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ENGLISH IN PRACTICE

**Министерство просвещения Российской Федерации
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образовательное учреждение высшего образования
«Южно-Уральский государственный
гуманитарно-педагогический университет»**

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Практикум содержит комплекс профессионально ориентированных текстов и упражнений, охватывающих различные разделы грамматики английского языка.

Данный практикум составлен в соответствии с программой курса «Иностранный язык» для педагогических вузов и предназначен для студентов 1 и 2 курсов по направлениям подготовки 44.03.01 Педагогическое образование, 44.03.05 Педагогическое образование (с двумя профилями), 44.03.02 Психолого-педагогическое образование, 44.03.03 Специальное (дефектологическое) образование.

Учебный материал может быть использован для аудиторной, а также для самостоятельной работы студентов.

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ВВЕДЕНИЕ

Учебная дисциплина «Иностранный язык» направлена на формирование у студентов иноязычной коммуникативной компетенции, а также академических навыков, необходимых для использования иностранного языка в учебной, научной и профессиональной деятельности.

Настоящий практикум предназначен для студентов педагогических вузов, а также для тех, кто интересуется проблемами образования и воспитания.

Целью практикума является развитие навыков устного и письменного профессионального общения.

Практикум представляет собой комплекс профессионально ориентированных текстов и упражнений, охватывающих различные разделы грамматики английского языка; содержит тексты педагогической направленности, используемые в преподавании английского языка и рекомендуемые для дополнительного чтения [1], [2], [3], [4], [5], [6]. Для контроля понимания прочитанного в конце каждого текста приведены задания коммуникативного характера.

TEXTS FOR READING AND TRANSLATION

CHILD PSYCHOLOGY DETERMINES TEACHING METHODS

A knowledge of the child is the most fundamental and important of the teacher's preparation. Many teachers with thorough knowledge of their subjects fail because they do not understand the boys and girls who are to be taught. Many assume that children are like plastic clay and can be moulded at the will of the teacher. Any observing parent or any intelligent teacher of experience knows better. Boys and girls are not passive lumps of clay; they are living, pulsating, developing, mysterious beings who must be studied and understood before they can be taught in the true sense.

We have come to realize that the most difficult factor in education to understand is the mind of the child to be taught. A knowledge of children's minds and the way they work is certain to convince one that in order to teach efficiently we must get the child's point of view. Many well-conceived aims in

education do not bear fruit, simply because the teacher does not understand the workings of children's minds. The teaching is done in terms of adult thinking and means nothing to the child. The child's mind understands concrete things rather than abstractions. We must appeal to the child through his everyday experiences and on the plane of his stage of development. Instead of beginning with definitions, abstract principles and laws, the meanings of the things should first be made clear. Otherwise the statements are empty words. Every concept should have its concrete examples to which the mind can turn for illustrations at any time. Instruction of children should begin with experiences personally familiar to the particular children, and make the teaching radiate from those. The teacher's knowledge should be broad and thorough that if the pupils cannot understand one illustration, others can be given immediately. In addition to the knowledge of formal subjects the teacher should know their relation to the life outside the classroom, so the pupils must see the significance of the things they do at school.

Checking comprehension

- 1.** Look through the text and briefly say what it is about.
- 2.** Translate the text using a dictionary.

LET KIDS BE KIDS

The newspaper in Indiana town ran a contest for schoolchildren. The students were to create a picture on any topic; the best would be published in the paper.

A second-grader drew a sad-faced earth with the caption "I am weary. I am tired. Please quit wasting me!" A third-grade girl depicted animals crying near a house under construction, with smokestacks in the distance; the caption read "We want our home back!"

Apparently many children are coming home from school frightened that the world is cold and inhospitable. All the furry animals are being killed and the nice green trees being chopped down. Even breathing air is dangerous.

Motivated by the best of intentions, most teachers want their students to become informed and independent thinkers. But in trying to convey a sense of urgency about such problems, they become frustrated and frightened. They begin to realize that we are living in a hostile world whose problems are too big to handle. And that's an attitude children often acquire early in life.

This does not mean educators and parents should pretend that problems do not exist.

We need to take pains to help children confront them on a scale they can grasp.

Frightened children are not going to grow into adults who can solve the world's problems. And such healthy self-esteem requires nurturing over a long period, on a great number of small, day-to-day matters. Too much, too fast, can only destroy it.

Checking comprehension

1. In 3–5 short sentences give the main idea of the article.
2. Translate it using a dictionary.

SCHOOLS OF THE FUTURE

The schools that will shape our nation's future in the 21st century – are being planned today, at a time when education is again in the national spotlight. Nearly 30 reports issued by commissions and individuals have made it clear to the American people that their nation will be "at risk" unless they pay attention to their schools. During the past several years dozens of panels, commissions and other experts have made recommendations on how schools can become more effective. Continuing to improve America's schools is the key to the United States' future. Schools must make their plans for the future with an understanding of the key issues that will affect education.

A major responsibility of schools in the future will be to prepare students to enter a rapidly changing job market. American workers will need to be more highly trained than at present.

Schools will be responsible for preparing students who are adaptable, who are able to respond quickly to the changing requirements of new technologies. Schools will train both young and adults; adult workers will need reeducation and retraining.

Emphasis on such "traditional" academic subjects as reading, writing and mathematics will increase.

New technologies, such as computers, videodiscs and cable television will change the look of the "schoolroom." In the future, students may spend 1 or 2 days each week studying at home.

Because of the additional responsibilities that will be imposed on teachers, they will achieve greater status in society. In the future, they will be paid salaries that are comparable with other professionals. They will work in schools that offer continuing opportunities for professional advancement and training. As a result, education will once again attract the nation's brightest and most qualified students.

Checking comprehension

Read the text and say:

- 1) what changes the Americans are planning to introduce in their schools;
- 2) which of the changes you would like to introduce in our educational system.

WHEN YOUR CHILD COUNTS TO TEN, DOES HE HAVE TO USE HIS FINGERS?

It's painful, watching children struggle to "make friends" with numbers. Especially today, when number knowledge is so vital to success in school, college, and the workaday world itself.

Yet this struggle to master math needn't be. Not with the wonder-working teaching aids on the market today. And the best of these, according to many parents and educators, is the brand-new set from Reader's Digest called "I Can Count."

What is it? Fun and games, really: 79 in all. And once you put them in the hands of a child you love, you'll marvel at the sudden joy he finds in numbers.

Did I say "marvel"? Yes. Because before you know it, that child of yours will be counting to 100. He will have learned how to add... subtract... tell time... keep a calendar... measure... make change for a dollar... and so much more...

What others say about "I Can Count"?

Hundreds of educators and parents have written to us, praising "I Can Count." Typical of this comment from Mrs. Joseph S. Caleagno, Jr. of Santa

Cruz, California: " 'I Can Count' holds the interest of all three of my children. My 2 1/2-year-old son is fascinated with the Number Bars and the Tall Chart, Claire, my five-year-old, is learning about the value of money from the Supermarket Game, and 7-year-old Kristen enjoys everything in the Kit. If anything, all three are playing with it more than they were two weeks ago!"

Checking comprehension

- 1.** Look through the article and say what it is about.
- 2.** Read the article again and say what skills children acquire with the help of the new book.

GAMES CHILDREN PLAY

I'm 56 and for 25 years I've been teaching children so I think I know their psychology. I want to take issue with Holger Zschehy's "What do you think about toy guns?" In his article he wrote: "Our country produces weapons for children's games. I mean toy pistols, submachine guns and such war game as "Sea battles." Of course these weapons are not real. They are made of plastic. Nevertheless, they greatly influence the way children think. Don't children have more interesting games than those arousing a desire to kill one another?"

Children of my generation had no toys. But we used sticks and tree twigs to make toy rifles and automatics and played at war anyway. My peers experienced war firsthand and some fought.

We hate war because we know what it is, but we aren't very worried about toy guns. Toys are not the point. It's a child's upbringing that counts. Did they become nazis in Germany because they played with toy weapons? They were raised and educated on a planned and efficient basis of Hitler's thugs.

In the 20s and 30s fairy tales were not published in this country. They were thought to distract children from reality. But fairy tales continue to exist and be enjoyed.

So long as there are armies, weapons, military parades and military service, there will be war toys. So long as boys must protect their land, they will play at war.

So we adults should fight against real weapons – not toy guns. This is the only way to save from war, violence and death.

I do agree with Zschege on one point. He asks: "Don't children have more interesting games than those arousing a desire to kill one another?" I can only say with bitterness that for boys our toy industry offers no other toys. Visit any children's shop and you will see plastic and metal pistols, submachine guns and tanks. Nothing else. So parents have a very limited choice.

Checking comprehension

1. Look through the text and in a few sentences say what it is about.
 2. Read the article again and say which point of view you agree with.
- Speak on your own point of view on the issue.

NEW DIRECTIONS IN VOCATIONAL EDUCATION

OPEN LEARNING

Definitions of "open learning" are many and varied. This is partly because a wide range of open learning systems has developed from a variety of origins. These systems have then been adapted to suit the needs of particular learning centres. However, a generally accepted definition describes an open learning system as: "one which enables individuals to take part in programmes of study of their choice, no matter where they live or whatever their circumstances."

Open learning is a way of study which lets individuals learn: 1) what they wish, 2) in their own time, 3) in a place of their choice, 4) at a pace that suits them.

In many ways, open learning contrasts with traditional "closed" class or group-based systems. These require that enrolments take place at a set time, often at the start of the academic year. After enrolment the course lasts for a given length of time with regular, usually weekly or daily, group meetings. During these meetings, an important part of the tutor's role is to pass on

knowledge of the subject to the learners. The tutor is in charge of the course. He or she decides what is to be studied and for how long. Generally we can think of this way of learning as a tutor-centred approach.

