

А. П. Голубев
Н. В. Балюк
И. Б. Смирнова

АНГЛИЙСКИЙ ЯЗЫК

11-е издание

ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ



А. П. ГОЛУБЕВ, Н. В. БАЛЮК, И. Б. СМИРНОВА

АНГЛИЙСКИЙ ЯЗЫК

Допущено

*Министерством образования Российской Федерации
в качестве учебного пособия для студентов образовательных
учреждений среднего профессионального образования,
обучающихся по группе специальностей «Образование»*

7-е издание, стереотипное



Москва
Издательский центр «Академия»
2013

УДК 802.0(075.32)
ББК 81.2Англ-9я723
Г621

Авторы:

Н. В. Балюк — разд. II (тексты и упражнения), III, IV;
А. П. Голубев — разд. II (грамматическая теория); *И. Б. Смирнова* — разд. I, V.

Рецензенты:

кандидат педагогических наук, зав. кафедрой иностранных языков
Российской международной академии туризма *Н. П. Мишура*;
преподаватель Московского технологического колледжа питания *Э. С. Дмитриева*

Голубев А. П.

Г621 Английский язык : учеб. пособие для студ. сред. проф. учеб. заведений / А. П. Голубев, Н. В. Балюк, И. Б. Смирнова. — 7-е изд., стер. — М. : Издательский центр «Академия», 2009. — 336 с.
ISBN 978-5-7695-6075-0

Учебное пособие, нацеленное на развитие у студентов навыков современной английской устной и письменной речи, в соответствии с программой курса состоит из пяти разделов, каждый из которых содержит тематически подобранные тексты, ситуативно ориентированные диалоги, культуроведческие заметки, грамматический справочный материал, упражнения; в конце книги дан краткий англо-русский словарь.

Для студентов средних профессиональных учебных заведений. Может быть полезно также учащимся школ, учителям.

УДК 802.0(075.32)
ББК 81.2Англ-9я723

Учебное издание

**Голубев Анатолий Павлович, Балюк Наталья Владимировна,
Смирнова Ирина Борисовна**

Английский язык

Учебное пособие

Редактор *А. И. Миронова*. Ответственный редактор *Н. П. Галкина*.
Технический редактор *О. С. Александрова*.

Компьютерная верстка: *Н. В. Протасова*. Корректор *Г. В. Лаврик*

Изд. № 107103426. Подписано в печать 25.09.2008. Формат 60×90/16. Бумага офсетная № 1. Печать офсетная. Гарнитура «Таймс». Усл. печ. л. 21,0. Тираж 10 000 экз. Заказ № 3840.

Издательский центр «Академия». www.academia-moscow.ru

Санитарно-эпидемиологическое заключение № 77.99.02.953.Д.004796.07.04 от 20.07.2004. 117342, Москва, ул. Бултерова, 17-Б, к. 360. Тел./факс: (495) 330-1092, 334-8337.

Отпечатано с электронных носителей издательства.

ОАО «Тверской полиграфический комбинат». 170024, г. Тверь, пр-т Ленина, 5.

Телефон: (4822) 44-52-03, 44-50-34, Телефон/факс: (4822) 44-42-15

Home page - www.tverpk.ru Электронная почта (E-mail) - sales@tverpk.ru 

*Оригинал-макет данного издания является собственностью
Издательского центра «Академия», и его воспроизведение любым способом
без согласия правообладателя запрещается*

© Голубев А. П., Балюк Н. В., Смирнова И. Б., 2004
© Голубев А. П., Балюк Н. В., Смирнова И. Б., 2007,
с исправлениями
© Образовательно-издательский центр «Академия», 2007
© Оформление. Издательский центр «Академия», 2007

ISBN 978-5-7695-6075-0

Предисловие

Настоящее учебное пособие написано в соответствии с программой курса. В задачу курса входит повторение и обобщение материала, изученного в средней школе, а также развитие и совершенствование навыков устной и письменной речи студентов в повседневной жизни и в сфере их будущей профессиональной деятельности, создание необходимой базы знаний для чтения и понимания литературы на английском языке. Одной из целей, которые ставили авторы пособия, было научить студентов составлять и заполнять документацию, необходимую для продолжения учебы или трудоустройства за рубежом, писать деловые письма.

Учебное пособие состоит из пяти разделов:

I. Вводно-коррективный фонетический курс.

II. Основы практической грамматики.

III. Страноведение. Культура.

IV. Профессиональная деятельность специалиста.

V. Деловой английский.

Курс составлен в соответствии с программой по иностранному языку на базе основного общего образования и рассчитан на 204 часа обязательных аудиторных занятий. При этом пособие может быть использовано и на базе среднего (полного) общего образования (120 часов обязательных учебных занятий), так как оно охватывает все темы, предусмотренные программой. Речь в таком случае будет идти лишь о сокращении времени на повторение наиболее простых разделов (особенно фонетики, грамматики и некоторых разговорных тем, уже изученных в школе). Вводно-коррективный фонетический курс и краткое изложение основ практической грамматики позволяют также использовать данное пособие для начинающих изучать английский язык (например, для тех, кто в школе изучал немецкий язык, но хотел бы начать изучать английский). Поскольку в данном учебном пособии акцент сделан на практической стороне освоения английского языка, теоретический материал излагается по возможности предельно кратко и просто. Система упражнений включает задания различных типов в зависимости от степени усвоения студентами теоретического материала.

