do you mind my (taking, having taken) your umbrella?

3. a) After (looking, being looked) through the newspaper I put it away.

b) After (looking, being looked) through the papers were returned to the students.

4. a) The boy was proud of (having chosen, having been chosen) to represent the sportsmen of the school.

b) He thanked his friends for (having chosen, having been chosen) him.

5. a) He was angry at (interrupting, being interrupted).

b) Stop (interrupting, being interrupted) me every other moment.

## **II. ТЕКСТЫ И УПРАЖНЕНИЯ ПО УСТНОЙ ПРАКТИКЕ**

### **Text 1**

#### **From a History of England**

Julius Caesar came to Britain in 54 BC. A hundred years later the Romans came again and this time they stayed for four hundred years. The Romans built roads and bridges. Camps for soldiers were constructed at road junctions. These sites of old Roman camps became centers of trade. Their houses and roads, castles and theatres can still be seen. The Romans decorated the floors of their houses with mosaics. The mosaic of a dancing girl was found in a Roman villa in Sussex.

When the Romans had departed the Anglo-Saxon tribes invaded the British Isles. They destroyed almost all the civilization which Rome had established.

In the 11<sup>th</sup> century England was invaded by the Normans. The Norman invasion changed both the history and the language of Britain. The battle between the Normans and the Anglo-Saxons took place on the 11<sup>th</sup> of October 1066 at Hastings. The Normans outnumbered the Anglo-Saxon forces and were better armed.

The battle lasted all day. The English and their king Harold fought hard but were defeated by the Normans. Harold was killed. William became King of England, and because he conquered England he is called William the Conqueror.

The Norman invaders brought with them Norman architecture and the Norman language which is of French origin. Over the years it mixed with Anglo-Saxon to form the modern English language.

### **Questions**

1. When did the Romans invade Britain?
2. Where did the Romans construct their camps?
3. What traces did the Romans leave in Britain?
4. How did they decorate the floors in their houses?
5. What happened to England after the Romans had departed?
6. Who invaded Britain after the Romans?
7. When did the battle at Hastings take place?
8. How was the Anglo-Saxon army armed?
9. Who became King of England?
10. What is the origin of modern English?

**Exercise 1.** Give English equivalents of the following words and word-combinations.

Римляне, строить дороги, перекресток дорог, центры торговли, крепость, завоевать, разрушать, превосходить числом, потерпеть поражение, смешиваться.

**Exercise 2.** Complete the sentences with the words in the box.

road junction	a centre of trade	mosaics	came	civilizations	decorate
destroyed	invaded	Conqueror	will have made this road		

1. Scandinavians \_\_\_ to the British Isles in the 8<sup>th</sup> century.  
2. The workers \_\_\_ by the end of the month. 3. The cross was established at the \_\_\_\_\_. 4. The Romans didn't need carpets, they decorated their floors with \_\_\_\_\_. 5. In old times Moscow was \_\_\_\_\_. 6. People usually \_\_\_ their houses before the New Year. 7. The hurricane \_\_\_\_\_ many buildings in the town. 8. Scientists were looking for traces of old \_\_\_\_\_ in Latin America. 9. Poland was \_\_\_\_\_ by Germans in 1939. 10. King William was called the \_\_\_\_\_ after he had won the battle at Hastings.

**Exercise 3.** Complete the sentences with verbs from the text.

1. Julius Caesar \_\_\_\_\_ to Britain in 54 BC. 2. Camps for soldiers \_\_\_\_\_ at road junctions. 3. Their houses and roads, castles and theatres can still \_\_\_\_\_. 4. The mosaic of a dancing girl \_\_\_\_\_ in a Roman villa in Sussex. 5. When the Romans \_\_\_\_\_ the Anglo-Saxon tribes invaded the British Isles. 6. The Normans outnumbered the Anglo-Saxon forces and \_\_\_\_\_ better \_\_\_\_\_. 7. The English fought hard but \_\_\_\_\_ by the Normans. 8. Because William conquered Eng-

land he \_\_\_\_\_ William the Conqueror. 9. The Norman invaders \_\_\_\_\_ with them Norman architecture. 10. Over the years the Norman language \_\_\_\_\_ with Anglo-Saxon to form the modern English language.

**Exercise 4.** Translate the sentences paying special attention to the form of the verb.

An old man had three sons who were always quarrelling. One day the sons were called before their father. A bundle of sticks was given to them and they were ordered to break it.

Each of the sons tried with all his strength but no one could break the bundle.

Then the old man untied the bundle and each son was given one stick. Of course, the sticks were broken easily. "My sons," said the father, "if you live in friendship and help each other, you will always be strong and you need not be afraid of any enemy."

**Exercise 5.** Change the sentences into Passive.

1. Julius Caesar did not invade Britain in 54 BC. 2. The sites of old Roman camps turned into centers of trade. 3. The Romans built houses and roads, castles and theatres. 4. The Romans decorated their floors with mosaics. 5. When the Romans left the British Isles Anglo-Saxons came there. 6. Anglo-Saxons destroyed almost all the civilization which Rome had established. 7. The Normans invaded England in the 11<sup>th</sup> century. 8. The Norman invasion changed both the history and the language of Britain. 9. The Normans defeated the Anglo-Saxon forces at Hastings on the 11<sup>th</sup> of October 1066. 10. The Normans killed the Anglo-Saxon king Harold.

## Text 2

### A Letter

11, Red Street,  
Evpatoria, (the) Crimea  
29 July 2009

Dear Marina,

We have been away from home for a month now. I hope you don't think I've forgotten you. Our day is so full of different things that I've simply had no time to write any letters.

We've already been to all the interesting places along the South coast. First we went to Gurzuf. There we visited the Rayevskys' house, looked at the cypresses, imagining that we saw the whole scene as Pushkin had seen it many times. We wondered whether the tall cypress near the house was the one Pushkin had planted.

In the evening we went to Alupka. We joined an excursion and got into Vorontsov's palace. We approached it from the north. The palace was built by an Englishman and the northern part of it is like an old English castle. We also admired the fantastic beauty of its southern part. Inside the palace we saw a portrait of Eliza Vorontzova in a red beret. We wondered if she had inspired Pushkin to write "Who is that lady in the red beret talking to the Spanish ambassador?"

Peter argued with me again, as he had argued with us last winter saying that Pushkin's lines about "the waves rolling in to bring their love to her feet" are addressed to Eliza Vorontzove and not to Maria Rayevskaya. We even quarreled and did not speak to each other for some time.



I must stop and say good-bye to you now. Please write to me and tell me everything about yourself.

Love from Mary and Peter.

Yours Kelly

### Questions

1. Who is this letter to?
2. Why didn't Kelly write to her friend for a long time?
3. Where did they go first?
4. What did they visit in Gursuf?
5. What did they imagine looking at the Rayevskys' house?
6. Where did they go in the evening?
7. What excursion did they join?
8. Whose portrait did they see in the palace?
9. What did Peter argue with Kelly about?
10. Why didn't they speak to each other?

**Exercise 1.** Give English equivalents of the following words and word-combinations.

быть вне дома, отсутствовать; забывать; представлять, воображать; интересные места, достопримечательности; посадить (дерево); вдохновлять; присоединиться к экскурсии; старый английский замок; посол; спорить.

**Exercise 2.** Complete the sentences with the words from the text.

1. I have never been \_\_\_\_\_ from home for a long time.
2. We have seen a lot of old French \_\_\_\_\_ when we visited France.
3. \_\_\_\_\_ grow in the South.
4. We \_\_\_\_\_ and got into the Hermitage.
5. All visitors \_\_\_\_\_ Petergoff.
6. On the wall we saw a \_\_\_\_\_ of Pushkin.
7. The letter was \_\_\_\_\_ to my sis-

ter. 8. Peter and his sister \_\_\_\_\_ about one of Pushkin's poems. 9. I never \_\_\_\_\_ with my brothers and sisters. 10. An \_\_\_\_\_ is a person who presents the interests of his country in another country.

**Exercise 3.** Complete the sentences with the verbs from the text in the correct tense and voice.

1. Don't think I (забыла) you. 2. When we (приблизилась) the house we saw that it was not inhabited. 3. They (любовались) the beautiful scenery for a long time. 4. The Revolution (вдохновила) A. Block to write the poem "Twelve." 5. The children often (ссорились) but soon made it up. 6. We (спорили) if it was true. 7. My grandfather said that the trees in our park (были посажены) when he was a boy. 8. If you have time you can (присоединиться) our excursion to the Pushkin museum. 9. The letter (было адресовано) to my father. 10. This house (был построен) long before you were born.

**Exercise 4.** Complete the sentences using the rules of the Sequence of Tenses.

1. We knew that they (to go) to the South. 2. They said that they (to stay) there for a month. 3. My father said that the letter (to write) long before the telephone call. 4. My brother promised that he (to join) us as soon as he was free. 5. The student admitted that he (to speak) already to the dean. 6. When we were in St. Petersburg we (to visit) all the places of interest. 7. I promised that I (to write) about everything I saw in the USA. 8. She asked me if I (to forget) about my promises. 9. Lena said they (to argue) about the new project for two hours. 10. I wondered who (to plant) these beautiful flowers here.

**Exercise 5.** Answer the questions so that your answers made up a story.

1. Have you ever been to the Crimea?
2. Where did you stay?
3. What other places did you visit?
4. What places of interest did you see?
5. Did you join any excursions?
6. Where did you go on excursions?
7. What places or scenery did you admire?
8. Did you discuss what you had seen with anybody?
9. Were your friends and you of the same opinion about what you had seen?
10. Would you like to go to the Crimea again?

### Text 3

#### **The Climate of England**

The climate of the British Isles is affected by the Gulf Stream, a warm current flowing from the Gulf of Mexico round the North of Europe. Summers are not so warm and winters are not so cold as in the rest of Europe.

Spring is the season when nature returns to life. There are periods of sunshine broken by occasional showers.

It seldom gets unbearably hot in summer, but nevertheless the temperature may rise to ninety degrees in the shade (Fahrenheit, of course). The heat grows oppressive, the sky is suddenly overcast with low black clouds and distant peals of thunder indicate the approach of a thunderstorm. After the thunderstorm the air is remarkably fresh. The thunder has cleared the air. We are in for a spell of sunny weather again.

Autumn is the season of mist, of biting winds, of beautiful sunsets, and miserable chilly days when it drizzles. A spell of sunny weather in October is called an Indian Summer.

When there are eight degrees of frost in England, they say that it is freezing hard, and everyone complains of the cold.

On a frosty morning the country is covered with hoar-frost. The rivers and lakes are frozen over. The snow falls, but it does not last long.

The English often grumble about the weather but you should not pay too much attention to it.

### **Questions**

1. What is the climate of the British Isles affected by?
2. What is Gulf Stream?
3. When does nature return to life?
4. Does it get very hot in summer?
5. What do distant peals of thunder indicate?
6. What is autumn like in England?
7. A spell of sunny weather in October is called an Indian Summer, isn't it?
8. When does everyone begin to complain of the cold?
9. Does the snow last long in England?
10. Who often grumbles about the weather?

**Exercise 1.** Give Russian equivalents of the following English words and word-combinations.

Affect, the Gulf Stream, current, the Gulf of Mexico, Europe, occasional, unbearably hot, nevertheless, Fahrenheit, grows oppressive, overcast, peals of thunder, thunderstorm, biting winds, miserable days, drizzle, a spell of sunny weather,

Indian Summer, to complain of, hoar-frost, to grumble about, to pay attention to.

**Exercise 2.** Change the following sentences into tag-questions according to the model.

**Model:** *The climate of the British Isles is affected by the Gulf Stream, isn't it?*

1. Summers are not so warm as in the rest of Europe.
2. Spring is the season when nature returns to life.
3. There are periods of sunshine.
4. The sky is suddenly overcast with low black clouds.
5. After the thunderstorm the air is remarkably fresh.
6. Autumn is the season of mists.
7. A spell of sunny weather in October is called an Indian Summer.
8. On a frosty morning the country is covered with hoar-frost.
9. It is freezing hard.
10. The rivers and lakes are frozen over.

**Exercise 3.** Answer the following questions.

1. How many seasons are there in a year? What are they?
2. Which season do you like best and why?
3. In what season of the year does nature return to life?
4. What are the spring months?
5. What are the summer months?
6. Which month is the hottest in your region?
7. What is the weather like in autumn?
8. What are the autumn months?
9. What are the winter months?
10. Do you often complain of the weather?

**Exercise 4.** Translate the following examples of weather forecasts into Russian.

Winter: Cold. Sleet or snow showers.

Snow and drizzle.

Cloudy. Fog patches in South and East.

Cloudy. Some rain.

Cold, dry and bright.

Spring: Local rain; some bright periods.

Rain. Bright later.

Mostly dry; near average temperatures.

Dry and very warm.

Mainly dry, cool.

Summer: Bright periods and showers.

Dull and showery; brighter later.

Autumn: Rain at times.

Cold, northerly winds, with bright periods and scattered showers.

Some mist and fog at first; sunny later.

**Exercise 5.** Complete the sentences with the words in the box.

sunny	unbearable	hard	rain	bright
mist	dry and very warm	snow	be cool	fine

1. It seems a \_\_\_\_\_ day.
2. It's raining \_\_\_\_\_ .
3. What \_\_\_\_\_ weather!
4. We're in for a spell of \_\_\_\_\_ weather.
5. The heat is \_\_\_\_\_ .
6. It was \_\_\_\_\_ yesterday.
7. I expect we shall have \_\_\_\_\_ .
8. It is going to \_\_\_\_\_ .
9. I think it will \_\_\_\_\_ .
10. It looks like \_\_\_\_\_ .

## КОНТРОЛЬНАЯ РАБОТА 2

1. Give a written translation of the text (at the teacher's choice).
2. Answer the questions after the text in writing.
3. Find examples of the verbs in the Passive Voice the text.
4. Find examples of the Sequence of Tenses in the text.
5. Do grammar exercises 8 and 15.
6. Do exercise 2 to Text 3.
7. Write a letter to your friend or a relative.
8. Topics: The Climate of Russia.  
The Climate of England.

### Text 4

#### **The Seas of Great Britain**

By looking at the map of England and Wales we may learn that no part of the country is very far from the sea. This is a great benefit to England in many ways.

In the first place, in the course of the history of England, the sea had greatly helped the English to defend their country from foreign enemies.

In the second place, the sea has always been of great use to the trade and commerce of the English.

Thirdly, due to the nearness of the sea, there is much rain in England, which helps the soil to produce good crops.

Lastly, the sea is a great storehouse of food. All the seas round about the shores of England, that is the North Sea and the Atlantic Ocean, abound in fish. They are caught on all parts of the coast. The most famous fishing-ground is near York-

shire. Upon it thousands of fishermen work day and night catching fish.

One of the largest fishing-ports is Hull, while Yarmouth is the chief centre of the herring fishery.

### **Questions**

1. What can you see by looking at the map of England?
2. What is a great benefit to England?
3. What had greatly helped the English to defend their country from foreign enemies?
4. The sea has always been of great use to the trade and commerce of the English, hasn't it?
5. Why is there much rain in England?
6. What helps the soil to produce good crops?
7. How are the seas round about the shores of England called?
8. Where is fish caught?
9. Where is the most famous fishing-ground?
10. What is Yarmouth famous for?

### **Text 5**

#### **London**

London began on two small patches of dry land in the middle of a marsh on the north bank of the Thames. That was long before the Romans came. Since then it has grown and grown.

Actually there are several Londons. First, there is the City of London. It is about one square mile in area and only a few thousand people live there. But it is the financial and business centre of Great Britain.



Then there is the County of London composed of about thirty boroughs\* in addition to the City. Finally, there is Greater London which includes all the above and a great deal more. There is the West End, a fashionable shopping and entertaining centre to the west of the City. There is Mayfair – upper class London – stretching from the West End to Hyde Park. There are the Houses of Parliament built on the banks of the Thames at Westminster.

Working class London is centered in the East End. This is a vast area running eastwards from the City. It includes all the main dock areas and is heavily industrialized.

### **Notes**

\* borough – *столичный округ*

### **Questions**

1. How did London begin?
2. When was it?
3. What is the City of London?
4. How large is it?
5. What is the County of London composed of?
6. What does Greater London include?
7. What is situated to the west of the City?
8. What is there on the banks of the Thames at Westminster?
9. Where is working class centered?
10. What does the East End include?

## Text 6

### **Easter in England**

In many countries Easter is celebrated as a religious holiday; in others it is the start of Spring. However it is celebrated, it has become, like Christmas, a time when certain traditions are maintained.

Despite the Christian significance of this festival the name “Easter” is pagan in source.

Easter in England is celebrated by going to Church in the morning and listening to the Queen’s speech broadcast over radio and TV in the afternoon, after a special Sunday dinner.

The children like Easter because they get wonderful presents: big chocolate Easter eggs and rabbits. Eggs are eaten on Easter Sunday – hardboiled ones, dyed different bright colours, and also chocolate ones, often hollow or filled with chocolates and sweets.

On Easter Sunday there is the wonderful singing in Westminster Cathedral followed by the annual Parade which takes its processional route through one of the London parks – nowadays in Battersea Park by the river Thames.

#### **Questions**

1. How is Easter celebrated in different countries?
2. Has it become a holiday like Christmas?
3. What is the source of the name “Easter”?
4. How is Easter celebrated in England?
5. When is the Queen’s speech broadcasted over radio and TV?
6. Why do the children like Easter?
7. What presents do they get?