In a true open learning system, the learner can start a course whenever he or she wishes. There is no class to "keep up with" and so the speed of working entirely depends on the individual's wishes or personal circumstances. If study becomes difficult or even impossible for a time, the learner can stop working until ready to carry on again. There is no need, either, to travel to regular class meetings since the package of learning materials should contain all necessary information on the subject or skill being studied.

Unless there is a set examination syllabus, the learner can decide which aspects of the subject he or she wishes to cover.

This does not mean that tutor or trainer help is no longer required. A few years ago some open learning enthusiasts believed that learning packages could stand alone without any further support. Very high drop-out rates strongly indicated that they were wrong. However, because the learner already has the subject material in the course package, the subject tutor's role is altered. He or she is no longer the main source of knowledge or information,

but provides support, guidance and counselling for the learners as they work through the subject materials.

In general, an open learning approach is student-centred. The individual is in control of the content, pace and location of his or her learning process.

Checking comprehension

1. Find in the text the English for:

заочное обучение; отвечать потребностям; обстоятельства; со скоростью; установленное время; зачисление (прием); передавать знания; быть ответственным за что-либо; подход к обучению, где главное место отводится преподавателю и студенту; набор учебного материала; программа; существовать самостоятельно; процент отсева; изменить; давать консультацию; главный источник.

2. Form the derivatives from:

to define, to learn, to develop, general, tradition, to require, to enrol, to inform, to examine, to train, to know.

3. Arrange a) and b) in pairs of synonyms:

a) varied, to suit the needs, to alter, to take part, to want, pace, to enrol, important, tutor, every week, to be in charge of, syllabus, to require, support, guidance, to continue;

b) speed, weekly, to change, to carry on, counselling, to be responsible for, curriculum, to meet the needs, different, to admit, significant, to participate, to wish, teacher, to need, aid.

4. Arrange a) and b) in pairs of antonyms:

a) a tutor-centred approach, regular, to keep up with the class, right, pass on knowledge, to start a course, to accept, traditional (system), important, to acquire, to start, entirely;

b) to get, to expel, alternative (system), to complete a course, to acquire knowledge, wrong, to fall behind the class, a student-centred approach, irregular, to finish, unimportant, partly.

5. Answer the following questions:

1) Why are there many definitions of "open learning"?

2) How does a generally accepted definition describe an open learning system?

3) Are there many differences between traditional and open learning systems?

- 4) When does enrolment take place in traditional system?
- 5) What is the role of the teacher in traditional way of learning?
- 6) When can a learner start a course in a true open learning system?
- 7) What does the package of learning material usually contain?

COLUMBIA AND NEW YORK, NEW YORK AND COLUMBIA

Columbia University and New York City have grown up together for more than 200 years. During this time, the University and the City have used their combined resources to advance the human interests to their community and of society as a whole.

At the turn of the last century Pres. Low envisioned the Momingside Heights campus, newly built in a style recalling Greek temples and Roman halls, as a place where "civic enterprise and independent scholarship would work together as equal partners for man's improvement and progress." His simultaneous interest in the growing University and the expanding City was typical over the years, 14 mayors of New York City and 10 governors of the state have graduated from Columbia. Since its founding in 1754, Columbia University has attracted students interested in the issues of their times. Even before the revolution, King's College, renamed Columbia College in 1787, began to develop the impressive curriculum that resulted in its designation, in 1912, as Columbia University. Instruction in engineering, law and medicine, as well as liberal arts was available before 1800. By the turn of the century, Barnard

College for women, the Graduate Faculties of Philosophy and of Pure Science, the schools of Architecture and the Political Science, and Teachers College had been established. Since 1900, the University has grown to include more than 20 schools and programs for undergraduate and graduate study in disciplines as diverse as the arts, business, health sciences, international affairs, liberal arts, library service, and social work.

Columbia University is a magnet for leaders in the arts and politics as well as for prominent scholars in all academic fields. Art exhibits, commercial and student-made films, poetry readings, concerts, dance recitals, and every other sort of musical experience are offered on the campus. Whether directly or indirectly related to the students course of study, participation in the City's activities stimulates the individual and narrows the gap between learning and living.

Checking comprehension

1. Speak on the history of Columbia University.
2. Explain why the University today is a magnet for leaders in the arts and politics, for prominent scholars in all fields.
3. Say what particularly strikes you in Columbia University.

CLAYFIELD COLLEGE

For more than fifty years, Clayfield College has provided the individual care and attention, the personal approach to the Christian-based values and all-round education which are the cornerstone of its philosophy. The fact that the College has had only two Headmistresses in its 50 (plus) years is a major factor contributing to that personal attention.

As an independent Church School, we provide a thorough academic and general education for girls from Pre-School (for 4 year-olds) to Tertiary Entrance, and boys from Pre-School up to and including Grade IV.

FACILITIES

Clayfield College conveniently situated near public transport facilities, has the large classrooms splendidly equipped with carpets, heaters and fans, which face sea breezes of Moretan Bay. Reference Libraries, a Special Teaching Complex, Language and Science Laboratories, Homecraft and Pottery Centres are well-used areas in the daily academic life of the College. Modern audio-visual equipment is used by all departments.

In 1978, Clayfield College was the first girls' school in Queensland to install a computer. The aim of the school is to teach various levels of computer understanding from Grade VII upwards, keeping in mind the demands of the world of tomorrow on Clayfield graduates.

FINE ARTS

Special attention is devoted to Art, Pottery and Drama at Clayfield College and students may participate in Art Studies through all grades. A high music standard has been achieved by the choir and in annual music productions.

BOARDING

The modern three-storeyed brick Boarding School is entirely separate from the educational block and resident pupils have a full life in a happy atmosphere. The Principal carefully controls the general health and welfare of the boarders. Homework and Art of Speech and Music Practices are supervised. The boarders may listen to their favourite records; there is a special area for use in Arts and Crafts, and a laundry where they can wash personal clothing if they wish.

Great emphasis is placed on organized afterschool Club activities which range from Handicrafts and Car Care to Electronics and Department.

Checking comprehension

1. Answer the following questions:

- 1) Is it a private school?
- 2) It's a boarding school, isn't it?
- 3) How old is the College?
- 4) What is the age range of the students?
- 5) What kind of facilities does the College have?
- 6) How is the life of boarders organized?

2. Speak on the history of the College.

3. What do you think attracts students to Clayfield College?

ST PATRICK'S COLLEGE

The foundation Stone of this School was laid on 21st January, 1873. It is by Australian standards a very old school, being now in the 114th year of its existence.

It is an Independent School, supported by the fees paid by the parents of our students. I must tell you, though, that the Government of the Commonwealth of Australia and the State Government of New South Wales contribute in excess of one of million dollars a year to the day to day expenses of this school.

St Patrick's College is owned by the Christian Brothers, a religious order of the Catholic Church in which myself and eight other of the staff are members. Our total teaching staff numbers thirty seven.

This School has been since its inception a Boy's School. It has a total enrolment of 600. About half of this number are boarding or residential pupils who come mainly from the farming communities of southeastern New South Wales as well as from Sydney and Canberra and overseas places.

We have only secondary pupils so that classes begin at Year 7 and conclude at Year 12 when there is a public examination. Attached to this is the issue of a Higher School Certificate which helps determine entry to universities and other institutions of higher learning.

There are no examinations associated with admission to this school – except that each pupil must be deemed capable of meeting the scholastic and other requirements for Year 7. This is done at an interview by me, with his parents and himself, in the year prior to his entry. There are no religious barriers to membership, though this is a religious school with a Christian and Catholic philosophy as its basis. We aim to develop a young man to have respect and reverence for God and authority; to appreciate and try to achieve an academic excellence appropriate to his ability; we try to develop in him a regard for the arts and sciences, the development of his musical, his cultural, his physical talents, his spirit of work and physical labour. We hope he will develop especially a practical awareness of his loyalty to the important institutions of his life and his attitude of caring concern towards his fellow men, especially those of his own family and within the community of this College.

We have a wide range of subjects taught – the Humanities and Languages, Mathematics, Modern and Ancient History, Economics,

Geography, Physics, Chemistry, Biology, Agriculture, Art, Music, Industrial Arts, Woodwork and Metalwork, Computer Studies, etc. The motto of the College is "Age Quod Agis."

Checking comprehension

1. Answer the following questions:

- 1) When and where was the College founded?
- 2) Is it a religious school?
- 3) Who supports the school?
- 4) How large is the teaching staff?
- 5) Who attends the College and how large is the enrolment?
- 6) What are the entrance requirements?
- 7) What is the main aim of the College?
- 8) What subjects are taught there?

2. Comment on the motto of the College.

3. Do you see any differences between an ordinary school and a religious school?

THE DIARY OF A YOUNG ENGLISH TEACHER

FIRST MONTH

Sunday, February, 28

This morning I am not awakened by the buzzing of an alarm clock. I did not set it last night. I wanted to test if I could get up in time for the first period without the alarm clock's help. I look at my watch: 6.10. One hour and twenty minutes till the first bell-time enough and to spare.

I sit up in bed and drowsily recite from memory the little speech I am going to make in class tomorrow morning.

"Good morning, comrades. First of all, allow me to introduce myself – my name is Huang Pan. I am your new English teacher. I have just graduated from the Foreign Languages Department of our university. I have no teaching experience at all and my English is not very good. But I'll do my very best to help you master the English language. If there are any shortcomings in my work, I hope you'll point them out to me..."

"The people of China are now working hard to modernize our great motherland. In order to accelerate carrying out this task, we have to learn from the advanced experience of other countries..."