Задачей первого раздела «Вводно-коррективный фонетический курс» является выработка навыков правильного произношения, устранение типичных ошибок. Для понимания и преодоления студентами характерных трудностей английские звуки рассматриваются в сравнении и сопоставлении с русскими. В данном разделе имеется много моделей для тренировки звукопроизношения, а также упражнений на чтение и правописание английских слов. Кроме фонетических упражнений здесь вводятся также легкие разговорные модели на темы: «Семья», «Визитная карточка», «Этикет».

Следующий раздел «Основы практической грамматики» содержит краткие теоретические сведения, контрольные вопросы, учебные тексты и упражнения к ним. Авторы сочли целесообразным дать краткую, но целостную картину английской грамматики, которая в дальнейших разделах дополняется нужными деталями. Поэтому грамматика здесь излагается весьма сжато. Легкие для понимания грамматические темы объединяются и рассматриваются в одном уроке, а более сложные — отдельно.

Название данного раздела вовсе не означает, что изучение грамматики на этом и заканчивается, поскольку в следующих разделах содержатся упражнения на повторение уже пройденных грамматических тем.

Упражнения и лексический материал расположены по принципу «от простого к сложному». Сначала даются задания типа «Вставьте недостающее слово», «Правильно расставьте слова в предложении», «Измените предложения по предлагаемой модели», «Переведите на английский язык» и т.д. По мере изучения студентами основных разговорных тем и основ грамматики добавляются задания: «Ответьте на вопросы», «Перескажите текст», «Задайте вопросы» и т.д.

В третьем разделе «Страноведение. Культура» основной задачей является расширение словарного запаса и выработка коммуникативных навыков. Поэтому сюда включаются такие задания, как «Подготовьте доклад на тему...», «Напишите небольшое сочинение на тему...» и т.д., а также задания, требующие от студента умения применить свои знания в конкретной ситуации, например: «Разыграйте сцену», «Найдите выход из ситуации» и т.д. В каждой теме повторяются изученные в предыдущем разделе грамматические явления.

В конце каждого из трех разделов для итоговой проверки знаний даются тесты.

В четвертом разделе «Профессиональная деятельность специалиста» изучаются темы, непосредственно связанные с будущей работой выпускников среднего учебного заведения. Цель данного раздела — сформировать умение вести беседы на профессиональные темы, читать специальную литературу. Лексика раздела включает основные термины и понятия по специальности. Кроме вы-

шеупомянутых здесь даются также задания проблемного характера, требующие дополнительных общенаучных знаний студентов. В конце данного раздела помещены также тексты из художественной литературы по теме «Образование. Воспитание».

В пятом разделе «Деловой английский» перед студентами ставятся более узкие задания типа «Переведите документ», «Напишите письмо в иносфирму», «Составьте резюме». Некоторые задания и темы этого раздела имеют отчасти факультативный характер и предназначены для продвинутых групп.

Книга снабжена поурочным словарем, вводящим новую лексику. Кроме того, в конце пособия имеется общий краткий англо-русский словарь. Раздел «Деловой английский» предполагает также развитие навыков самостоятельной работы со словарем, поэтому поурочный словарь в нем не дается, хотя основные термины и понятия объясняются и переводятся.

В целом в программе данного курса 12 часов отведено на изучение фонетики, 60 часов — на изучение основ грамматики, 54 часа — на раздел «Страноведение. Культура», 46 часов посвящены кругу тем по специальности, 28 — деловому английскому, 4 часа остаются в резерве.

Материал всех разделов для большего удобства распределен по урокам. Понятие «урок» здесь является тематическим, т.е. объединяет определенный круг вопросов, а вовсе не означает «один час» или «одно занятие». Конкретное количество часов, отводимых на каждый урок, может устанавливаться преподавателем с учетом степени подготовленности учащихся.

Предполагается, что по окончании курса выпускник должен владеть лексическим (1200—1400 лексических единиц) и грамматическим минимумом, необходимым для чтения и перевода (со словарем) текстов профессиональной направленности, обладать элементарными умениями общения на иностранном языке, знать профессиональные термины, понимать основные фразеологические обороты.

Авторы

Английский алфавит

| Печатные буквы | Название букв | Печатные буквы | Название букв |
|-------------------|------------------|-------------------|------------------|
| A a | [eɪ] | N n | [en] |
| B b | [bi:] | O o | [ou] |
| C c | [si:] | P p | [pi:] |
| D d | [di:] | Q q | [kju:] |
| E e | [i:] | R r | [ɑ:] |
| F f | [ef] | S s | [es] |
| G g | [dʒi:] | T t | [ti:] |
| H h | [eɪtʃ] | U u | [ju:] |
| I i | [aɪ] | V v | [vi:] |
| J j | [dʒeɪ] | W w | [ˈdʌblju:] |
| K k | [keɪ] | X x | [eks] |
| L l | [el] | Y y | [waɪ] |
| M m | [em] | Z z | [zed] |

I. ВВОДНО-КОРРЕКТИВНЫЙ ФОНЕТИЧЕСКИЙ КУРС

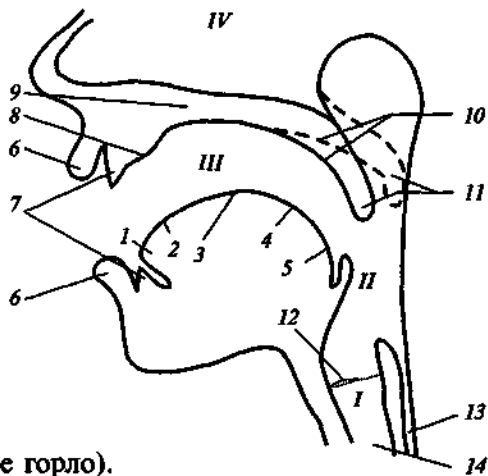
ВВЕДЕНИЕ

Органы речи.
Фонетическая транскрипция.
Основные особенности английского
произношения.
Гласные звуки и согласные звуки.
Ударение.
Редукция гласных звуков.

