

А.Ф. Матушак

ВВОДНЫЙ КУРС
(МАТЕРИАЛЫ К УЧЕБНОЙ ДИСЦИПЛИНЕ
«ПРАКТИЧЕСКИЙ КУРС АНГЛИЙСКОГО ЯЗЫКА»)

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В учебном пособии представлены материалы для начального этапа обучения Практическому курсу английского языка по направлению подготовки 44.03.05 – Педагогическое образование (с двумя профилями подготовки). Работа содержит материал для развития устной и письменной речи студентов, обучающихся по направлению, вторым профилем которого является «Английский язык».

Рекомендуется для аудиторной и самостоятельной работы студентов бакалавриата по направлению 44.03.05 Педагогическое образование (с двумя профилями подготовки), направленности (профили): История. Английский язык; Информатика. Английский язык; Физика. Английский язык; Начальное образование. Английский язык; Дошкольное образование. Английский язык и др.

Пособие также может быть использовано при обучении дисциплине «Практика устно и письменной речи».

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СОДЕРЖАНИЕ

Введение.....	4
Interlesson 1.....	5
Lesson 1 “My Home”.....	9
Interlesson 2 “Modal Verbs and Their Equivalents”.....	19
Lesson 2 “My Family”.....	24
Lesson 3 “Daily Routine”.....	34
Lesson 4 “Week-end”.....	40
Interlesson 3 “English Tenses in the Passive Voice”.....	49
Lesson 5 “Weather and Climate”.....	53
Lesson 6 “Great Britain”.....	63
Заключение.....	75
Библиографический список.....	76

ВВЕДЕНИЕ

Предлагаемое пособие включает в себя материалы к лабораторно-практическим занятиям по дисциплине «Практический курс английского языка». Работа предназначена для организации занятий с будущими бакалаврами по направлению подготовки 44.03.05 – Педагогическое образование (с двумя профилями подготовки). Пособие можно использовать в преподавании по профилям (направленности) «История. Английский язык», «Информатика. Английский язык», «Физика. Английский язык», «Начальное образование. Английский язык», «Дошкольное образование. Английский язык» и др.

Пособие представляет собой вторую книгу по подготовке студентов в рамках учебной дисциплины «Практический курс английского языка» («Практика устной и письменной речи»). Планируемые результаты обучения по данному пособию соответствуют требованиям ФГОС 3++, а также Профессионального стандарта педагога [7]. В рубрике «Необходимые знания» Профстандарта подчеркивается требование к знаниям студентов относительно содержания предмета. Вводный курс формирует знания базового уровня английского языка.

Профстандарт предполагает «проведение занятий в соответствии с целями основной общеобразовательной программы», что также требует от учителя владение умением общения на английском языке на основе лингвистических норм.

Данное пособие может быть использовано для студентов бакалавриата на первом этапе обучения. Автор выражает особую благодарность М.Н. Сметаниной за помощь в подготовке материалов.

INTERLESSON 1

English Tenses in the Active Voice

English Tenses (Active)

	Indefinite	Continuous	Perfect	Perfect Continuous
Present	<p><i>verb</i> <i>ask(s)</i></p> <p>1. Регулярное повторяющееся действие. <i>usually/generally often/seldom sometimes</i></p> <p>2. Факт.</p> <p>3. Будущее действие (по расписанию, графику).</p>	<p><i>be+ -ing</i> <i>am/is/are asking</i></p> <p>1. Длительное действие (процесс), протекающее в данный момент <i>Now</i> <i>at present/ at the moment.</i></p> <p>2. Будущее запланированное действие.</p>	<p><i>have+ III form</i> <i>have(has) asked</i></p> <p>1. Действие закончилось к моменту речи в настоящем.</p> <p>2. Результат. <i>already/yet ever/never lately/recently this week/today by now</i></p>	<p><i>have been+ -ing</i> <i>have(has)been asking</i></p> <p>Длительное действие, которое началось в прошлом и все еще протекает в данный момент. <i>for a month/ a long time since 5 o'clock how long/ since when</i></p>
Past	<p><i>asked/took</i></p> <p>Действие в прошлом. <i>Yesterday last week ago</i></p>	<p><i>was(were) asking</i></p> <p>Длительное действие (процесс), совершавшееся в момент или период в прошлом. <i>at 5 yesterday from 5 to 6 yesterday for 3 days last week all day long/the whole day when we came</i></p>	<p><i>had asked</i></p> <p>1. Действие закончилось к определенному моменту в прошлом. By 5 o'clock yesterday before he came by the end of the last year</p> <p>2. При согласовании времен.</p>	<p><i>had been asking</i></p> <p>Длительное прошедшее действие, которое началось до определенного момента в прошлом и еще продолжалось в этот момент. <i>He had been working for 2 hours, when my brother came.</i></p>
Future	<p><i>will ask</i></p> <p>Действие в будущем. <i>tomorrow next week in 3 days in 2025</i></p>	<p><i>will be asking</i></p> <p>Длительное действие (процесс), которое будет совершаться в определенный момент или период в будущем. <i>at 5 tomorrow from 5 to 6 tomorrow for 3 days next week all day long tomorrow when he comes</i></p>	<p><i>will have asked</i></p> <p>Действие закончившееся к определенному моменту в будущем. <i>by 5 o'clock tomorrow when he comes by next summer</i></p>	<p><i>will have been asking</i></p> <p>Длительное будущее действие, которое начнется ранее момента в будущем, и будет еще совершаться в этот момент. <i>When you come I'll have been working for 2 hours.</i></p>

EXERCISES

1. Определите, какую временную форму необходимо употребить в следующих предложениях.

Они второй день играют эту партию, они сделали уже 70 ходов. 2. Сколько времени он читает эту книгу? 3. Он закончил первую главу романа и пишет вторую. 4. Он работает над своей книгой уже два года. 5. Он наш тренер с тех пор, как я играю в этой команде. 6. Уже двадцать лет, как я живу в этом городе, а в сентябре исполнится десять, как я преподаю в этом университете. 7. Утро было солнечное, но с одиннадцати часов погода изменилась, и сейчас идет дождь. 8. Я звонил вам с четырех часов, но ваш номер был все время занят. – Я говорила все это время с Москвой. 9. Дожди шли две недели. Наконец-то установилась хорошая погода. 10. 14 июля 1789 года парижане штурмом взяли Бастилию.

2. Поставьте глаголы в скобках в нужное по смыслу время.

1. Stratford-on-Avon (to be) a small town in central England where Shakespeare (to be) born. 2. Some two centuries ago, when there (not to be) trains, cars and trams, people (to travel) in carriages. 3. Latin (to be) a dead language now, but it (to be) the international language some four centuries ago. 4. The woman who (to speak) with my sister in the yard (to be) our neighbour who (to live) across the street. 5. In this film you can see how the grass (to grow) and the flowers (to unfold) their petals right before your eyes. 6. As a rule I (to have) ham and eggs for breakfast, but this time I (to order) an omelet. 7. You ever (to be) this picture gallery? 8. I (to try) to get into contact with them for a long time, but now I (to give) it up as hopeless. 9. You (to be) of great help to us since you (to be) with us. 10. They (to drive) in the car for many hours before they (to come) to the crossroads.

3. Напишите формы настоящего, прошедшего и будущего времени групп Indefinite, Perfect и Perfect Continuous.

study, read, like, come, go, be, speak, know, meet, open break, move, find, live, leave, stop, help.

4. Используйте нужную по смыслу временную форму.

1. The students of the University (to study) different subjects. 2. The students of this group (to study) optics next year. 3. His is a very interesting book. I (to read) it with pleasure. 4. He told me he (to be) badly ill since he returned from abroad. 5. Michael (to know) German rather well. Now he (to study) French. He (to be eager) to know English too, but he (to have) little time for it now. 6. I (to think) about it for a long time. 7. We (to work) hard before our exam. 8. He (to wait) for you since 4 o'clock. 9. When I must write a report on some subject I usually (to go) to the library of our University. 10. I already (to read) everything for my report. I (to read) since morning.

5. Откройте скобки, используя the Present Perfect Tense.

1. What have you done at the English lesson? – Our teacher (to explain) the Present Perfect to us. We (to read) and (to translate) Lesson. We (to write) a short dictation, I (to get) four for it; I (to make) one mistake in it. 2. How has Mary spent this month? – Oh, she (to have) an enjoyable time. She (to skate) a lot; she (to be) to the theatre and Robert often (to take) her to dancing parties.

6. Поставьте наречия в нужное место. Переведите предложения на русский язык.

1. A congress on the problems of physics has taken place there (recently). 2. They have done a great deal of work (lately). 3. A delegation of foreign scientists has come to our Institute (just). 4. Have you been to Moscow (ever)? 5. Has professor B. returned from the congress (yet)?

7. Поставьте глаголы в скобках в нужную форму.

1. I (to be) already here for about half an hour. 2. Peter (to know) Ann for five years. 3. Please, give me a pencil, I (to lose) mine. 4. I (not to meet) Peter since Sunday. 5. Fred just (to finish) work. 6. Where (to be) Sergei? – He (to go) home. He (to leave) the room a minute ago. 7. What you (to read) now? – I (to read) "Brown Wolf". 8. They (to read) this book. a month ago. 9. What about you? You (to read) "Brown Wolf"? 10. My watch (to

stop). There (to be) something wrong with it. 11. Let's go to the Tretyakov Gallery. I (not to be) there since I (to return) from the Caucasus. 12. You (to see) Ben today? – Yes, I (to see) him at the University. 13. You (to hear) last Sunday. 14. You (to change) so much. Anything (to happen)? 15. What you (to do) here at such an hour? You (to write) your composition? – No, I (to write) it already. I (to work) at my report. – And when you (to write) your composition? – I (to finish) it two days ago. 16. I say, Paul, let's have dinner. – No, thank you, I (to have dinner) already. 17. What the weather (to be) like? – ...it still (to rain)? – No, it (to stop) raining.

8. 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.

9. 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.

10. Переведите на русский язык.

1. I have been packing my things for an hour and a half. 2. The pupils had translated the text before the bell rang. 3. He has been working in the laboratory for two years. 4. The man was reading a magazine when somebody knocked at the door. 5. They have been quarrelling for a long time. 6. Ann will spend the summer holidays in the country. 7. The children have been skating for an hour.

MY HOME

Grammar. The Past Indefinite Tense.

<p>Правильные глаголы + ed _ Past Indefinite Неправильные глаголы См. таблицу (раздел IV)</p>
--

Example: *Oleg **wanted** to see his friends.*
*In summer I **went** to the cinema every day.*

Вопросительная и отрицательная формы:

*Oleg **did not want** to see his friends.*
***Did** Oleg **want** to see his friends?*

Pattern 1

<i>to have – to have got</i>	
I have two books.	I ve got two books.