THIRD MONTH

Saturday May, 1

I'm tired and sleepy, but I want to put down a few thoughts before going to bed. It's May Day, the first since I became a teacher, I feel happy and excited, it's my own holiday.

This morning I took my students boating in the park. The weather was lovely, and one could not help being in high spirits; the new clothes I was wearing for the occasion probably had something to do with it. Two of my students helped me into a boat. They rowed, insisting that Teacher Hung take it easy and leave everything to them, a suggestion to which Teacher Hung gracefully acceded.

I sat back and gave myself up to the bright sun and the gentle breezes blowing across the lake. While one of the girls rowed, the other began to hum a Taiwan folk song, accompanying herself on a guitar. She had a lovely contralto voice, and the song suited her voice to perfection.

We had lunch in the park, sharing what we had with the others. It was a gay and noisy meal and we all enjoyed ourselves tremendously. The students were taking good care of me, offering me the choicest morsels. More than once, the thought occurred to me: "How wonderful our young people are!"

We got back to the university around three. I sat down to some reading. The book was "An American Tragedy." I was sleepy, but Theodore Dreiser's great story gripped me as usual, driving away my drowsiness.

Tomorrow is Sunday. I'll make up for the time spent reading and looking about.

Monday, May, 3

Instead of working with the textbook this morning, I have the students talk about the May Day picnic and about Youth Day, which is tomorrow. To liven up the discussion on Youth Day, I let one group of students enact the role of foreign tourists in China, young women from different English-speaking nations. They ask the other students about their life, work, and studies; the latter in turn ask the "tourists" about youth outside of China.

It all goes fairly well. But I soon discover that our students know very little about foreign youth, and have difficulty therefore in formulating their questions.

Checking comprehension

Read the three extracts from a diary and say what kind of teacher has written it, what you think about her first speech, in what way she spent May 1, how she organized the lesson on May 3.

I. LECTURES START ON MONDAY

Lectures start on the first Monday of term. Lecturers are sometimes in fashion; lectures as such are never in fashion.

Why take notes when you could as well read it all in a book? The question is unanswerable.

In some subjects the lecture-list is itself carefully organized by the Faculty, so that all the necessary lectures are given and given in the terms in which undergraduates need them. In other faculties the freedom of the lecturer is not so rigidly curtailed. Let a lecturer lecture on whatever subject he chosen. If he hopes for an audience, he will choose a subject useful to undergraduates, and he will lecture on it twice a week. If he does not care about the size of his audience and prefers to lecture on some small field of learning on which he is researching or writing a learned paper, he will lecture one hour a week. "Thursday at 11, Mr. Smooth, 'Plutarch, On the Virtue of Women.' "

Dons in general hate lectures as much as undergraduates. That is why they lecture so badly. Nobody has ever taught them how to lecture well. There is a Delegacy in Oxford for the training of schoolmasters; there is no delegacy for the training of dons.

On the first Monday the lecturer has his largest audience for the term. Where there are a hundred young men and women today, there will, in eight weeks time, be no more than five or six. Where there is an audience of two today, there will perhaps be one next week and, after that, no audience at all.

But the College tutor's public lecture is an interruption in a week otherwise devoted to teaching pupils in his rooms, listening to their essays and talking about them. These are "private hours" – "tutes," as the undergraduates call them, or tutorials. Sometimes a pupil comes along, sometimes in a pair, sometimes with two or three others.

Young tutors find the hour too long, old tutors find it too short. Undergraduates find it very long indeed and if there is no clock in the room, they find it even longer. When you reach a tutor's age, it is less easy to listen than to talk, and observant undergraduates quickly realize that their tutors criticize in detail the final sentences of their essays but give little evidence of having observed the rest. There is a splendid story of the great Ingram Bywater.

"Ah," he said, in greeting, to his pupil, "what is the subject of your essay? Expediency? Splendid. Then will you read what you have written?"

At the end, he roused himself. He said, "For the next week, will you write an essay on – Expediency? That is all."

Had he slept through the whole of the essay? Or was he uttering the most devastating criticism? The pupils never knew.

II. END OF TERM COLLECTIONS

Term is ending. On Friday and on Saturday the undergraduates are themselves collected. "End of Term Collections" is the official title of the ceremony. "Handshaking" it is informally called or, more commonly, "Don Rag."

The undergraduates receive verbally an end-of-term report. In some colleges the ceremony is private. The undergraduate is along with the Head of his college and the Head of the College has in his hands a written report from the man's tutor. And there whatever is said, is said.

In many colleges it is a less intimate and more frightening ceremony. The Head of the College sits in the hall at the High Table, flanked by Moral Tutors. They are, in the eyes of the young, a body of old, old men – malicious,

malevolent old sadists, laughing proudly at their own jokes, jokes always at some poor undergraduate's expense.

One by one the young men are summoned.

"Mr. Smith."

He walks the long way up the Hall, for the young men awaiting their summons have chosen their seats at the other end of the Hall, as far away from the High Table as they can get. He is conscious that his shoes squeak, or sound very loud on the stone floor. The inquisitors are massed on the other side of the table. On his side there is a single chair.

"Sit down, Mr. Smith."

"Mr. Smith, Master, has been coming to me this term. He has been working very well, as he always does. He needs, of course, to do a lot of reading in vacation."

"That is a good report, Mr. Smith. Yes, pay attention to your tutor's advice – and give my very kind regards to your father. He is well, I think." (Mr. Smith cannot tell the Master that he has not got a father. It happens term after term at Collections, the only time when Mr. Smith and the Master are brought face to face. It is some other Smith, of course, with whom the Master regularly confuses him, a Smith who went down some terms ago.)

At about half past six in the evening, Larry emerges from Hall. He had not been certain what to expect, and he had faced the ordeal with some anxiety.

His tutor said, "Mr. Minthausen is still in the process of setting down, Master. He isn't quite used to our methods yet. He is beginning to learn that we don't regard length in an essay as any particular virtue – indeed that we rather mistrust people who can't express themselves briefly. But of course it's all new to him and he is tackling it in quite the right spirit."

And the master has said, "How would you report on yourself, Mr. Minthausen?"

"I guess I'll make out in the end, but somebody's going to have to do some work on me first."

"Good," the master says.

III. OXFORD ACCENT

Last October freshmen have gone down. When they return in October, they will be second year men and women. Academically, they will be approaching middle age. How much of a stamp Oxford put on them already? Have they started to acquire an Oxford accent?

The Oxford accent exists, but it defies definition. It is not, as the French think, the kind of English which is spoken within a twenty mile radius of the city. Indeed, it is not an accent at all, but a manner of speaking. In particular it is a manner of pausing in your speech, of pausing not at the end of sentences, where you might be interrupted, but in the middle of sentences. Nobody, it is to be hoped, will be so rude to interrupt you when you are in the middle of a sentence.

And for Americans in general it is a matter of employing, all unconsciously, a new vocabulary, of doing by instinct what on your arrival, you were shocked to hear other Americans doing.

Checking comprehension

1. Read extract number I and speak on:
 - a) the way the author presents the work of the lecturers in Oxford;
 - b) the tutorial system of education in British Universities.
2. Say what the "Term Collections" procedure is organized for.
3. Discuss the problem of an Oxford accent with your groupmates.

JOKES

1

"Before I got married I had six theories about bringing up children; now I have six children and no theories."

2

Mother: Stop using those bad words.

Son: Shakespeare used them.

Mother: Well, don't play with him any more.

3

1st boy: Does your mother give you anything when you are good?

2nd boy: No, but she gives me something when I am bad.

4

Mother: You always take too many toys with you: your doll, your trolleybus, and your ball. Let me help you to carry them, my dear.

Little daughter: Oh, no, Mummy. I can carry the toys and you carry me.

5

Son: Daddy, do you think people can live on the moon?

Father: I think they can.

Son: But if they can live on the moon, where do they go when the moon
is very, very small?

6

1st little girl: What's your last name, Annie?

2nd little girl: Don't know yet; I am not married.

7

Little girl: Mummy, tell me at what time I was born?

Mother: It was midnight, my darling.

Little girl: Oh! Mummy, I hope I didn't wake you!

8

Son: Daddy, do you think Mother knows how to bring up children?

Father: But why do you ask that?

Son: Well, she makes me go to bed when I'm wide awake – and she
makes me get up when I am awfully sleepy!

9

– How old are you, Tommy?

– I shall be six next month.

– Really! You are very tall for your age, my little son. You are taller than my umbrella.

– How old is your umbrella, sir?

10

Bobbie: How old are you, Kate?

Kate: I am five, and Mother says if I am good and eat everything she gives me, I shall be six next birthday.

11

Ann: Is my birthday very soon, Mummy?

Mother: Yes, very soon now, but why do you ask?

Ann: I only wanted to know if it is time to be a good girl.

12

Mother: You are five today. Happy birthday to you!

Tommy: Thank you. Mama.

Mother: Would you like to have a cake with five candles on it for your birthday party?

Tommy: I think I'll better have five cakes and one candle, Mama.

13

Little Jack spent his first day at school and returned disappointed. "What did you learn?" was his aunt's question. "We didn't learn anything," replied the boy. "Well, what did you do in that case?" – "We didn't do anything. There was a woman who didn't know how to spell some very simple words and I told her how."

14

Teacher: Your spelling is very bad. I told you to write those words ten times each and you've only written them eight.

Boy: Yes, sir. I'm very bad at arithmetic too.

15

Larry: I shall not go to school any more.

Mother: But why, my dear?

Larry: On Monday the teacher said 4 and 4 is 8. On Tuesday she said 7 and 1 is 8. Today she said 6 and 2 is 8. I shall not go back to school again till the teacher knows arithmetic herself.

16

Teacher: Jack, why are you late to school every morning?