Органы речи

Звуки английского языка значительно отличаются от русских, и их произношение часто вызывает трудности. Для их преодоления и постановки правильного произношения прежде всего необходимо знать устройство речевого аппарата человека:

- I* — полость гортани;
II — полость зева;
III — полость рта;
IV — полость носа;
1 — кончик языка;
2 — передняя часть
спинки языка;
3 — средняя часть
спинки языка;
4 — задняя часть
спинки языка;
5 — корень языка;
6 — губы;
7 — зубы;
8 — альвеолы;
9 — твердое нёбо;
10 — мягкое нёбо;
11 — язычок;
12 — голосовые связки;
13 — пищевод;
14 — трахея (дыхательное горло).



Фонетическая транскрипция

Фонетическая транскрипция — это обозначение условными знаками звуков языка. Каждый знак фонетической транскрипции соответствует одному звуку. В английском языке 44 звука (14 гласных, 24 согласных и 10 так называемых дифтонгов, т. е. звуков, состоящих из двух гласных элементов). Количество звуков не равно количеству букв английского алфавита, которых 26.

Знаки фонетической транскрипции часто заключают в квадратные скобки.

Знаки международной фонетической транскрипции

| Звуки | Примеры слов, в которых имеются данные звуки | Звуки | Примеры слов, в которых имеются данные звуки |
|----------|----------------------------------------------|-----------|----------------------------------------------|
| Гласные | | Согласные | |
| [i:] | eat [i:t] | [p] | pen [pen] |
| [ɪ] | bit [bɪt] | [b] | boot [bu:t] |
| [i] | happy [ˈhæpi] | [t] | tent [tent] |
| [e] | egg [eg] | [d] | dog [dɒg] |
| [æ] | axe [æks] | [k] | cat [kæt] |
| [ɑ:] | arm [ɑ:m] | [g] | gift [ɡɪft] |
| [ɒ] | ox [ɒks] | [f] | fox [fɒks] |
| [ɔ:] | all [ɔ:l] | [v] | vase [va:z] |
| [ʊ] | book [bʊk] | [s] | sack [sæk] |
| [u] | continuation [kənˌtɪnjuˈeɪʃən] | [z] | zoo [zu:] |
| [u:] | moon [mu:n] | [ʃ] | ship [ʃɪp] |
| [ʌ] | cup [kʌp] | [ʒ] | garage [ˈgærɑ:ʒ] |
| [ɜ:] | earn [ɜ:n] | [θ] | thin [θɪn] |
| [ə] | supporter [səˈpɔ:tə] | [ð] | then [ðen] |
| Дифтонги | | [tʃ] | chair [tʃeə] |
| [eɪ] | eight [ˈeɪt] | [dʒ] | jug [dʒʌg] |
| [əʊ] | oak [əʊk] | [h] | hat [hæt] |
| [aɪ] | item [ˈaɪtəm] | [m] | mail [meɪl] |
| [aʊ] | down [daʊn] | [n] | nest [nest] |
| [ɔɪ] | boy [bɔɪ] | [l] | log [lɒg] |
| [ɪə] | beer [bɪə] | [r] | rag [ræg] |
| [ɪə] | familiar [fəˈmɪliə] | [ɪŋ] | king [kɪŋ] |
| [eə] | bear [beə] | [jɒt] | yacht [jɒt] |
| [ʊə] | tour [tuə] | [w] | well [wel] |
| | actual [ˈæktʃuəl] | | |

Основные особенности английского произношения

Прежде чем приступить к работе с отдельными звуками английского языка, отметим некоторые общие отличия артикуляции английских звуков от русских.

1. Англичанам не свойственно энергично двигать губами, сильно их округлять, растягивать или выдвигать.

2. При произнесении нейтральных русских звуков губы более расслаблены и уголки губ опущены. У англичан же губы более напряжены и уголки губ приподняты, что слегка напоминает улыбку.

3. При произнесении английских *согласных* звуков язык больше отодвинут назад, находится в более низком и плоском положении, чем при произнесении русских согласных. Поэтому они не смягчаются и произносятся твердо, за исключением [ʃ], [ʒ], [tʃ], [dʒ], а также [ɪ] перед гласными i, e, u.

4. При произнесении английских *гласных* язык чаще находится в задней части ротовой полости, а при произнесении русских — преимущественно в передней части.

Этим определяются некоторые характерные особенности звуков в английском языке.

Гласные звуки

1. Гласные звуки английского языка в отличие от русских делятся на долгие и краткие. Долгие гласные произносятся более напряженно, чем краткие. Например: [i] — [i:], live [lɪv] — leave [li:v]. Но не все краткие гласные имеют парный долгий звук.

2. Дифтонги и гласные звуки [i:], [u:] характеризуются скользящей артикуляцией от одного элемента к другому. В русском языке такие звуки отсутствуют.