8. What is eaten on Easter Sunday?
9. Where is the wonderful singing?
10. Where does the parade take place?

## Text 7

### **Thanksgiving**

The story of that Pilgrim feast is well known among Americans. It is told and retold every year to young children in schools as one of the major American holidays approaches. The holiday is called Thanksgiving Day and is now observed on the fourth Thursday of November.

Other nations have days of thanksgiving, too, but Thanksgiving Day has a special significance for Americans because it is traced back to that group of people who were among the first to come to the New World in search of freedom.

Thanksgiving Day is marked by families gathering together to enjoy a traditional dinner of roast turkey, and to speak to one another of the things for which they are thankful. Young people who are at college or live away from their families usually come home for this dinner. If the parents are elderly, their adult children or some other relative will prepare the dinner. Only the most essential businesses remain open that day, and workers who must work in these businesses generally arrange for a family dinner later in the day or the next day so that all have the Thanksgiving feast.

The day is also one on which Americans show concern for the poor. Gifts of food for a dinner are common. Charitable organizations and churches provide food or serve dinners for the needy. Attending religious services is also common on Thanksgiving Day.

## Questions

1. What story is told and retold to children at schools?
2. When is Thanksgiving Day observed?
3. Why does it have a special significance for the Americans?
4. How is it marked by families?
5. What is a traditional dinner of this day?
6. What do the people speak to each other on this day?
7. Who prepares the dinner if the parents are elderly?
8. Who remains at work on this day?
9. How is concern for the poor shown?
10. What is also common on Thanksgiving Day?

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I. ГРАММАТИЧЕСКИЙ МАТЕРИАЛ

1. Модальный глагол “can”.
2. Модальный глагол “may”.
3. Модальный глагол “must”.
4. Эквиваленты глагола “must”: глаголы “to have to”, “to be to”.

Модальный глагол CAN

Modal verb Equivalent	Present	Past	Future
<b>can</b>  <b>to be able to ...</b>	<b>can</b>  <b>am</b> } <b>is</b> } <b>able to...</b> <b>are</b> }	<b>could</b>  <b>was</b> } <b>were</b> } <b>able to...</b>	<b>will be able</b>  <b>to ...</b>

Модальный глагол “CAN” употребляется для выражения:

Умственная, физическая возможность	<b>I can speak</b> English. <b>Can you solve</b> this problem?
Разрешение	You <b>can go</b> now.
Просьба	<b>Can you do</b> me a favour? <b>Could you get</b> me a glass of water?
Запрет	You <b>can't cross</b> the street here.

**Exercise 1.** Translate the following sentences and explain the meaning of “can” in them.

1. She is unwell, she *can't leave* the room. 2. *Can I smoke* here? 3. The teacher said they *could* all go home. 4. We *can discuss* it now. 5. I *could* never *understand* what made her behave as she did. 6. We are in charge of this great business. We *cannot leave* our responsibility to others. 7. He was surprised that she *could paint* so well. 8. If you are tired you *can have* a rest. 9. I *can smell* something burning. 10. *Can I have* some cream with my tea?

**Exercise 2.** Translate the words in brackets.

1. Of course, I (могу) translate this article.
2. I think I (мог бы) show you how to do it.
3. You (можно) go and tell her about it.
4. (можно) I see the doctor now?
5. You (можете) easily get there in 20 (twenty) minutes.
6. You (можете) do it directly on return.
7. You (нельзя) discuss the subject with your friends.
8. She was in a hurry, she (не могла) wait for us.
9. The swimmer was very tired but he (смог) reach the shore.
10. When they buy a car, they (смогут) visit their friends more often.

**Exercise 3.** Make questions with “can”.

**Model:** My sister wants to work at a restaurant. (cook) – *Can she cook?*

1. My brother is one year old today (talk).
2. John loves music (play the piano).
3. I want to go to Germany (speak German).
4. Little Mary is ten months now (walk).

5. Anna is seven years old (read).
6. She wants to be a secretary (type).
7. I want to live out of town (drive a car).
8. I want to change the wallpaper in my room (help).
9. We are going to see Moscow this summer (go with you).
10. My brother is going to the mountains (ski).

**Exercise 4.** Complete the following sentences using “can” or “to be able to” in the necessary tense.

1. In the dimness of the landing I \_\_\_\_ not see very well .
2. What \_\_\_\_ I do for you? 3. You \_\_\_\_ take a horse to the water, but you \_\_\_\_ not make him drink. 4. He suddenly felt ill, but he \_\_\_\_ finish his speech, although in the end he \_\_\_\_ hardly stand. 5. I got to the station at 9.50 a.m. and \_\_\_\_ catch the 9.55 a.m. train. 6. \_\_\_\_ you call a little later? I’m afraid I shall be busy till seven. 7. You \_\_\_\_ see him at the meeting tomorrow. 8. I think you \_\_\_\_ do it if you tried. 9. Before his illness, he \_\_\_\_ work fourteen hours a day if he had to. 10. He spoke very little French when he left school, but he \_\_\_\_ understand the language.

**Exercise 5.** Make sentences with “will be able to”.

1. I / swim / soon.
2. Little Tom / talk / soon.
3. We / write / to you / next week.
4. They / visit / his parents / soon.
5. We / buy a car / next year.
6. The doctor / see you / tomorrow.
7. Tim / play chess / next year.
8. Little Nelly / read / in a year.

9. I / drive / soon.  
 10. They / go to America / one day.

**Exercise 6.** Complete the sentences with the words from the box.

babysit clean drive hold lend pass put speak tell wait

1. Could you ... your name?
2. Could you ... my suit?
3. Could you ... me the rice?
4. Could you ... me to the station?
5. Can you ... this bag?
6. Could you possibly ... tonight?
7. Could you possibly ... me a pen?
8. Can you ... these papers away?
9. Could you ... more slowly?
10. Could you ... here for a few minutes?

**Модальный глагол *MAY***

Modal verb Equivalent	Present	Past	Future
<b>may</b>  <b>to be allowed to</b>	<b>may</b> <b>am</b> <b>is</b> } <b>allowed to</b> <b>are</b> }	<b>might</b> <b>was</b> <b>were</b> } <b>allowed to</b>	<b>will be</b> <b>allowed to</b>



Модальный глагол “**may**” употребляется для выражения:

Разрешение (можно)	<b>May I borrow</b> your umbrella, please? <b>May I see</b> your garden, please?
Говорить о возможных событиях в будущем (возможно, может быть)	I <b>may go</b> to Italy. It <b>might rain</b> this afternoon.
Говорить о возможных планах (могу, возможно)	I <b>may/might go</b> to Italy in July.
Упрек (мог бы)	You <b>might have reminded</b> me about it.

**Exercise 7.** Translate the following sentences and explain the meaning of “may” in them.

1. He said I *might come* to him any day I liked. 2. If he walks from the station, he *may arrive* in the course of the next half-hour. 3. “*May I look* around?” – he asked. 4. It was some special occasion. I don’t remember what. *It may have been* my birthday. 5. We asked the teacher if we *might use* the dictionaries. 6. Your hair is getting rather thin, sir, *may I advise* you to change your parting? 7. *I may have wrecked* my own life, but I will not let you wreck yours. 8. Mother, *may I have* a glass of light beer? 9. He *may have written* the letter, but the signature is certainly not his. 10. *It might have been* worse.

**Exercise 8.** Translate the words in brackets using “can/could” or “may/ might”.

1. It (не может быть) not be true.
2. I (возможно) be away from home tomorrow.

3. He (возможно) have been hurt.
4. It was so dark, we (могли) see nothing.
5. (Могли бы) you lend me a shilling?
6. (Можете) you hear what he is saying?
7. You (можете) walk miles in this district without seeing anybody.
8. Mother says I (нельзя) not go out.
9. (Можно) I have some more bread?
10. Sorry, sir, you (нельзя) not smoke here.

**Exercise 9.** Complete the following sentences using “can” or “may” in the correct form.

1. \_\_\_\_ I see you tonight?
2. You \_\_\_\_ read this article. You have knowledge enough.
3. What \_\_\_\_ he want here?
4. You \_\_\_\_ take this book. I don't need it.
5. I am sure you \_\_\_\_ have done it much better.
6. You \_\_\_\_ never tell; everything \_\_\_\_ turn out quite all right.
7. Something was wrong with my receiver, I \_\_\_\_ not hear you well.
8. I was so angry, I \_\_\_\_ have thrown my boots at him.
9. “How do you do it, if I \_\_\_\_ ask?” “Simply phonetics. I \_\_\_\_ place any man within six miles.
10. If she \_\_\_\_ not call on me, he \_\_\_\_ have called me up at least.

**Exercise 10.** Answer the following questions.

1. May children play with a knife?
2. Might I address you?
3. May I ask you a question?
4. May I miss tomorrow's lesson?
5. May I smoke in this room?
6. May I take this book for two weeks?
7. May I take these sweets?
8. May he take your sister to the museum?
9. May we go on an excursion with you?
10. May the child have another apple?

**Exercise 11.** Paraphrase the following sentences using the verb “may”.

**Model:** Perhaps the boys are in the garden. – *The boys may be in the garden.*

1. Perhaps she is at the University. 2. Perhaps the weather will be better next Sunday. 3. Perhaps she will write to you about it. 4. Perhaps they are in St. Petersburg now. 5. Perhaps he will help you. 6. Perhaps she is right. 7. Perhaps the room is not occupied. 8. Perhaps she is pressing my dress. 9. Perhaps they will call on me in the evening. 10. Perhaps he will want to speak to you.

**Exercise 12.** Put in “may not” or “can’t”.

1. We can try that restaurant, but they...have a table free.
2. There are no lights in the house, and they’re not answering the doorbell. They ... be at home.
3. He says he’s got lots of money, but it ... be true.
4. She says her dog talks to her, but dogs... talk.
5. I’ll ask that policeman, but he ... speak English.
6. “Can you come tomorrow?” - “I’ll see. I ... have time.”
7. I ... pass the exam, but I’m hoping for the best.
8. I’m going to see my old primary school teacher tomorrow, but she ... remember me.
9. It’s getting late. I ... finish this work on time.
10. She ... be at home. She went to Spain this morning.

## Модальный глагол *MUST*

Modal verb Equivalent	Present	Past	Future
<b>must</b>	<b>Must</b>		
<b>to have to</b>	<b>have to</b> <b>has to</b>	<b>had to</b>	<b>will have to</b>
<b>to be to</b>	<b>am to</b> <b>is to</b> <b>are to</b>	<b>was to</b> <b>were to</b>	

Модальный глагол “**must**” употребляется для выражения:

Долженствование, необходимость (должен) (= have to)	Well, it's 10 o'clock, I <b>must go</b> ( <b>have to go</b> )
Приказ, настоятельная просьба (побудительное предложение)	You <b>must leave</b> the room at once.
Запрет (нельзя)	You <b>mustn't speak</b> loudly in a library

Модальный глагол “**to have to**” употребляется для выражения:

Необходимость в силу обстоятельств (должен, приходится, вынужден)	I <b>have to get</b> up at 6 every day. My working day begins at 8
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Модальный глагол “**to be to**” употребляется для выражения:

Соглашение, договоренность, часть плана (должен, придется, вынужден)	They <b>are to go</b> to Spain in July
Категорический приказ или запрещение (побудительное предложение)	You <b>are to go</b> straight to your room
Что-либо, понимаемое как неизбежное (предстоит, суждено)	He went about thinking of his life and what <b>was to become</b> of him

**Exercise 13.** Translate the following sentences and explain the meaning of “must” and its equivalents.

1. I *must go* and *lay* the table myself. 2. We *had to walk* all the way to the station. 3. I *am to make* a report at the conference. 4. We *’ll have to run* to be in time for the train. 5. They *must show* us how to organize the work. 6. She *was to take* this group of children round the picture gallery. 7. I *must explain* it all to you. 8. She was running high temperature. I *had to put* her to bed at once. 9. I *was to come* to the Institute an hour before the time and wait for her in the hall. 10. I *must do* the shopping today.

**Exercise 14.** Choose the right verb in the brackets.

1. I’m afraid I (must, am to, have to) go now. I (must, am to, have to) do some shopping before school. 2. If you go there in the morning, you (must not, are not to, do not have to) wait. 3. He’s out. I’m afraid you (must, are to, have to) come another time. 4. I can’t help it. I simply (must, am to, have to) see him to-night. 5. There was only an old lady before us, so we (must

not, were not to, did not have to) wait long. 6. I (must, am to, have to) tell you it was not so simple after all. 7. We (must, were to, had to) tell him all the details. 8. He said he (must, was to, had to) go out and would come in after lunch. 9. If we miss this train, we (must, will have to) wait for over an hour. 10. We (must, were to, had to) walk all the way to the station.

**Exercise 15.** Replace the infinitives in brackets using “must”, “to have to” or “to be to”.

1. This is Dora. She (share) your room. 2. I must leave now. I (do) the cooking. 3. Who (meet) you here? 4. I’m afraid you (go) there alone, darling. I’ve such a headache. 5. Two more apartment houses (be built) here. 6. Sorry, I’ve got to rush. I (meet) mother at the metro station at 6 sharp. 7. She (wear) glasses as her eyesight is very weak. 8. It was planned that we should wait for them after the performance. We (wait) for them at the entrance. 9. There is plenty of time. I don’t (leave) you yet. 10. It is raining. You (put on) your raincoat.

**Exercise 16.** Complete the following sentences using “can” or “may” in the correct form.

1. I wondered what \_\_\_\_\_ to happen to us. 2. It looks like raining. You \_\_\_\_\_ to take your raincoat. 3. We \_\_\_\_\_ work hard to achieve good results. 4. It was too late to change the plan, and it \_\_\_\_\_ to remain as it was. 5. I understood that I \_\_\_\_\_ to do it all by myself. 6. I \_\_\_\_\_ leave or I shall be late. 7. You \_\_\_\_\_ not to tell him about it if you don’t want to. 8. There is nothing strange in what he did. It \_\_\_\_\_ to be expected. 9. We \_\_\_\_\_ to leave on Monday, but because of a two days’ delay with the visas we \_\_\_\_\_ to book tickets for Wednesday. 10. I’m sorry, but I \_\_\_\_\_ go.

**Exercise 17.** Use the modal verbs **must**, **may**, **can** or their equivalents in the correct form.

1. You \_\_\_\_\_ come to help them tomorrow: the work \_\_\_\_\_ to be done by the end of the week. 2. \_\_\_\_\_ you help me now? 3. \_\_\_\_\_ I return the book to you on Friday? 4. It is already six o'clock. We \_\_\_\_\_ hurry if we don't want to be late. 5. \_\_\_\_\_ you \_\_\_\_\_ to translate this text into English? – I think I \_\_\_\_\_. 6. How do you feel when you \_\_\_\_\_ take a test? 7. We \_\_\_\_\_ not afford to pay the bill. 8. You \_\_\_\_\_ take the medicine three times a day before meals. 9. You are overtired. You \_\_\_\_\_ relax for a few days. 10. They spent all the morning on the river bank. Only Ann \_\_\_\_\_ to return home as she had promised to be in time for the dinner.

## **II. ТЕКСТЫ И УПРАЖНЕНИЯ ПО УСТНОЙ ПРАКТИКЕ**

### **Text 1**

#### **Cambridge**

Cambridge is situated at a distance of seventy miles from London; the great part of the town lies on the left bank of the river Cam crossed by several bridges.

Cambridge is one of the loveliest towns in England. It is very green presenting to a visitor a series of beautiful groupings of architecture, trees, gardens, lawns and bridges.

The dominating factor in Cambridge is its world known University, a centre of education and learning, closely connected with the life and thought of Great Britain. There are twenty

seven colleges in Cambridge University. You can find the oldest college here which was founded in 1284. There is a close connection between the University and colleges, though they are quite separate in theory and practice.

The college is a place where you live, no matter what profession you are trained for, so that students who study literature and those trained for physics may belong to one and the same college.

However the fact is that you are to be a member of a college in order to be a member of the University. Every college is headed by a dean.

A college is a group of buildings forming a square with a green lawn in the centre. According to an old tradition the students are not allowed to walk on the grass: only professors and head students may do it.

The University has the power to grant degrees, it defines courses of study, and organizes most of the formal teaching.

Each student studies at the University for 4 years, three terms a year. He is trained by a tutor; each tutor has 10 - 12 students reading under his guidance.

The long vacation lasts three months.

### **Questions**

1. How far is Cambridge from London?
2. What sight does Cambridge present to a visitor?
3. What is the dominating factor in Cambridge?
4. How many colleges are there in Cambridge?
5. When was the oldest college founded?
6. What is a college?
7. What Cambridge traditions do you know?
8. What power has the University?



9. How long does each student study at the University?  
 10. What does a tutor do?

**Exercise 1.** Give Russian equivalents of the following English words and word-combinations.

Is situated, lies on the bank, a series of beautiful groupings of architecture, the dominating factor, a centre of education and learning, was founded in, a close connection between, no matter what, are trained for, belong to, a dean, lawn, to grant degrees, a term, a tutor, under his guidance, vacation.

**Exercise 2.** Complete the sentences with words from the box.

year	vacation	was founded	trained	terms
is situated	oldest	last	dean	tradition

Chelyabinsk Teachers' Training University \_\_\_\_\_ in the centre of the town. It \_\_\_\_\_ 80 years ago as a Teachers' Training Institute. The \_\_\_\_\_ departments of the University are historical, mathematical, philological. Each department is headed by a \_\_\_\_\_. The students are \_\_\_\_\_ to teach all the subjects at school.