Pattern 2

Peter says, "I have two English books."	Peter says that he has two English books.
---	--

Pattern 3

Will you do me a favour?
--

I. Phonetic drill.

hot - hut - hat

lock - luck - lack

not - nut - gnat

rock - rug - rag

wrong - rung - rang

pork - park

port - part

cord - card

horse - hard

fork - farm

short - shot

fork - fog

port - pot

lord - lot

cord - cock

in - ing - ink

sin - sing - sink

thin - thing - think

win - wing - wink

kin - king - kick

bed - bet

bad - bat

send - sent

bead - beat

feed - feet

war - want

warm - wash

water - wander

warn - was

walk - wand

thick - them

thin - then

myth - bathe

tooth - booth

teeth - with

II. Read the following:

write on

sit on

made of

kind of

bag is

colour is

think it is

it's in front of

is this

is that

is the bag

use the fork

what's this

what's that

seize the hand

choose the song

What's this?

It's a table.

What's that?

That's a chair.

This is a black bag.

That pencil is blue.

Is this a black bag?

Is that pencil blue?

III. a) Read with the falling tone:

a knife, wine, sugar, a room, a book, any ink, a bag, a handbag, match, any match-box, boxes, apples, any tea, some coffee, some milk, any pens, any desks, ice, a timetable, a window-sill, shelves, meat, butter, water, snow, some juice;

b) Read with the rising tone:

a pen, a desk, a pencil, a bag, bread, an apple, a blackboard, a match-box, some chalk, some meat, tea, a face, salt, water, a chin, a finger, her timetable, the exercise.

IV. Формы прошедшего времени наиболее употребительных глаголов

<i>Infinitive</i>	<i>Past Indefinite</i>
be	was
begin	began
break	broke
catch	caught
come	came
cut	cut
do	did
get	got
go	went
have	had
know	knew
leave	left
make	made
read	read
ring	rang
shine	shone
take	took
tell	told
write	wrote

TEXT I

Some people live in a house, others have a flat. I have a three-room flat in a new block of flats. Our block has all modern conveniences, such as central heating, electricity, gas, running hot and cold water and a telephone. Our flat is very comfortable.

Our sitting-room is a large square room. In the middle of it there is a big round table and some chairs. Over the table in the middle of the ceiling there is an electric lamp. In the corner there is a low table with a TV set on it. In front of the TV set there is a comfortable armchair. The sofa is by the wall opposite the door. It is of a rich red colour. There is a small round table near it. The furniture in our sitting-room is brown, the walls are pink. The curtains and the carpet are dark red. Our sitting-room looks very nice.

There is a big desk at the window in our study. There are various things on it, such as a telephone, a lamp, some clean paper, a computer, some pens and pencils. There are a lot of Russian and English books, some newspapers and magazines in the bookcase and on the bookshelves. I like our study very much and spend a lot of time in it. Usually I sit at the desk and work but sometimes when I want to read periodicals I sit in a low armchair near a small table for newspapers and magazines.

The bedroom is not large. There are two beds here with a bedside table beside them. In the right-hand corner near the window there is a dressing-table with a large looking-glass and a round stool in front of it.

My mother's very busy
with mop and cloth and broom;
I help her dust furniture
and tidy up the room;
She says we're having company
to stay for dinner, too,
So, she wants everything to shine
and look as fine as new.
My mother's always trying
to keep our home so neat,
I find it very pleasant
as I enter from the street;
I help her sweep the carpets
and wipe each window frame,
But we would keep it just as nice
if no one ever came.

A. Goldberg

TEXT II

This is a picture of a modern flat. It is in a new six-storey house. The flat is on the third floor. There is only one room in it, a kitchen and a bathroom. The room in the picture is my sister's living-room. The walls in this room are light green, the ceiling is white, the floor is brown. There is not much furniture in the room. There is a desk in the right corner at the window. There is a lamp and a few books on it. There is an armchair at the desk. There is one more table in the room. It is in front of the sofa. The sofa is very comfortable.

To the left of this table there is a book-case. The book-case is low and quite modern. There is a TV-set on it. There is a large wardrobe in the right-hand corner of the room. There are two pictures on the wall above the sofa.

There is a nice carpet on the floor. The room is very nice. There is a lot of light in it.

The kitchen in my sister's flat is rather small, but it is very light and comfortable. There is plenty of sunlight in the kitchen. There is a nice gas-cooker in the kitchen. The gas-cooker is to the left of the window and there is a kitchen cupboard on the right where my sister keeps plates, cups, saucers, glasses, knives, spoons, forks and other things.

The bathroom is all tiled and very clean. The bath is on the right and the wash-basin is on the left. There is a mirror above the wash-basin and a shower above the bath. A bath-mat is on the floor near the bath.

TOPICAL VOCABULARY

a three-room flat
modern conveniences
running hot and cold water
a comfortable armchair
periodicals
a looking-glass
a living-room
a wardrobe
comfortable
a kitchen cupboard
tiled
tidy up
wipe

a new block of flats
central heating
a sitting-room
furniture
a bedside table
a six-storey house
a book-case
the right-hand corner
a gas-cooker
a wash-basin
broom
sweep the carpets

EXERCISES

1. Make up sentences using Pattern 1.

We ... a good flat. 2. My neighbor ... a car. 3. They ... a TV set. 4. I ... eight English books. 5. She ... a new dress. 6. You ... a good dictionary. 7. Our room ... two windows. 8. I ... a very special reason to go there. 9. I ... his address at home. 10. We ... a sofa and two armchairs in our sitting-room.

2. Make up 10 questions on Pattern 3.

Model: Will you lend me your dictionary for the evening?

3. Give English equivalents of the following.

Многоквартирный дом, современные удобства, центральное отопление, горячее и холодное водоснабжение, гостиная, удобное кресло, насыщенный красный цвет, мебель, письменный стол, кабинет, журнал, книжный шкаф, книжная полка, прикроватная тумбочка (столик), правый (левый) угол, туалетный стол с зеркалом, четвертый этаж, кухня, ванная, слева от..., платяной шкаф, ковер, газовая плита, кухонный шкаф, отделанный кафелем, раковина (умывальник), душ, ванна.

4. Answer the questions.

1. In what house do you live? 2. Is it a multi-storey building? 3. On what floor is your flat? 4. What modern conveniences are there in your house? 5. What is your flat like? 6. Which is your favourite room and why? 7. What is the main piece of furniture in your bedroom? 8. Where do you keep your clothes? 9. What is there on your dressing-table? 10. Is your study a simply-furnished room? 11. Is there a writing-table in it? 12. What things can be seen on your writing-table? 13. How is the study lighted? 14. What do you do in the dining-room? 15. Is your dinner-table square or round? 16. Where do you keep your tea and dinner things? 17. Where do you do the cooking? 18. What kitchen utensils have you got? 19. Is there a bathroom and a water-closet in your flat? 20. Where is the bath-tub with the shower?

5. Insert articles.

One night last week my friend Boris, who is over here on ... visit, and I were invited to dinner at ... Ivanovs'. We got there at about seven o'clock, and were shown in by Annie ... youngest daughter of ... Ivanovs. When we went in to dinner, ... host sat at ... head of ... table, ... at ... other end, while Boris and I sat on either side. We were ... only guests, ... table was beautifully laid, and laying ... table for dinner is no easy matter. There must be ... white table-cloth, or mats, and knives, forks, spoons, glasses, and ... table-napkin for everybody. Then there must be plates, dishes, salt-cellars, pepper and mustard-pots. Other things required during ... meal are placed on ... sideboard. I found ... Ivanovs' dining-room very attractive, indeed. I liked their pictures, their curtains, their lights; it's ... long time since I saw ... room that I liked so much. It was ... thoroughly enjoyable evening and I was glad that Boris had ... chance of dining with such charming people.

6. Fill in prepositions or adverbs.

Marian is ... the kitchen. She is near the table ... the middle ... the room. There is a lamp ... the table. There are a lot ... things ... the table. There is a jug ... the middle ... the table. Marian has a dish and a spoon ... her hands. ... Marian there are two pots, two bowls and a frying-pan. Behind her there is a dresser and a kitchen sink ... it. There are a lot ... things ... the shelves ... the dresser. There are plates and dishes, and jugs and bowls. There is a loaf ... bread ... the bread-board, and a tray ... tea-cups. ... the bottom ... the dresser there are two drawers, and two cupboards. Under the drawers ... the kitchen sink there are two taps. They are ... the wall. There is a plate-rack ... some plates ... it. Over the sink, there is a clock ... the wall. ... the window, there is a table and some shelves. There are two saucepans ... one shelf.

7. What is the difference between the following words.

Home - house; study - bedroom; living-room - drawing-room - nursery; bedside table - dining table - kitchen-table - writing-table; tea-pot - kettle; cupboard - wardrobe - bookcase; table-cloth - napkin; cellar - basement - attic; rug - carpet - mat; drawing-room - parlour - dining-room.

8. Ask and answer.

When do we use	a wash-basin? a sewing-machine? a washing-machine? a stove? a television-set? a kettle? a saucepan? a frying-pan? a wash-tub? dinner-things? tea-things?
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9. a) Read the passage. Retell it using the words and phrases in italics.

The boy worked from early morning till late at night. He *washed the floor, cleaned the dishes, peeled the vegetables* and did many other things. he was glad when his Mistress sent him to the sitting-room. He *swept the carpet, dusted the tables* and then looked with admiration at *the arm-chairs* and the various photographs. The boy tried to understand *what those things were for*. "What is written in that book?" he asked himself. "*How does the big clock work?* I should like to know how the voice in the box speaks." After *the rooms had been done* he was sent to the kitchen. (M.R. Anand)

b) Use these words and phrases in a situation.

10. Translate into English.

Комната в доме на Орлином шоссе (*at Eagle Road*) была первой моей комнатой, потому что комната у тети Эмилии была просто спальня. Для тети Эмилии спальня – это комната с кроватью, гардеробом и простым жестким (*hard-backed*) стулом, и ее единственное назначение – служить местом для сна. Читать, писать, разговаривать, слушать радио полагается в общей комнате.

С восторгом я осматривал свою новую комнату: серебристые обои, диван-кровать (*divan-bed*), напоминающий больше диван, чем кровать, два кресла, туа-

летный столик, гардероб, письменный стол – вся мебель из светлого полированного дерева (*in the same pale satiny wood*). На стене висели три набольшие картины. Это были репродукции Медичи. «Наверное, вы хотели бы умыться, - сказала миссис Томпсон. – Ванна направо. Вот, Джо, пока я не забыла, ваши ключи от входной двери, от вашей комнаты, от гардероба. Кстати, через полчаса мы будем пить кофе».