Согласные звуки

1. В английском языке глухие согласные звуки произносятся более энергично, чем в русском.

2. Для английской речи важно различение конечных глухих и звонких звуков, поскольку оно является смысловым. Например:

| | | |
|-------------|---|--------------|
| cap [kæp] | — | cab [kæb] |
| back [bæk] | — | bag [bæg] |
| leaf [li:f] | — | leave [li:v] |
| hat [hæt] | — | had [hæd] |

3. При произнесении английских согласных звуков [t], [d], [l] и носового [ŋ] кончик языка прикасается к альвеолам, а не к верхним зубам, как при произнесении русских [т], [д], [л], [н].

Одной из наиболее распространенных ошибок русских учащихся является оглушение английских звонких согласных в конце слова.

4. Глухие согласные звуки [p], [t], [k] произносятся с придыханием. Оно особенно заметно перед долгим гласным ударного слога. С предшествующим звуком [s] эти звуки произносятся почти без придыхания:

| | | |
|-----------------------------|---|---------------|
| park [p ^h ɑ:k] | — | speak [spi:k] |
| tea [t ^h i:] | — | stay [steɪ] |
| course [k ^h ɔ:s] | — | skate [skeɪt] |

Словесное ударение

В английском языке, так же как и в русском, ударение в слове может приходиться на разные слоги. Ударение в транскрипции обозначается знаком, который ставится перед началом слога:

possible [ˈpɒsəbəl], impossible [ɪmˈpɒsəbəl].

В английских многосложных словах могут быть два ударения различной силы: главное и второстепенное. Значок главного ударения ставится вверху, а второстепенного — внизу:

possibility [ˌpɒsəˈbɪlɪti].

Ударение в английском языке может служить различителем частей речи. Например:

| | |
|------------------|--------------------------------------|
| desert [ˈdezət] | <i>пустыня</i> (существительное) |
| desert [dɪˈzɜ:t] | <i>опустошать; покидать</i> (глагол) |

Кроме того, в английском языке ударение может служить для различения словосочетаний и сложных слов:

| | |
|--------------------------|-----------------------|
| blackboard [ˈblækbo:d] | <i>классная доска</i> |
| black board [ˈblækˈbɔ:d] | <i>черная доска</i> |

Фразовое ударение

Английская фраза очень ритмична: каждый второй слог является ударным. Фраза может начинаться, в зависимости от ее структуры, или ударным, или безударным слогом.

Ударением обычно выделяются:

- существительные, прилагательные, знаменательные глаголы и наречия;
- числительные;
- вопросительные, указательные и эмфатические местоимения;
- союзы и предлоги, состоящие из 2-х и более слогов.

Ударением обычно не выделяются:

— личные, притяжательные, возвратные и относительные местоимения;

— артикли.

Иногда ударением выделяются вспомогательные глаголы:

— в начале вопроса;

— в отрицательных предложениях;

— для выражения эмоций.

Слово, несущее усиленное ударение в английской фразе, называется *эмфазой*. Это может быть любое слово, в зависимости от идеи, которую выражают. За ним всегда следует пауза.

Главное ударение во фразе обозначается в транскрипции двумя штрихами ("").

Редукция гласных звуков

В английском языке, так же как и в русском, неударный гласный звук произносится неотчетливо: либо изменяется качество гласного, либо сокращается его долгота, либо звук полностью выпадает. Например: interval ['intəvəl], pencil ['pensəl], begin [bi'gin], away [ə'wei].

Интонация

Для графического изображения интонации употребляют следующие условные знаки:

—— ударный слог;

• неударный слог;

⤵ падение тона в ударном слове;

⤴ повышение тона в последнем ударном слове;

== диапазон тона голоса, т. е. границы самого высокого и самого низкого тона;

≡ короткая пауза;

| более долгая пауза;

|| очень долгая пауза.

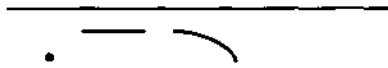
Основные интонационные контуры английского предложения

1. В повествовательных предложениях обычно употребляется нисходящий тон:

It's late.
[its leɪt]

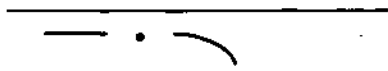


I feel well.
[aɪ fi:l wel]



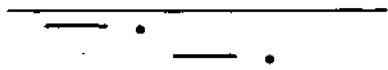
2. В побудительных предложениях, выражающих приказание или запрещение, употребляется нисходящий тон:

Let him speak.
[let him spi:k]



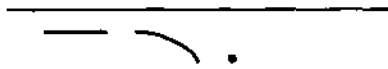
3. В побудительных предложениях, выражающих просьбу, употребляется восходящий тон:

Spell the word, please.
[spel ðə wɜ:d pli:z]

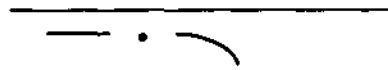


4. Восклицательные предложения произносятся с нисходящим тоном:

How funny!
[haʊ fʌni]



What a scene!
[wɒt ə si:n]



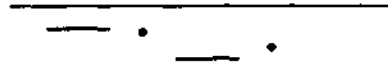
Интонация вопросов

1. В *общем вопросе* обычно употребляется восходящий тон:

Am I late?
[æm aɪ leɪt]

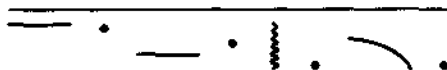


Is he busy?
[ɪz hi bɪzi]