The academic \_\_\_\_\_ begins on the 1st of September. It is an old \_\_\_\_\_ to celebrate this day as "Day of Knowledge". The academic year consists of two \_\_\_\_\_. Each of them \_\_\_\_\_ about four months.

The long \_\_\_\_\_ is in July and August.

**Exercise 3.** Translate into Russian.

There are usually four kinds of classes in American Universities. First, they teach many subjects in lecture courses.

Lecture classes are often large. The professor speaks from notes or from a written lecture concerning the subject of the course. Lecture courses are valuable because the professors who teach them are specialists in their fields. The second kind of university class is the Recitation class. The third kind of class, the Seminar class, is for advanced students only. The fourth kind of university class is the Laboratory class. Laboratory classes are especially important in technical and scientific courses.

**Exercise 4.** Translate the words in brackets into English.

1. You will (придется) drive seventy miles from London to get to Cambridge. 2. You (можете) see that the great part of the town lies on the left bank of the river Cam crossed by several bridges. 3. You (должны) admit that the dominating factor in Cambridge is its world known University. 4. You (можете) study literature and live in the same college with a physicist. 5. According to the English tradition students (должны) to live in the college not study. 6. You (нужно) to be a member of a college in order to be a member of the University. 7. You (можете) see a green lawn in the centre of the college yard. 8. Only professors and head students (разрешено) to walk on the grass. 9. The University (может) grant degrees, and define courses of study. 10. Each tutor (может) have 10–12 students reading under his guidance.

**Exercise 5.** Match the columns so that you have a story.

**My studies at the University**

<p>The academic year consists          The autumn term ends in December          The spring term lasts from          Each term ends with            The curriculum in our University          They are:          It also includes          Our classes begin at 8.30 (eight thirty)          Usually we have three or four periods          On week days we work hard            Besides twice a year we have holidays:</p>	<p>optional and obligatory subjects. lectures, recitation classes, laboratory classes.          and are over at half past three.          of two terms: the autumn term and the spring term.          in summer and in winter.          it lasts four months.          takes three groups of subjects. credits and examinations.            the 9<sup>th</sup> of February till June.            social-political, general-educational and specialized.          we have a rest on Sundays.</p>
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Text 2

**School in Great Britain**

In Britain education is compulsory between the age of 5 and 15. In England and Wales primary education continues until the age of 11. Between the ages of 5 and 7 children are to go to Infant School, and between the ages of 7 and 11 – to Junior School. The system is different in Scotland.

There are three types of publicly maintained secondary schools in England and Wales: grammar schools, secondary modern schools and secondary technical schools. Grammar schools provide education of an academic type, and a large

number of grammar school children go on to university. Most children nevertheless go to secondary modern schools which give a general education with a practical bias.

Certain educational authorities have set up comprehensive schools which provide all types of secondary education for all children of a district. Children do not have to take the eleven plus examination on which depended the selection for different types of secondary schools. Each child is given an opportunity to develop his talents and may follow his special interests. There is no general leaving examination, but pupils may take an examination for the General Certificate of Education (GCE). The examination has two levels: "ordinary" (O-level), usually taken at the age of 16, and "advanced" (A-level) taken at the age of 18 or 19. All this refers to publicly maintained schools, which are attended by more than 90 per cent of all children. No fees are charged on them.

However, there also exist independent schools, the most important of which are the so-called "public schools" (for children between the ages of 13 and 18). Many public schools are several hundred years old. Nearly all of them are boarding schools and most of them are boys' schools. They charge very high fees.

### **Questions**

1. At what age is education compulsory in Britain?
2. At what ages do children go to Infant Schools and to Junior Schools?
3. What are the types of publicly maintained secondary schools in England and Wales?
4. What education do grammar schools provide?
5. What schools do most children go to?

6. What do comprehensive schools provide?
7. What can children take instead of leaving examinations?
8. Can you name the two levels of GCE?
9. Are any fees charged in publicly maintained schools?
10. What other types of English schools do you know?

**Exercise 1.** Give English equivalents of the following Russian words and word-combinations.

Обязательное образование, начальное образование, начальная школа, средняя школа, академический тип, общее образование, практический уклон, установить (внедрить), обеспечивать, отбор детей, выпускные экзамены, плата за учебу, независимые (негосударственные) школы, школа-интернат.

**Exercise 2.** Choose the correct word and translate into Russian.

1. The St. Petersburg University has a foreign language department. The students (teach, study) three European languages there. Cassette recordings, DVD- and video films help them to (teach, study, learn) the correct pronunciation and intonation. 2. A delegation of Moscow teachers spent a few days in Smolensk getting acquainted with the work of the (Pedagogical, Teachers' Training) University. During this time they (speak, say, tell) to the teachers and students, visited many lessons, made reports on the methods of teaching foreign languages. The Smolensk teachers in their turn (speak, say, tell) their colleagues how they worked.

**Exercise 3.** Insert prepositions where necessary.

1. The majority ... the students ... the first year are former workers and employees. 2. The doors ... higher educational

institutions are open ... all ... our country. 3. Great attention is paid ... polytechnic education today. 4. The director went through the list ... his new workers and found that most ... them were graduates ... technical colleges. 5. Our University was founded ... 1934. 6. ... the last day ... term teachers usually tell us ... the program ... next semester. 7. The customs and methods ... many colleges are very similar. 8. ... end ... each term the students ... junior courses have a written examination. 9. Those who live ... the hostel are reprimanded ... coming ... 12 o'clock. 10. If it happens more than once they are called out ... the dean ... an explanation.

**Exercise 4.** Put the verbs in brackets into the correct form.

Oxford (to found) in the 12th century as an aristocratic university and (to remain) so to the present day. The University (to consist) of 32 colleges altogether – 27 colleges for men and 5 colleges for women. There (to be) 16 faculties there, among them humanitarian, medical, oriental, theological and others.

Within the first week the freshman (to meet) the tutor to whom he (to assign) and (to begin) his work. At the beginning or end of each term the undergraduate (to test) by the college examinations. The undergraduates (to gather) in the hall where they (to write) their answers under examination conditions.

**Exercise 5.** Use the modal verbs **can**, **may**, **must** and their equivalents.

1. When you finish school you \_\_\_\_\_ choose any form of post school education. 2. This term we \_\_\_\_\_ to take four exams. 3. I \_\_\_\_\_ to make a report tomorrow that is why I \_\_\_\_\_ to go to the library. 4. You \_\_\_\_\_ miss classes. 5. \_\_\_\_\_ I go out? 6. You \_\_\_\_\_ be late if you don't hurry. 7. I \_\_\_\_\_ not speak English last year but now I \_\_\_\_\_. 8. The boy was

not \_\_\_\_\_ to stay up late. 9. You will \_\_\_\_\_ to read much to get ready for the examination. 10. \_\_\_\_\_ I do all these exercises?

### Text 3

#### **More Facts about English Education**

There are forty-seven degree-giving universities in Britain. The oldest of them, as it has already been mentioned, are Oxford and Cambridge.

At the end of three years' study the undergraduates take their first degree – Bachelor of Arts (B.A.).

In addition to the universities there are a great many technical colleges dispersed over the country. They provide advanced special training for technicians and professional people.

Teachers in the primary and secondary schools in England may get their professional training at the university which provides a one-year course for students who have spent the previous three years in obtaining a university degree, or in the training colleges which provide a two- or three-year course for students of 18 years and over – who have usually got a secondary school education and have passed an appropriate qualifying examination.

The training college course covers both academic and professional subjects, including practice in teaching.

#### **Questions**

1. How many degree-giving universities are there in Britain?
2. Which are the oldest of them?
3. When do the undergraduates take their first degree?

4. What is this degree?
5. What educational institutions provide advanced special training for technicians and professional people?
6. Where may teachers in the primary and secondary schools in England get their professional training?
7. What courses does the university provide for students who have spent the previous three years in obtaining a university degree?
8. Where else may they get their professional training?
9. At what age may students take a two- or three-year course?
10. What subjects does the training college course cover?

**Exercise 1.** Remember the following useful words and word-combinations.

To do an exercise, to make a mistake, the time-table, a lecture on History, a seminar on Literature, a class in conversation, to take (make) notes at a lecture on..., to read up for an examination, a credit, a matriculation-book.

**Exercise 2.** Insert prepositions or post-verbal adverbs if necessary.

1. Kate is very good \_\_\_\_\_ English.
2. There are no weak students \_\_\_\_\_ our group.
3. They all work hard \_\_\_\_\_ their English and help each other \_\_\_\_\_ their work.
4. If you are interested \_\_\_\_\_ research work, you may join \_\_\_\_\_ some scientific society.
5. Did you write a composition \_\_\_\_\_ Monday?
6. Our classroom is next door \_\_\_\_\_ the Dean's Office.
7. \_\_\_\_\_ winter we shall take exams \_\_\_\_\_ English and the Geography \_\_\_\_\_ England.
8. Peter is good \_\_\_\_\_ Phonetics.
9. Our English Club is extremely popular \_\_\_\_\_ the students \_\_\_\_\_ our faculty.
10. What kind \_\_\_\_\_ sport do you like?



**Exercise 3.** Supply the other forms of the infinitives given below.

Infinitive	Past Simple	Participle II	Participle I
to begin			
to eat			
to flow			
to break			
to come			
to keep			
to run			
to think			
to teach			
to fall			
to lie			
to spring			
to choose			
to sleep			
to write			
to understand			

**Exercise 4.** Fill in the blanks using **must**, **can**, **may** or their equivalents.

1. I \_\_\_ go now (It's late).
2. What a pity you \_\_\_ to go now (It's time for you to catch the last train).
3. We \_\_\_ begin before five (or we shall not finish our work).
4. We \_\_\_\_\_ to begin before five (the time's arranged).
5. In the evening we watch TV or \_\_\_\_\_ go to the cinema (If we have an opportunity).
6. He \_\_\_\_\_ cook dinner himself (I can't help him).
7. He \_\_\_\_\_ cook dinner himself (He has got no one to help him).
8. He \_\_\_ cook dinner himself (It was agreed upon).

9. You \_\_\_\_\_ wash the dishes (Mother can't do it to-day).  
10. You \_\_\_\_\_ wash the dishes (If you want to).

**Exercise 5.** Answer the questions so that your answers made up a story. Combine your answers with exercise 5, p. 74 to make up a topic.

### **Our University**

1. What university do you study at?
2. Where is it situated?
3. When was it founded?
4. How many buildings does it consist of?
5. How many faculties are there in it?
6. What are these faculties?
7. What year are you in?
8. What subjects do you study?
9. What is your favourite subject?
10. Where are you going to work after University?

### **КОНТРОЛЬНАЯ РАБОТА 3**

1. Give a written translation of the text (at the teacher's choice).
2. Answer the questions after the text in writing.
3. Find examples of modal verbs and their equivalents in the text.
4. Do grammar exercises 4 and 5 to Text 2.
5. Do exercise 4 to Text 1.
6. Topics: a) Education in Great Britain;  
b) My Studies at University;  
c) Our University.

## Text 4

### **About My Future Profession**

My future profession is that of a teacher. It is a very difficult and interesting work. When asked what made me want to become a teacher I always think of my beloved teacher whose enthusiasm and quiet efficiency I always liked.

A good teacher must pay attention to the child's natural development, advocate self-activity, criticize rote learning.

The object of a teacher is not only to communicate knowledge to his pupils but also to introduce them to the art of living together and to develop not only the skills of reading, writing and counting (the English say – “the three ‘R’s” – reading, writing and ‘rithmetic’) but also to train the hands, the body and the imagination.

Educating children is a serious problem and nearly all who discuss the problem agree that the school should have the most up-to-date production, experimental and scientific facilities. Nowadays all schools have computer classes and internet.

Another problem lies in the difficulties of upbringing. It is required that a teacher should bring them up to be honest, just, noble and kind. In this respect much depends upon the teacher. And some teachers really work wonders. The teacher creates the climate in his class. He must be able to help each child to find his place in the community.

Parents often talk to teachers about their worries and the teacher must be able to answer their questions. Sukhomlinsky reminded the teachers that “every mother and every father who comes to school comes in the hope of receiving welcome news of their child's progress from his teachers. Don't deny parents

that hope, no child must ever be given to feel that he is a failure, that he has no ability

The building of character is ensured in the educational process when the teacher treats the pupil as an equal, as one man another”.

### **Questions**

1. What is your future profession?
2. What must a good teacher pay attention to?
3. What is the object of a teacher?
4. Is it important to introduce the children to the art of living together?
5. What does “the three ‘R’s’ mean?
6. What is necessary for educating children?
7. Can you name the problems of upbringing?
8. What must a teacher be able to do?
9. What did Sukhomlinsky remind the teachers?
10. What do parents expect talking to a teacher?

### Text 5

#### **K.D. Ushinsky – the Great Russian Educator**

Konstantin Dmitrievich Ushinsky was born in 1824. The place of Ushinsky in the history of Russian education is great. His works influenced and continue to influence Russian education.

Ushinsky’s first impression of Western education decided his future activity as an educator. He compared the three “elements” of education in Great Britain, France, Germany and America – administration, instruction and training. But he

found it impossible to imitate the organization of Western schools in Russia.

Ushinsky stressed the factor of nationality (*narodnost*) which is a peculiar feature of each separate nation. He considered that Russia had to find its own national tradition in education. The conclusions of his work were formulated under the following headings: 1. A common system of public education for all nations does not exist either in theory or in practice. 2. Each nation has its own system of education. 3. Public education is efficient only when its problems become the problems of society in general and of individual families in particular. These conclusions were the result of the comparative study of foreign countries and, with certain modifications might be valid for all nations and all times.

An opportunity for personal inspection of foreign institutions was afforded him in 1862. He visited elementary, secondary and girls' schools and teachers' seminaries in Switzerland, Germany, France, Belgium and Italy and gave detailed accounts of the administration, organization and curricula of these institutions.

Equal education of women found open approval from Ushinsky. He wrote that it is a woman's character where concentration of attention, punctuality, patience, love of order, tenderness, manners, taste and above all, the innate love of children are met with much oftener than in a man. He also pointed out the necessity of mother tongue especially for elementary instruction.

## **Questions**

1. When was Konstantin Dmitrievich Ushinsky born?
2. What is the place of Ushinsky in the history of Russian education?
3. What decided his future activity as an educator?
4. What did he compare?
5. What were the conclusions of his work?
6. Under what headings were the conclusions of his work formulated?
7. When did he have an opportunity of personal inspection of foreign institutions?
8. What did he visit then?
9. What did he approve of?
10. Why did he approve of equal education of women?

## **Text 6**

### **World Association for Adult Education**

Adult education is also called continuing education. It is any kind of education for mature men and women. Adult education includes such modes of independent study with or without the aid of libraries; broadcast programs or correspondence courses; group discussion or other learning (on the basis of mutual aid) in study circles, seminars or workshops; and full or part-time study in classes or courses in which the lecturer, teacher, or tutor has a formal leading role.

Types of adult education can be classed as follows:

– Education for vocational, technical, or professional competence. Such education may aim at preparing an adult for a first job or for a new job, or it may aim at keeping him up to date on new developments in his occupation or profession.

– Education for health, welfare, and family living. Such education includes all kinds of education in health, family relations, planned parenthood, hygiene, child care, and the like.

– Education for civic, political, and community competence. Such education includes all kind of education relating to government, community development, public and international affairs, voting and political participation, and so forth.

– Education for “self-fulfillment”. Such education includes all kinds of liberal education programs: education in music, the arts, dance, theatre, literature, arts and crafts, brief or long-term. These programs aim primarily at learning for the sake of learning rather than at achieving the aims included in the other categories.

– Remedial education: fundamental and literacy education. Such education serves as a basis for all other kinds of adult education. It is required most extensively in societies changing rapidly from a primitive form to an industrial economy and at the same time changing politically and socially. It concerns some nations of Asia, Africa and Latin America. Mass literacy is a very important aim for such nations, so the establishment of universal primary education is necessary for both children and adults.

### **Questions**

1. What is another name for adult education?
2. What modes of independent study does adult education include?
3. Is full-time study in classes or courses the only mode for adult learners?

4. What is the first type of adult education mentioned in this text?
5. What is the aim of such education?
6. What does education for health, welfare and family living include?
7. Can you find anything if you are interested in politics?
8. What is meant by education for “self-fulfillment”?
9. Would you like to learn for the sake of learning?
10. Where is remedial education most important?

### Text 7

#### **Higher Education in USA**

Out of more than three million students who graduate from high school each year, about one million go on for “higher education”. A college at a leading university might receive applications from two per cent of these high school graduates, and then accept only one out of every ten who apply.

Successful applicants at such colleges are usually chosen on the basis of: a) their high school records; b) recommendations from their high school teachers; c) the impression they make during interviews at the university; d) their scores on the Scholastic Aptitude Tests (SATs).

The system of higher education in the United States is complex. It comprises four categories of institutions: (1) the university, which may contain (a) several colleges for undergraduate students seeking a bachelor’s (four-year) degree and (b) one or more graduate schools for those continuing a specialized studies beyond the bachelor’s degree to obtain a mas-



ter's or a doctoral degree; (2) the four-year undergraduate institution – the college – most of which are not part of university; (3) the technical training institution, at which high school graduates may take courses ranging from six months to four years in duration and learn a wide variety of technical skills from hair styling to computer programming; (4) and the two-year, or community college, from which students may enter many professions or may transfer to four-year college or university.