11. Express the following in one word:

1. a piece of material laid on the floor for wiping the shoes on; 2. a screen on a window; 3. a drapery for doors and windows; 4. a textile fabric for covering the floor; 5. a small room used for storing clothes, dishes, food supplies; 6. an outer covering for a bed; 7. a small linen cloth used at meals to wipe one's lips and fingers; 8. a cloth, usually of white linen, spread on a table at meal time.

12. Retell the jokes in indirect speech.

An old woman asked for a room at a hotel. She was shown into a very small room. There was nothing in it. "I don't like this room," said she. "I will not have it." "We don't ask you to sleep here," said a little boy in buttons. "This is not a bedroom. This is a lift."

Arriving home one evening a man found the house locked up. After trying to get in at the various windows on the ground floor he finally climbed upon the shed roof and with much difficulty entered through a first floor window. On the dining-room table he found a note from his wife: "I have gone out. You'll find the key under the door mat."

13. Compose situations using the following words and phrases:

1. the room needs tidying; to dust something with a duster; a broom; to sweep/ to wash the floor; to clean the windows; to beat the dust out of the carpet; a pail; to air the room; to polish a mirror;

2. to make one's bed; to put the pillow in a pillow-case; a quilt; a sheet; to beat the mattress; to put the blanket on the bed; to unfold the sheet; to put the sheet on the mattress; the bed is made.

14. Read the dialogue paying attention to your intonation, then, learn it by heart.

Customer: Will you show me a sitting-room set, if you please?

Shop-assistant: Here are a number of different styles. How do you like this one?

Customer: I don't like it at all.

Shop-assistant: How do you like the set over there?

Customer: I prefer this one. How many pieces does it consist of?

Shop-assistant: It has a sofa, four arm-chairs and six ordinary chairs.

Customer: Have you also got a table to go with the set?

Shop-assistant: Yes, indeed, here is one in exactly the same style.

Customer: Now let me see some dining-room furniture. At first an extension table.

What wood is this one made of?

Shop-assistant: It is of black walnut.

Customer: Let me see another one/

Shop-assistant: Does this one suit you any better?

Customer: I like it much better, have you chairs and a sideboard to go with it?

Shop-assistant: Certainly.

Customer: Let me see the sideboard.

Shop-assistant: I advise you to take this one. It is an exact match.

Customer: I don't see any bedroom furniture here.

Shop-assistant: Let us look at this one.

Customer: I like it very much. Do you also sell bedding?

Shop-assistant: You will find everything of the kind upstairs: mattresses, pillows and so on.

15. Put 15 questions to the dialogue.

16. Retell the dialogue in indirect speech.

17. Suggested topics for conversation:

1. You are buying furniture for your dining-room.
2. A newly married couple is planning how to arrange the furniture in their new flat.
3. You want to furnish your new country-house. Speak to the shop-assistant about what you want.

INTERLESSON 2

Modal Verbs and Their Equivalent

CAN *be able to*

Present	Past	Future
can am is able to... are	could <i>was</i> <i>able to...</i> <i>were</i>	- <i>will be able to...</i>
Возможность: <i>могу, умею</i> <i>возможно</i> Разрешение: <i>можно</i> Запрещение: <i>нельзя</i>	I can run very fast. He can speak French. Can he do sums? You can get there by bus. You can come at any time. Can I have a cup of coffee? You can't cross the street here.	

Be able to... имеет собственный оттенок значения: *быть в состоянии, быть способным; смог, сумел, удалось (= manage).*

He is an honest man. He is not able to do it (не способен).

MUST *have to* *be to*

Present	Past	Future
must <i>have/has to...</i> <i>am/is/are to...</i>	- <i>had to...</i> <i>was/were to</i>	- <i>will have to...</i> -
1. Долг, обязательство 2. Приказ, настоятельный совет (<i>должен</i>) 3. Запрещение (<i>нельзя</i>)	We must study hard. You must go there at once. You mustn't smoke here.	

Оттенки значения эквивалентов глагола *must*:

1. **Have to** – вынужден, придется (в связи с обстоятельствами).

Jane was feeling ill last night so she *had to leave* the party early.

Be to – долженствование в связи с планом, договоренностью.

He *is to meet* us at the station at 5.

2. Для образования вопросительной и отрицательной формы эквивалента **have to** используются вспомогательные глаголы **do/does/did**.

Why *did* you *have to* go to hospital?

Do you have to get up early on weekends?

Tom *doesn't have to* work on Sundays.

MAY
Be allowed to

Present	Past	Future
<p>May</p> <p>am</p> <p>is allowed to...</p> <p>are</p>	<p>Might</p> <p><i>was</i></p> <p><i>allowed to...</i></p> <p><i>were</i></p>	<p>will be allowed to...</p>
<p>Разрешение: <i>можно, разрешается</i></p> <p>Строгое запрещение: <i>не смей</i></p> <p>Возможность: <i>(воз)можно</i></p>	<p><i>May I come in? – Yes, you may (can).</i></p> <p><i>– No, you may not (can't)</i></p> <p><i>You may not</i> leave the room until I say so.</p> <p><i>He may be late.</i></p>	

1. Use the modal verbs *can, may, must* or their equivalents where necessary.

1. I ... have my exam in January. 2. Larry ... go to the station to meet his friends. 3. She ... skate, but I ... not. 4. Why ... I do everything? 5. We ... meet at six. 6. I am sorry, but I ... go. 7. You ... take a horse to the water, but you ... (not) make him drink. 8. ...I ask you what you intend to do? 9. You ... hurry as there is little time left. 10. Who ... speak on the topic today? 11. She asked me if she ... switch off the radio. 12. You ... read this article. You have good knowledge. 13. A fool ... ask more questions than a wise man ... answer. 14. What ... I do? 15. I could not understand the text so I ... translate every word. 16. He ... arrive tomorrow. 17. You ... take this book. I don't need it. 18. You ... not cross the road at this place. It is very dangerous. 19. They ... discuss this next time. Now it is too late. 20. I ... take a taxi because I was late.

2. Translate into English.

1. Я должен сделать это сегодня? – Нет, вы можете сделать это завтра. 2. Я не могу вас понять. Вы говорите слишком быстро. 3. Дома не было хлеба, мне пришлось идти в булочную. 4. Кто должен делать доклад сегодня? 5. Все студенты должны быть на лекции в это время. 6. Я могу говорить по-английски, но не могу говорить по-немецки. 7. Сейчас нельзя купаться. Вода в реке очень холодная. Вы можете простудиться. 8. Вы сможете завтра сделать доклад на конференции? 9. Нам не позволяют разговаривать во время урока. 10. Он должен быть там завтра.

2. Paraphrase the sentences using the modal verb *to be*.

A. 1. We agreed to meet near the theatre. 2. They agreed to discuss the film after classes. 3. The pupils agreed to go to the forest on Sunday. 4. We agreed to spend the summer in the country. 5. We agreed to come to school at five.

B. 1. It was arranged that I should meet them at the bus stop. 2. The delegation is supposed to arrive on Monday. 3. You are ordered to come at eight sharp. 4. We are not allowed to enter this room. 5. I was instructed to shake the medicine before using.

3. Make the following sentences interrogative and negative.

1. Her father has to wear spectacles. 2. The woman has to go to the post-office. 3. You had to return home. 4. The girl had to catch up with her class. 5. They have to live in one room. 6. The boy had to write with a pencil. 7. They had to work at night. 8. I had to wait for them.

4. Translate into English using the verb *must*.

1. На экзамене нам нельзя пользоваться словарем. 2. Мы должны выучить это стихотворение наизусть. 3. Ученики должны выполнять домашние задания в срок. 4. Когда я должен вернуть книгу? 5. Он должен сдавать экзамены в августе.

5. Paraphrase the following using the verb *must*.

Model: *I am sure she is at home now. – She must be at home now.*

1. I am sure you are very tired. 2. I am sure he is a good doctor. 3. I am sure they are working in the garden. 4. Evidently, he is playing computer games. 5. I am sure they have been working here since morning. 6. I am sure they have been discussing this question since two o'clock. 7. I am sure you saw this performance last year. 8. I am sure it happened on Sunday. 9. I am sure he has fallen ill. 10. Evidently, they have gone away.

6. 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.

7. 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.

8. 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 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.

9. Complete the following sentences using "can" or "may" in the correct form.

1. ____ I see you tonight? 2. You ____ read this article. You know the information. 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, she ____ have called me up at least.

5. is there any is there anything is there anybody

6. Repeat the tongue twister three times:

A canner exceedingly canny
One morning remarked to his granny:
"A canner can can anything that he can,
But a canner can't can a can, can'e?"

TEXT

THE BROWN FAMILY

The Brown family consists of a grandfather, a grandmother, a father, a mother, a son, a daughter and a baby. The family is in the sitting-room. The grandfather is sitting in an armchair, he is smoking a pipe. The grandmother is also sitting in an armchair. She is reading a book. The father, Mr. Brown, is writing a letter at the table. His son, George, is playing with a ball. Mrs. Brown, the mother, is playing the piano. Her daughter, Mary, is singing a song. The little child is playing with a doll. Altogether there are two men, two women, and three children in the room. Mrs. Brown is the wife of Mr. Brown. Mr. Brown is Mrs. Brown's husband. Mr. and Mrs. Brown are the parents of the three children. The grandfather and the grandmother are their grandparents. Mary is George's sister. And George is Mary's brother.

We are again in the same room. Four visitors have just arrived. The visitors are Mr. and Mrs. Knight with their children. Mrs. Knight is Mr. Brown's sister and Mrs. Brown's sister-in-law. The two little boys and girls are cousins. They are very fond of each other. The little girl who is holding her father's hand is Jane. Jane is the niece and her brother Charlie is the nephew of Mr. and Mrs. Brown, who are their aunt and uncle. Everybody is standing except grandmother, who is sitting. They are all very glad to be together and see each other again, and the grandparents are extremely pleased to see their children and grandchildren.

Dialogue

A: Hello, Bob! Is that really you? Where have you sprung from?

B: Oh, Alexis, it's really good to see you again. It's such a long time since you and I graduated from the University, and that was the last time we saw each other, wasn't it?

A: Yes, that's true. Let me see, that was almost ten years ago, and much water has flown under the bridge since then.

B: Yes, that's so. But say, old man, I had no idea that you lived in this town.

A: Well, as a matter of fact I do. I have been living here with my family over a year, but only a few weeks ago we moved to a new flat which is just a few blocks away from this very spot.

B: With your family, you say, are you married then?

A: I am not only married, but I have two children: a boy and a girl. And what about you? Are you married?

B: Well, I must confess that I am still a single man, not married yet.