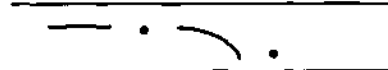
2. В *альтернативном вопросе* первая часть произносится с восходящим тоном, вторая часть — с нисходящим тоном:

Is it Thursday or Friday?
[ɪz ɪt θɜ:zdi ə fraɪdi]



3. *Специальный вопрос* произносится с нисходящим тоном:

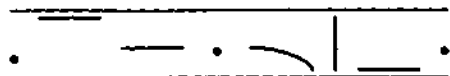
Who is ready?
[hu: ɪz redi]



4. В *расчлененных вопросах* повествовательная часть предложения произносится с нисходящим тоном, вопросительная — с восходящим тоном:

The room isn't light, is it?

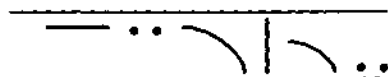
[ðə ru:m ɪzənt laɪt ɪz ɪt]



Когда говорящий не сомневается в правильности своего высказывания, употребляется нисходящий тон:

Peter is eight, isn't he?

[pi:tə ɪz eɪt ɪzənt hi:]



УРОК 1

| | |
|-----------------------|--------------------------------|
| Звуки и буквы: | Гласные переднего ряда. |
| | Согласные. |
| Text: | The Whites. |

Гласные переднего ряда

Гласные переднего ряда образуются с помощью передней части языка вместе с кончиком.

[i:]

Долгий гласный [i:] — более открытый звук, чем русский [и]. Это означает, что средняя часть спинки языка поднимается к твердому нёбу несколько меньше, чем для русского [и]. Кончик языка при этом касается нижних зубов, а губы растягиваются, слегка обнажая зубы. Например: eat [it].

[i], [ɪ]

Положение органов речи почти такое же, как и при произнесении звука [i:]. Но средняя часть спинки языка выгибается кверху чуть меньше. Нужный оттенок звука лежит между русскими [и] и [э]. Звук [i] чуть более долгий, чем [ɪ], и встречается в конце многосложных слов. Например: bit [bit], glossary ['glɒsəri].

[e]

Кончик языка касается нижних зубов. Средняя часть спинки языка выгибается вперед и кверху, но не так высоко, как для произнесения звука [i]. Углы губ оттягиваются в стороны. Рот открывается чуть шире, чем для [ɪ]. Например: egg [eg].

[æ]

Традиционно звук [æ] считается кратким гласным. Но в словах sad, bad, bag, jam, map он звучит протяжно. Кончик языка касается нижних зубов, передняя часть языка лежит ниже, чем при произнесении звука [e]. Расстояние между челюстями широкое. Данный звук представляет собой нечто среднее между русскими [э] и [а] перед мягким согласным. Например: axe [æks].

Согласные

В указанных ниже парах звуков каждый первый звук глухой, каждый второй — звонкий.

Шумные смычные

[p], [b]

Губы напряжены больше, чем при произнесении русских [п] и [б], и чуть растянуты. Они на секунду плотно смыкаются, мгновенно размыкаются, и струя воздуха с шумом выходит в ротовую полость. Звук [p] перед долгим ударным гласным произносится с придыханием. Например: pen [pen], boot [bu:t].

[t], [d]

При произнесении английских [t], [d] язык отодвигается назад, а его кончик прикасается к альвеолам. При образовании русских [т] и [д] кончик языка прикасается к передним верхним зубам. Звук [t] сопровождается придыханием. Например: tent [tent], dog [dog].

[k], [g]

Английский звук [k] в отличие от русского [к] произносится с придыханием. Звук [g] похож на русский звук [г]. Например: cat [kæt], gift [gift].

Шумные щелевые

[f], [v]

Нижняя губа прижимается к верхним резцам не внутренней стороной, как при произнесении русских звуков [ф], [в], а внешней. Оба звука произносятся с большим напором воздуха и, соответственно, с большим шумом, чем русские. Например: fox [foks], vase [va:z].

[θ], [ð]

Таких звуков в русском языке нет. Кончик языка неплотно прижимается к режущему краю верхних резцов, но может быть продвинут между передними верхними и нижними зубами. Эти звуки не «свистящие», как русские [с], [з], а «шепелявые». Например: thin [θin], then [ðen].

[s], [z]

При произнесении английских звуков [s], [z] кончик языка поднят к альвеолам, язык немного оттянут назад (при образовании русских [с] и [з] он опущен). Поэтому [s], [z] не такие свистящие, как соответствующие русские звуки. Губы слегка округлены. Например: sack [sæk], zoo [zu:].

[ʃ], [ʒ]

При произнесении звуков [ʃ], [ʒ] кончик языка и его передняя часть поднимаются к заднему скату альвеол, а средняя часть спинки

поднята к твердому нёбу, тогда как при образовании русских [ш], [ж] поднимается и задняя часть спинки языка. Поэтому [ʃ], [ʒ] имеют более мягкое звучание, чем русские звуки [ш], [ж]. Губы несколько выдвигаются и округляются. Например: ship [ʃɪp], garage [ˈgæɪdʒ].

[tʃ], [dʒ]

Звук [tʃ] следует произносить тверже, чем русский [ч]: спинка языка не так высоко поднимается к нёбу. При произнесении [dʒ] к этой артикуляции добавляется голос. Например: chair [tʃeə], jug [dʒʌg].