### **Questions**

1. How many students graduate from high school each year?

2. How many high school graduates might a college at a leading university receive?

3. On what basis are applicants chosen?

4. Is the system of higher education in the United States simple?

5. How many categories of institutions the system of higher education in the USA comprise?

6. What institution can you enter if you are seeking a bachelor's degree?

7. Where can you continue your studies beyond the bachelor's degree?

8. What institutions are not part of university?

9. Where can you get technical education?

10. How long may you study at the technical training institution?

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## I. ГРАММАТИЧЕСКИЙ МАТЕРИАЛ

1. Сослагательное наклонение. Три типа условных предложений.

2. Смешанные случаи употребления времен в условных предложениях II и III типа.

### Сослагательное наклонение

#### *Три типа условных предложений*

I	If I <b>am not</b> too busy, I <b>shall go</b> to the concert.	Если я не буду слишком занята, я пойду на концерт.
II	If I <b>were not</b> too busy I <b>should go</b> to the concert.	Если бы я не была слишком занята (сегодня, завтра), я бы пошла на концерт.
III	If I <b>had not been</b> too busy I <b>should have gone</b> to the concert.	Если бы я не была слишком занята (вчера), я бы пошла на концерт.

#### *Смешанные случаи употребления времен в условных предложениях II и III типа*

If I <b>were</b> acquainted with this professor, I <b>should have rung</b> him up yesterday.	Если бы я был знаком с этим профессором, я бы позвонил ему вчера вечером.
If I <b>had written</b> the composition yesterday, I <b>should be</b> free now.	Если бы я написала сочинение вчера, я была бы свободна сейчас.

**Exercise 1.** Translate the following sentences and explain the use of the mood forms.

1. I would come at once, if you were really ill. 2. She would have felt happier if she had really loved that sick woman. 3. She would cry, if she said any more. 4. After all, it never would have happened if I had not met you. 5. If I am free tomorrow, I shall join you with pleasure. 6. If I were you I should have never done such a thing. 7. If you had bought that dictionary you wouldn't have to go to the library now. 8. If your brother were here now he would help us with the sums. 9. You would be able to see this new film now if you had done your homework yesterday evening. 10. If I had learned all the new words from this text I should translate it without difficulty.

**Exercise 2.** State the types of conditional sentences.

1. If you had studied hard last year, you would have passed your examinations successfully. 2. If you had reviewed the rules, you would know them better now. 3. If you were a doctor, you would have helped us yesterday. 4. If he asked for money, would you give him any? 5. If you had gone to the country for the week-end, I should have watched the international sports events on TV. 6. If he had not been awfully tired he would have called me up. 7. If she had entered the university last year, she would graduate from it in four years. 8. If you were practical, you would have booked tickets for a fast train. 9. If you had got in touch with him he would have rendered you a service. 10. If I had seen him yesterday, I should have told him about it.

**Exercise 3.** Fill in the blanks with the corresponding form of Subjunctive Mood.

1. If I (were, had been) free yesterday, I (should go, should have gone) to the museum with you. 2. If the children (were, had been) tired yesterday, they (would go, would have gone) to bed at 8 o'clock. 3. If it (was, were, had been raining) yesterday, we (should be, should have been) at home for the whole day. 4. If she (passed, had passed) her exams in time, she (would go, would have gone) to the rest home. 5. If this article (was, were, had been) published, I certainly (should read, should have read) it. 6. If the train (was, were, had been) late, we (should come, should have come) early in the morning. 7. If your letter (caught, had caught) me at home, I (should answer, should have answered) it. 8. If I (was, were, had been) in town now, I (should be, should have been) able to buy the complete works of Dickens. 9. You (would not put, would not have put) on weight, if you (kept, had kept) your diet. 10. I (should tell, should have told) you everything in detail, if you (could keep, could have kept) secret.

**Exercise 4.** Choose the correct form in brackets.

1. If I had this book, I (would give, would have given) it to you. 2. If she wrote more slowly, she (would not make, would not have made) so many mistakes. 3. I would give you his address if I (knew, had known) it. 4. If he knew you were away, he (would not come, would not have come). 5. If I were you, I (would read, would have read) the book in the original. 6. She (would not go, would not have gone) there if her family were not invited. 7. I (would keep, would have kept) a gardener if I needed help. 8. If it were not raining so hard, we (would go, would have gone) out. 9. If I (had, had had) a dictionary, I

would finish the translation today. 10. If we knew his address, we (would write, would have written) to him.

**Exercise 5.** Use the corresponding form of the Subjunctive Mood instead of the infinitives in brackets.

1. If you (to take) this book before, you would have translated this article. 2. If you (to ring up) me yesterday, I should have told you about her arrival and you would have met her at the station. 3. If all the students (to take part) in this work, everything would have been done long ago. 4. If everybody (to come) yesterday, we should have considered this problem. 5. If I (to know) about this I should have bought tickets before time. 6. If your sister (to buy) tickets she would have rung you up. 7. If she (to have) much work to do yesterday, she would not have gone to the cinema. 8. If I (to know) him I should have asked him to do this. 9. If he (to remember) about your book at that time, he would have brought it. 10. If you (to help) me to translate this article I should have done it long ago.

**Exercise 6.** Use the corresponding mood form instead of the infinitives in brackets. Make the condition unreal.

1. If my dress (to be) ready I (to put on) it tomorrow. 2. If you (to go) to the station now, you (to find) him there. 3. If your son (not to be lazy) he (to get) good marks. 4. If this girl (to speak) louder, everybody (to hear) her. 5. If you (to be) at home, you (to prepare) your report. 6. Your baggage (to be taken) to the station if it (to be packed). 7. Your dress (to be made) if you (to order) it not later than tomorrow. 8. Your sister (to get) a medal if she (to be good) at mathematics. 9. Your article (to be published) if you (to finish) it today. 10. We (to do) exercises if we (not to go) to the theatre tonight.

**Exercise 7.** Use the corresponding mood form instead of the infinitives in brackets.

1. If she were a great authority on the matter, she (to make) a report willingly. 2. If the project had been submitted for discussion yesterday, the decision (to be read) now. 3. It (to be amazing) if he remembered every detail of what had happened so long ago. 4. If there is any change, the committee (to know). 5. If anyone called, I (to give) him your telephone number so that he (to get in touch) with you. 6. I (to speak), if I had been sure of the answer. 7. I (to help) him, if he had asked me. 8. You (to see) the Eiffel Tower, if you go to Paris. 9. The boy (to post) the letter, if you had given it to him. 10. If I were you, I (to be) very careful.

**Exercise 8.** Answer the questions in complete sentences.

1. What country would you go if you didn't need a visa?
2. Would you come to the University on Sunday if your teacher asked you?
3. If you had been late for your lesson yesterday, would you have apologized to the teacher?
4. Would you go to the beach if you were free now?
5. How old would you be now if you had been born in 1950?
6. What dance would you like to learn if it were a dancing lesson?
7. Would you keep a gardener if you could afford it?
8. What would you do if you won a large sum of money?
9. Would you have gone to the cinema if you had known how dull the film was?
10. Would you read in the original if you knew English better?

**Exercise 9.** Form sentences of unreal condition. Follow the model.

**Model:** I did not translate the article yesterday because I had no dictionary.

– If I had had a dictionary I would have translated the article yesterday.

1. We lost our way because the night was very dark.  
2. The river was very deep in this place; that is why we could not cross it.  
3. He was not in town that is why he was not present at our meeting.  
4. The pavement was so slippery that I fell and hurt my leg.  
5. It is late and I have to go home.  
6. Our telephone was out of order that is why I did not call you up last night.  
7. I have left the book at home that is why I cannot read that passage to you.  
8. I was expecting my friend to come that is why I could not go for a walk with you.  
9. When we came to the river we saw that the bridge was broken and we could not get across.  
10. The boy could not reach the top shelf because he is too small.

**Exercise 10.** Answer the following questions using Present Subjunctive.

*What would you do if...*

1. ... you wanted to set your son a good example?  
2. ... you were invited to come to see someone on Thursday night but you were very busy?  
3. ... you wished to spend a few days in the country?  
4. ... you came on a short visit to St. Petersburg?  
5. ... you met a person for the first time?  
6. ... you wanted to ring a friend of yours but you did not know his telephone number?  
7. ... you wanted to become an engineer?  
8. ... your friend were in trouble?  
9. ... you had much luggage and could



not hire a taxi? 10. ... you wanted to have a good rest in summer?

**Exercise 11.** Answer the following questions using Past Subjunctive.

*What would you have done if...*

1. ... you had left your key at home? 2. ... a friend of yours had fallen ill? 3. ... you had not entered the university? 4. ... you had not passed your last examination? 5. ... you had not made all the necessary arrangements for the party? 6. ... you had been deceived by your best friend? 7. ... you had had a chance to come on a short visit to England last year? 8. ... you had known your friend was in trouble? 9. ... a friend of yours had caught cold and had high temperature? 10. ... a friend of yours had had some business to talk over with you?

**Exercise 12.** Answer the following questions. Pay attention to the type of conditional sentences.

1. How would you get in touch with the company you deal with, if you wanted a quick answer? 2. If you had heavy suit cases, would you pace up and down the platform or would you stay at one place? 3. What would you do if you were to make a report on psychology? 4. What would you do if you were on a tourist trip now? 5. What would you do if your TV set was out of order? 6. Would he have violated the law, if he had known the consequences? 7. Would you have gone sight-seeing if you were pressed for time? 8. Would you have apologized to a friend of yours if it had not been your fault? 9. What would have happened if the patient had refused to take the medicine? 10. Would he look better if he had given up smoking?

**Exercise 13.** What type of Conditional (I, II, III, смеш.) should be used to translate these sentences?

1. Если погода улучшится, мы пойдем на прогулку.

2. Если бы ты не был таким рассеянным, ты бы не оставил свой портфель в поезде.

3. Если бы ты позвонил вчера, я бы принесла тебе эту книгу сегодня.

4. Если ты пойдешь на почту, купи мне конвертов, пожалуйста.

5. Даже если бы вы позвонили вчера, я бы не смог прийти.

6. Если бы он пришел вовремя, этого могло бы не случиться.

7. Если бы ты больше двигался, ты бы всегда был в форме.

8. Если она позвонит, попросите ее оставить сообщение.

9. Если бы завтра была хорошая погода, мы бы устроили пикник.

10. Если бы я жил за городом, я бы выращивал овощи.

1	2	3	4	5	6	7	8	9	10

**Exercise 14.** Put the beginnings and ends of the sentences together.

1. If she had passed the driving test,	a. I would have warned him.
2. If I had known the rule,	b. I'd be home now.
3. If I were in your place,	c. I would have given her my car.
4. If I were you,	d. I'd take up tennis.
5. If we had a spare ticket,	e. I'll visit you.
6. If she finishes work by 4 o'clock,	f. we won't plant our flowers.
7. If I am not busy,	g. I wouldn't have made this mistake.
8. If I had left three weeks ago,	h. she will go home.
9. If it rains next week,	i. we'd invite you to the concert.
10. If I had more time,	j. I'd send him a telegram.

**Exercise 15.** Make up a story beginning with the suggested sentence.

If it were holiday now I'd go to Moscow. If I went to Moscow I'd ...

## II. ТЕКСТЫ И УПРАЖНЕНИЯ ПО УСТНОЙ ПРАКТИКЕ

### Text 1

#### My Home Country

Russia is my home country. It is probably the largest country in the world with a population of more than 160 million people. It occupies the northern part of Asia and the eastern part of Europe. Our state is one of the richest in water re-

sources. It is washed by twelve seas. The largest river in the European part of the country is the Volga and the longest river in the Asian part is the Lena. Lake Baikal is the largest freshwater lake in Asia and Europe and the deepest in the world.

Russia is also one of the richest countries in the world in natural resources. Oil, coal, iron, various minerals and precious stones are found in different parts of the country.

We have always been proud of leading in heavy industry, cosmic flights and in some other fields. Iron melting has been practiced in our country since ancient times. One can find any kind of military production; rifles, guns, pistols, planes, tanks are still being produced in our towns in great quantities.

I live in a region the immense wealth of which can hardly be over-estimated. This place is the Urals. Valuable ores and bauxites, gold and platinum, coal, oil, crystals and numerous precious stones are found here. If we could see the Urals in the 18<sup>th</sup> century we should see the beginning of the development of the heavy industry at Demidov's metallurgical plants. Nowadays the ferrous and non-ferrous metal industry, engineering and chemical industry have been developed here to such an extent so as to place this beautiful part of Russia on the verge of ecological catastrophe. During the first five-year plan periods over 200 new big industrial enterprises went into operation. But unfortunately it told upon agriculture. If the big plants had not needed so many workers, the agriculture of the region would not have been almost completely ruined.

And still when traveling through the Urals you cannot help admiring its mountains, woods, rivers and lakes. Big and small towns are scattered over this large industrial region of the country.

The Urals is not the only beautiful and rich region of Russia. One cannot help mentioning Siberia, world-famous for its timber and furs, Yakutia, famous for its diamonds, the Far East known mostly for the Russian caviar and fish, and many other places.

### **Questions**

1. What is your home country?
2. What is the population of Russia?
3. What are the water resources of Russia?
4. What military production is still being produced in our towns?
5. What kind of a region is the Urals?
6. What could you see in the Urals of the 18<sup>th</sup> century?
7. Why is the Urals on the verge of ecological catastrophe?
8. How many new big industrial enterprises went into operation during the first five-year plan periods?
9. What can you admire in the Urals?
10. What are other world-famous places in Russia?

**Exercise 1.** Give English equivalents for the following word-combinations.

Моя родина, водные ресурсы, пресноводное озеро, природные ресурсы, предстать перед проблемой, тяжелая промышленность, огромные богатства, переоценить, железная руда, на грани, промышленные предприятия.

**Exercise 2.** Translate into Russian.

The history of the exploration of the Urals has been a long one. Long time ago people came here to look for precious minerals. In the sixteenth century roads passed through the re-

gion and late in the eighteenth century the Great Siberian Road connected the area with other parts of the country. The owners of factories and land made great profits.

**Exercise 3.** Insert prepositions where necessary.

It is useless to look ... this town ... the map because it is not there. But it will be ... a few years. It will rise ... Siberia, Yakutia, close ... the Arctic Circle, where the largest quantities ... diamonds lie ... the eternally-frozen earth. The climate ... the district where this wonderful town will rise is severe.

“Aikhal” is the name ... the future town, ... Yakut it means “glory”. It will be the most wonderful town, all under roof.

**Exercise 4.** Underline the correct answer.

**Model:** Dawn is older/ *the oldest* than all of her sisters.

Leah is taller/ *the tallest* person in the family.

1. All of the players are nice, but Sarah is certainly *the nicer/the nicest*.

2. This is *the better/the best* women’s team in the country.

3. Basketballs are *more expensive/the most expensive* than footballs.

4. Ice hockey is a *more dangerous/ most dangerous* sport than tennis.

5. My new car is *faster/the fastest* than my old one.

6. I think Annie is *more intelligent/the most intelligent* person in our class.

7. My bedroom is *colder/the coldest* room in the house.

8. Brazil is *bigger/the biggest* South American country.

9. Which is *more boring/the most boring* thing to study?

10. Who is *more/the most famous* actor?

**Exercise 5.** Read and translate the text.

The English are very particular about the words “a city” and “a town” and make a clear distinction between them. A city is a town which either has a city-charter (special right in self-government) given to it by the King, or it is the seat of a bishop and has a cathedral. Thus, comparatively small places like Wells in Somerset are cities; and big industrial centers like Oldham in Yorkshire are towns. In America all large towns are called cities.

The City is that part of London which in the past had walls round it and is now the banking and commercial centre of London.

**Exercise 6.** Match the columns so that you have a story.

### Russia – My Motherland

Russia is	can hardly be overestimated.
Its population is more than	you cannot help admiring its mountains, woods and lakes.
Our state is one of the richest	probably the largest country in the world.
The ferrous and non-ferrous industry	in heavy industry and cosmic flights.
We have always been proud of leading	in natural and water recourses.
I leave in a region the immense wealth	160 million people.
of which	of my Motherland.
Valuable ores, coal, gold and precious stones	
When traveling through the Urals	scattered over this region of the country.
Big and small towns are	have been developed here.
I am a great patriot	are found here.

## Text 2

### **Moscow**

Moscow is the capital of Russia. Founded in 1147 by prince Yuri Dolgoruky, Moscow has become the largest political, administrative, economic and cultural centre. Built as a fortress on the banks of the Moskva river, Moscow now presents a striking summary of ancient and modern Russia: there are narrow old streets and wide new avenues, modern blocks of flats and old residences, medieval churches and skyscrapers. The population of Moscow amounts to nine million.

During the whole history of Russia Moscow occupied the leading place in the life of the Russian people. It is known for its highly developed industry, it is the seat of the Academy of Sciences, the home of 80 colleges and institutes of higher education training about half a million students, of 150 museums, of several thousands libraries, and 38 theatres. Moscow has a wealth of historical and architectural monuments carefully preserved.

The heart of Moscow is the Kremlin, a walled area, a singular monument to Russian culture, now open to public. The highest towers of the Kremlin are crowned by five-pointed ruby stars, each of which weighs nearly a ton and can be seen far and wide.

The cathedrals, palaces, halls and buildings of the Kremlin are remarkable museums containing unique items associated with Russian history: collections of precious stones, gold and silver objects, coronation gowns, thrones and so on.



Red Square, together with the Kremlin, is the core of the capital, the place of mass demonstrations, festivities and parades.

On the south side of the square is St. Basil's Cathedral with the monument to Minin and Pozharsky in front. On the north side of the square is the Historical Museum. It was the first museum that opened its doors for the visitors in 1883. Its collections are connected with the Russian history from ancient time to the end of the 19<sup>th</sup> century.