A: On the wrong side of thirty and still single! Well, isn't it high time to marry?

B: Oh, age doesn't bother me, for I am a convinced bachelor. But tell me about your children. How old are they?

A: Well, my daughter is a lovely little thing, she is only ten months old, but my son is seven and already goes to school, he is a strong little fellow.

B: That's wonderful! Do your parents live with you too?

A: I am sorry to say my father is dead and my mother lives with my elder brother now. But she often comes to see her grandchildren. She is very fond of them. It doesn't take her long to come and see us, as she lives next door to us.

B: Is she still working?

A: Oh, no, she does not work any longer. She is a pensioner now. She is bringing up her grandchildren, my niece and my nephew.

B: And what about your wife, does she work?

A: She is a teacher, but she doesn't work at present as the children take up all her time now. Our daughter is still a baby. But my mother-in-law has promised to come soon and stay with us. Then my wife will be able to resume her work at school. You must come and see us some time, my wife will be glad to meet you.

B: Thank you, I shall, with pleasure. What is your address?

A: Oh, here is my card. There is everything there: address, telephone numbers, e-mail.

B: Well, sorry I have to hurry now. So glad to have met you and thanks again for your invitation. Good-bye, old man.

A: So long! Hope to see you soon.

TOPICAL VOCABULARY

Family

parents

father

papa

dad

mother

mamma

child

childhood

baby

first-born

twins

son

sonny

daughter

brother

sister

favourite

pet

to be like smb.

to be alike

grandfather (great-grandfather)

grandpa

grandmother (great-grandmother)

grannie/ granny

Relative

relation

uncle

aunt

nephew

niece

cousin (second-cousin)

Marrige

marry

married

single

bridegroom (fiancé)

bride (fiancée)

husband

wife

father-in-law

mother-in-law

son-in-law

daughter-in-law

brother-in-law

sister-in-law

Age

aged

grandson
granddaughter
grandchildren
die
dead
orphan
adopt
stepfather
stepmother
stepson
stepdaughter
widower
widow
heir
bring up
nursery
kindergarten
school
pupil
schoolboy
schoolchildren
student
university
post-graduate
sport
man
boy
woman
girl
gentleman
guardian

middle-aged
old (older, oldest)
elder (eldest)
elderly
grown-up
young (younger, youngest)
youth

Biography

autobiography
name
to be born
nurse
heiress
lady
mister
mistress
miss
sir
madam
friend
fellow
fellow-student
mate
classmate
acquaintance
ancestor
origin (by origin)
pensioner
retire
ward

EXERCISES

1. Pronounce and transcribe the words:

Parents, granddaughter, brother, nephew, woman, niece, women, aunt, sister-in-law, son-in-law, cousin, grandmother, uncle, wife, husband, children, family.

2. Say the following words in English rapidly:

Семья, мать, отец, сестра, брат, дочь, дедушка, внук, дядя, родители, племянница, племянник, золовка, шурин, муж, жена, женщина.

3. a) Read the dialogue silently. Make sure that every sentence is clear to you.

b) Read the dialogue aloud paying special attention to your intonation. Learn the dialogue by heart.

4. Choose the right word:

elder – eldest – older – -oldest

1. Mr. Black is ... than his wife. 2. My ... brother is in Brazil. 3. Which is the ... of the two sisters? 4. Mr. and Mrs. Brown have five sons. The ... son has just married a girl called Jane. 5. Mr. and Mrs. Hill have three sons; William is the ... son and Henry is the youngest. 6. Who is the ... in your class? 7. Mary is three years ... than Ann. 8. Mr. Green is 95. He is the ... friend I have.

5. Supply the missing words:

Mr. and Mrs. Dale live in London. They are married. Mr. Dale is Mrs. Dale's ..., and Mrs. Dale is Mr. Dale's They have four children: Henry, John, Mary and Jane. Mr. Dale is their ... and Mrs. Dale is their Mr. and Mrs. Dale are their The four children are ... and Henry and John are the two ... of Mr. and Mrs. Dale; Mary and Jane are the two Mary is the eldest child, and Jane is the youngest.

Mr. Dale's father is very old; his name is George. He lives with the family. He is the oldest member of the family. He is the ... of Mr. and Mrs. Dale's children.

Mr. Dale has a brother and a sister. His brother is the ... of his children, and his sister is their Henry and John are their ..., and Mary and Jane are their The children of Mr. Dale's brother and sister are his children's

6. Form sentences from the table.

A grandmother A grandfather A granddaughter A grandson	is	one's daughter's or son's son. one's daughter's or son's daughter. one's father's or mother's mother. one's father's or mother's father
A stepmother An aunt An uncle A nephew A niece A stepfather	is	one's father's or mother's brother one's mother's second husband one's brother's or sister's daughter one's brother's or sister's son one's father's or mother's sister one's father's second wife
A widow A cousin A widower An orphan	is	a child of an uncle or aunt. a woman whose husband is dead. a child who has lost one or both of his parents. a man whose wife is dead.
A mother-in-law A father-in-law A daughter-in-law A son-in-law A brother-in-law A sister-in-law	is	one's wife's or husband's father. one's wife's or husband's mother. one's son's wife. one's daughter's husband one's husband's or wife's sister or one's brother's wife. one's husband's or wife's brother or one's sister's husband.

7. Insert articles.

Albert Edward was ... non-smoker and ... total abstainer, but he liked ... glass of beer with his dinner and when he was tired, he enjoyed ...cigarette. It occurred to him now that ... cigarette would comfort him and since he did not carry them, he looked about him for ... shop where he could buy ... packet of ... cigarettes. He did not at once see one and walked on ... little. It was ... long street, with all sorts of shops in it, but there was not ... single one where you could buy ... cigarettes.

To make sure he walked right up ... street again. No, there was no doubt about it. He stopped and looked thoughtfully up and down.

"I can't be the only man that walks along this street and wants to smoke," he said. "If some fellow opened ... little shop here he might make good money. "

He considered the matter from every point of view and next day he went along ... street and by good luck found ... little shop to let. Twenty-four hours later he had taken it and ... month later set up in business as ... tobacconist and newsagent.

Albert Edward did so well that in ... year or so it struck him that he could take ... second shop and put ... manager in. He looked for another long street that hadn't got ... tobacconist in it and when he found it, and ... shop to let, he took it. This was ... success too. Then it occurred to him that if he could run two shops, he could run half ... dozen. He began walking about London, and whenever he found ... long street that had no tobacconist and ... shop to let he took it. In ... course of ten years he was running no less than ten shops and he was making money hand over fist. He went around to all of them himself every Monday, collected ... week's takings and took them to ... bank.

(W. Somerset Maugham. Adapted)

8. Replace the infinitives in brackets by the Present Perfect or Past Indefinite.

1. "You ever (to be) to this picture gallery?" "Yes, I (to visit) it once when a youth, and the pictures (to make) a great impression on me. Since then I (not to be) here." 2. "You already (to see) the new Indian film?" "Yes, I (to manage) to see it yesterday. I (to go) to the cinema in the evening and (to get) two tickets quite easily. 3. "I (not to see) anything of Jane lately. When you (to see) her last?" "I (to meet) her two days ago." 4. "You (to have dinner) already?" "No, not yet. The waitress (to take) my order 15 minutes ago and (not to bring) me anything yet." 5. "Where you (to get) this fine new bicycle from?" "My parents (to give) it to me as a birthday present."

9. Fill in prepositions or adverbs.

We shall tell you ... a little English schoolboy, John Dale ... name. He lives ... his mother, father, two sisters and brother. Mrs. Dale, John's mother, has much to do ... home. She keeps house. She looks ... her children. She brings them ... very well. John's sister Mary is the eldest ... all the children. John and his brother Henry are ... the same age, they

are twins. John looks ... his grandfather and is named ... him. He and his brother attend school, they go ... school every morning. John goes ... sports. He likes to play football most ... all.

10. Express the following in one word.

1. a son of one's brother or sister; 2. a daughter of one's brother or sister; 3. two children born at the same time of the same mother; 4. to offer marriage; 5. an unmarried woman; 6. to separate a husband and wife by law; 7. a man who receives guests; 8. a woman who receives guests; 9. an unmarried man; 10. a woman who has not married again after her husband's death; 11. a man to whom one is engaged; 12. to look after a baby; 13. a child who has no parents; 14. a marriage ceremony.

11. Translate the following into English.

Родственник, развод, походить на кого-либо, брак, медовый месяц, помолвка, пенсионер, делать предложение, любимец, рождение, старая дева, младенец, наследница, предок, опекун, новобрачные, приемная дочь.

12. Answer the questions.

1. What is your name? How old are you? 2. Do you live with your parents or in the University hostel? 3. Have you a large family? 4. How many people does your family consist of? 5. Who is the eldest in your family? 6. Do you have any brothers or sisters? 7. Are you married? 8. What is your husband's (wife's) name? 9. Have you a mother-in-law? 10. Is she an elderly person? 11. Have you any children? 12. Who takes care of your children? 13. Do the children love their grandparents? 14. Where will you work after you graduate from the University?

13. 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.

14. Write a composition (of about 150 words) about your friend's family.

15. Bring a photo of your family in class and get ready to speak about the members of your family.

16. Ask your fellow-students about their families.

17. Speak to your fellow-student about your family / your friend's family.

LESSON 3

The Third Lesson

DAILY ROUTINE

I. Phonetic Drill

Car	care	her	here
large	share	nerve	mere
star	stare	hers	sere
dark	rare	term	merely
like - lake	wide - wade		floe
time - tame	idle - able		hoe
mine - mane	Mike - make		toe

A Bad Day

I overslept and missed my train,
Slipped on a sidewalk in a pouring rain,
Sprained my ankle, skinned my knees,
Broke my glasses, lost my keys,
Got stuck in the elevator, it wouldn't go,
Kicked it twice and stubbed my toe,
Bought a pen, it didn't write,
Took it back and had a fight,
Went home angry, locked the door,
Crawled into bed, couldn't take any more.

II. Grammar

The Future Indefinite Tense

Утвердительная форма	Отрицательная форма	Вопросительная форма
I/he/we will work	I/he/we will not work	Will I/he/we work?

You **will read** ten chapters tomorrow.
I'm tired. I'll **go** and **have a nap** before dinner.

TEXT

A Student's Working Day

Look at the picture. What do you see in it? It is my room. What time is it? It's 6.45. What am I doing at this time? I'm still sleeping. It's too early to get up.

Now it is 7 o'clock. The alarm-clock is ringing. It's time to wake up. I've opened the window because I'm going to do my morning exercises. After that I'm going to clean my teeth with a tooth paste and take a cool shower.