[h]

Такого звука в русском языке нет. При произнесении звука [h] положение органов речи такое, как при произнесении следующего за ним гласного звука, но произнести этот гласный следует с придыханием. Задняя часть спинки языка не поднимается к нёбу, как при образовании русского [х]. Например: hat [hæt].

Сонанты

Носовые

(мягкое нёбо опущено)

[m]

По сравнению с русским [м] при произнесении английского [m] сомкнутые губы более напряжены и чуть растянуты. Воздушная струя проходит через нос. Например: mail [meɪl].

[n]

Язык несколько отодвигается назад, тупой конец языка прижат к альвеолам, но не опущен, как при русском [н]. Например: nest [nest].

[ŋ]

Такого звука в русском языке нет. Чтобы его произнести, рекомендуется вдохнуть через нос широко открытым ртом. И, сохраняя это положение, на выдохе дать голос. При образовании [ŋ] происходит смыкание задней спинки языка с опущенным мягким нёбом. Кончик языка опущен. Например: king [kɪŋ].

Щелевые

[l]

Кончик языка плотно прижимается к альвеолам, тогда как при произнесении русских [л], [л'] он прижимается к внутренней поверхности верхних зубов. На конце слов и перед согласными [l] произносится более твердо. Твердый [l] произносится мягче, чем [л]. Мягкий [l] произносится тверже, чем [л']. Например: log [lɒg].

[j]

Средняя часть спинки языка поднимается к твердому нёбу немного меньше, чем для русского [й]. Поэтому в английском звуке гораздо меньше шума, чем в русском. Губы растянуты, кончик языка находится у нижних зубов. Например: yacht [jɒt].

[w]

Такого звука в русском языке нет. Напряженные губы сильно округляются и несколько выдвигаются вперед, образуя узкую круглую щель, и тотчас переходят к положению, необходимому для произнесения следующего гласного. Надо следить, чтобы нижняя губа не задевала верхних зубов, иначе получится [v]. Например: well [wel].

[r]

Английский звук [r] произносится с помощью кончика языка, приближенного к альвеолам. Губы слегка округляются. Только между гласными и после [θ], [ð] при произнесении [r] кончик языка контактирует с альвеолами, производя один удар. Например: rag [ræg].

УПРАЖНЕНИЯ

1. Прочитайте буквы английского алфавита и числа, содержащие изученные звуки:

| | | | |
|---------|----------|---------|---------|
| B [bi:] | F [ef] | M [em] | T [ti:] |
| C [si:] | G [dʒi:] | N [en] | V [vi:] |
| D [di:] | J [dʒei] | P [pi:] | X [eks] |
| E [i:] | L [el] | S [es] | Z [zed] |

| | |
|---------------------------|-----------------------|
| 3 three [θri:] | 27 twenty-seven |
| 6 six [siks] | 50 fifty [ˈfifti] |
| 7 seven [ˈsevn] | 53 fifty-three |
| 10 ten [ten] | 56 fifty-six |
| 11 eleven [ɪˈlevən] | 57 fifty-seven |
| 12 twelve [twelv] | 60 sixty [ˈsɪksti] |
| 15 fifteen [ˈfɪfˈti:n] | 63 sixty-three |
| 16 sixteen [ˈsɪkˈsti:n] | 66 sixty-six |
| 17 seventeen [ˈsevnˈti:n] | 67 sixty-seven |
| 20 twenty [ˈtwenti] | 70 seventy [ˈseventi] |
| 23 twenty-three | 73 seventy-three |
| 26 twenty-six | 76 seventy-six |
| | 77 seventy-seven |

2. Прочитайте следующие предложения:

Let me see! [ˈlet mi ˈsi:]

Разрешите подумать (Одну минуту сейчас отвечу.)

Spell it! ['spel it]

Прочитайте/скажите (слово)
по буквам.

Repeat it, please. [ri'pi:t it 'pli:z]

Повторите его/ее/это, пожа-
луйста.

3. Прочитайте слова, записанные в транскрипции. Не смягчайте со-
гласные перед звуками [i:], [ɪ], [e].

[i:]

[ɪ], [i]

[e]

[æ]

[mi:]

[pɪn]

[ges]

[æm]

[ki:]

[fɪl]

[set]

[æt]

[si:]

[tɪn]

[bet]

[æn]

[hi:]

[ˈbɪzi]

[men]

[bæk]

[bi:n]

[ˈsɪti]

[net]

[mæʃ]

[ʃi:p]

[ˈfɪfti]

[ˈsevən]

[ˈkæptɪl]

[ʃi:p]

[ˈsɪkstɪ]

[ˈlesən]

[ˈæbsəns]

4. Прочитайте слова. Не оглушайте конечные звонкие согласные и не
произносите их с призвуком [ʷ], вроде [bɪgʷ], [spi:dʷ] и т. п.

[i:]

[ɪ]

[e]

[æ]

[bi:d]

[ɪz]

[egz]

[æz]

[ʃi:z]

[bɪg]

[bed]

[ænd]

[spi:d]

[gɪv]

[ˈsekənd]

[hæv]

5. Прочитайте текст, обращая внимание на произношение. Следует
иметь в виду, что если ударение в многосложных словах не указано, то
оно падает на первый слог.