A wonderful collection of world famous pictures by Repin, Levitan, Surikov and other Russian and contemporary artists are exhibited in the Tretyakov Gallery. The Pushkin Museum of Fine Arts possesses works of art by foreign masters.

The famous Bolshoi Theatre, crowned with a bronze sculptural group together with the Maly Theatre, the oldest and largest drama theatre in the country, form the theatrical centre of the capital.

Moscow is beautiful. We admire its fine buildings, palaces, architectural monuments, beautiful green parks and squares. Those who have not been in Moscow for a long time are deeply impressed by the great changes that have taken place in the general appearance of the city. It has greatly increased in size. Many new districts have appeared in it lately.

The traffic system was also greatly improved. The Moscow underground is probably the best in the world.

### **Questions**

1. When and by whom was Moscow founded?
2. What does Moscow present now?
3. What is the population of Moscow?

4. What is the place of Moscow in the life of the Russian people?
5. What is Moscow famous for?
6. The Kremlin is the heart of Moscow, isn't it?
7. What do the cathedrals, palaces, halls and buildings of the Kremlin contain?
8. Where is the core of the capital?
9. Do you know any theatres and galleries in Moscow?
10. Have you ever been to Moscow?

**Exercise 1.** Translate into English, choose as many words to go with these as possible.

Князь, древний, современные кварталы, старые особняки, средневековый, занимать ведущее место, собрание, современный художник, зарубежные мастера, самый старый и большой драматический театр, театральный центр, памятник архитектуры, транспорт, метро.

**Exercise 2.** Complete the sentences with words from the box.

capital city called received built islands avenues squares  
 population founded named falls industrial cultural out-  
 standing world beautiful

Saint Petersburg is the second largest ... in Russia. It was ... in 1703 by Peter the Great and until March 1918 it was the ... of Russia. From 1914 to 1924 it was ... Petrograd, then it was ... after Lenin – Leningrad, and only in 1991 it ... its original name.

The city is situated on 100 ... in the mouth of the Neva river where it ... into the Gulf of Finland. Its ... is about 4 million. This is a big ... and ... centre and one of the most ... cities in the ... . Its ..., ... and buildings, created by ... Russian and foreign architects, form picturesque views.

**Exercise 3.** Fill in the blanks with the correct form of the verb in brackets.

1. If you came to Moscow you (to see) that it is the largest political, administrative, economic and cultural centre. 2. If you had come to Moscow 200 years ago, you (to walk) along narrow old streets. 3. If you wanted to study in Moscow, you (to choose) between 80 colleges and institutes of higher education. 4. You (to go) to the Bolshoi Theatre, if you were in Moscow? 5. What collection of world famous pictures you (to see) if you visited the Tretyakov Gallery? 6. If you went to the Pushkin Museum of Fine Arts, what you (to find) there? 7. You (to be) deeply impressed by the great changes that have taken place in the city, if you had not been to Moscow for a long time? 8. What you (to see) if you were on the south side of Red Square? 9. What you (to find) if you were on the north side of Red Square? 10. What else you (to like) to see if you were in Moscow?

**Exercise 4.** Insert articles where necessary.

**S:** What's the difference between ... capital and ... metropolis, please?

**T:** Let's have some examples. That's usually the best way to show ... meaning of ... words. What's London?

**S:** It's ... capital of ... Great Britain.

**T:** Quite right. ... capital is ... town where ... seat of ... government is. ... metropolis is ... most important town of ... country, which is usually, but not always, its capital.

**S:** Can we say that ... Moscow is ... metropolis of ... Russia?

**T:** Certainly. London is ... metropolis, too.

**S:** Is it correct to say that Washington is ... capital of ... USA and New York is its metropolis?

**T:** Quite correct.

**Exercise 5.** Review modal verbs. Use the verbs **can**, **may**, **must** and their equivalents.

1. I think you ... go to Moscow if you have not yet been there. 2. To my mind there ... be no more beautiful place than Petergoff in summer. 3. If you came to Petergoff in summer you ... to see the most beautiful fountains. 4. You ... admire the pictures of Russian painters at the Tretiakov Gallery, but you will ... to go to the Pushkin Museum of Fine Arts to see the works of art by foreign masters. 5. You ... find it rather tiring to walk kilometers of museum halls. 6. We ... to go to the theatre but the leading actress fell ill and the performance was cancelled. 7. On the south side of the square we ... see St. Basil's Cathedral with the monument to Minin and Pozharsky in front. 8. On the north side of the square the Historical Museum ... be seen. 9. It ... be interesting to know that it was the first museum that opened its doors for the visitors in 1883. 10. In order to see the collections devoted to the Russian history from ancient times to the end of the 19<sup>th</sup> century you ... go to the Historical Museum in Moscow.

## Text 3

### **The Town I Live in**

I live in the town of Chelyabinsk. It is one of the biggest industrial centers in the Urals. Our town is situated on the Miass river. Founded in 1736 it for a long time had been a small provincial town noted mostly for Demidov's Plants and rich resources of precious stones. The development of Chelyabinsk as an industrial centre began in the 30ies with the construction of the Tractor Plant and later of the Metallurgical Plant.

The growing economy and industry in the region needed specialists in all fields of science and agriculture. To meet these needs the town had been turned into the educational centre of the region with many different institutes and technical schools. The largest of all higher institutions in our town is the South Urals' State University (the former Polytechnic Institute) which occupies a whole district called "Students' Town". The district is constantly changing. New buildings are growing up and the main street, Lenin Avenue, is becoming more and more beautiful. The University houses about 18 thousand students in both full time and part time departments. Of smaller higher institutions we may mention the Medical Academy, the Pedagogical University (the Teachers' Training University), the Chelyabinsk State University and some others.

Life begins early in our town. In fact some enterprises such as the Metallurgical and the Tractor plants do not interrupt the process for the night. A lot of goods are being produced in our town: tubes, tractors, machinery, radio-sets, and different equipment.

There are several theatres in Chelyabinsk, such as the Opera House, the Drama Theatre, the Puppet Theatre and some others. The town is not rich in museums and monuments, but the new building of our Local Museum is really modern and beautiful.

New districts have appeared in our town lately. The planning of these districts meets the requirements of a modern town – long straight streets, blocks of flats of modern design with all modern conveniences and much greenery in the streets and around the houses.

The traffic system has also greatly improved. With many cars, buses, mini-buses, trolley-buses and trams moving in all directions, the streets of the town seem busy and noisy.

### **Questions**

1. Where is Chelyabinsk situated?
2. When was it founded?
3. When did the development of Chelyabinsk as an industrial centre begin?
4. Why had the town been turned into the educational centre of the region with many different institutes and technical schools?
5. Which university is the largest of all higher institutions in our town?
6. What goods are being produced in our town?
7. What theatres do you know in Chelyabinsk?
8. What can you say about the new building of our Local Museum?
9. The planning of new districts meets the requirements of a modern town, doesn't it?
10. Has the traffic system also improved greatly?

**Exercise 1.** Translate into Russian.

To be situated, a small provincial town, precious stones, the Tractor Plant, the Metallurgical plant, specialists in all fields of science, to meet the needs, technical schools, an enterprise, goods, tubes, machinery, equipment, requirements, modern conveniences, the traffic system.

**Exercise 2.** Translate into English.

Крупнейший индустриальный центр, основанный в..., главным образом, богатые месторождения, строительство, сельское хозяйство, занимать, прерывать процесс, производить, оперный театр, театр кукол, значительно улучшиться.

**Exercise 3.** Insert the required word.

1. I live in the ... of Chelyabinsk. 2. The town is ... on the Miass river. 3. The growing ... and ... in the region needed specialists in all fields of science. 4. The district is ... changing. 5. New buildings are ... and the main street is becoming more and more ... . 6. Some ... do not interrupt the process for the night. 7. A lot of ... are being produced in our town. 8. The new building of our Local Museum is really ... and beautiful. 9. The planning of these districts meets the ... of a modern town. 10. The ... system has also greatly improved.

**Exercise 4.** Insert prepositions where necessary.

Kiev is one ... the most beautiful cities. Like every city, Kiev has a charm ... its own. Everyone who sees Kiev ... the first time is struck ... its poetic appeal.

And yet Kiev has a history that goes back ... more than ten centuries. It is “the mother ... all Russian cities”, the cra-

dle-land ... three peoples – the Russians, the Ukrainians and the Byelorussians.

The first view ... Kiev ... its modern buildings and broad avenues immediately gives you a feeling – a big city. The Kiev ... today is one ... the largest capitals.

There are many wonderful monuments ... the past ... the city. You come ... the Golden Gates, that dates back ... the 11<sup>th</sup> century. A little further and ... you stands Kiev's famous St. Sophia Cathedral. ... the Cathedral you enter ... a large square, ... the centre ... which is a monument ... Bogdan Khmelnit-sky.

**Exercise 5.** Answer the questions so that your answers composed a story.

### **My Native Place**

1. Where do you live?
2. Is it a large or is it a small place?
3. Can you say a few words about the historic background of the place?
4. Are there any plants there? What are they?
5. Are there any institutions of culture: theatres, cinemas, museums? Name them.
6. What educational institutions are there in your place of living?
7. Are there any beautiful parks, gardens or squares?
8. What kind of traffic can you see in the streets?
9. Are the streets busy and noisy or is it a quiet place?
10. Do you like your native place?



## КОНТРОЛЬНАЯ РАБОТА 4

1. Give a written translation of the text (at the teacher's choice).
2. Answer the questions after the text in writing.
3. Find examples of Conditional Mood in the text.
4. Do grammar exercises 10 and 11.
5. Do exercise 4 to Text 1.
6. Topics: a) Russia – My Motherland;  
b) My Native Place.

### Text 4

#### **Stratford**

Stratford is a very interesting town, right in the centre of England. There are no mountains or deep valleys near Stratford, but there are beautiful woods, green fields, a quiet gentle river – the Avon – and lovely houses.

Stratford is a busy town, especially on market days. The first place we went to was Shakespeare's birthplace, a small house with small rooms in the centre of Stratford.

In one room was a little wooden desk, the very desk that Shakespeare sat in when he went to the grammar school in Stratford.

When Shakespeare became successful in London he bought the biggest house in Stratford, a house called New Place, to retire to. Here he probably wrote "The Winter's Tale" and "The Tempest" and here he died.

Then we went to the church where Shakespeare is buried. There is a bust of Shakespeare that was carved by a Dutch sculptor who lived near Shakespeare's Globe Theatre and must have seen Shakespeare many a time.

After lunch John took us across the fields, about a mile out of Stratford, to Anne Hathaway's Cottage. Anne Hathaway was the woman Shakespeare married and the cottage is just as it was in Shakespeare's time. There are old chairs by the fireplace where Shakespeare must have sat.

We had a look at the Shakespeare Memorial Theatre. If all the tickets had not been sold long ago, we should have been able to see the play "A Midsummer Night's Dream".

### **Questions**

1. Where is Stratford situated?
2. What kind of town is Stratford?
3. What was the first place you went to?
4. What can you see in Shakespeare's birthplace?
5. Could you see the very desk that Shakespeare sat in when he went to grammar school?
6. Who carved a bust of Shakespeare that you saw in the church where Shakespeare is buried?
7. What house did Shakespeare buy when he returned to Stratford?
8. What did Shakespeare write in the house called New Place?
9. Who was Shakespeare's wife?
10. What can you see in Anne Hathaway's Cottage?

## Text 5

### **Edinburgh**

Nearly 400 miles north of London stands Edinburgh – the old capital of Scotland.

Edinburgh is a city of opposites – beautiful and ugly, culture-loving and philistine.

In the Old Town you can see the worst slums in Europe, while in the New Town you will find classical churches, banks and buildings like Greek temples. The prettiest street is Princes Street.

The chief ornament of this street is the Scott monument commemorating the life and work of Sir Walter Scott, the first historical novelist of the English language. History is represented by the Castle, the Royal Mint and Holyrood Palace. The Art Gallery is an ancient building in classic style containing the country's historic art treasures.

Edinburgh is no longer the political capital of Scotland, nor is it the largest city in Scotland. It is surpassed by Glasgow which has a population of over one million.

Edinburgh has been the home of men of letters and scientists for many centuries. In the 2<sup>nd</sup> half of the 18<sup>th</sup> century and the beginning of the 19<sup>th</sup> it was the centre of a cultural renaissance.

In literature the Romantic Movement had one of its origins in the works of Byron and Walter Scott. The renaissance reached its height in the revolutionary songs and poems of the people's poet and national hero, Robert Burns.

### **Questions**

1. Where is Edinburgh situated?
2. What kind of town is it?

3. What can you see in the Old Town?
4. Princes Street is the prettiest street in the town, isn't it?
5. Whose life is the Scott monument commemorating?
6. How is history represented in the town?
7. Is Edinburgh the political capital of Scotland?
8. What was it in the 2<sup>nd</sup> half of the 18<sup>th</sup> and the beginning of the 19<sup>th</sup> century?
9. What can you say about the works of Byron and Walter Scott?
10. When did the renaissance reach its height?

#### Text 6

### **New York**

New York, the largest city of the U.S., is situated at the mouth of the Hudson river, sometimes called the North river. The five boroughs comprising the city are: the Bronx, on the southernmost part of the mainland; Manhattan, on the Manhattan Island between the Hudson and East rivers; Queens and Brooklyn, on the Long Island, separated from Manhattan by East river and Richmond on Staten Island in New York bay. The total area of the city is 365.4 sq.mi. The greatest width of the city is 25 mi. The greatest over-all length, north to south is 36 mi.

Manhattan is the name of an island which forms the heart of New York. Although fewer than two million of the city's eight million people live on the island, it is in essence what the world regards as "New York City". Here is the heart of America's business and culture; it is the city of skyscrapers. Looking

from the harbour, you see the clusters of tall buildings in the financial districts.

For the visitor New York means skyscrapers, the Empire State Building, Rockefeller Center, tremendous traffic, dazzling neon advertisements, Central Park, Times Square, Harlem, the avenues and famous streets – and all these are to be found in Manhattan.

Manhattan is full of parallel rows of buildings, those running from north to south being called avenues while those running from east to west are called streets. The avenues and streets have only numbers instead of names.

Wall Street from its very inception became the market place of money. It was here that a walled stockade was erected to repel Indians, hence its name. As the city expanded the stockade was dismantled as of no further use, but the market place for the purchase of bonds and securities remained.

During normal business hours the district is full of office workers hurrying to and fro about their business.

### **Questions**

1. Where is New York situated?
2. What are the five boroughs comprising the city?
3. Do you know the total area of the city?
4. How far does it stretch?
5. What is the heart of New York?
6. Where is the heart of America's business and culture?
7. What does New York mean for the visitor?
8. What can you say about the streets and avenues of Manhattan?
9. Do the streets and avenues have names?
10. How did Wall Street get its name?

## Text 7

### **Great Britain**

Great Britain, the largest island in Europe, consists of England, Scotland and Wales. It would be difficult to find an area of comparable size anywhere in the world which exhibits quite such marked contrasts as may be found within the very limited area of the British Isles. A journey of twenty five miles in Britain will often afford as much variety of scenery as one can find in two hundred and fifty miles. Here one may find in miniature most of the scenes of Europe beautifully modeled by Nature.

A visitor with but a few days to spare cannot but appreciate the contrasts between the wild, almost inaccessible fiords or sea lochs of the northwest Highlands of Scotland, the Dutch like scenery of the drained fens of the Holland diversion of Lincolnshire, the rolling down land of Salisbury Plain and the desolate almost uninhabited moorland of Sutherland. These scenic contrasts are often within easy reach of the great centers.

The charm of Britain lies in no small measure in fascinating moods of British weather. The London pea soup fog is a creation rather of fiction than of fact: without it novels of Victorian London would lose much of their flavour.

About sixty million people now live on the British Isles. It is one of the most densely populated countries in the world; about 80 per cent of the population live in towns.

England is one of the most powerful countries in Europe. There are many big industrial cities here, such as Birmingham, Manchester, Liverpool, Cardiff, Sheffield and many others. London, its capital, is known to be one of the biggest commer-

cial centers and ports in the world. More than eight million people live in London and its suburbs.

### **Questions**

1. What does Great Britain consist of?
2. What scenery can you see within twenty five miles?
3. What is beautifully modeled by Nature in Great Britain?
4. How are the scenic contrasts situated?
5. What is the charm of Britain?
6. Does the London pea soup fog really exist?
7. What is the population of the British Isles?
8. How many people live in towns?
9. What industrial cities do you know in England?
10. What is the population of London?

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## **RECOMMENDED EXAMINATION TOPICS**

1. About Myself.
2. My Favourite writer.
3. My Weekend.
4. The Climate of Russia.
5. The Climate of Great Britain.
6. Education in Great Britain.
7. My Studies at University
8. Our University.
9. Russia – My Motherland.
10. My Native Place.