Jack: When I come to the crossing I see the words: "School – Go slow."

17

Teacher: Who helped you to draw this map. Jack?

Jack: Nobody, sir.

Teacher: Didn't your brother help you?

Jack: No, sir. He draw it all himself.

18

Teacher: Jimmy, what are the three words which pupils use most often at school?

Jimmy: I don't know...

Teacher: Correct.

19

Teacher (looking over Teddy's homework): I don't see how it's possible for a single person to make so many mistakes.

Teddy (proudly): It isn't a single person, teacher, Father helped me.

20

Nick: Ann, give me your pen, please.

Ann: And why don't you want to write with your pen? What's wrong with it?

Nick: It makes so many mistakes.

21

– Is your son a good pupil?

– Yes, he is. He wants to know all the subjects so well that he stays in every class for two years.

22

Grandfather (looking through Nick's record book: When I was at school I always had five in History and you have four.

Nick: You see, grandfather, when you were at school History was shorter.

23

A school teacher told a class of small pupils the story of the discovery of America by Columbus. After he had finished the story, he said:

– And all this happened more than 400 years ago. A little boy said after a moment's thought:

– Oh! What a memory you've got!

24

Small girl: I want to be a teacher.

Mother: But you don't know enough to be a teacher.

Small girl: That doesn't matter. Teachers only ask questions.

25

Father: Run and open the door for the professor, Tommy.

Tommy: What's a professor, Daddy?

Father: A professor is a man who knows everything.

Tommy: Oh, then he must know how to open the door himself.

26

Father: You know/Tom, when Lincoln was your, age he was the best pupil in his class.

Tom: Yes, Father, I know that. But when he was your age he was President of the United States.

27

Jimmy again got a bad mark for his homework. When he came home, Father looked at his daybook and said:

– How is that young Smith, who is younger than you, is always at the top of the class, while you are at the bottom? Jimmy replied:

– You forget, Dad, that Smith has very clever parents.

28

Mother: Johnny, I left two pieces of cake in the cupboard this morning; I see there is only one piece. Where is the other? Can you tell me?

Johnny: It was too dark, Mummy. I could not see the other piece.

29

– Why, boy, how is it you are so short for your age?

– I'm so busy. I have not time to grow.

30

Teacher: You were late this morning, Brown.

Brown: Yes, sir, I'm sorry. I overslept.

Teacher: Good gracious! Do you sleep at home as well?

31

A teacher said to a dull pupil:

– When I was your age I could answer any question in arithmetic.

– Yes, but you forget that you had a different teacher from the one I have.

32

When a little boy arrived home from school his mother asked him if he had been a good boy.

He replied: "Sure I was good in school today! How much trouble can you get into standing in a corner?"

33. Heat and Cold

A class of physics at school. The teacher: "Now, who can tell me anything about heat?" A small boy held up his hand: "Heat makes things larger, sir, and cold makes things smaller." – "All right, give an example." – "In summer days are longer because it is hot, in winter they are shorter because it is cold."

34. No Music Lesson

Once the teacher asked his pupil: "Bobby, how many fingers have you?" The pupil answered at ones: "I have ten fingers."

The teacher asked him another question: "Well, if four were missing what would you have then?" – "No music lessons," was the answer.

35. At the Lesson

"Well, Alee, how much is two plus one?" asked the teacher.

"I don't know, sir," answered the boy.

"Well, Alee! Fancy I give you two dogs and then one dog more. How many dogs have you now?"

"Four dogs," the boy answered timidly.

"Why, Alee?"

"Because I already have one dog, sir."

36

One day Pete came home from school and said: "I was the only pupil today who could answer the teacher's question."

"Very nice, Pete. And what was the question?"

"The teacher asked who broke the window in the classroom."

37

– Oh, Mother, must I learn music?

– Yes, I insist, but you can choose what instrument, if you like.

– May I? Then may it be the gramophone?

38

Professor: Can you tell me anything about the great chemists of the 17th century?

Student: Yes, sir, they are all dead, sir.

39

Instructor: Cadet Brown, why aren't you listening?

Brown: Yes, I am, sir.

Instructor: Then repeat my last words.

Brown: Cadet Brown, why aren't you listening?

40

One day a professor was giving his students a lecture on the circulation of blood. To make the subject clear, he said: "Now, look here, if I stand on my head the blood, as you all know, will run to my head. And I shall get red in the face. Now," continued the professor, "what I want to know is this, how is it when I stand on my feet?" The students all sat still for a moment, then one of them held up his hand and said: "Please, sir, it is because your feet are not empty."

41

The chemistry professor wrote a formula HNO_3 on the blackboard. Then he pointed a finger at the inattentive student and said: "Identify that formula, please."

"Just a moment," answered the student, "I've got it right on the tip of my tongue, sir."

"Then," said the professor softly, "you'd better spit it out. It is nitric acid."

42

Voice on phone: John Smith is sick and can't attend classes today. He requested me to notify you.

Prof.: All right. Who is this speaking?

Voice: This is my roommate.

43

"Did you pass your exam?"

"Well, it was like this – you see –"

"Shake! Neither did I."

44

At a college examination a professor said: "Does the question embarrass you?"

"Not at all, sir," replied the student, "not at all. It is the answer that bothers me."

45

The more we study, the more we know. The more we know, the more we forget. The more we forget, the less we know. The less we know, the less we forget. The less we forget, the more we know. So why study?

46

Prof.: Hawkins, what is a synonym?

Stud.: It's a word you use in place of another one when you cannot spell the other one.

47

During a Christmas exam, one of the questions was: "What causes a depression?"

One of the students wrote: "God knows! I don't. Merry Christmas!"

The exam paper came back with the Prof.'s notation: "God gets 100, you get zero. Happy New Year!"

48

The professor rapped on his desk and shouted: "Gentlemen, order!"

The entire class yelled: "Beer!"

49

"If the Dean doesn't take back what he said to me this morning, I am going to leave college."

"What did he say?"

"He told me to leave college."

50

The bright student looked long and thoughtfully at the second examination question, which read: "State the number of tons of coal shipped out of the United States in any given year." Then his brow cleared and he wrote: "1492– none."

51

Prof.: Before we begin the examination are there any questions?

Stud.: What's the name of this course?

52

Prof.: Wake up that fellow next to you.

Stud.: You do it, Prof., you put him to sleep.

53

Prof.: You can't sleep in my class.

Stud.: If you didn't talk so loud I could.

54

Math teacher: Now we find that X is equal to zero.

Stud.: Gee! All that work for nothing!

55

Medical Prof.: What would you do in the case of a person eating poisonous mushrooms?

Stud.: Recommend a change of diet.

56

Prof.: Tell me one or two things about John Milton.

Stud.: Well, he got married and he wrote "Paradise Lost." Then his wife died and he wrote "Paradise Regained."

57

"Our economics professor talks to himself. Does yours?"

"Yes, but he doesn't realize it. He thinks we're listening."

58

"I shall illustrate what I have in mind," said the professor as he erased the board.

59

Stud.: I'm indebted to you for all I know.

Prof.: Oh, don't mention such a mere trifle.

60

First stud.: The dean says he is going to stop smoking in the college.

Second stud.: Huh! Next thing he41 be asking us to stop it too.

61

A college freshman was being severely criticized by his professor. "Your last paper was very difficult to read," said the professor, "your work should be so written that even the most ignorant will be able to understand it."

"Yes, sir," said the student, "What part didn't you get?"

62

Prof.: A fool can ask more questions than a wise man can answer.

Stud.: No wonder so many of us failed our exams!

63

Prof.: You missed my class yesterday, didn't you?

Stud.: Not in the least, sir, not in the least!

64

The professor was delivering the final lecture of the term. He dwelt with much emphasis on the fact that each student should devote all the intervening time preparing for the final examinations.

"The examination papers are now in the hands of the printer. Are there any questions to be asked?"

Silence prevailed. Suddenly a voice from the rear inquired: "Who is the printer?"

65

English Prof.: What is the difference between an active verb and a passive verb?

Stud.: An active verb shows action and a passive verb shows passion.

66

In one of college classes the professor was unable to stay for the class, so he placed a sign on the door which read as follows: "Professor Blank will be unable to meet his classes today."

Some college lad, seeing his chance to display his sense of humor after reading the notice, walked up and erased the "c" in the word "classes." The professor noticing the laughter wheeled around, walked back, looked at the

student, then at the sign with the "c" erased – calmly walked up and erased the "1" in "lasses," looked at the stunned student and proceeded on his way.

67

Prof.: Never mind the date. The examination is more important.

Stud.: Well, sir, I wanted to have something right on my paper.

68

The much preoccupied professor walked into the barber's shop and sat in a chair next to a woman who was having her hair bobbed.

"Haircut, please," ordered the professor.

"Certainly," said the barber. "But if you really want a haircut would you mind taking off your hat first?"

The customer hurriedly removed his hat.

"I'm sorry," he apologized as he looked around. "I didn't know there was a lady present."

69

Reporter: What is the professor's research work?

Prof.'s housekeeper: It consists principally in hunting for his spectacles.

70

"So you use three pairs of glasses, professor?"

"Yes, one pair for long sight, one pair for short sight, and the third to look for the other two."

71

Rupert: What did you do with the cuffs I left on the table last night?

Roland: They were so soiled I sent them to the laundry.

Rupert: Ye gods, the entire history of England was on them.

72

Pam: Hasn't Harvey ever married?

Beryl: No, and I don't think he intends to, because he's studying for a bachelor's degree.

73

Freshman: Say, what's the idea of wearing my raincoat?

Roommate: Well, you wouldn't want our new suit to get wet, would you?