Text

The Whites

- | | | |
|-------------------------|------------------------------|--------------------------------------------|
| 1. This is Pat. | [ˈðɪs ɪz ˈpæt] | Это Пэт. |
| Pat is three. | [ˈpæt ɪz ˈθri:] | Пэт три года. |
| She is little yet. | [ˈʃi ɪz ˈlɪtl jət] | Она еще маленькая. |
| She is very pretty. | [ˈʃi ɪz ˈveri ˈprɪti] | Она очень симпатичная. |
| 2. This is Ted. | [ˈðɪs ɪz ˈted] | Это Тед. |
| Ted is six. | [ˈted ɪz ˈsɪks] | Теду шесть лет. |
| He can sing very well. | [hi kæn ˈsɪŋ ˈveri ˈwel] | Он очень хорошо поет (букв. «умеет петь»). |
| He can read easy texts. | [hi kæn ˈri:d ˈi:zi ˈteksts] | Он умеет читать легкие тексты. |
| His dad helps him. | [hɪz ˈdæd ˈhelps hɪm] | Папа ему помогает. |

- | | | |
|---------------------------------|-----------------------------------|------------------------------------------------|
| 3. This is Dick. | [ˈðɪs ɪz ˈdɪk] | Это Дик. |
| Dick is seven. | [ˈdɪk ɪz ˈsevən] | Дику семь лет. |
| He has many friends. | [hi ˈhæz ˈmæni ˈfrendz] | У него много друзей. |
| His friends live in his street. | [hɪz ˈfrendz ˈlɪv ɪn hɪz ˈstri:t] | Его друзья живут на той же улице. |
| 4. This is Ben. | [ˈðɪs ɪz ˈben] | Это Бен. |
| He is ten. | [hi ɪz ˈten] | Ему десять лет. |
| He gives his cat fish. | [hi ˈɡɪvz hɪz ˈkæt ˈfɪʃ] | Он дает своему коту рыбу. |
| His cat eats fish. | [hɪz ˈkæt ˈi:tz ˈfɪʃ] | Кот ест рыбу. |
| It is fat. | [ɪt ɪz ˈfæt] | Он толстый. |
| 5. This is Helen. | [ðɪs ɪz ˈhelɪn] | Это Хелен. |
| She is eleven. | [ʃi ɪz ɪˈlevən] | Ей одиннадцать лет. |
| She is happy when she is free. | [ʃi ɪz ˈhæpi ɪ wen ʃi ɪz ˈfri:] | Она весела, когда у нее есть свободное время. |
| She is sad when she is busy. | [ʃi ɪz ˈsæd ɪ wen ʃi ɪz ˈbɪzi] | Она грустна, когда занята. |
| 6. This is Pete. | [ˈðɪs ɪz ˈpi:t] | Это Пит. |
| He is very neat. | [hi ɪz ˈveri ˈni:t] | Он очень опрятный. |
| He is sixteen this week. | [hi ɪz sɪksˈti:n ðɪs ˈwi:k] | На этой неделе ему исполнится шестнадцать лет. |
| He is interested in physics. | [hi ɪz ˈɪntrɪstɪd ɪn ˈfɪzɪks] | Он интересуется физикой. |
| 7. That is dad. | [ˈðæt ɪz ˈdæd] | Это папа. |
| He is fifty-three. | [hi ɪz ˈfɪfti ˈθri:] | Ему пятьдесят три года. |
| He teaches English. | [hi ˈti:tʃɪz ˈɪŋɡlɪʃ] | Он преподает английский. |
| He speaks many languages. | [hi ˈspi:ks ˈmæni ˈlæŋɡwɪdʒɪz] | Он говорит на многих языках. |

6. Прочитайте вопросы и утвердительные ответы.

| | | | |
|--------------|-----------------------|--------------|--------------|
| Is Pat 3? | [ɪz pæt ˈθri:] | Yes, she is. | [ˈjes ʃi ɪz] |
| Is Ted 6? | [ɪz ted ˈsɪks] | Yes, he is. | [ˈjes hi ɪz] |
| Is Dick 7? | [ɪz dɪk ˈsevən] | Yes, he is. | [ˈjes hi ɪz] |
| Is Helen 11? | [ɪz helm ɪˈlevən] | Yes, she is. | [ˈjes ʃi ɪz] |
| Is Ben 10? | [ɪz ben ˈten] | Yes, he is. | [ˈjes hi ɪz] |
| Is Pete 16? | [ɪz pi:t sɪksˈti:n] | Yes, he is. | [ˈjes hi ɪz] |
| Is dad 53? | [ɪz dæd ˈfɪfti ˈθri:] | Yes, he is. | [ˈjes hi ɪz] |

7. Прочитайте разделительные вопросы (в русском языке им соответствуют вопросы, заканчивающиеся словами *не так ли?*).

| | |
|-----------------------------|------------------------------------|
| Pat is little, isn't she? | ['pæt iz 'lɪl 'ɪzənt ʃi?] |
| Ted is six, isn't he? | ['ted iz 'sɪks 'ɪzənt hi?] |
| Dick is seven, isn't he? | ['dɪk iz 'sevən 'ɪzənt hi?] |
| Helen is happy, isn't she? | ['helɪn iz 'hæpi 'ɪzənt ʃi?] |
| Ben's cat is fat, isn't it? | [benz 'kæt iz 'fæt 'ɪzənt ɪt?] |

Повторите грамматический материал и ответьте на контрольные вопросы:

1. Что такое фонетическая транскрипция?
2. Какие классы звуков выделяют в английском языке?
3. Каковы основные особенности произношения английских гласных?
4. Каковы основные особенности произношения английских согласных?
5. Каковы особенности ударения в английском языке?
6. Какая интонация свойственна повествовательным, восклицательным, побудительным предложениям?
7. Какая интонация свойственна разным типам вопросительных предложений?