## LIST OF IRREGULAR VERBS

	Infinitive	Past Simple	Past Participle	Translation
1	awake	awoke, awaked	awoken, awaked	будить, просыпаться
2	be	was, were	been	быть
3	bear	bore	born	рождать
4	become	became	become	становиться
5	begin	began	begun	начинать
6	bend	bent	bent	гнуть, сгибаться
7	bind	bound	bound	связывать
8	blow	blew	blown	дуть
9	break	broke	broken	разбивать, ломать
10	bring	brought	brought	приносить
11	build	built	built	строить
12	burn	burnt	burnt	гореть, жечь
13	buy	bought	bought	покупать
14	cast	cast	cast	бросать, кидать
15	catch	caught	caught	ловить, хватать
16	choose	chose	chosen	выбирать
17	come	came	come	приходить
18	cost	cost	cost	стоить
19	cut	cut	cut	резать
20	deal	dealt	dealt	иметь дело
21	do	did	done	делать
22	draw	drew	drawn	рисовать; тащить
23	drink	drank	drunk	пить
24	drive	drove	driven	вести, ехать
25	eat	ate	eaten	есть, принимать пищу
26	fall	fell	fallen	падать

	Infinitive	Past Simple	Past	Translation
27	feel	felt	felt	чувствовать
28	fight	fought	fought	бороться, сражаться
30	find	found	found	находить
31	forbid	forbade	forbidden	запрещать
32	forget	forgot	forgotten	забывать
33	forgive	forgave	forgiven	прощать
34	get	got	got	получать
35	give	gave	given	давать
36	go	went	gone	идти
37	grow	grew	grown	расти
38	have	had	had	иметь
39	hear	heard	heard	слышать
40	hide	hid	hid, hidden	прятать
41	hit	hit	hit	ударять, бить
42	hold	held	held	держать
43	hurt	hurt	hurt	ушибать, обижать
44	keep	kept	kept	держать, хранить
45	kneel	knelt	knelt	преклонять колени
46	know	knew	known	знать
47	lay	laid	laid	класть
48	lead	led	led	вести
49	learn	learnt, learned	learnt, learned	учиться
50	leave	left	left	покидать, уезжать
51	lend	lent	lent	одалживать
52	let	let	let	позволять
53	light	lit, lighted	lit, lighted	зажигать, освещать
54	lose	lost	lost	терять
55	make	made	made	делать; заставлять

	Infinitive	Past Simple	Past Participle	Translation
56	mean	meant	meant	значить
57	meet	met	met	встречать
58	pay	paid	paid	платить
59	put	put	put	класть
60	read	read	read	читать
61	ride	rode	ridden	ездить верхом
62	ring	rang	rung	звонить
63	rise	rose	risen	подниматься
64	run	ran	run	бежать
65	say	said	said	говорить, сказать
66	see	saw	seen	видеть
67	sell	sold	sold	продавать
68	send	sent	sent	посылать
69	set	set	set	помещать, ставить
70	shake	shook	shaken	трясти
71	shave	shaved	shaven, shaved	бриться
72	shine	shone	shone	сиять, светить
73	shoot	shot	shot	стрелять
74	show	showed	shown	показывать
75	shut	shut	shut	закрывать
76	sing	sang	sung	петь
77	sit	sat	sat	сидеть
78	sleep	slept	slept	спать
79	smell	smelt, smelled	smelt, smelled	пахнуть, нюхать
80	speak	spoke	spoken	говорить
81	speed	sped	sped	спешить, ускорять
82	spell	spelt, spelled	spelt, spelled	писать по буквам
83	spend	spent	spent	тратить
84	spoil	spoilt, spoiled	spoilt, spoiled	портить

	Infinitive	Past Simple	Past Participle	Translation
85	spread	spread	spread	распростра- няться
86	stand	stood	stood	стоять
87	steal	stole	stolen	красть
88	stick	stuck	stuck	приклеиваться
89	strike	struck	struck	ударять; бастовать
90	sweep	swept	swept	мести
91	swim	swam	swum	плавать
92	take	took	taken	брать
93	teach	taught	taught	обучать, учить
94	tell	told	told	рассказывать
95	think	thought	thought	думать
96	throw	threw	thrown	бросать
97	understand	understood	understood	понимать
98	wake	woke, waked	woken, waked	будить, просыпаться
99	wear	wore	worn	носить
100	weep	wept	wept	плакать
101	win	won	won	побеждать
102	write	wrote	written	писать

## АНГЛО-РУССКИЙ СЛОВАРЬ

### А

- able** [ˈeɪbl] способный  
**to be able to** быть в состоянии, мочь
- about** [əˈbaʊt] о, об  
**above** [əˈbʌv] над, выше  
**abroad** [əˈbrɔ:d] за границей  
**absent** [ˈæbsənt] отсутствующий  
**academic year** учебный год  
**accept** [əkˈsept] принимать  
**accident** [ˈæksɪdənt] авария, несчастный случай
- account** [əˈkaʊnt] счет, отчет  
**achieve** [əˈtʃi:v] достигать  
**active** [ˈæktɪv] активный  
**add** [ˈæd] добавить  
**additional** [əˈdɪʃənl] дополни- тельный
- address** [əˈdres] адрес  
**admire** [ədˈmaɪə] любоваться  
**admit** [ədˈmɪt] допускать, признавать
- advice** [ədˈvaɪs] совет  
**affect** [əˈfekt] действовать, влиять
- afford** [əˈfɔ:d] позволить себе, иметь возможность  
**afraid** [əˈfreɪd] **be afraid** бояться  
**after** [ˈɑ:ftə] после  
**afternoon** [ˌɑ:ftəˈnu:n] время после полудня  
**again** [əˈgeɪn] опять, снова, еще раз
- age** [eɪdʒ] возраст, век  
**at the age of** в возрасте  
**ago** [əˈɡəʊ] тому назад  
**agree** [əˈɡri:] соглашаться  
**aim** [eɪm] цель  
**air** [eə] воздух, проветривать  
**all** [ɔ:l] все, всё  
**allow** [əˈlaʊ] разрешать  
**almost** [ˈɔ:lməʊst] почти  
**alone** [əˈləʊn] один  
**along** [əˈlɒŋ] вдоль  
**aloud** [əˈlaʊd] вслух  
**already** [ɔ:lˈredɪ] уже  
**also** [ˈɔ:lsəʊ] тоже  
**although** [ɔlˈðəʊ] хотя  
**always** [ˈɔ:lweɪz] всегда  
**among** [əˈmʌŋ] среди  
**amount** [əˈmaʊnt] количество  
**amuse** [əˈmjuz] развлекать  
**ancient** [ˈeɪnfənt] древний  
**angry** [ˈæŋɡri] сердитый  
**animal** [ˈæniməl] животное  
**anniversary** [ˌæniˈvɜ:səri] годовщина
- announce** [əˈnaʊns] объявлять  
**answer** [ˈɑ:nsə] отвечать, ответ  
**any** [ˈeni] любой (в утверди- тельном предложении)  
**appear** [əˈpiə] появляться, казаться
- apple** [ˈæpl] яблоко  
**apply** [əˈplai] обращаться с заявлением, просить  
**approach** [əˈprəʊtʃ] приближаться

**approve** [ə'pru:v] одобрять  
**April** ['eɪprɪl] апрель  
**architecture** ['ɑ:kɪtektʃə] архитектура  
**area** ['eəriə] площадь, пространство  
**argue** ['ɑ:gju:] спорить  
**arm** ['ɑ:m] рука  
**armchair** ['ɑ:mʃeə] кресло  
**army** ['ɑ:mi] армия  
**around** [ə'raʊnd] вокруг, около  
**arrive** [ə'raɪv] прибывать, приходить  
**art** [ɑ:t] искусство  
**article** ['ɑ:tɪkl] статья  
**artist** ['ɑ:tɪst] художник  
**as** [əz] как, как так, когда  
**ask** ['ɑ:sk] спрашивать, просить  
**at** [ət] у, около, на, в  
**attend** [ə'tend] посещать  
**attentive** [ə'tentɪv] внимательный  
**attractive** [ə'træktɪv] привлекательный  
**audience** ['ɔ:diəns] зрители, слушатели  
**August** ['ɔ:gəst] август  
**author** ['ɔ:θə] автор  
**autumn** ['ɔ:təm] осень  
**away** [ə'wei] прочь  
**awful** ['ɔ:ful] ужасный

## В

**back** [bæk] задний, назад, обратно  
**bad** [bæd] плохой  
**bag** [bæg] сумка

**bank** [bæŋk] берег; банк  
**base** [beɪs] базироваться, основываться  
**bathe** [beɪð] купаться  
**bathroom** ['bɑ:θrʊm] ванная комната  
**battle** ['bætl] битва  
**be** [bi:] быть  
**beautiful** ['bjʊ:tɪfəl] красивый  
**because** [bi:'kɔ:z] потому что, так как  
**become** [bi'kʌm] становиться  
**bed** [bed] кровать  
**bedroom** ['bedrʊm] спальня  
**before** [bi'fɔ:] раньше, перед  
**begin** [bi'gɪn] начинать  
**behind** [bi'hænd] позади  
**believe** [bi'li:v] верить, полагать  
**belong** [bi'lɒŋ] принадлежать  
**below** [bi:'ləʊ] ниже  
**bend** [bend] наклоняться  
**beside** [bi'saɪd] рядом  
**besides** [bi'saɪdz] кроме  
**best** [best] наилучший  
**better** ['betə] улучшать  
**between** [bi'twi:n] между  
**big** [bɪg] большой  
**biography** [baɪ'ɔgrəfi] биография  
**birthday** ['bɜ:θdeɪ] день рождения  
**biscuits** ['bɪskɪts] печенье  
**bite** [baɪt] кусать  
**bitter** ['bɪtə] горький  
**black** [blæk] чёрный  
**blackboard** ['blækbɔ:d] классная доска  
**blame** [bleɪm] обвинять  
**blind** [blaɪnd] слепой

**block** [blɒk] квартал  
**blood** [blʌd] кровь  
**bloom** [blu:m] цвести  
**blow** [bləʊ] дуть  
**blue** [blu:] синий, голубой  
**body** ['bɒdi] тело, основная часть  
**book** [buk] книга  
**bookcase** ['bukkeɪs] книжный шкаф  
**boring** ['bɔ:riŋ] скучный  
**born** [bɔ:n] рожденный  
**be born** родиться  
**borrow** ['bɒrəʊ] занимать  
**both** [bəʊθ] оба  
**bother** ['bɒðə] беспокоиться; беспокойство  
**bottle** ['bɒtl] бутылка  
**box** [bɒks] коробка  
**boy** [bɔi] мальчик  
**brave** [breɪv] храбрый  
**branch** [brɑ:nʃ] ветка, ветвь  
**bread** [bred] хлеб  
**break** [breɪk] перерыв, перемена  
**breakfast** ['breɪkfəst] завтрак  
**have breakfast** завтракать  
**bridge** [brɪdʒ] мост  
**bright** [braɪt] яркий  
**bring** [brɪŋ] приносить  
**broad** [brɔ:d] широкий  
**brother** ['brʌðə] брат  
**brown** [braʊn] коричневый  
**brush** [brʌʃ] щетка; чистить  
**build** [bɪld] строить  
**building** ['bɪldɪŋ] здание  
**bury** ['berɪ] хоронить  
**bus** [bʌs] автобус  
**business** ['biznɪs] дело, бизнес

**go on business** уезжать в командировку  
**busy** ['bɪzi] занят  
**but** [bʌt] но  
**buy** [baɪ] покупать  
**by** [baɪ] к

## C

**café** ['kæfeɪ] кафе  
**cake** [keɪk] торт, пирожное  
**call** [kɔ:l] телефонный звонок; звать; звонить  
**call at** зайти (в какое-то место)  
**call for** зайти (за кем-то)  
**call on** зайти (к кому-то)  
**calm** [kɑ:m] спокойный  
**camera** ['kæməɹə] фотоаппарат  
**camp** [kæmp] лагерь  
**can** [kæn] мочь  
**canal** [kə'næl] канал  
**cancel** ['kænsəl] отменить  
**canteen** [kæn'ti:n] столовая  
**capable** ['keɪpəbl] способный  
**capital** ['kæpɪtl] столица  
**captain** ['kæptɪn] капитан  
**car** [kɑ:] автомобиль  
**care** [keə] забота  
**career** [kə'riə] карьера  
**careful** ['keəfəl] тщательный; осторожный  
**carry** ['kæri] нести; везти  
**carry out** выполнять  
**case** [keɪs] чемодан; сумка; случай  
**cash** [kæʃ] наличные деньги  
**castle** ['kɑ:sl] замок  
**cat** [kæt] кошка





**decide** [di'said] решать  
**decorate** ['dekəreit] украшать  
**deep** [di:p] глубокий  
**defeat** [di'fi:t] наносить поражение, победить  
**defend** [di'fend] защищать  
**degree** [dig'ri:] ученая степень  
**delay** [di'lei] задерживать  
**delicious** [di'liʃəs] очень вкусный, восхитительный  
**deliver** [də'livə] доставлять  
**dense** [dens] густой, плотный  
**deny** [di'nai] отрицать  
**department** [di'pɑ:tment] отдел, отделение  
**describe** [di'skraib] описывать  
**design** [di'zain] проект, дизайн  
**desk** [desk] парта, письменный стол  
**development** [di'veləpmənt] развитие, рост  
**device** [di'vais] приспособление  
**dialogue** ['daiələg] диалог  
**dictionary** ['dikʃənəri] словарь  
**die** [dai] умирать  
**different** ['difrənt] различный, отличный (от других)  
**difficult** ['difikəlt] трудный  
**dining-room** ['dainɪŋrum] столовая  
**dinner** ['dinə] обед  
**have dinner** обедать  
**dirty** ['dɜ:ti] грязный  
**discuss** [di'skʌs] обсуждать  
**distance** ['distəns] расстояние  
**district** ['distrikt] район  
**divide** [di'vaɪd] делить  
**do** [du:] делать

**doctor** ['dɒktə] доктор  
**door** [dɔ:] дверь  
**draw** [drɔ:] тащить; рисовать  
**dress** [dres] платье; одеваться  
**drink** [driŋk] пить  
**drive** [draɪv] водить машину  
**drop** [drɒp] ронять, бросать  
**dry** [draɪ] сухой  
**dull** [dʌl] скучный; пасмурный  
**during** ['dʒuəriŋ] в течение; во время  
**dust** [dʌst] пыль  
**duty** ['dʒu:ti] долг, обязанность

## Е

**each** [i: tʃ] каждый  
**each other** друг друга  
**early** ['ɜ:li] рано, ранний  
**earth** [ə:θ] земля  
**ease** [i:z] лёгкость  
**east** [i:st] восток  
**easy** ['i:zi] лёгкий  
**eat** [i:t] есть  
**end** [end] конец  
**engineer** [ˌendʒi'niə] инженер  
**England** ['ɪŋɡlənd] Англия  
**English** ['ɪŋɡliʃ] английский язык  
**enjoy** [in'dʒɔɪ] получать удовольствие  
**enter** ['entə] входить; поступать (в учебное заведение)  
**especially** [i'speʃəli] особенно  
**even** ['i:vən] даже  
**evening** ['i:vniŋ] вечер  
**event** [i'vent] событие  
**ever** ['evə] всегда, когда-нибудь

**every** [ˈevri] каждый  
**everybody** все (о людях)  
**everything** всё (о вещах)  
**everywhere** везде  
**examination** [ig, zæmiˈneɪʃn] экзамен  
**excellent** [ˈeksələnt] отличный  
**except** [ɪkˈsept] кроме  
**exciting** [ɪkˈsaɪtɪŋ] захватывающий  
**exhibition** [ˌeksɪˈbɪʃn] выставка  
**exercise** [ˈeksəsaɪz] упражнение  
**morning exercises** утренняя зарядка  
**expression** [ɪkˈsprefən] выражение  
**expressive** [ɪkˈspresɪv] выразительный

## F

**face** [feɪs] лицо  
**factory** [ˈfæktəri] фабрика, завод  
**fail** [feɪl] потерпеть неудачу  
**fall** [fɔ:l] падать; падение  
**false** [fɔ:ls] неверный, ложный  
**family** [ˈfæmɪli] семья  
**famous** [ˈfeɪməs] знаменитый  
**be famous for** быть знаменитым  
**far** [fɑ:] далеко  
**fast** [fɑ:st] быстрый  
**father** [ˈfɑ:ðə] отец  
**favourite** [ˈfeɪvərɪt] любимый  
**feel** [fi:l] чувствовать  
**feet** [fi:t] ноги  
**fellow** [ˈfeləu] парень  
**few** [fju:] мало, несколько  
**field** [fi:ld] поле  
**figure** [ˈfɪgə] фигура; цифра  
**fill** [fɪl] наполнять

**find** [faɪnd] находить  
**fine** [faɪn] красивый, чудесный  
**finish** [ˈfɪnɪʃ] заканчивать  
**flat** [flæt] квартира  
**floor** [flɔ:] пол; этаж  
**flower** [ˈflaʊə] цветок  
**following** [ˈfɒləʊɪŋ] следующий  
**fond** [fɒnd] любящий  
**be fond of** любить  
**football** [ˈfʊtbɔ:l] футбол  
**for** [fɔ:] для  
**foreign** [ˈfɔrɪn] иностранный  
**forest** [ˈfɒrɪst] лес  
**forget** [fəˈget] забывать  
**free** [fri:] свободный; бесплатный

**French** [frenʃ] французский  
**fresh** [freʃ] свежий  
**friend** [frend] друг  
**from** [frɒm] от, с, из  
**front** [frʌnt] передний  
**fruit** [fru:t] фрукт  
**fulfil** [fulˈfɪl] выполнять  
**full** [ful] полный  
**fun** [flʌn] забава, развлечение  
**funny** [ˈfʌni] смешной  
**furniture** [ˈfɜ:nɪʃə] мебель  
**further** [ˈfɜ:ðə] дальше  
**fuss** [fʌs] суматоха, суета  
**future** [ˈfju:tʃə] будущее