74

A son at college wrote his father:

"No mon, no fun, your son." The father answered:

"How sad, too bad, your dad."

75

"Say, dad, remember that story you told me about when you were expelled from college?"

"Yes."

"Well, I was just thinking, dad, how true it is that history repeats itself."

76

"Where have you been for the last four years?"

"At college taking medicine."

"And did you finally get well?"

77

Friend: And what is your son going to be when he's passed his final exam?

Father: An old man.

ENGLISH GRAMMAR EXERCISES

THE NOUN

Exercise 1. Write the plural form of the following

a) regular nouns:

story, play, glass, flag, photo, name, match, knife, bush, chief, page,
radio, roof, prize, set, key, factory, wolf, piano, class, cup, city;

b) irregular nouns:

child, goose, man, foot, mouse, woman, sheep, person, deer, tooth, ox;

c) nouns of Greek or Latin origin:

criterion, datum, formula, crisis, stimulus, index, phenomenon, medium,
oasis, nucleus, memorandum, basis, radius, analysis, symposium, hypothesis;

d) compound nouns:

fellow-worker, merry-go-round, man-of-war, passer-by, sister-in-law, forget-me-not, room-mate, lily-of-the-valley, ticket-holder, commander-in-chief, governor-general.

Exercise 2. Divide the following words into two columns: countable and uncountable nouns (you must get 25 uncountable nouns):

furniture, coffee, leaf, food, computer, list, blood, job, work, language, country, advice, information, money, progress, permit, permission, baggage, luggage, beach, traffic, weather, window, knowledge, air, water, holiday, damage, accommodation, scenery, scene, pigeon, bread, mountain, kick, news, accident, laugh, flour, laughter.

Exercise 3. Write out the nouns which are used only in the plural form (you must get 25 nouns):

athletics, cattle, scissors, taxes, pyjamas, economics, police, news, means, goods, pants, subjects, billiards, darts, outskirts, premises, mechanics, spectacles, clothes, stairs, maths, shorts, tights, gymnastics, congratulations, crossroads, patience, scales, lodgings, foundations, equipment, research, authorities, soap, contents, looks, countryside, traffic-lights, tongs, toothpaste, headphones, delays, binoculars, electronics, eyes, trousers.

Exercise 4. Fill in the blanks with the form of the verb *to be*.

A. 1. The crew___rescued by our boat. 2. Her clothes ___very fashionable. 3. Your advice___always welcome. 4. The information he gave us___very useful. 5. A little money___better than nothing. 6. That species of spiders ___commonly seen in deserts of North Africa. 7. I think her hair___dyed. 8. No news___good news. 9. I don't want to work here. The equipment___too complicated. 10. There___a lot of sheep in the field. 11. I think this ___detailed research. 12. Where___my spectacles? 13. The phenomena___unusual. 14. Mathematics___ difficult, but physics___more difficult to my mind. 15. The cattle___up the hill.

B. 1. Look out! The stairs___very old. 2. In my opinion, looks___very important for an actor. 3. The police___ responsible for these actions. 4. Criteria___changing, you know. 5. The committee___set up several months ago. 6. The traffic___very heavy in this street. Be careful at the corner. When the traffic-lights___red, don't cross the street. 7. The working wages ___ up. 8. The knowledge she has got at college___very deep. 9. The carrots___delicious. 10. The vacation___always fun. 11. The funeral ___ usually a sad occasion. 12. The evidence___against him. 13. The contents of the letter ___made public. 14. The opera-glasses___out of focus. 15. The grapes___ripe.

Exercise 5

A. Make up compound structures according to the example.

Example: *a child who is five years old — a five year old child.*

1) a man whose height is six feet; 2) a walk which covers three miles; 3) a programme which lasts half an hour; 4) a flight which takes two hours and a half; 5) a hotel having four stars; 6) a lorry which can carry 5 tonnes; 7) a field of fifty acres.

B. Paraphrase the sentences according to the example.

Example: *She's got a flat of two rooms. — She's got a two-room flat.*

His trip lasted four days. — He had a four-day trip.

1. He covered a distance of two miles. 2. Her holiday in California lasted 10 days. 3. They decided to take an interval of three hours. 4. She lives in a building that has sixteen storeys. 5. His call to Paris lasted five minutes. 6. While I was on holiday I met two charming girls of twenty years old. 7. He saw a film of two series yesterday. 8. She bought two bags of potatoes that weigh five kilos. 9. He gave us a banknote of fifty dollars to change. 10. I wrote a composition which covered twenty pages.

Exercise 6. Paraphrase the following using the possessive case.

Example: *The son of our manager — our manager's son.*

A. 1) the house of Mr. Smith; 2) a doll of the girls; 3) the works of Rembrandt; 4) a toy of the baby; 5) a meeting of the employees; 6) the bags of those women; 7) the orders of our boss; 8) the books of the children; 9) the cottage of my parents; 10) a garage of her cousin.

B. 1) coal deposits of the world; 2) the influence of the sun; 3) the atmosphere of the earth; 4) the joys and grieves of life; 5) the arrival of the ship; 6) icy mountains of Greenland; 7) the policy of the company; 8) gold reserves of Russia; 9) the gravitation of the planet; 10) the decisions of the commission.

C. 1) the mother of Kate and Mary; 2) the children of my aunt Ann; 3) the paintings by Picasso and Dali; 4) the gun of the commander-in-chief; 5) the times of Ivan the Terrible; 6) the speech of the Minister of Foreign Trade; 7) the correspondent of *the Herald Tribune*; 8) a flat of my father-in-law; 9) the wives of Henry the Eighth; 10) oil wells of Saudi Arabia.

D. 1) a cruise which lasts three weeks; 2) work which takes two hours; 3) a distance of five kilometres; 4) the operation which lasted four hours; 5) the flight which took three hours; 6) a semester of eight weeks; 7) the rest which lasted an hour; 8) a play of three acts; 9) a football match which lasts ninety minutes; 10) a telephone conversation which lasts three minutes.

THE ARTICLE

Exercise 1. Fill in the blanks with the appropriate article where necessary.

A. Geographical names

1. They travelled by car around ___ Europe last month. 2. ___ Great American Lakes are ___ Lake Huron, ___ Lake Superior, ___ Lake Ontario, ___ Lake Michigan and ___ Lake Erie. 3. ___ north of ___ Scotland is known for its wild beauty. 4. Are ___ Urals higher or lower than ___ Alps? 5. It was Burns who wrote "My heart's in ___ Highlands". 6. ___ Mediterranean Sea washes ___ Europe, ___ Asia and ___ northern coast of ___ Africa. 7. What oceans does ___ Panama Canal connect? — I suppose ___ Atlantic and ___ Pacific Oceans. 8. ___ Seine flows through ___ Paris to ___ Atlantic Ocean. 9. We get coffee mostly from ___ Brazil and ___ Columbia. 10. ___ Alaska is the biggest and coldest state in ___ USA. 11. Where are ___ Canaries situated? 12. ___ United Kingdom consists of four parts: ___ England, ___ Scotland, Wales and ___ Northern Ireland, or ___ Ulster. 13. ___ Himalayas are the highest

mountains in ___Asia. 14. I went to ___German Republic last summer, but I haven't been to ___Netherlands yet. Of course, I would like to see ___Hague. 15. ___Thames is not the longest river in ___Great Britain but it is rather wide and navigable. 16. ___America consists of two parts, ___South and North America, doesn't it? 17. In ___north there are ___Cheviots. These are the mountains which separate ___England from ___Scotland. 18. ___Brazil is the largest country of ___South America. ___Amazon, the widest river in ___world, flows there. 19. What city is the capital of ___Philippines? 20. ___Republic of China is the third largest country in ___world after Russia and ___Canada.

B. Abstract nouns and names of materials

1. ___life is impossible without ___water and ___air. 2. You can't swim in the river, ___water isn't warm enough. 3. She hurried in and found ___coffee almost boiled away. 4. ___oil is lighter than ___water. 5. He has ___deep knowledge in mathematics. 6. You can't do any work without ___knowledge. 7. ___life is ___complicated matter. 8. ___Browns lived ___quiet life somewhere in South Carolina. 9. The Moslems don't eat ___pork. 10. ___water is precious in deserts and can be found in oases. 11. This is ___coffee I am so fond of. I don't think there is ___better coffee than this. 12. ___coffee is cultivated in

the south of the island. 13. It seems to me Englishmen show ___ deep distrust of strangers. 14. He wanted to give his son ___ good education. 15. ___ air was fresh and cool. 16. Nothing can travel faster than ___ light. 17. He can give you ___ good piece of ___ advice. He is fond of giving. ___ advice. — But ___ advice he gave us did not help. 18. The patient was making ___ noticeable progress, 19. You can be satisfied with ___ progress you have made. 20. Our plane ran into ___ heavy weather.

C. School, college, etc.

1. He had a headache and didn't go to ___ work yesterday. 2. "What did you get in ___, literature?" the mother asked her daughter when she came ___ home from ___ school. 3. It was twelve o'clock but Andrew was still in ___ bed. 4. Could you give me a lift to ___ college? 5. In summer they seldom go to ___ college. 6. I like to stay at ___ home on cold evenings. 7. Have you heard anything from John lately? — Yes, he graduated from ___ Cambridge University. 8. The queen is going to open ___ new hospital in the capital next week. 9. Mom came to ___ school to see my teacher yesterday. 10. "You must do this exercise at ___ school and that one at ___ home," said our teacher in a loud voice. 11. I left my bag in ___ hospital when I was visiting Judy. 12. What a

strange building! — It's ___ prison. It was built in the last century. 13. When I came to ___ prison to see my cousin, I found out that he had escaped two days before. 14. Look at this man. Can you imagine that he was in ___ prison five years ago? 15. Let's meet at ___ church. It's on the left of ___ university. 16. I went to ___ church last Sunday but I couldn't pray. There were too many people in ___ church. 17. The doctor hoped that the patient would not stay in ___ bed for a long time. 18. Look at this ring. What a fine piece of ___ work! 19. They called a plumber to ___ prison to repair bad taps. 20. The parents were waiting for their children outside ___ school. 21. Oh, what ___ beautiful church! Let's go there to make some photos.