It is a quarter to eight now. I am having breakfast. I have already done my hair and dressed and put on my shoes. I am almost ready to leave for University, but first I am going to help my mother to wash up and put the dishes away.

It is eight o'clock. I am hurrying to the bus stop. I am going to take a bus because I have no time to walk to the University. I am a first-year student and I've never been late for my classes which begin at half past eight. It takes me twenty minutes to get to the University by bus and I'll get there in time.

It is two o'clock. Has the bell gone? No, not yet. It will come in five minutes.

The classes will be over at five minutes past two. Here is the bell. My friends and I are going to have lunch at the students' canteen. After that I am going to have practice in pronunciation in our language laboratory. My friends are going to the library to take some books on General Linguistics.

It's nearly six o'clock. I am walking home. I am going to have dinner with my family.

It is ten o'clock. The working day is over. I am reading a book, my father is watching TV, my mother is knitting. We are going to bed at about eleven o'clock.

Dialogue

Ann: Hello, Pat. You didn't phone me yesterday.

Pat: No, I didn't. I was very tired last night.

Ann: Why?

Pat: I had such a busy day.

Ann: Did you? What did you do?

Pat: I woke up at 6 and went to the station to meet my mother-in-law.

Ann: Why didn't your husband do that?

Pat: He went to Paris on business.

Ann: I see.

Pat: Then I had breakfast. I left her at home and went to my office. I was 15 minutes late because I was in a hurry and a policeman stopped me. So, it took me an hour to get to my work.

Ann: Oh, my! I hope you didn't have much work at the office.

Pat: Yes, I did. We had a long meeting in the morning, then I had a lot of visitors, and at the end of the working day I wrote some business letters.

Ann: Did your daughter cook dinner for you?

Pat: No, she didn't. She was busy at the University and came home very late.

Ann: Poor thing! I hope you are not so busy tomorrow.

EXERCISES

1. Use the right words or word combinations:

Morning exercises; got up; washed; walked; a quarter to 10; breakfast; left; it took me; got on; had dinner; arrived; was busy; came; went; watched TV; went to bed; a short rest; sat down; to read; turned off; at the weekend.

It was Monday yesterday. I ... at about seven o'clock. Then I did my ..., ..., and had At 8.30 I ... the house and ... to the station. ... fifteen minutes to get there. I ... the 9 o'clock train and ... in the city at ..., and ... to my office. At the office I ... till 6 p.m. When I ... home I ... and then I had In the evening I like ... a little, but yesterday I ... into my favourite armchair and Then I rang up my friend Harry and told him that I wanted to see him Harry agreed. Then I ... the light and

2. Use the right prepositions or adverbs:

Every morning regularly, ... ten o'clock, when her lecture was ..., Jean came ... the room, where I was already ... work.

Her careful, accurate work was of great help ... me. She prepared hundreds ... slides which it was necessary to examine. She was very careful and never made a mistake. Her presence stimulated me greatly.

...one o'clock we had lunch ... the laboratory.

... the seventh day, as we worked silently, I heard a step and turned Professor Challis stood ... the doorway.

"I thought I'd look in, Robert, to see how you were getting on."

I rose at once and introduces him ... Jean. He bowed ... her in his old-fashioned manner. I understood that he liked her.

...that he came regularly to visit us, often ...the lunch hour. He sat ... a chair watching us with his bright eyes. He often told us ... his life as a young student ... Paris, ... the Sorbonne, where he worked under the great Duclaux.

(from "Shanon's Way" by A. Cronin)

3. Answer the questions:

1. Do you get up early in the morning? Do you go to bed late at night?
2. What do you do when you get up in the morning?
3. When do you have breakfast?
4. Do you have lunch at 12 o'clock?
5. Where is it a custom to have tea at 5 o'clock?
6. When do you have dinner?
7. Do you always have your meals in the dining-room or do you sometimes have your meals in the kitchen?
8. What do you do in the evening?
9. How long do you learn English?
10. Are you a worker or a student?
11. Are you an internal, an external or an evening student?
12. Yow many days a week do you study?
13. Where do you usually spend your weekends?
14. How often do you walk to the University?
15. How long does it take you to walk there and to go by bus?

4. Express a future action.

Example: Tom leaves tomorrow.

Tom is going to leave tomorrow.

Tom will leave tomorrow.

1. I ...to Moscow next week (to go).
2. He ... back home tomorrow (to come).
3. We ... for the south the day after tomorrow (to leave).
4. Our friends ... to see us soon (to come).
5. She ...home for the University in half an hour (to leave).

5. Use the Future Indefinite Tense in the following sentences.

1. They are going to ski tomorrow. 2. I am going to spend the evening with you. 3. He is going to invite us to go to the country with him. 4. He is going to get everything ready for the evening. 5. My teacher is going to help you. 6. We are going to watch TV to-day. 7. Are you going to listen to the radio? 8. Are they going to return early? 9. He is going to work in the evening. 10. Who is going to read this book?

6. Retell the text in the Past Tense. Begin with "Tomorrow..."

I usually get up at seven o'clock. I open the window, make my bed and do my morning exercises. Then I wash and dress. In half an hour I am ready for breakfast, my mother makes it for me. After breakfast I put on my hat and coat, take my bag and go to University. Classes begin at eight. As I live near my University I always walk there. We usually have three periods every day. At 2 o'clock in the afternoon the classes are over, I come home, have dinner, wash up and have a short rest. At 5 o'clock I sit down to do my homework. It usually takes me three hours to do my homework. Sometimes I go to the cinema or visit my friends in the evening. At 8 o'clock I have supper. After supper our family get together in the living room where we talk, read newspapers and books and watch TV. At 11 o'clock I go to bed.

7. Translate into English.

1. - Когда вы обычно встаете? - По рабочим дням в 7 часов, а в субботу и в воскресенье немного позже обычного. - Как вы добираетесь на работу? - Обычно я иду пешком, а сегодня я ехала на автобусе. 2. Вчера у меня был тяжелый день. Я очень устал и лег спать рано. Я начал читать книгу, но через минуту заснул. 3. Мама встала

в 7 часов, приготовила завтрак, разбудила детей и папу. Ее рабочий день начался. 4. Мы знали, что опаздываем, но автобуса не было. 5. Не торопитесь. У нас масса времени. Занятие начинается через 20 минут. 6. Мистер УЭСТ, что вы делали вчера с 5 до 7? – Мой рабочий день закончился в 5. В 5.10 я вышел из офиса и пошел к автобусной остановке. – Вас кто-нибудь видел? – Нет, на улице никого не было. – Вы долго ждали автобус? – Нет, я подождал немного, и автобус подошел. – Сколько времени у вас обычно уходит, чтобы доехать домой? – Обычно около 45 минут. Я вышел из автобуса и пошел домой. Ровно в 6 я был дома. – Вы смотрели на часы? – Нет, но я знаю, что всегда прихожу домой в это время.

8. Write questions to the parts of the sentences in bold type.

1. **We** usually have **six lessons** every day. 2. It has taken me **three hours to do my homework**. 3. I **take a shower** every morning. 4. I am going to have some practice **at the laboratory**. 5. I go to **the University by Metro**.

9. Fill in articles.

1. Mary has taken ... cold shower and is going to dress. 2. Let me have ... look at your translation. 3. I always do ... room with ... vacuum-cleaner. 4. I don't go to ... University by ... bus. 5. How long does it take you to do ... homework? 6. It's ... pity you have never been to ... England. 7. My parents are still in ... town. 8. ... students of our group are never ... minute late for ... classes. 9. When I come ... home I take off ... coat and hang it on ... hook. 10. Let's hurry or we'll be late for ... first lesson.

10. Write a composition "My Working Day".

11. Discuss your ordinary working day with your group-mate.

Week-end

Grammar: The Present, Past and Future Continuous.

Phonetic drill

What do you do?

at table

we were there

I answered

“Are you a doctor?” she said.

“Do you skate?”

“Did you read it last night?” he asked me yesterday.

“Do you often go there?” he asked us at table.

“Oh, yes”, I said.

“What are you?” he asked me.

“I am a worker”, I answered.

“We often go there”, she said.

bread, spread, weather, breakfast, dread, thread, breath, threat, steady;

ail, day, seat, new, soon, task, cow, stout, voice, took, soil, space, cast, sail, rain,
ounce, meek, last, sleep, pen, stool, moist, stoop, want, wash, wasp, past.

Text 1

People spend their days off in different ways. Some of them prefer to stay in town and visit an art exhibition, a museum or a sports event. In the evening they may go to the theater or see their friends.

Personally, I always try to get out of town with its dust and noise. Since Wednesday I am already looking forward to the week-end!

I can tell you how I spent last Sunday. Last week I got an e-mail from my friend inviting me to spend the week-end at his place in the country. I accepted his invitation with pleasure. Last Saturday as soon as the classes were over, I hurried to the station to catch the three o'clock train. My friend lives about 60 kilometers from the town. It took me a lit-

tle more than an hour to get there. My friend was to meet me at the station. We were very glad to see each other. When we came home, we had tea and then went for a long walk as the weather was fine. It was not cold and it was snowing a little. There was no wind and the snowflakes were falling quietly on the ground. Everything became white with snow. In the evening we were talking, listening to music and watching TV.

On Sunday we slept late and after brunch at about 11 o'clock we went skiing. It was still snowing and the snow lay thick on the ground. We were skiing for some hours and I was enjoying every minute of it because the air was fresh and the forest around was really beautiful.

When we came home, we were hungry and a little tired. After dinner we had a rest. I returned to town by the seven o'clock train and after supper I had time to read a little and to listen to the 10 o'clock news on the radio.

I think I shall be skiing the whole day next Sunday too.

Answer the questions.

1. In what way do you like to spend your days off? 2. Do you often go to the theatre? 3. How did you spend last Sunday? 4. Did your friends or relations invite you to spend the week-end with them at their place? 5. You went for a long walk on Sunday, didn't you? 6. Wasn't it a bit cold last Sunday? 7. How often do you go out of town? 8. What time did you return home?

Text 2

An English Sunday

English Sunday laws, with all their ridiculous anomalies, go back to more than 350 years, but the most important is the Act of 1780. His law blocked the spread of new ideas sparked off by the revolution in France and America. To employers, politicians and clergy the time spent by the ordinary people in sport and amusement was time stolen from the employer and God. Only in 1964 a special government commission recommended sweeping changes in the Sunday observance laws, but still there feels a bar to the pleasure of most of the people.

Today the English Sunday is no longer the quiet and dreary day of the rest it used to be in the past. Writing letters, reading novels, playing the piano or violin, riding a bicycle

or motor cycle, visiting picture galleries, museums or the zoo, going to an afternoon or evening concert, all this is no longer considered wicked or improper. Even some "picture places" (cinemas) now are open on Sundays.