## G

**game** [geɪm] игра  
**garden** [ˈgɑ:dn] сад  
**gas** [gæs] газ  
**gate** [geɪt] ворота, калитка  
**gather** [ˈgæðə] собирать

**general** [ˈdʒenərəl] всеобщий  
**gentleman** [ˈdʒentlmən]  
джентльмен  
**German** [ˈdʒɜ:mən] немецкий,  
по-немецки  
**Germany** [ˈdʒɜ:məni] Германия  
**get** [get] доставать, получать  
**get up** вставать  
**girl** [gɜ:l] девочка, девушка  
**give** [giv] давать  
**glad** [glæd] рад  
**glass** [glɑ:s] стекло; стакан  
**glove** [glɒv] перчатка  
**go** [gəʊ] идти, ходить, ездить  
**go out** выходить  
**gold** [gəʊld] золото  
**golden** [gəʊldən] золотой  
**good** [gʊd] хороший  
**goose** [gu:s] гусь  
**governing** [ˈgʌvənɪŋ]  
руководящий  
**government** [ˈgʌvənmənt]  
правительство  
**graduate** [ˈgrædʒuɪt] оканчивать  
(учебное заведение)  
**grammar** [ˈgræmə] грамматика  
**grandfather** [ˈgrænd, fɑ:ðə]  
дедушка  
**grandmother** [ˈgræn, mlðə]  
бабушка  
**grass** [grɑ:s] трава  
**great** [greɪt] великий, очень  
большой  
**green** [gri:n] зеленый  
**greet** [gri:t] приветствовать  
**grey** [greɪ] серый  
**ground** [graʊnd] земля  
**group** [gru:p] группа

**grow** [grəʊ] расти, выращивать  
**growth** [grəʊθ] рост; развитие  
**guard** [gɑ:d] охрана, охранник  
**guess** [ges] угадать, думать  
**guest** [gest] гость  
**guide** [gaɪd] гид, путеводитель  
**gun** [gʌn] ружьё, пистолет

## Н

**half** [hɑ:f] половина  
**half an hour** полчаса  
**hard** [hɑ:d] твердый, суровый; упорно, усердно  
**have** [hæv] иметь  
**hear** [hiə] слышать  
**heating** [ˈhi:tiŋ] отопление  
**help** [help] помогать; помощь  
**her** [hɜ:] её, ей  
**here** [hiə] здесь; сюда  
**Hermitage** [ˈhɜ:mitɪdʒ] Эрмитаж  
**hesitate** [ˈheziteit] колебаться  
**high** [hai] высокий  
**high school** средняя школа  
**him** [him] ему; его  
**historical** [hiˈstɔ:rikl] исторический  
**history** [ˈhɪstəri] история  
**hockey** [ˈhɒki] хоккей  
**holiday** [ˈhɒlɪdi] каникулы;  
отпуск; праздник  
**home** [həʊm] дом  
**homework** [ˈhəʊmwɜ:k]  
домашнее задание  
**hope** [həʊp] надежда  
**hospital** [ˈhɒspɪtl] больница  
**hostel** [ˈhɒstəl] общежитие  
**hour** [aʊə] час  
**house** [haʊs] дом

**housewife** [ˈhauswaɪf] домохозяйка  
**how** [haʊ] как  
**hungry** [ˈhʌŋɡri] голодный  
**be hungry** быть голодным  
**hurry** [ˈhʌri] спешить; спешка  
**husband** [ˈhʌzbænd] муж

## I

**idea** [aiˈdiə] идея, мысль  
**if** [ɪf] если  
**ill** [ɪl] больной  
**be ill** болеть  
**illness** [ˈɪlnɪs] болезнь  
**importance** [ɪmˈpɔ:təns] важность  
**important** [ɪmˈpɔ:tənt] важный  
**impress** [ɪmˈpres] производить  
впечатление  
**impression** [ɪmˈpreʃən]  
впечатление  
**impressive** [ɪmˈpresɪv] остав-  
ляющий впечатление  
**improve** [ɪmˈpru:v] улучшать  
**improvement** [ɪmˈpru:vmənt]  
улучшение  
**in** [ɪn] в; через  
**industrial** [ɪnˈdʌstriəl] промыш-  
ленный  
**industry** [ˈɪndʌstri] промыш-  
ленность  
**ink** [ɪŋk] чернила  
**institute** [ˈɪnstɪtju:t] институт  
**interest** [ˈɪntrɪst] интересоваться;  
интерес  
**be interested in** интересоваться  
**interesting** [ˈɪntrɪstɪŋ] интересный  
**interrupt** [ˌɪntəˈrʌpt] прерывать  
**interval** [ˈɪntəvəl] перерыв  
**into** [ˈɪntu:] в; во внутрь

**introduce** [ɪntrəˈdju:s] пред-  
ставлять (кого-то кому-то)  
**invitation** [ɪnviˈteɪʃn]  
приглашение  
**invite** [ɪnˈvaɪt] приглашать  
**Ireland** [ˈaɪələnd] Ирландия  
**Irish Sea** [ˌaɪərɪʃˈsi:] Ирландское  
море  
**iron** [aɪən] железо; утюг; гладить  
**irritation** [ɪrɪˈteɪʃn] раздражение  
**island** [ˈaɪlənd] остров  
**item** [ˈaɪtəm] предмет; вещь  
**it** [ɪt] он, она, оно; это  
**its** [ɪts] его

## J

**jacket** [ˈdʒækɪt] куртка; жакет  
**jam** [dʒæm] варенье  
**January** [ˈdʒænjuəri] январь  
**jar** [dʒɑ:] банка  
**job** [dʒɒb] работа  
**join** [dʒɔɪn] присоединять  
**joke** [dʒəʊk] шутка; шутить  
**jolly** [ˈdʒɒli] очень  
**journey** [ˈdʒə:ni] путешествие  
**joy** [dʒɔɪ] радость  
**judge** [dʒʌdʒ] судья; судить  
**juice** [dʒu:s] сок  
**July** [dʒuˈlaɪ] июль  
**jump** [dʒʌmp] прыгать  
**June** [dʒu:n] июнь  
**junior** [ˈdʒu:nɪə] младший  
**just** [dʒʌst] справедливый;  
как раз, только что  
**justice** [ˈdʒʌstɪs] справедливость

## К

**keep** [ki:p] держать, хранить  
**kettle** [ketl] чайник  
**key** [ki:] ключ  
**kid** [kid] одурачить; ребёнок  
**kill** [kil] убивать  
**kilometer** [ˈkilə, mi:tə] километр  
**kind** [kaɪnd] добрый; вид, сорт  
**kindergarten** [ˈkɪndəɡɑ:tɪn] детский сад  
**kindness** [ˈkaɪndnis] доброта  
**king** [kɪŋ] король  
**kingdom** [kɪŋdəm] королевство  
**kitchen** [ˈkɪtʃɪn] кухня  
**knee** [ni:] колено  
**knife** [naɪf] нож  
**knight** [naɪt] рыцарь  
**knit** [nɪt] вязать  
**knock** [nɒk] стучать  
**know** [nəu] знать  
**knowledge** [ˈnɒlɪdʒ] знание

## L

**laboratory** [ləˈbɒrətəri] лаборатория  
**labour** [ˈleɪbə] труд, работа  
**lady** [ˈleɪdi] леди, дама  
**lake** [leɪk] озеро  
**lamb** [læm] ягнёнок  
**lamp** [læmp] лампа  
**land** [lænd] земля  
**language** [ˈlæŋɡwɪdʒ] язык  
**large** [lɑ:dʒ] большой  
**last** [lɑ:st] длиться,  
продолжаться  
**last** [lɑ:st] последний; прошлый  
**at last** наконец

**late** [leɪt] поздний  
**be late** опаздывать  
**laugh** [lɑ:f] смеяться  
**lawyer** [ˈlɔ:jə] адвокат, юрист  
**lay** [leɪ] класть  
**lazy** [ˈleɪzi] ленивый  
**lead** [li:d] вести, руководить  
**leader** [ˈli:də] лидер,  
руководитель  
**leading** [ˈli:diŋ] ведущий  
**leaf** [li:f] лист  
**learn** [lɜ:n] учить, узнавать  
**leave** [li:v] покидать, уезжать  
**lecture** [ˈlektʃə] лекция  
**left** [left] левый  
**leg** [leg] нога  
**leisure** [ˈleɪzə] досуг,  
свободное время  
**lend** [lend] давать взаймы  
**less** [les] меньше  
**lesson** [lesn] урок  
**let** [let] позволять, пусть  
**letter** [ˈletə] письмо  
**level** [ˈlevəl] уровень  
**librarian** [laɪˈbrerɪən] библиотекарь  
**library** [ˈlaɪbrəri] библиотека  
**lie** [laɪ] лежать; лгать  
**life** [laɪf] жизнь  
**lift** [lɪft] поднимать; лифт  
**light** [laɪt] свет; светлый; лёгкий  
**like** [laɪk] нравиться, любить  
**line** [laɪn] линия, строчка  
**list** [lɪst] список  
**listen** [lɪsn] слушать  
**literature** [ˈlɪtrətʃə] литература  
**little** [ˈlɪtl] маленький; мало  
**a little** немного



**mean** [mi:n] значить,  
иметь в виду  
**measure** [ˈmeʒə] мера; измерять  
**meat** [mi:t] мясо  
**medicine** [ˈmedisən] медицина;  
лекарство  
**meet** [mi:t] встречать(ся);  
знакомиться  
**meeting** [ˈmi:tiŋ] встреча;  
собрание  
**member** [ˈmembə] член  
**memory** [ˈmeməri] память  
**mend** [mend] чинить  
**mention** [ˈmenʃən] упоминать  
**merchant** [ˈmɜ:ʃənt] купец  
**mere** [miə] простой  
**merry** [ˈmeri] весёлый  
**message** [ˈmesidʒ] послание;  
сообщение, записка  
**middle** [ˈmidl] середина  
**midnight** [ˈmidnait] полночь  
**mile** [mail] миля  
**milk** [milk] молоко  
**mind** [maɪnd] помнить,  
иметь в виду  
**mine** [main] шахта  
**minute** [ˈminit] минута  
**miss** [mis] пропускать, упустить  
**mistake** [misˈteɪk] ошибка  
**misunderstand** [ˌmɪsʌndəˈstænd]  
неправильно понять  
**mix** [mɪks] мешать,  
перемешивать  
**modern** [ˈmɒdn] современный  
**moment** [ˈməʊmənt] момент  
**money** [ˈmʌni] деньги  
**monitor** [ˈmɒnɪtə] староста  
**month** [mʌnθ] месяц

**monument** [ˈmɒnjumənt]  
памятник  
**moon** [mu:n] луна  
**moonlight** [ˈmu:nlaɪt] лунный свет  
**more** [mɔ:] больше  
**morning** [ˈmɔ:niŋ] утро  
**mother** [ˈmʌðə] мать  
**mountain** [ˈmaʊntɪn] гора  
**mouth** [ˈmaʊθ] рот  
**move** [mu:v] двигаться  
**much** [mʌʃ] много  
**museum** [ˈmju:ziəm] музей  
**music** [ˈmju:zɪk] музыка  
**must** [mʌst] должен  
**my** [maɪ] мой

## N

**name** [neɪm] имя  
**narrow** [ˈnærəʊ] узкий  
**nasty** [ˈnɑ:sti] противный  
**nation** [ˈneɪʃən] народ; нация  
**national** [ˈnæʃənəl] государст-  
венный, национальный  
**native** [ˈneɪtɪv] коренной  
житель, туземец  
**natural** [ˈnætʃərəl] естественный,  
природный  
**nature** [ˈneɪtʃə] природа  
**near** [niə] близко, около  
**necessary** [ˈnesəsəri] необходимый  
**need** [ni:d] нуждаться;  
необходимость  
**negative** [ˈnegətɪv] отрицательный  
**neighbour** [ˈneɪbə] сосед  
**neither** [ˈneɪðə], [ˈni:ðə] ни тот  
ни другой  
**nephew** [ˈnefju:], [ˈnevju:]  
племянник



**nervous** [ˈnɜ:vəs] нервный  
**never** [ˈnevə] никогда  
**new** [nju:] новый  
**newspaper** [ˈnju:s, peɪpə] газета  
**next** [nekst] следующий  
**nice** [naɪs] хороший,  
приятный, симпатичный  
**night** [naɪt] вечер, ночь  
**nine** [naɪn] девять  
**nineteen** [ˈnaɪnˈti:n] девятнадцать  
**nobody** [ˈnəʊbədi] никто  
**noise** [nɔɪz] шум  
**none** [nʌn] никто  
**noon** [nu:n] полдень  
**normal** [ˈnɔ:məl] нормальный  
**north** [nɔ:θ] север  
**nose** [nəʊz] нос  
**note** [nəʊt] записка, заметка  
**notebook** [ˈnəʊtbʊk] блокнот,  
тетрадь  
**nothing** [ˈnʌθɪŋ] ничто, ничего  
**notice** [ˈnəʊtɪs] заметить  
**novel** [ˈnɒvəl] роман  
**November** [nəʊˈvembə] ноябрь  
**now** [naʊ] теперь, сейчас  
**nowadays** [ˈnaʊədəɪz] ныне,  
в наше время  
**nowhere** [ˈnəʊweə] нигде  
**number** [ˈnʌmbə] номер, число  
**nurse** [nɜ:s] няня, медсестра

## О

**object** [ˈɒbdʒɪkt] предмет  
**occasion** [əˈkeɪʒn] случай  
**occupy** [ˈɒkjʊraɪ] занимать  
**occur** [əˈkɜ:] происходить,  
случаться

**ocean** [ˈəʊʃən] океан  
**October** [ɒkˈtəʊbə] октябрь  
**offer** [ˈɒfə] предлагать;  
предложение  
**office** [ˈɒfɪs] учреждение,  
контора, офис  
**officer** [ˈɒfɪsə] офицер  
**often** [ˈɒfən] часто  
**oil** [ɔɪl] нефть,  
растительное масло  
**old** [əʊld] старый, старинный  
**once** [wʌns] однажды  
**only** [ˈəʊnli] только; единственный  
**open** [ˈəʊpən] открывать;  
открытый  
**opera house** [ˈɒpərə haʊs]  
оперный театр  
**opinion** [əˈpɪnjən] мнение  
**opportunity** [ˌɒpəˈtju:nɪti]  
возможность  
**opposite** [ˈɒpəzɪt] напротив  
**or** [ɔ:] или  
**order** [ˈɔ:də] приказывать;  
приказ; порядок  
**ordinary** [ˈɔ:dənri] обычный,  
обыкновенный  
**organization** [ˌɔ:gənəɪˈzeɪʃən]  
организация  
**organize** [ˈɔ:gənaɪz] организовывать  
**other** [ˈʌðə] другой  
**our** [aʊə] наш  
**over** [ˈəʊvə] над  
**be over** оканчиваться  
**owe** [əʊ] быть должным,  
быть обязанным  
**own** [əʊn] собственный; владеть  
**owner** [ˈəʊnə] собственник,  
владелец

## P

**pack** [pæk] упаковывать  
**page** [peɪdʒ] страница  
**pain** [peɪn] боль  
**paint** [peɪnt] красить; писать  
 картины  
**painter** [ˈpeɪntə] художник  
**painting** [ˈpeɪntɪŋ] картина  
**pair** [peə] пара  
**palace** [ˈpælɪs] дворец  
**pale** [peɪl] бледный  
**paper** [ˈpeɪpə] бумага, газета  
 письменная работа;  
**parcel** [ˈpɑːsl] посылка, пакет  
**parent** [ˈpeərənt] родитель  
**park** [pɑːk] парк; парковать  
**parliament** [ˈpɑːləmənt]  
 парламент  
**part** [pɑːt] часть; роль  
 (в спектакле)  
**particular** [pəˈtɪkjələ] особенный  
**party** [ˈpɑːti] партия;  
 вечеринка; группа людей  
**pass** [pɑːs] проходить мимо;  
 минувший  
**passenger** [ˈpæsɪndʒə] пассажир  
**past** [pɑːst] прошлый,  
 минувший; мимо  
**patience** [ˈpeɪfns] терпение,  
 спокойствие  
**patient** [ˈpeɪfnt] терпеливый;  
 пациент, больной  
**pay** [peɪ] платить  
**pay attention** обращать внимание  
**pay a visit** нанести визит  
**peace** [piːs] мир  
**pen** [pen] ручка

**pencil** [ˈpensl] карандаш  
**people** [ˈpiːpl] люди; народ  
**perfect** [ˈpɜːfɪkt] совершенный,  
 превосходный  
**perform** [pəˈfɔːm] выполнять;  
 выступать (на сцене)  
**performance** [pəˈfɔːməns]  
 спектакль, выступление  
**perhaps** [pəˈhæps] возможно  
**period** [ˈpiəriəd] период  
**permission** [pəˈmɪʃən] разрешение  
**phone** [fəʊn] телефон;  
 звонить (по телефону)  
**photo** [ˈfəʊtəʊ] фотография  
**phrase** [freɪz] фраза; выражение  
**physical training** [ˌfɪzɪkl ˈtreɪnɪŋ]  
 физическое воспитание  
**pick** [pɪk] рвать (цветы)  
**picture** [ˈpɪktʃə] картина  
**picturesque** [ˌpɪktʃəˈresk]  
 живописный  
**pie** [paɪ] пирог, пирожок  
**piece** [piːs] кусок  
**place** [pleɪs] место; дом  
**take place** иметь место; состояться  
**plain** [pleɪn] простой  
**plan** [plæn] план  
**plant** [plɑːnt] растение; сажать;  
 завод  
**play** [pleɪ] играть; пьеса  
**player** [ˈpleɪə] игрок  
**playwright** [ˈpleɪraɪt] драматург  
**pleasant** [ˈplezənt] приятный  
**please** [ˈpliːz] доставлять  
 удовольствие; пожалуйста  
**pleasure** [ˈplezə] удовольствие  
**pm** [ˌpiːˈem] пополудни  
**at 3 pm** в 3 часа дня