D. Proper names

1. ___ Mall is a wide avenue leading from ___ Trafalgar Square to ___ Buckingham Palace, the residence of the English kings. 2. The centre of ___ City is represented by three buildings: ___ Mansion House, ___ Royal Exchange and ___ Bank of ___ England. 3. When will he arrive at ___ Heathrow airport? 4. ___ Bolshoi Theatre is famous for its ballet performances. 5. What is on at ___ "Pushkinsky"? 6. ___ Princess Diana stayed at ___ Hilton Hotel. 7. People coming to London often do shopping in ___ Oxford Street.

8. ___ London Zoo is situated in ___. Regent Park in London. 9. If you are interested in churches and historical places, you should by no means see ___ Westminster Abbey, ___ Houses of Parliament, ___ St. Paul's Cathedral and ___ Tower. 10. ___ British Museum is famous for its library, one of the richest in the world. 11. The English parks — ___ Hyde Park, ___ Kensington Gardens and ___ Kew Gardens where you forget that you are in the big city, struck me most of all. 12. Julius Caesar founded ___ Tower of London. 13. Across the road from Westminster Abbey is ___ Westminster Palace, the seat of ___ British Parliament. 14. My train leaves from ___ Waterloo Station at 2.10 a.m. 15. ___ West End is the symbol of a wealthy and luxurious life. 16. If you like art galleries you should go to ___ National Gallery and ___ Tate. 17. Where do you live? — I live in ___ High Street. 18. On ___ Wednesday ___ *Financial Times* published an article about the situation in ___ North Korea. 19. Are you going to stay at ___ St. Marcus Hotel? — No, at ___ Plaza Hotel. 20. If you want to do shopping, go to ___ Oxford Street or ___ Bond Street.

E. Nouns denoting parts of the day and names of seasons

1. It was ___ evening. 2. It was ___ warm summer evening. 3. ___ evening was very pleasant. 4. Let's meet in ___ evening, I'll be very busy in ___ afternoon.

5. It was ___ early morning. 6. It snowed at ___ night. 7. We started early in ___ morning. 8. We were shivering though it was ___ warm night. 9. They got up at ___ dawn. The sun was shining brightly, there were no clouds in the sky. But they started off late in ___ morning. 10. What do you usually do in ___ autumn? 11. Russians like ___ hard winter with plenty of ___ snow and ___ frost. 12. Nature is so beautiful in ___ spring. 13. In this country ___ spring is rather wet, ___ summer is sometimes hot, ___ autumn is windy and muddy, ___ winter is seldom cold and snowy. How can people live here? I prefer ___ summer all the year round. 14. She still remembers ___ autumn when he first told her of his love. 15. Nothing can be more beautiful than green forests in ___ early spring. 16. It was ___ late autumn. 17. ___ autumn of 1996 was very warm and sunny. 18. ___ spring and love make people feel young. 19. I am going to France in ___ summer. 20. In Great Britain ___ winters are not severely cold, while ___ summers are rarely hot.

THE PRONOUN

Exercise 1. Choose the correct form of pronouns in brackets.

1. What colour is the shirt? It is so far that I can't see (it's/its/it) colour.
2. They rarely drive to (their/them/theirs) office. They live near (it's/it/its).
3. Look at (me/mine/my) new watch. Do you like (it/them/its)?
4. These books are (her/hers). Give (them/their/theirs) to (hers/her).
5. Do you like (you/your/yours) new car? — Oh, (it's/it/its) has never let me down yet.
6. (Theirs/Their/Them) work is much more difficult than (you/yours/ your) or (me/mine/my).
7. Why are (you/your/yours) sitting here? It is not (you/your/yours) desk, it is (me/mine/my).
8. This tape recorder of (her/hers/she) is always out of order. — But so is (you/your/yours)!
9. She has not read a line of (you/your/yours), how can she criticize (you/your/yours) books?
10. The clock has stopped. Something may be wrong with (it's/it/its) spring.
11. (We/Our/Ours) was the last turn.
12. (Their/Theirs/Them) knowledge of French is not much more superior to (we/our/ours).
13. He is a friend of (us/our/ours). (He/His/Him) house is opposite (us/our/ours).
14. If these gloves are neither (she/her/hers) nor (you/your/yours), then they

should be (me/my/mine). 15. He can live without (me/my/mine) help but not without (them/their/theirs).

Exercise 2. Choose the appropriate pronoun.

1. She was said that (someone/anybody) was waiting for her in the street. 2. He was standing by the window and was looking (nobody/somewhere) on the right. 3. I don't remember (someone/anyone) else. 4. Have you read (something/anything) by Oscar Wilde? 5. Could you give me (something/anything) to eat? 6. If (someone/anyone) comes, let me know immediately. 7. I haven't heard from her for a month. I am afraid, (nothing/something) has happened to her. 8. Have you read (something/anything) about this author? — No, I've read (something/nothing). 9. She refused to say (something/anything) because she thought she was being treated unfairly. 10. What's the matter? Why are you crying? Has (anything/something) happened to your mother? She told me she'd had a heart attack yesterday. 11. Would you like (something/anything) to drink? Whisky or gin? 12. She is still (nowhere/somewhere) abroad. 13. I have (anything/nothing) to add. 14. The sick man was able to get up without

(someone's/anyone's) help. 15. (Anybody/Nobody) could do this work. It's very simple.

Exercise 3. Fill in the blanks with *some, any, no* making the appropriate compounds if necessary.

1. Is there ___ here who speaks English? 2. Do you have ___ idea where I can borrow ___ money here? 3. ___ tells me you have got bad news for me. 4. He had ___ idea what to do next. 5. I am sorry, but the practical experience shows that his work is of ___ value. 6. Our professor wanted to make up _____ exercises to teach the pupils how to use a dictionary. 7. I am sorry but there is ___ message for you. 8. Hardly ___ understood what he meant. 9. We didn't think he'd succeed, but he managed _____. 10. I can't find my glasses _____. 11. If there is ___ message for me, please send it to me. 12. I don't know ___ about it. He said ___ about it in his last letter. 13. He is Mr. Know-All. He can give you ___ information you need. 14. Where can I find ___ here who can give me ___ advice on this question? 15. I don't like that every evening you go _____.

THE ADJECTIVE / THE ADVERB

Exercise 1. Choose the right word.

1. I don't like horror films. I think they are (frightening/frightened) and (boring/bored). 2. Don't look so (surprising/surprised). Of course, it was a (surprising/surprised) decision but we had no other out. 3. It was a (tiring/tired) journey. I wish I hadn't it. I feel completely (exhausting/exhausted) after. 4. The football match was (disappointing/disappointed). Our team lost the game and we left the stadium quite (disappointing/disappointed). 5. He can't remember his pupils' names. It seemed funny at first, but now it is rather (embarrassing/embarrassed). 6. So far as Mrs. Brown was concerned she did not seem to be in the least (embarrassing/embarrassed). 7. He did not come and she 'looked rather (worrying/worried). 8. The rise in crime is (depressing/depressed). 9. The pictures made a (depressing/depressed) impression on him. 10. She is not (satisfying/satisfied) with her position.

Exercise 2. Complete the sentences with the words from the box using the proper degree: *busy, few, famous, convenient, well-read, kind-hearted, straight, hot.*

1. She is easy to deal with. I think she is ___ than her sister. 2. I suppose the works of this artist are ___ abroad than in his country. 3. This armchair is ___ of all. 4. He knows a lot. He is ___ than his schoolmates. 5. Let's take this path. It's ___. 6. The street you live in is ___ than mine. 7. Days are getting ___ in July. 8. He made ___ mistakes in his class.

Exercise 3. Open the brackets and use the comparative form of the adjectives and adverbs.

1. This exercise is (simple) than that one. 2. Why are you talking? Please be (quiet). 3. New districts of Moscow are (beautiful) than the old ones. 4. He is (clever) than his brother. 5. My (old) sister is 4 years (old) than me. 6. There are (many) customers on Saturdays than on weekdays. 7. Are expensive things (good) than cheap ones? 8. Is English grammar (difficult) than Russian grammar? 9. He has made (few) mistakes than yesterday. 10. She had to give us (far) information though she didn't want to. 11. Students from Group 3 are (industrious) than those from Group 1. 12. Have you met our new colleagues,

Mr. Brown, and Mr. Green? The former is an excellent economist, (late) is a good lawyer. 13. They have got down to business without any (far) delay. 14. This matter is (urgent) than that one. 15. He plays tennis (bad) than she. 16. He's got a still (old) edition of this book. 17. Is there a (late) train passing here? 18. (far) details will be given tomorrow. 19. Motor-cycles are (noisy) than cars, aren't they?

Exercise 4. Choose the right variant.

1. Martin was the (more talented/most talented) of the two brothers. 2. Of the three shirts I like the blue one (better/best). 3. My dog is the (prettier/prettiest) of the two. 4. This summary is the (better/best) of the two presented. 5. There are nine planets in our solar system and Pluto is the (farther/farthest). 6. Mary is the (tallest/ taller) of the two girls. 7. The boss likes my plan (better/ best) of the two. 8. This is the (less difficult/least difficult) of the four cases. 9. This knife is the (sharpest/ sharper) of the two. 10. Mother was the (more/most) beautiful of seven daughters.