But in many other respects, things remain as they used to be. People do not go to business on Sunday; Only a few small shops are open; no letters are delivered in London or the Provinces, except by "Express Sunday Delivery". The railways, busses and trams run less frequently than on weekdays. None of the daily appear but for a few Sunday papers. The theaters and music halls remain closed.

Answer the questions on the text.

1. What is the most important Sunday law in Britain? 2. What did the 1780 law block? 3. When did the government commission recommend changes in the Sunday observance law? 4. What activities were not allowed on Sunday? 5. What remained as in old times on Sundays?

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*

TOPICAL VOCABULARY

a day off

to look forward to

to catch the three o'clock train

brunch

ridiculous

to have fun

to get out of town

to accept an invitation

it took me an hour to get there

to enjoy every minute

it's the time to relax

to go out for (dinner)

EXERCISES

1. Answer the 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?

2. Complete the sentences with the following words:

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 ____?

3. Complete the conversation with the following words:

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.

4. Insert prepositions.

1. I always try to get town. 2. He invited me to spend the week-end ... his place ... the country. 3. I accepted his invitation ... pleasure. 4. My sister lives ... 100 kilometers ... our town. 5. We went ... a long walk ... the forest. 6. Everything became white ... snow. 7. We went skiing ... the forest ... some hours. 8. I returned ... town ... the 8 o'clock train. 9. I had time to listen ... the 10 o'clock news ... the radio.

5. Insert articles where necessary.

1. "Do you want to go to ... country?" my wife asked me on Sunday. "I'd love to." I answered. We decided to go to ... Kuskovo and got there at 11 in ... morning. ... weather was fine and we had ... long walk in ... park. We went back to ... town at four in ... afternoon. We had ... dinner, and in ... evening we went to ... theater. (We often go to ... cinema or to ... theater on ... Saturday or ... Sunday). ... play was very interesting and we liked it very much. Then we went ... home. At ... home we had ... supper, played ... game of ... chess and went to ... bed at 12 o'clock.

6. Open the brackets using the verb in the correct tense.

1. What you (to do) here now? - We (to listen) to tape-recordings. 2. You (to want) to see my father? - Yes, I (to do). 3. Michael (to know) German rather well. Now he (to study) French. He (to be eager) to know English too, but he (to have) little time for it now. 4. What magazine you (to read)? - It is a French magazine. There (to be) good articles on sports here. - You (to be interested) in sports? - Yes, I (to be). But I (not to know) French. Please, (to translate) the articles to me. 5. Olga (to prepare) her lessons at the University? - No, she... As a rule, she (to work) at home. - And what she (to write) now? - Oh, she (to write) an article for our wall-newspaper. 6. Who that man (to be) who (to stand) in the doorway? - You (not to recognize) him? It (to be) John, my cousin. 7. Helen and I (to like) to watch TV. Almost every evening Helen (to come) to my place. I (to switch on) the set and we (to spend) the whole evening looking in. 8. You (to do) your lessons? - No, I simply (to read) a book. 9. Your family (to leave) Moscow in summer? - Yes, we (to go) to the sea-side. We all (to like) the sea immensely. Mother (to stay) with us to the end of August, but father (to return) much earlier.

7. 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.

8. Pick out the verbs from text 1 and define their tense forms.

9. Give the Present, Past and Future Continuous forms of the following verbs:

to look, to speak, to ask, to answer, to tell, to open, to ring, to shine, to have.

10. Make the following sentences negative and interrogative:

1. He works in his garden every night. He is working there now. 2. The leaves come down from the trees in autumn. They are coming down fast. 3. It freezes in late autumn. It is freezing hard. 4. It clears up after rain. It is clearing up.

11. 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.

12. 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.

13. 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.

14. 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.

15. Insert *it* or *there*.

1. ...is winter. ... is much snow in the street. 2. ... is raining. ... is a large pool in front of our door. ... is often a rainbow in the sky after rain. 3. Do you see some trees and flower-beds over there? ... is our garden. Though ... is small, ... is so much work to do in it. ... is not easy to grow fruit-trees. ...are some fruit-trees in our garden and an oak-tree. ... is tall and shady. On a hot summer day ... is pleasant to have tea under it.

16. Make the following interrogative and negative.

1. John will be coming soon. 2. We shall be flying to Sochi at this time tomorrow. 3. You will be meeting him every day. 4. We shall be packing our things when you come. 5. He'll be going to school soon. 6. Jack will be looking for you all afternoon. 7. Mother will be cooking all day tomorrow. 8. He'll be waiting for you.

17. Turn the following into the Future Continuous.

1. They were having dinner at three. 2. I am doing my morning exercises. 3. The children will ski in the afternoon. 4. The girl was reciting a poem. 5. I shall wait for you at the

station. 6. The boys will play hockey. 7. The students will discuss it on Friday. 8. He is playing computer games.

18. Read the text and use it to describe the picnic once you had on the seashore.

At our University excursions and picnics are organized every day off. For those who for six days running have been working hard a day in the country is a real pleasure.

On the morning of the appointed day, the students taking part in the excursion assemble in the University courtyard a little before starting time. The bus stands there ready to take them out of town. They get into the bus and away they go.

When the place of destination is reached the bus stops and the whole company starts for the woods. They walk through the pleasant cool woods, making merry on their way until they come to a beautiful lake. And here, on the shore of this lake, in the shade of the trees, they all enjoy a hearty picnic, and you may be sure no one complains of lack of appetite.

After a short rest, almost everybody is eager to have a swim in the lake. And that's where the real fun begins. There is much splashing, running about and screaming, especially on the part of the girls. When tired of running about, the company lie down on the sand basking in the sun.

A little later they play different games, dance and sing in the open air and only late in the evening they return to town.

19. Make up dialogues using the following words and word combinations:

1. to be going; to the country; to stay there over the week-end; to want; I'd love to.
2. to play chess; to want; to play a game of; I'd love to.
3. to be glad to see; to be going to the cinema; to want to see the film; I'd love to.
4. What's the weather like...; fine, nice, bad; to go to the country; to stay in town.

20. Topics for written or oral reports.

1. My Last Day Off.
2. How I Usually Spend the Week-end.
3. Last Sunday Evening.

INTERLESSON 3

English Tenses in the Passive Voice

be + III форма

	Действительный залог (Active) Само подлежащее совершает действие	Страдательный залог (Passive) Действие совершается над подлежащим
Indefinite	<p>I ask He asks They ask He asked We asked they asked</p> <p><i>Они спрашивают/спрашивали/будут спрашивать</i></p>	<p>I am asked He is asked They are asked He was asked We were asked They will be asked</p> <p><i>Их спрашивают/спрашивали/будут спрашивать</i></p>
Continuous	<p>I am asking He is asking They are asking He was asking They were asking They will be asking</p> <p><i>Они сейчас спрашивают/тогда спрашивали/будут спрашивать завтра</i></p>	<p>I am being asked He is being asked They are being asked He was being asked They were being asked</p> <p>They (заменяется Pr. Indefinite)</p> <p><i>Их сейчас спрашивают/тогда спрашивали/завтра будут спрашивать</i></p>
Perfect	<p>He has asked They have asked He/they had asked He/they will have asked</p> <p><i>Они уже спросили/они спросят</i></p>	<p>He has been asked They have been asked He/they had been asked He/they will have been asked</p> <p><i>Их уже спросили/спросят</i></p>

<p style="text-align: center;">By</p> <p>Перед одушевленным предметом, а также после глаголов типа: <i>damage, make, discover, write, etc.</i></p>	<p style="text-align: center;">With</p> <p>Указывает, какой предмет, орудие, инструмент использован для совершения действия.</p>
<p>This building was designed by Rossi. He was brought up by his aunt. The window was damaged by this stone. The theatre was destroyed by fire.</p>	<p>He was killed with a knife. It was drawn with a stick. The bag was cut with a razor. The stone is very soft. It can be cut with a knife.</p>

EXERCISES

1. 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.

2. 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.

3. 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.

4. 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.

5. Write the sentences in the Passive.

Model: my sister/ will 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/will 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.

6. 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!"

7. Make the sentences Passive and interrogative.

1. Nobody saw him yesterday. 2. He will give me this book next week. 3. You can find interesting information in this book. 4. The Danube divides Budapest into two parts. 5. Yuri Dolgoruky founded Moscow in 1147. 6. We call Zhukovsky the father of Russian aviation. 7. He spoke very highly of the doctor. 8. We all attended the lecture yesterday. 9. They did not invite me to the birthday party. 10. I must take the box to the station.

8. Translate into English.

1. Летом Колю отвезут на дачу. 2. В музее нам показали много прекрасных картин. 3. Ее часто посылают на почту. 4. За ней послали вчера. 5. Их всегда приглашают на день рождения. 6. В прошлом году ее послали учиться в Кембридж. 7. Эту книгу часто спрашивают. 8. Об этом фильме будут много говорить. 9. Мою идею долго обсуждали. 10. Лектора слушали с большим интересом.

Weather and Climate

Grammar. Passive Constructions with Intransitive (Objective) Verbs.

Русский язык	Английский язык
Об этой книге много говорят.	This book is much spoken about .
За доктором послали.	The doctor has been sent for .

Наиболее распространенные глаголы с предлогами:

hear of	send for
laugh at	speak of/about
make fun of	talk about
look after	think of
look at	pay attention to
rely on	take care of

- He has never been heard **of** since.
- He is often laughed **at**.
- He can't be relied **on**.

Phonetic drill

deer	air	care	cure	fire
here	pair	Mary	pure	mire
engineer	fair	parents	during	tired
our	work	were – war – woe		
sour	word	word – ward – wove		
flour	world	work – warn – woke		
worker	worm – warm – won't			

TEXT 1

Seasons, weather, climate

As a rule the climate depends on the geographical position of the country. The position of Great Britain gives it a temperate climate. Britain lies in the eastern part of the warm Atlantic, and it is surrounded by the sea. The sea makes the climate warmer in winter and cooler in summer.

The greater part of our country has a continental climate. Winters are cold and summers are hot. In Siberia there are places where frosts may reach 50 degrees below zero and even more. And in summer it may be very hot there.

The climate is not the same in all parts of the country, be it Britain or Russia.

TEXT 2

Seasons of the Year

There are four seasons in the year. Spring, summer, autumn and winter. March, April and May are the spring months; June, July and August are the summer months; September, October and November are the autumn months; December, January and February are the winter months.

Spring

Spring is a very pleasant season. The weather is usually warm, but there are sometimes cold days in spring. Nature awakens in spring. There are buds on the trees and the wild flowers begin to peep forth. May is really one of the pleasantest periods of the year. The orchards are in blossom. Different kinds of fruit-trees flower at the same time. Forget-me-nots, lilies of the valley and violets make their appearance. The weather on May is rather quiet, but sometimes thunderstorms break out.