**poem** [ˈpəʊɪm] стихотворение  
**poetry** [ˈpəʊɪtri] поэзия  
**point** [pɔɪnt] точка, пункт;  
указывать  
**police** [pəˈli:s] полиция  
**pollution** [pəˈlu:ʃən] загрязнение  
**pool** [pu:l] бассейн; пруд  
**poor** [pʊə] бедный  
**popular** [ˈpɒpjulə] популярный  
**population** [ˌpɒpjʊˈleɪʃən]  
население  
**porridge** [ˈpɒrɪdʒ] каша  
**port** [pɔ:t] порт  
**possess** [pəˈzes] владеть,  
обладать  
**possibility** [ˌpɒsɪˈbɪlɪti] возмож-  
ность  
**possible** [ˈpɒsəbl] возможный  
**post** [pəʊst] отправлять по почте  
**post office** [ˈpəʊst, ɒfɪs]  
почтовое отделение  
**potatoes** [pəˈteɪtəʊz] картофель  
**pound** [paʊnd] фунт  
**power** [paʊə] мощь, власть  
**praise** [preɪz] хвалить  
**precious** [ˈpreʃəs] драгоценный  
**prefer** [prɪˈfɜ:] предпочитать  
**prepare** [prɪˈpeə] приготовить  
**present** [ˈprezənt] подарок;  
настоящее время  
**preserve** [prɪˈzɜ:v] сохранять  
**president** [ˈprezɪdənt] президент  
**press** [pres] прессовать;  
гладить; пресса  
**pretty** [ˈprɪti] хорошенький  
**prevent** [prɪˈvent] предотвращать  
**previous** [ˈpri:vɪəs] предыдущий  
**price** [praɪs] цена

**pride** [praɪd] гордость  
**prime minister** [ˌpraɪmˈmɪnɪstə]  
премьер министр  
**prison** [ˈprɪzn] тюрьма  
**private** [ˈpraɪvɪt] личный, частный  
**prize** [praɪz] приз; премия  
**probably** [ˈprɒbəbli] вероятно  
**problem** [ˈprɒbləm] проблема,  
задача (математическая)  
**produce** [prəˈdju:s] производить,  
создавать  
**professional** [prəˈfeʃənəl]  
профессиональный  
**programme** [ˈprəʊgræm]  
программа  
**progress** [ˈprəʊgrəs] прогресс,  
успех  
**prohibit** [prəˈhɪbɪt] запрещать  
**project** [ˈprɒdʒekt] проект  
**promise** [ˈprɒmɪs] обещать;  
обещание  
**promote** [prəˈməʊt] поддерживать,  
содействовать  
**proper** [ˈprɒpərə] правильный,  
надлежащий  
**property** [ˈprɒpəti] собственность  
**proposal** [prəˈpəʊzəl] предложение  
**proud** [praʊd] гордый  
**prove** [pru:v] доказывать,  
доказательство  
**proverb** [ˈprɒvə:b] пословица  
**provide** [prəˈvaɪd] давать,  
обеспечивать  
**public** [ˈpʌblɪk] публика;  
общественный  
**publish** [ˈpʌblɪʃ] публиковать  
**pull** [pul] тянуть  
**punish** [ˈpʌnɪʃ] наказывать

**pupil** [ˈpju:pl] ученик  
**pure** [pjʊ:ə] чистый  
**purpose** [ˈpə:pəs] цель; намерение  
**put** [put] класть, ставить  
**put off** откладывать  
**put on** надевать

## Q

**quantity** [ˈkwɒntiti] количество  
**quarter** [ˈkwɔ:tə] четверть  
**queen** [kwi:n] королева  
**question** [ˈkwesʃən] вопрос  
**queue** [kju:] очередь  
**quick** [kwɪk] быстрый  
**quiet** [ˈkwaɪət] тихий, спокойный  
**quite** [kwaɪt] совсем, довольно

## R

**railway** [ˈreɪlweɪ] железная  
дорога  
**rain** [reɪn] дождь  
**raise** [reɪz] поднимать;  
вырастить; воспитать  
**rapidly** [ˈræpɪdli] стремительно  
**rare** [rəə] редкий  
**rather** [ˈrɑ:ðə] довольно  
**ray** [reɪ] луч  
**reach** [ri:tʃ] достичь; приходиться  
**read** [ri:d] читать  
**ready** [ˈredi] готов  
**real** [ˈri:əl] настоящий, реальный  
**realize** [ˈri:əlaɪz] понять;  
выполнить  
**really** [ˈri:əli] действительно,  
в самом деле  
**reason** [ˈri:zn] причина; разум

**receive** [riˈsi:v] получать;  
принимать  
**recognize** [ˈrekəɡnaɪz] узнавать,  
признавать  
**recollect** [ˌrekəˈlekt] вспоминать  
**recommend** [ˌrekəˈmend]  
рекомендовать  
**record** [riˈkɒd] записывать  
**recover** [riˈkʌvə] поправляться  
(после болезни)  
**red** [red] красный  
**reduce** [riˈdju:s] сокращать  
**refuse** [riˈfju:z] отказываться  
**regard** [riˈɡɑ:d] считать;  
рассматривать  
**region** [ˈri:dʒən] регион, область  
**regular** [ˈregjʊlə] регулярный;  
правильный  
**relax** [riˈlæks] отдыхать  
**rely** [riˈlai] полагаться  
**remain** [riˈmeɪn] оставаться  
**remarkable** [riˈmɑ:kəbl]  
замечательный  
**remember** [riˈmembə] помнить  
**remind** [riˈmaɪnd] напоминать  
**repair** [riˈpeə] ремонтировать  
**repeat** [riˈpi:t] повторять  
**reply** [riˈplai] отвечать; ответ  
**report** [riˈpɔ:t] сообщать; доклад  
**republic** [riˈpʌblɪk] республика  
**research** [riˈsə:ʃ] исследование  
**respect** [riˈspekt] уважать  
**responsibility** [riˌspɒnsəˈbɪlɪti]  
ответственность  
**restaurant** [ˈrestərɒnt] ресторан  
**result** [riˈzʌlt] результат  
**rich** [rɪʃ] богатый  
**ride** [raɪd] ехать (верхом)



**shore** [ʃɔ:] берег  
**short** [ʃɔ:t] короткий  
**shoulder** [ˈʃəʊldə] плечо  
**shout** [ʃaʊt] кричать  
**show** [ʃəʊ] показывать; шоу  
**shower** [ˈʃaʊə] душ  
**shut** [ʃʌt] закрывать  
**shy** [ʃai] застенчивый  
**Siberia** [saiˈbiəriə] Сибирь  
**sick** [sik] больной  
**side** [said] сторона, бок  
**sign** [sain] знак; признак  
**significant** [sigˈnifikənt] значительный  
**silence** [ˈsailəns] тишина  
**simple** [ˈsimpl] простой  
**since** [sins] с; с тех пор  
**sing** [siŋ] петь  
**single** [ˈsiŋɡl] один; единственный  
**sit** [sit] сидеть  
**sitting room** [ˈsitiŋrʊm] гостиная  
**situated** [ˈsitʃueitid] расположенный  
**sixteen** [siksˈti:n] шестнадцать  
**sixty** [ˈsiksiti] шестьдесят  
**size** [saiz] размер; величина  
**skill** [skil] искусство; умение  
**skirt** [skə:t] юбка  
**sky** [skai] небо  
**sleep** [sli:p] спать  
**slight** [slait] легкий; едва заметный  
**slow** [sləʊ] медленный  
**small** [smɔ:l] маленький  
**smell** [smel] нюхать; пахнуть  
**smile** [smaɪl] улыбаться  
**smoke** [sməʊk] курить; дым

**snow** [snəʊ] снег  
**so** [səʊ] так; итак; поэтому  
**society** [səˈsaɪəti] общество  
**sofa** [ˈsəʊfə] диван  
**soldier** [ˈsəʊldʒə] солдат  
**solve** [sɒlv] решить  
**some** [sʌm] некоторое количество; какой-нибудь  
**sometimes** [ˈsʌmtaɪmz] иногда  
**son** [sʌn] сын  
**song** [sɒŋ] песня  
**soon** [su:n] вскоре  
**sorrow** [ˈsɒrəʊ] печаль  
**sorry** [ˈsɒri] сожалеть  
**sound** [saʊnd] звук  
**source** [sɔ:s] источник  
**south** [sauθ] юг  
**Soviet Union** [ˌsəʊviətˈju:njən] Советский Союз  
**space** [speɪs] пространство; космос  
**speak** [spi:k] говорить  
**special** [ˈspeʃəl] особый; специальный  
**speech** [ˈspi:tʃ] речь  
**speed** [spi:d] скорость  
**spend** [spend] проводить(время); тратить (деньги)  
**splendid** [ˈsplendɪd] отличный, роскошный  
**spoil** [spɔɪl] испортить  
**sport** [spɔ:t] спорт  
**spread** [spred] распространять  
**spring** [sprɪŋ] весна  
**square** [skweə] квадрат; площадь  
**stage** [steɪdʒ] сцена; ставить (на сцене)



**theatre** [ˈθiətə] театр  
**them** [ðem] их; им  
**then** [ðen] тогда; потом  
**there** [ðeə] там; туда  
**therefore** [ˈðeəfɔː] поэтому  
**thick** [θɪk] толстый  
**thin** [θɪn] тонкий  
**thing** [θɪŋ] вещь  
**think** [θɪŋk] думать  
**third** [θɜːd] третий  
**thirteen** [ˈθɜːˈtiːn] тринадцать  
**thirty** [ˈθɜːti] тридцать  
**thorough** [ˈθʌrə] тщательный,  
 основательный  
**though** [ðəʊ] хотя  
**thousand** [ˈθaʊzənd] тысяча  
**through** [θruː] через, сквозь  
**throw** [θrəʊ] бросать  
**thunder** [ˈθʌndə] гром  
**thunderstorm** [ˈθʌndəstɔːm]  
 гроза  
**Thursday** [ˈθɜːzdi] четверг  
**ticket** [ˈtɪkɪt] билет  
**till** [tɪl] пока, пока не  
**time** [taɪm] время  
**title** [ˈtaɪtl] титул, название  
**together** [təˈgeðə] вместе  
**tomorrow** [təˈmɒrəʊ] завтра  
**tonight** [təˈnaɪt] сегодня вечером  
**too** [tuː] также; слишком  
**tooth** [tuːθ] зуб  
**top** [tɒp] вершина; наивысший  
**total** [ˈtəʊtl] общий; полный  
**touch** [tʌʃ] трогать;  
 прикосновение  
**tough** [tʌf] трудный; суровый  
**tour** [tuə] тур, поездка  
**tourist** [ˈtuəɪst] турист

**towards** [təˈwɔːdz] по направ-  
 лению к  
**tower** [ˈtauə] башня;  
 возвышаться  
**town** [taʊn] город  
**toy** [tɔɪ] игрушка  
**trade** [treɪd] торговля  
**traditional** [trəˈdɪʃənəl] тради-  
 ционный  
**traffic** [ˈtræfɪk] уличное  
 движение  
**tragedy** [ˈtrædʒədi] трагедия  
**train** [treɪn] поезд  
**tram** [træm] трамвай  
**translate** [trænsˈleɪt] переводить  
**travel** [ˈtrævl] путешествовать,  
 ездить  
**treat** [tri:t] лечить; угощать  
**tree** [tri:] дерево  
**tremble** [ˈtreɪbl] дрожать  
**trip** [trɪp] поездка  
**trouble** [ˈtrʌbl] беда; неприятность  
**true** [truː] верный; правдивый  
**truth** [truːθ] правда  
**try** [traɪ] пытаться, пробовать  
**Tuesday** [ˈtjuːzdi] вторник  
**turkey** [ˈtɜːki] индейка  
**turn** [tɜːn] поворот; очередь  
**turn off** выключать  
**turn on** включать  
**twenty** [ˈtwenti] двадцать  
**twice** [twɑɪs] дважды  
**type** [taɪp] тип; печатать  
 (на машинке)

## U

**umbrella** [ʌmˈbrelə] зонтик  
**uncle** [ˈʌŋkl] дядя



**under** [ˈʌndə] под  
**understand** [ˌʌndəˈstænd] понимать  
**uniform** [ˈjuːnɪfɔːm] форма  
**university** [ˌjuːniˈvɜːsɪti] университет  
**until** [ʌnˈtɪl] до тех пор пока  
**upper** [ˈʌpə] верхний  
**upset** [ʌpˈset] переворачивать;  
расстраивать  
**upstairs** [ˌʌpˈsteəz] наверх;  
наверху  
**Urals** [ˈjuːərəlz] Урал  
**urgent** [ˈɜːdʒənt] срочный  
**us** [ʌs] нас; нам  
**use** [juːz] использовать;  
пользоваться

**use** [juːs] польза  
**useful** [ˈjuːsfəl] полезный  
**usually** [ˈjuːʒuəli] обычно  
**utter** [ˈʌtə] произнести

## V

**vacation** [vəˈkeɪʃn] каникулы  
**various** [ˈveəriəs] различный  
**vary** [ˈveəri] меняться,  
изменяться  
**vegetable** [ˈvedʒɪtəbl] овощ  
**vehicle** [ˈviːɪkl] автотранс-  
портное средство  
**very** [ˈveri] очень  
**view** [vjuː] вид; осматривать  
**village** [ˈvɪlɪdʒ] деревня  
**visit** [ˈvɪzɪt] визит; посетить  
**vocabulary** [vəˈkæbjʊləri] словарь  
**voice** [vɔɪs] голос

**volleyball** [ˈvɒlibɔːl] волейбол  
**vote** [vəʊt] голосовать;  
голосование

## W

**wait** [weɪt] ждать  
**wake up** [ˌweɪkˈʌp] просыпаться  
**walk** [wɔːk] ходить пешком  
**go for a walk** ходить на прогулку  
**wall** [wɔːl] стена  
**want** [wɒnt] хотеть  
**war** [wɔː] война  
**warm** [wɔːm] теплый  
**warn** [wɔːn] предупреждать  
**wash** [wɒʃ] мыть, стирать  
следить

**watch TV** смотреть телевизор  
**water** [ˈwɔːtə] вода  
**wave** [weɪv] волна  
**way** [weɪ] путь; способ  
**weak** [wiːk] слабый  
**wealth** [welθ] богатство  
**weapon** [ˈwepən] оружие  
**wear** [weə] носить одежду  
**weather** [ˈweðə] погода  
**Wednesday** [ˈwenzdi] среда  
**week** [wiːk] неделя  
**weekend** [ˈwiːkend] выходные  
дни  
**weight** [weɪt] вес; влияние  
**welcome** [ˈwelkəm] желанный  
**well** [wel] хорошо; здоровый;  
колодец  
**well-known** [ˌwelˈnəʊn] известный  
**west** [west] запад  
**western** [ˈwestən] западный

**wet** [wet] мокрый, влажный  
**what** [wɒt] что, какой  
**when** [wen] когда  
**where** [weə] где  
**which** [wɪʃ] который  
**while** [waɪl] пока;  
в то время как  
**white** [waɪt] белый  
**whole** [həʊl] весь; целый  
**whose** [hu:z] чей  
**wide** [waɪd] широкий  
**wife** [waɪf] жена  
**wild** [waɪld] дикий  
**win** [wɪn] выигрывать,  
побеждать  
**wind** [wɪnd] ветер  
**window** [ˈwɪndəʊ] окно  
**wine** [waɪn] вино  
**winter** [ˈwɪntə] зима  
**wise** [waɪz] мудрый, умный  
**wish** [wɪʃ] желание; желать  
**with** [wɪð] с  
**within** [wɪðˈɪn] внутри,  
в пределах  
**without** [wɪðˈaʊt] без  
**witness** [ˈwɪtnɪs] видеть, быть  
свидетелем  
**woman** [ˈwʊmən] женщина  
**wonder** [ˈwʌndə] интересо-  
ваться, удивляться  
**wonderful** [ˈwʌndəfəl] чудесный,  
замечательный  
**wood** [wʊd] лес; дерево

**wool** [wʊ:l] шерсть  
**word** [wɜ:d] слово  
**work** [wɜ:k] работа, произве-  
дение  
**world** [wɜ:ld] мир  
**world-famous** [ˌwɜ:ldˈfeɪməs]  
всемирно известный  
**worldwide** [ˌwɜ:ldˈwaɪd]  
всемирный  
**worry** [ˈwʌrɪ] беспокоиться,  
волноваться  
**worse** [wɜ:s] хуже  
**worst** [wɜ:st] наихудший  
**wreck** [rek] губить  
**write** [raɪt] писать  
**writer** [ˈraɪtə] писатель  
**wrong** [rɒŋ] неправый;  
неправильный

## Y

**yard** [jɑ:d] двор  
**year** [jeə] год  
**yellow** [ˈjeləʊ] жёлтый  
**yesterday** [ˈjestədi] вчера  
**yet** [jet] ещё; до сих пор  
**you** [ju:] вы, ты  
**young** [jʌŋ] молодой  
**your** [jɔ:] ваш, твой

## Z

**zoo** [zu:] зоопарк

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