Exercise 5. Give the superlative form of the adjectives in brackets.

1. The Pan-American Highway is (long) road in the world. 2. The Beatles were (successful) pop group. 3. Japan has (crowded) railways in the world. 4. This is our (old) national airline. 5. The Chrysler Building was once (tall) in the world. 6. Is English (useful) language to learn? 7. This is one of (expensive) stores in the city. 8. The Queen must be (rich) woman in the world. 9. Unfortunately, I haven't heard (late) news. I think it was very interesting. 10. Is the Mona Lisa (valuable) painting in the world? 11. His house is (far) in the street. 12. February is (snowy) and (cold) month of the year here. 13. (dangerous) spider is the black widow, whose bite can kill a man in a few minutes. 14. The world's (expensive) perfume costs \$550 per bottle. 15. (deep) part of the Pacific Ocean is 11 kilometres below the sea-level. 16. I wonder what his (near) step is going to be. 17. Who are (old) members of the club? 18. It was (late) thing I expected of him. 19. The diamond is (hard) mineral in the world. 20. His house is (far) in our street.

Exercise 6. Put the adverbs in the right place.

Example: *These books are old (very).* — *These books are **very** old.*

1. I hate travelling by air (really). 2. She trusted him (entirely).
3. I understand your situation (fully). 4. It is not his fault. He did not want it to

happen (at all). 5. The rain spoiled my day (completely). 6. We did the job quickly (fairly). 7. Though he tried to persuade her, she believed his story (hard, half). 8. He believes that he is right (firmly). 9. The prices are cheap at the hotel (reasonably). 10. I was tired to eat (too, even).

Exercise 7. Complete the following sentences with the adverbs in the comparative and superlative forms (you can use the word only once): *carefully, easily, frequently, high, late, long, loud, smartly, near, quickly, fast, well.*

Example: *I was afraid to go ___ than halfway up the tower. — / was afraid to go higher than halfway up the tower.*

1. I could have found the place ___ if I had had a map. 2. We were tired and we all envied Mary, for she lived ___. 3. I like this picture ___ of all. 4. Why are you wearing these old jeans? You might have dressed ___. 5. You needn't go away yet. You can stay a bit ___. 6. To get to London by nine, we can't leave ___ than seven. It takes two hours. 7. There are a lot of robberies in our city. They happen ___ nowadays than before. 8. Do it again ___ and you won't make so many mistakes. 9. We can't hear you well. Could you speak a bit ___? 10. We all ran pretty fast, but Andrew ran ___ than me, and Sam ran ___.

Exercise 8. Open the brackets and give the correct forms of the comparative constructions.

Example: (*Much*) you read, (*well*) you will know English. — *The more you read, the better you will know English.*

1. (*Interesting*) the book is, (*fast*) you read it. 2. (*Early*) you come, (*quickly*) we finish the work. 3. (*Hot*) the weather is, (*bad*) I feel. 4. (*Soon*) he takes the medicine, (*well*) he will feel. 5. (*Little*) she ate, (*angry*) she was. 6. (*Long*) the children saw the film, (*frightened*) they felt. 7. (*Late*) you come, (*little*) you will sleep. 8. (*Much*) you study, (*clever*) you will become. 9. (*Cold*) the winter is, (*hot*) the summer will be. 10. (*Near*) you come up, (*well*) you will see the picture.

Exercise 9. Complete the sentences using the constructions *as ... as* or *not so ... as/not as ... as*. Choose the one from the box: *high, poor, beautiful, important, tall, crowded, fast, expensive, big, lazy*.

1. I know that your job is important, but my job is important too. My job is____. 2. The bicycle is fast, but the car is faster. The bicycle is____. 3. Her knowledge is poor, but he knows a bit more. His knowledge is____. 4. He is lazy, but his brother is lazy too. He is____. 5. Their furniture costs \$700, and ours is

\$870. Their furniture is _____. 6. France is big. Belgium is not a big country. Belgium is____. 7. Her wages are \$200 a week, and mine are \$150. My wages are____. 8. She is beautiful, but I like her sister better. I think, she is____. 9. He is tall, but I am taller. He is____. 10. Tverpkaya and Arbat are crowded streets. Tverskaya street is_____.

Exercise 10

A. Make up sentences according to the example.

Example: *He is (twice/old) she is. — He is twice as old as she is.*

1. He is not (half/clever) I thought. 2. It took her (three times/long) she expected. 3. She is not going to marry a man who is (twice/old) she is. 4. He can lift a box (three times/heavy) that one. 5. The new stadium is (several times/large) the old one. 6. He does it (two times/ quickly) she does. 7. Petrol is (several times/expensive) it was two years ago. 8. Her new flat is (three times/large) her old one. 9. Grapes in autumn are (several times/cheap) they are in winter. 10. He spends (twice/much) we do.

B. Change the sentences according to the example.

Example: *This book costs 4 dollars and that one costs 2 dollars. — This book costs twice as much as that one.*

1. Nick has 8 discs and I have 24 discs. 2. This TV model costs \$700 and that one \$350. 3. It took me 40 minutes and her 10 minutes to get there. 4. I earn \$2000 dollars and she earns \$1000. 5. This room is 12m² and that one is 24.

Exercise 11. Choose the appropriate adverb.

1. He lives quite (nearly/near). 2. You've come too (lately/late). 3. The mechanic examined the damaged car (closely/close). 4. It is (prettily/pretty) difficult to speak to her. 5. We have seen very little of you (lately/late). 6. She is always (prettily/pretty) dressed. 7. He (nearly/near) seized the rail. 8. I used to work (hardly/hard) to get everything I have got now. 9. His suggestion seemed (highly/high) improbable to us. 10. Her house stood (closely/close) to the river. 11. The wind was blowing so (hardly/hard) that I could (hardly/hard) walk. 12. The actress (justly/just) deserved the prize. 13. The plane flew (highly/high), we could (hardly/hard) see it. 14. (Shortly/Short) after graduating I moved to the capital. 15. I could see the house door which was (widely/wide) open.

THE NUMERAL

Exercise 1. Write these numbers in English:

- | | |
|-------------------|--|
| 1) 567 | 11) 3 August |
| 2) $6\frac{1}{2}$ | 12) 969 64 85 (telephone number) |
| 3) 3,267 | 13) ~3 Centigrade |
| 4) 8.93 | 14) (In) 1907 |
| 5) 0.34 | 15) 3^3 |
| 6) $7\frac{1}{2}$ | 16) 3,000,000,000 |
| 7) 2,359,000 | 17) 7,082 |
| 8) 11.06 | 18) 40-0 (the result in a tennis game) |
| 9) 58 % | 19) 37 % |
| 10) 9 May | 20) 4-1 (the result in a football match) |

Exercise 2. Write the answers to these sums and read them aloud:

- 1) 47 and 34 is __. 2) 33 multiplied by 4 is __. 3) 45 times 4 is __.
4) 314 plus 216 is __. 5) 112 minus 45 is __. 6) Add 12 and 4, multiply by 8, then subtract 40 and divide by 11. You have got __. 7) 90 divided by 6 is __. 8) Divide 66 by 11, multiply by 5, add 20, and subtract 18. You have got __.

THE VERB

Exercise 1. Give the interrogative and the negative forms of the sentences.

1. They are to meet at 9 o'clock sharp. 2. She was to arrive at five o'clock in the afternoon. 3. We were to meet under the Big Clock at the station. 4. The luggage is to be examined at the customs office. 5. The traffic regulations are to be observed. 6. He is to do the work tomorrow. 7. He is to leave for Washington one of these days. 8. Jack is to speak to the top manager tonight. 9. The delegation is to arrive in Moscow in a week. 10. Mr. Black is to take part in the talks.

Exercise 2. Give the interrogative and negative forms of the following sentences:

1. He has a lot of experience. 2. She has a bath every day. 3. She has got a lot of jewelry. 4. They have a lot of rare plants in their garden. 5. She usually has a rest after dinner. 6. They had late supper tonight. 7. We have got a lot of

problems now. 8. They had a pleasant voyage last summer. 9. Her mother has a flat in the High Street. 10. The president has a bad cold.

Exercise 3. Choose the right variant making all necessary changes.

1. What I (be/have) to do? 2. Not a sound (be/have) to be heard. 3. They were late, they (be/have) to wait for the bus. 4. According to the plan we (be/have) to finish the work in two days. 5. A new reader (be/have) to appear in the near future. 6. He (be/have) to buy a small car because he did not have enough money for a bigger one. 7. She (be/have) to buy the tickets for the next day because all the tickets had been sold out. 8. A new satellite (be/ have) to be launched in June. 9. We (be/have) to hurry because our friends were waiting for us. 10. The lecture (be/have) to begin at 11 o'clock.

Exercise 4. Open the brackets and use the proper tense.

1. Linda and I (work) for a company, which (produce) automobiles. 2. We both (work) at an office which (be) just in front of the factory where cars (be made). 3. I (start) work at ten o'clock, and Linda (come) to the office at nine. 4. She (be) good at typing, she (write) letters and reports every day. 5. She (not know) French very well, so she often (go) to the sixth floor where I (work).

6. I sometimes (help) her translate letters, as I (know) French rather well.
7. Linda also (answer) telephone calls, sometimes she (show) visitors around the factory. 8. She (do) common paperwork, she (write) memos, (file) reports, (answer) letters. 9. She often (arrange) meetings for her boss and other managers of the company. 10. You (understand) what her job (be)? Yes, she (be) a secretary. 11. But she (not like) her job and (want) to be a manager.