Summer

Many are the jokes about the English summer - "I was in England the whole summer, but it rained both days" is a typical example. In June the days are longest, and the sun is brightest. But it often happens that in June the weather is not so fine as it is in May. In July and August the weather is often fine and warm. There is also enough rain to keep the countryside fresh and green.

Autumn

In September summer yields to autumn.

The days become shorter and the nights longer. The leaves turn yellow and fall from the trees. Fruit and the grain crops have ripened and harvest time begins. Most birds go away to warmer countries. It often rains. The weather is nasty, a piecing wind is blowing. Sometimes it is foggy. The temperature runs below zero and at times it is bitterly cold.

Winter

Winter has come at last. It is the coldest season. Sometimes we have hard frosts. In December the days are shortest and the nights longest. Snow lies thick on the ground, on the bare branches of the trees, on the roofs of the houses. All the rivers and lakes are frozen; everything around looks so beautiful covered with ice and snow. People spend more time indoors, but when the weather is fine children and grown-ups go skiing and skating or sliding down the snow-covered hills.

Answer the 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?

Read the dialogue then act it.

A: It's awful weather, isn't it?

B: Yes, it's exceptionally nasty.

A: I hate rain.

B: So do I. Yesterday was still worse. Rain in the morning, then some fog, and then rain, rain, all day long. I remember exactly the same October last year.

A: So do I. Two years ago, it was equally bad, wasn't it?

B: Yes, it was.

A: I was so busy this morning. That I had no time to read my newspaper. What's the weather forecast for today?

B: Today in U.K. mostly cold and rainy in the morning. Slight fog possible later on. Afternoon drizzle to be followed by night showers. Further outlook: Similar.

A: Thanks.

Read the poem. Learn it by heart.

January - cold and snowy;
February - filled with rain;
March - spring's coming, but it's blowy;
April - cuckoo's here again;
May - the hawthorn's shining white;
June - the rose's sweets unfold;
July - summer's at its height;
August - purple-clad and gold;
September - apple-scented air;
October - coloured leaves and sere;
November - fogs and trees grown bare;
December - darkest days are here.

by Malcolm Hamphrey

Read the text quickly and answer the questions.

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 the 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 the 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 complaining of the cold?
9. Does the snow last long in England?
10. Who often grumbles about the weather?

EXERCISES

1. Give Russian equivalents of the following:

Geographical position, temperate climate, continental climate, frost, hoar-frost, frozen, below zero, drizzle, thunderstorm, harvest, orchard, forget-me-not, lily of the valley, violet.

2. Fill in prepositions:

It was almost time ... winter to come. The little birds had all gone away, for they were afraid ... the cold. There was no green grass ... the fields, and there were no pretty flowers ... the gardens. Many ... the trees had dropped all their leaves. Cold winter, ... its snow and ice, was coming.

...the foot ... an old oak tree some sweet violets were still ... blossom. "Dear old oak," said they, "winter is coming, we are afraid that we shall die ... the cold." "Do not be afraid, little ones" said the oak. "Close your yellow eyes ... sleep and trust me. You have made me glad many a time ... your sweetness. Now I will take care that the winter shall do you no harm."

So, the violets closed their pretty eyes and went to sleep; they knew that they could trust the kind old oak. And the great tree softly dropped red leaves ... them, until they were all covered over.

The cold winter came... its snow and ice, but it could not harm the little violets. Safe under the friendly leaves ... the old oak they slept until the warm rains ... spring came and waked them again.

3. Insert articles.

A: What sort of weather are we going to have?

B: It doesn't look very promising at present, but you never know! Perhaps ... sun will come out presently.

A: Well, I hope so. ...clouds are pretty high, anyhow, and I think I can see ... patch of ... blue sky.

B: Look, ...sun is struggling to come out.

A: Once it is out, it will be much warmer. At present ... air is on the chilly side.

B: I think It's going to turn out fine, after all.

A: What does ... barometer say?

B: I tapped it just now and it was rising. It was falling most yesterday and I thought we were in for ... spell of wet weather.

A: Well, we've had our share of bad weather and could do with ... heat-wave for ... bit.

4. Choose the right word.

cold – cool – chilly

1. The air is ... when it is pleasantly cold. 2. It is very ... there, so you ought to take some warm clothing along. 3. Thank God, a ... breeze blew up.

rain – drizzle – shower

2. We were caught in the 2. Autumn is here with its slush and 3. That ... won't last long. 4. Fine small rain is

damp – wet – moist

1. In St Petersburg many winter days are unpleasant because the air instead of being dry and brisk is 2. It is raining cats and dogs, it is beastly 3. The climate of the British Isles which are surrounded by the ocean is ... and more equable than that of Central Europe.

wind – hurricane – breeze

1. Did you ever see a ... ? I saw one in the South. You can't imagine the horrible noise the wind makes with its howling, wailing, shrieking. 2. The ... is rising. Hold on to your hat, it will fly off. 3. The little gentle ... comes from the sea. I love to have it blow in my face.

close – hot – sultry

1. It is very ... today, I can hardly breathe. 2. The heat is so oppressive; how ... the weather has become. 3. It is too ... near the stove. 4. An English summer: three ... days and a thunderstorm. (prov.)

fog – mist

1. A white ..., almost like a fog, hung over the marsh. 2. Street accidents are frequent in the 3. They lost their way in the dense

5. 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."

6. What are the signs of autumn? Begin your answer with the following topic-sentence: *It's early autumn now...*

8. Situations for dialogues;

1. On a rainy day you and a friend of yours are looking out of the window.
2. It is a sunny day at the beginning of September. You are in the forest.

8. 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 the 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 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.

9. Translate into English.

1. О ней очень хорошо отзываются. 2. Свет в квартире погас и послали за электриком. 3. Можно положиться на эти цифры? 4. В детском саду за детьми хорошо присматривают. 5. Не волнуйтесь, о мальчике позаботятся.

10. Translate into English:

1. Зимой редко идет дождь. 2. Часто ли идут дожди в октябре? 3. Возьмите зонтик, разве вы не видите, что идет дождь. 4. Если будет идти дождь, когда вы пойдете на работу, не забудьте взять зонтик. 5. Поторопитесь (to make haste), собирается дождь. 6. Когда холодно, дождь не идет, идет снег.

11. 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.

12. Compose situations: "Indian Summer," "A Spring Day", "A Snowstorm"

1. Warm; a soft carpet of dying leaves; nature is slowly falling asleep; still green; yellow; quite red; soft breeze, stir the air; the sky seems; yellow, red leaves; paths, parks, gardens.

2. Mild; the sunrays are bright; the air smells of the damp earth; the river is in flood; to look fresh; new and joyous; the young buds on (of) the trees; it clears up; a shower comes down; the birds twitter and bathe in the puddles; a rainbow; the icy sheet on the rivers cracks; in blossom.

3. The sky is pale grey; it continues freezing; snowy; to blow; as hard as it can; a piercing wind; chilly; to snow heavily; severe frost; low clouds; it keeps on snowing; great flakes; the snow lies deep; what nasty weather; bitterly cold.

Geography

Pattern: **Cannot help doing something**

And still when traveling through the Urals you cannot help admiring its mountains, woods, rivers and lakes.

TEXT 1 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 mountain 21,000 feet high would be a horrible monster here, as wrong as a plain 400 miles long, a river as broad as the Mississippi.

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

(from "The Beauty of England" by J.B. Priestley)

Answer the 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? 11. What industrial cities do you know in Britain? 12. What do you know about Victorian epoch?

TEXT 2

Central London

London occupies vast areas on the north and south banks of the Thames, 40 miles from the mouth of the river. More accurately described as Greater London, it has a built-up area of about 720 square miles with a population of about 8000000, comprising the Administrative County of London, the County of Middlesex and part of the County Boroughs, urban and rural districts, made up of all parishes of which any part is within 12 miles of Nelson's Column in Trafalgar Square.

Constituted in 1888, the Administrative County of London includes the City of London, the City of Westminster, extending from the Thames to Oxford Street and from Temple Bar to Kensington, and 27 Metropolitan Boroughs.

Central London can conveniently be considered in four sections: the City, the Port, the East End and the West End.

The City of London, the ancient "square mile" with a night population of some 5000 and a day population estimated over 400000 "all at work", is entered by more than a million people in twenty-four hours. With its exchanges and banks the City is the market place of London today, as it was in the past, though Cheapside, Eastcheap, Poultry and Vintry are now but street names.

The port of London is closely allied to the City. The docks were extended in 1926 – 1929 by a new entrance dock, a dry dock and a passenger landing-stage large enough for ocean-going steamers.

The East End is a squalid section of London. Here dwell the dock and riverside workers, and here also are large settlement of foreigners, engaged in small business such as clothing factories and retail shops.

A dense population hems in the City on the north side in Bethnal Green, Shoreditch, Islington and Holborn.

Developed along the Oxford road and the Strand road that linked the City to Westminster, the fashionable West End residential area of the rich lies about the parks in Mayfair, Belgravia, Kensington Brompton, with an extension southwards and northwards into parts of Chelsea and St. John's Wood.

Oxford Street, the principal traffic artery between the west and north-west of London and the City is only a mile long and below it runs the Central Line of the Underground.

(Encyclopaedia Britannica, 1959)

TEXT 3 Scotland

In its climate, its vegetation, its deeply indented west coast its general mountain and valley structure, Scotland resembles other regions of north-west Europe that look out towards the Atlantic.

Roughly the country falls into three main regions: that of the Border (i.e. the frontier with England) a pastoral area with low hills; that of the central Lowlands, the least picturesque region, containing most of its heavy industries and mineral and agricultural wealth, and the Highlands with their infertile soil, their waning population, their beautiful landscape and seascape – moor, mountain, fresh water running in torrents, lying in lochs – and their damp climate.

The Border Country. The Border's most typical landmarks are the ancient peel-single towers that kept watch over the safety of the Borders. They lie mostly in ruins now. The Border country is linked with the name of Walter Scott who loved its landscape and gave it to the world with wizard pen*.

The Lowlands. It is the cradle of the Scottish nation. It was the people of the Lowlands that in the 13th and 14th centuries won the struggle for Scotland's independence.

This area contains three-quarters of the whole population and all the towns of considerable size are situated in it. The largest of them are Glasgow and Edinburgh.

The Highlands of Scotland are among the oldest mountains in the world. The highest point is Ben Nevis (4,406 feet). Many of the deep V-shaped valleys between the hills are filled with lakes, called by their Gaelic names of lochs. The beautiful Loch Lomond with its 30-odd islands is the largest.