Exercise 5. Find and correct fifteen mistakes in the spelling of the following present participles:

copiing, putting, translateing, telling, closing, sitting, seing, giving, meetting, being, forgeting, lieing, getting, filing, swimming, betting, quitting, spreadding, eatting, begining, paing, opening, cutting, forbiding, laying, splitting, winning, dying, stoping.

Exercise 6. Open the brackets and put the verb into the Present Indefinite or the Present Continuous Tense.

1. Be quiet, please. We (work) at the translation and you (make) a lot of noise. 2. He always (go) for a walk in the evening. 3. Where is Jack? — He (meet) his girlfriend at the station. She (come) at 12 o'clock. 4. She (cry).

Is something wrong? 5. In the morning I (have) little time, so I (take) a shower in the evening. 6. A decade (describe) a period of ten years. 7. Her brother (work) in Canada at present. 8. She always (dream) but (do) nothing to realize her dreams. 9. He (be) so suspicious to me at the moment. I wonder why. 10. Hurry up, Jane! We all (wait) for you. 11. Turn off the gas. Don't you see the kettle (boil)? 12. The children are still ill but they (get) better gradually. 13. Don't bother her. She (take) her French lesson: she always (take) it in the morning. 14. The living standards (change). Every month things (get) more expensive. 15. Tom and Mary (leave) for the Netherlands tomorrow. 16. I have just started English courses. I (study) English grammar. 17. Mercury (boil) at 357.23 degrees Centigrade. 18. We must buy new plates. — It's useless. You always (break) plates. 19. It (surprise) me that they can't sell their flat. 20. A woman who (look) after other people's children is a nanny.

Exercise 7. Open the brackets and give the proper forms of the Past Indefinite Tense.

1. The building of the trade centre (begin) a month ago. 2. It (be) bitterly cold yesterday. I (put) on my warm coat but I (catch) a cold still. 3. The postman (bring) the morning mail only at 10 o'clock. 4. I (see) you the other day coming

out of the library with a stack of books. Are you preparing for the exams? 5. We (have) a picnic yesterday, but the rain (spoil) the whole pleasure. 6. You (go) to the South when you (be) a child? 7. As soon as I came up, they (get) into a taxi and (go) away. 8. What sights you (see) when you (be) in Egypt? 9. Every winter Nick (go) to the Swiss Alps to ski. 10. He (come) in, (take) off his hat, (move) a chair to the table and (join) the conversation. 11. When he (arrive)? — The plane was delayed and he (come) two hours later. 12. How much your bag (cost)? — I (pay) \$80 for it.

Exercise 8.

A. Give news about yourself and other people to a friend of yours. Use the words given to make sentences in the Present Perfect Tense.

Example: *My sister/get married.* — *My sister has got married.*

1. I/find/a new job. 2. My father/retire. 3. Jane and Mike/go to work/to Australia. 4. I/buy/a new motorcycle. 5. My niece/start to walk. 6. The Browns/move/to another town. 7. Jack's Grandpa/die. 8. I/join/another football club. 9. Nick and Rita/divorce. 10. John/receive/ a fortune, he/become/a millionaire.

B. Ask your friend who is in the USA questions about what he or his relatives have seen or done (use the Present Perfect Tense).

Example: *You/have/a good journey? — Have you had a good journey?*

1. You/already/see/the Great American Lakes?
2. You/be/to Broadway? Mike/manage to see/the Statue of Liberty?
3. What/new places/your brother/show to you?
4. Ann/visit/the White House?
5. Your father/get/promotion?
6. You/receive/your driving license?
7. Your brother/change/a car?
8. What kind of house/you/buy?

C. Say what you or your friends have not done yet (year, month, etc.).

Example: *I/not be/to the theatre/this month. — I have not been to the theatre this month.*

1. Sue/not read/Gone with the Wind/yet.
2. Jill/not enter/London University/this year.
3. Larry/not produce/ a new film/yet.
4. Peggy and Paul/not move/to another flat this month.
5. Pete/not finish/his project yet.
6. My cousin/not get married/this month.
7. Mrs. Brown/not recover/yet.
8. They/not go/on business/this week.

Exercise 9. Fill in the blanks with shall or will.

1. Tomorrow it _____ be cold and wet. 2. He _____ be fifty in June. 3. It's too dark to go. I _____ call a taxi. 4. _____ I give you a lift? 5. _____ you help me with this bag? 6. I _____, beat you if you do it again 7. _____ I close the window? 8. _____ you close the window? 9. There is a car pulling down. — Oh, that _____ be John. 10. I doubt if he _____ come soon. 11. _____ we go on with our work? 12. Don't worry, I _____ not be late. 13. I suppose you _____ be pretty busy tomorrow.

Exercise 10. Open the brackets and use either the Future Indefinite or the Present Continuous Tense.

1. I've bought a typewriter, I (learn) to type. 2. No, I (not eat) meat any more. I am a vegetarian. 3. What's I wrong? — I've got a flat tyre. — No problem. I (help) you. 4. I (punish) you if you continue doing it. 5. The forecast says it (rain). 6. You (air) the room? — Certainly. 7. Nick, my TV set is again out of order. — O.K. I (fix) it. 8. I suppose he (come). 9. He (help) you if you ask him. 10. What you (do) this evening? 11. He (be) busy tomorrow. He (sendee) his car. 12. Lucy (not go) anywhere this summer. Her son (go) to college. 13. Ann is very angry with him. I am afraid she (not stay) here another minute. 14. I (give) you another piece of cake? — No, thanks, that (do). 15. You (help) me with this

bag? 16. I (send) the letter? 17. I am afraid, it (be) difficult for you to stay there so long. 18. Where we (meet)? Victoria Station (be) all right? 19. In the 21st century people (fly) to Mars and other planets. 20. I (go) to the country for the weekend. — I (go) with you. 21. You (turn down) the radio, please?

QUESTIONS

Exercise 1. Form the general questions.

Example: *My brother likes skating.* — *Does my brother like skating?*

1. He translates a lot of letters into English. 2. I had an early morning call at seven o'clock. 3. Little children like to ask many questions. 4. Their classes will last till four o'clock tomorrow. 5. I've already done this task. 6. She spends a lot of time on her English. 7. My children are at college. 8. They had supper at 7 o'clock. 9. I am going to play tennis in the evening. 10. They were writing when I came. 11. She can play the guitar very well. 12. There are many people in the library now. 13. Brazil won the football World Cup in 1994. 14. He has already read a lot of English books. 15. They have classes at 9 every day.

Exercise 2. Form the alternative questions to the words in bold type.

Example: *My brother likes skating. (3)* — *Does your brother like skating or skiing? Does your or his brother like skating? Does your brother or Pete like skating?*

1. The film was exciting. (2) 2. Thousands of people visited the exhibition.
(2) 3. He watches TV every day. (3) 4. They can go to the country on Friday.
(3) 5. She has painted the walls. (3)

Exercise 3. Correct the mistakes if any.

1. Don't forget to bring the book, will you? 2. There aren't any apples left, are they? 3. He is sure to come, doesn't he? 4. Let's come a bit earlier to have better seats, don't we? 5. It isn't raining now, is it? 6. You and I talked to him last week, didn't you? 7. He won't be leaving tomorrow, will he? 8. She has never been afraid of anything, hasn't she? 9. They have got two children, do they? 10. The boys don't have classes today, do they? 11. I am to blame, aren't I? 12. We like to swim in the swimming pool, do we? 13. Nobody has come yet, haven't they? 14. Please turn off the light, don't you? 15. He has never come back, hasn't he?

Exercise 4. Put the words into the correct order (you must get special questions):

- 1) time, his, always, who, in, is, lessons, for?
2) going, a, what, her, about, he, week, is, to, in, write, to?

- 3) about, did, speak, last, in, what, week, class, you?
- 4) this, you, read, how, month, books, have, many?
- 5) people, the, to, at, prefer, sometimes, do, study, why, library?
- 6) many, France, he, been, how, to, times, has?
- 7) kind, brave, we, of, call, people, what, do?
- 8) draws, which, them, well, of?
- 9) today, have, the, what, radio, heard, on, news, you?
- 10) USA, states, in, there, the, many, are, how?

Exercise 5. Correct the mistakes if any.

1. How often you have your English classes?
2. What you do at English lessons?
3. What you prepared for your lesson?
4. Who were absent from the previous lesson?
5. How many points you got for your exam?
6. Who do you usually go home with?
7. What countries the USA borders upon?
8. When did the briefing take place?
9. Who knows this district well?
10. Who did phone yesterday?
11. How long you have been studying English?

Exercise 6. Form the special questions to the words in bold type (the number of questions is given in brackets).

Example: *He went **to the theatre** (3). — Who went to the theatre? What did he do? Where did he go?*

1. **My working** day lasts **eight hours**. (3)
2. They **discussed** a **lot** of articles **on economics last** weekend. (6)
3. **I have read this book** in the original. (3)
4. They were watching TV when **I came**. (4)
5. I was absent **because** I was **ill**. (2)
6. It took **me two hours** to get there. (2)
7. **They** are going **to travel by car**. (3)
8. I always speak English **to him**. (3)
9. She will **do the work in two days' time**. (3)
10. I taught him **to swim**. (3)

ЗАКЛЮЧЕНИЕ

Целью пособия является совершенствование навыков говорения, чтения и перевода с помощью профессионально ориентированных текстов, посвященных вопросам образования и воспитания.

К каждому тексту разработаны задания для контроля понимания прочитанного и обсуждения в аудитории, что позволяет сформировать необходимый педагогу терминологический аппарат на английском языке, подготовиться к его использованию в практической деятельности.

Для систематизации полученных знаний в практикум включены упражнения по основным разделам грамматики английского языка.

Использование пособия при обучении иностранному языку способствует развитию устной и письменной профессионально ориентированной речи в процессе межкультурного взаимодействия.

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