* the Wizard of the North was Walter Scott's nickname

TEXT 4 **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 2nd half of the 18th century and the beginning of the 19th it was the center 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.

Answer the 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 2nd half of the 18th and

the beginning of the 19th century? 9. What can you say about the works of Byron and Walter Scott? 10. When did the renaissance reach its height?

TEXT 5

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 resources. 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 fresh-water 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 18th 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 one 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.

Answer the 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 18th 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?

TEXT 6

History of Moscow

As far back as the twelfth century Moscow was known as a small estate of Prince Yuri Dolgoruky; in 1156 it was walled, thus became a town, or rather a fortress on the bank of the Moskva river, then an important trade route. Its subsequent economic and political development was due largely to its favourable geographical position.

The city was razed in the thirteenth century during the Tartar invasion, and for many years paid tribute to the Tartar Khans, but toward the end of the fourteenth century it rose against these rulers, sometimes fighting, sometimes paying ransom. It gradually grew stronger and became the capital of the new state of Muscovy. As it was a military as well as administrative and economic center, its rulers continued to erect ramparts and fortifications.

By the end of the sixteenth century, during the reign of Boris Godunov, Moscow had three walls with towers and moats surrounding respectively the Kremlin, the Kitai-Gorod and the White City. It was also surrounded by earthworks 14 kms circumference, and guarded in the south, east and west by six fortified monasteries. From the Kremlin and the Red Square, then the center, streets radiated to the outskirts whence they continued as trade roads. The town itself was divided into 150 self-governed settlements or districts, *sotni* and *slobodi*, with irregularly scattered houses and narrow crooked streets and blind alleys. Foreigners who visited Moscow in the sixteenth and seventeenth centuries as trade representatives or to enter the service of the tsars, as architects or military or industrial advisers usually expressed their delight with the picturesqueness of the city but noted the dirty streets and wretched wooden houses that they found on closer inspection.

At the beginning of the eighteenth century Peter the Great moved the capital to St. Petersburg which was founded by him, but Moscow continued to grow as a trading city. It remained too, the favourite city of the Russian nobility who liked to spend their winter in their Moscow mansions. With the invasion of Napoleon in 1812, four-fifth of Moscow was destroyed by fire, but it was soon rebuilt and trade and industry developed again. The city was at its height by the middle of the nineteenth century.

TEXT 7 The United States

The United States of America is in general acceptance the name of the country composed by 50 states joined in a federal republic, and its citizens are universally known as "Americans".

On the North it is bordered by Canada. The eastern half of the northern boundary is naturally defined by the Gulf of Mexico, but in the West the nation is separated from Mexico by an oblique line following first the Rio Grande river and continuing afterward across the highlands to the Pacific Ocean.

The west-coast states are separated from the oriental nations of the Far East by 5000 to 6000 mi, but Hawaii which became the 50th state in 1959 is situated approximately midway. Alaska is separated from Russian Siberia by only about 50 mi of the Bering strait.

With every variation of surface, the United States possesses every variety of climate, from that of the tropics, to that of the Arctic regions. It is at the same time one of the hottest and one of the coldest countries; one of the wettest and one of the driest.

A fundamental feature of the U. S. constitutional system is the division of political authority between two levels of government – state and national. The constitution as originally enacted attempted to parcel out power in such a way as to allow the central government to deal effectively with problems that were national in scope with leaving the states free to handle matters that were of purely local concern.

The legislative power of the country is "vested in a Congress of the United States, which shall consist of a Senate and House of Representatives".

The executive power "shall be vested in a President of the United States of America". He shall hold his Office during the term of four years, together with the Vice-President, chosen for the same term.

TEXT 8

City of Washington

Most people are unaware that until 1800 the youthful United States had five “capitals” or meeting places of the Congress – Princeton, Annapolis, Trenton, New York and Philadelphia. For various reasons, none of these cities offered an ideal seat of government for the new nation. Southern states protested that they were all too far north. Certain state laws hampered the Congress, business interests in these centers harassed the Congress with their special demands. After the Constitution was adopted, the establishment of a new city was considered.

The first president called it simply “The Federal City”, and the name “Washington” did not come into general use until after his death. But Washington became the real capital of the United States only after the Civil War.

Washington’s skyline is dominated by the Capitol and the Washington Monument. The city has many famous buildings and monuments – the Library of Congress, Jefferson Memorial, Lincoln Memorial, Grant Memorial, Tomb of the Unknown Soldier (Arlington Cemetery), Treasury Building and others.

The White House, the official residence of the President, is located in Pennsylvania Avenue in Washington. It is the earliest of all government buildings in the District of Columbia.

TOPICAL VOCABULARY

Scenery	inaccessible fiords
densely populated	population
a powerful country	county
county borough	urban and rural districts
southwards and northwards	the principal traffic artery
vegetation	deeply indented coast
a pastoral area	picturesque region
seascape	cradle of the Scottish nation
favourable geographical position	the Tartar invasion
to pay tribute to	fortifications.

Study the names of the countries, capitals, nationalities and languages in the table below.

Country	Capital	Nationality	Language
Australia	Canberra	Australian	English
Austria	Vienna	Austrian	German
Belgium	Brussels	Belgian	French/Flemish
Brazil	Brasilia	Brazilian	Portuguese
Bulgaria	Sofia	Bulgarian	Bulgarian
Canada	Ottawa	Canadian	English/French
China	Beijing	Chinese	Chinese
Cuba	Havana	Cuban	Spanish
Czechia	Prague	Czech	Czech
Denmark	Copenhagen	Danish (Dane)	Danish
Egypt	Cairo	Egyptian	Arabic
England	London	English	English
Finland	Helsinki	Finnish	Finnish
France	Paris	French	French
Germany	Berlin	German	German
Greece	Athens	Greek	Greek
Hungary	Budapest	Hungarian	Hungarian
India	New Delhi	Indian	Indian/English
Ireland	Dublin	Irish	Irish/English
Italy	Rome	Italian	Italian
Japan	Tokyo	Japanese	Japanese
Mexico	Mexico City	Mexican	Mexican
Netherlands	Amsterdam	Dutch	Dutch
Norway	Oslo	Norwegian	Norwegian
Poland	Warsaw	Polish	Polish
Portugal	Lisbon	Portuguese	Portuguese
Romania	Bucharest	Romanian	Romanian
Russia	Moscow	Russian	Russian
Spain	Madrid	Spanish	Spanish
Sweden	Stockholm	Swedish	Swedish
Switzerland	Bern	Swiss	Swiss
Thailand	Bangkok	Thai	Thai
Turkey	Ankara	Turkish	Turkish
The United States of America	Washington DC	American	English
Viet Nam	Hanoi	Vietnamese	Vietnamese

EXERCISES

1. Ask questions on the italicized parts of the sentences:

1. *Traffic* is very heavy in London. 2. The rule of the road in England is *to keep to the left*. 3. *All the Underground stations and trains* are overcrowded during the "rush hours". 4. Hyde Park is one of *the largest* parks in London. 5. Moscow was founded *in 1147*. 6. *At the beginning of the eighteenth century* Peter the Great moved the capital *to St. Petersburg*. 7. *The Lowlands* are the cradle of the Scottish nation. 8. The highest point of Highlands is *Ben Nevis*. 9. Scotland falls into *three* main regions: that of *the Boarder, the Lowlands and the Highlands*. 10. *The White House*, the official residence of *the President*, is located in *Pennsylvania Avenue* in Washington.

2. Insert prepositions or adverbs where necessary:

1. They entered ... the City. Tom was surprised ... the traffic ... the streets. 2. The bus is crowded ... people. Let's get ... the tram. 3. They were driving ... the northern side ... the square looking ... Nelson's statue. 4. Bus № 15 will take you right ... the Museum. 5. You must get ... this stop. The museum is ... the left. 6. They moved up ... the front seats ... the driver. 7. Rotten Row runs ... the side ... Hyde Park. 8. The East End is unattractive ... appearance but very important ... the country's commerce. 9. The National Gallery has one ... the finest collections ... pictures ... the world. 10. The other day I decided to go ... the Maly Theatre.

3. Insert articles where necessary:

There is more water than land on our planet. ... largest and deepest ocean in ... world is ... Pacific than comes ... Atlantic. ... Indian ocean is only a little smaller. ... smallest ocean is ... Arctic. ... longest river in ... world is ... Mississippi, ... largest sea is ... Mediterranean, ... deepest lake is ... Lake Baikal.

Large masses of ... land are called ... continents. They are ... Europe and Asia, ... North and ... South America, Australia and ... Antarctica.

There are mountain chains in many parts of ... world. Some of them such as ... Urals are old, others like ... Caucasus are much younger. ... highest mountain chain which is called ... Himalayas is situated in ... Asia.

4. Compose sentences on the pattern using the word-combinations below.

Pattern: *Cannot help doing ...*

to admire the building of Moscow University; to laugh at his jokes; to cry when she heard the sad news; to smile at the young man.

5. Translate into English.

1. Территория России так велика, что климат в разных ее частях совершенно различный. 2. В Петербурге, благодаря близости Балтийского моря, климат мягкий и влажный. 3. Климат Москвы отличается от климата Петербурга. 4 В Москве и Петербурге много всемирно известных музеев: Эрмитаж и Русский музей в северной столице; Третьяковская галерея, музей изящных искусств им. Пушкина в Москве.

6. 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".

7. Pick out words and word combinations that might be used to describe the place you live in from the texts above.

8. Suggested situations:

1. You are planning a visit to London. But you are short of money and can afford only a few days.

2. Describe to your friend your last visit to Moscow.

9. Render the following in the form of a dialogue.

1. A friend of yours came to your town on a short visit. Advise her/him where to go and what to see.

2. You stay at your friend's place in Moscow. Ask her to show you the most interesting sights of the capital.

ЗАКЛЮЧЕНИЕ

Пособие имеет задачу дополнения практического курса английского языка материалами, способствующими студентам в процессе изучения предмета. В подготовке учебного издания основной акцент сделан на материалах для совершенствования устной и письменной речи на уровне А1, что закладывает основы английского языка в процессе обучения на практическом бакалавриате.

Пособие состоит из ряда уроков, перемежающихся с грамматическими занятиями. В пособии представлены тексты, списки лексических единиц по изучаемым темам, тексты и упражнения для активизации материала. Таким образом, все лексико-грамматические навыки реализуются в речевых умениях.

Пособие способствует знанию основных понятий и терминов фонетики, лексики, грамматики; учит соотносить изученные теоретические положения английского языка с конкретными языковыми явлениями, таким образом, формируя компетенцию УК-4. Пособие также учит методам взаимодействия с участниками образовательных отношений, что способствует развитию компетенции ОПК-7.

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