Домашнее задание

8. Напишите следующие слова из текста урока, данные в транскрипции.

[pæt], [kæt], [fæt], [sæd]
[ʃi:], [hi:], [stri:t], [ri:d], [θri:]
[jet], ['veri], [ted], ['sevən], [wel], [ten]
[lɪl], ['prɪti], [sɪks], [ɪz], [ɪt], [ðɪs], ['bɪzi]

9. Переведите на английский язык и прочитайте вслух следующие слова и предложения.

| | |
|------------|-------------------|
| маленький | Он преподает. |
| опрятный | Он ест. |
| счастливый | Он пьет. |
| грустный | Он разговаривает. |
| большой | Он помогает. |

10. Выпишите из текста урока в четыре колонки слова с ударными гласными [ɪ], [i:], [e], [æ].

11. Выучите два любых отрывка из текста The Whites.

УРОК 2

Звуки и буквы:

Гласные заднего ряда.
Особенности произношения
некоторых звуко сочетаний.

Text:

The Whites (продолжение).

Гласные заднего ряда

К гласным заднего ряда относятся гласные [ɑ:], [ɔ:], [ɒ], [ʌ], [u:], [ʊ], [ɪ], [ɜ:], [ə].

[ɑ:]

Язык отодвинут назад дальше, чем при произнесении русского звука [а], и лежит максимально плоско. Кончик языка отходит от нижних зубов. Рот широко открыт. Губы в нейтральном положении. Например: arm [ɑ:m].

[ɔ:]

Язык отодвинут дальше по сравнению с [ɑ:]. Английский звук [ɔ:] более широкий, чем русский [о]. Рот открыт широко. Задняя спинка языка выгнута к мягкому нёбу. Напряженные губы округлены. Например: all [ɔ:l].

[ɒ]

Задняя часть спинки языка выгнута к мягкому нёбу чуть меньше, чем для произнесения [ɔ:]. Губы немного округлены, но не выпячиваются. Например: ox [ɒks].

Гласные заднего продвинутого вперед ряда

(язык отодвинут не так далеко)

[ʌ]

Этот гласный похож на русский звук [а] в безударном положении. Подъем языка — средний, кончик языка находится за основанием нижних зубов. Губы растянуты. Например: cup [kʌp].

[u:]

Английский звук [u:] не такой глубокий, как русский [у]. Язык оттянут назад дальше, чем при произнесении [ʌ]. За опущенным кончиком языка остается значительное пространство. Подъем языка высокий. Рот открыт нешироко. Губы сильно округлены, но не выдвинуты вперед. Например: moon [mu:n].

[v], [u]

Язык оттянут не так далеко, как для произнесения [u]. Но от кончика языка до нижних зубов также остается значительное пространство. Подъем языка высокий. Губы заметно округлены, но почти не выдвигаются вперед. Звук [u] несколько более долгий, чем [ʊ], и встречается в многосложных словах перед гласным. Например: look [lʊk], visual ['vɪʒuəl].

[ɜ:]

Такого звука в русском языке нет. Язык приподнят, но его спинка лежит плоско. Кончик языка прикасается к основанию нижних зубов. Углы напряженных губ слегка растянуты, чуть обнажая зубы. Расстояние между челюстями узкое. Например: earn [ɜ:n].

[ə]

Этот гласный называется нейтральным. Он слышится лишь в безударном положении. Обладает различным тембром, в зависимости от позиции в слове. В конечном положении близок к [ʌ]: drama ['drɑmə], в других положениях напоминает [ə]: perform [pə'fɔ:m].

Особенности произношения некоторых звуко сочетаний

1. На стыке слов конечный согласный звук не следует соединять с гласным следующего слова. Рекомендуется делать короткую паузу:

| | |
|----------------|--------------------------|
| is in [ɪz ɪ'm] | and all [ænd ɔ:l] |
| is on [ɪz ɒn] | and R [ænd ɑ:] |
| is up [ɪz ʌp] | and eleven [ænd ɪ'levən] |

2. Два гласных звука внутри слова или на стыке слов читаются слитно (без гортанного взрыва):

| | |
|--------------------|------------------|
| the east [ði ɪst] | to eat [tə ɪt] |
| the Earth [ði ɜ:θ] | to earn [tə ɜ:n] |
| the arm [ði ɑ:m] | to act [tə ækt] |

3. Во избежание озвончения глухого согласного звука перед звонким рекомендуется продлевать глухой согласный:

this bag [ðɪss bæɡ]
nice day ['naɪss ˈdeɪ]
eat the sweet [ˈi:t θə ˈswɪt]

4. Сочетания [tl], [dl], [kl], [tn], [dn], [br], [gr], [tr], [dr] произносятся слитно. Не допускайте появления гласного между ними.

| | |
|---------------|-----------------|
| little [lɪtl] | clean [kli:n] |
| middle [mɪdl] | curtain [kɜ:tn] |

button [batn]
garden [ga:dn]
bring [brɪŋ]

green [gri:n]
tree [tri:]
dream [dri:m]

5. Сочетания [θs] и [ðz], которые встречаются в формах множественного числа существительных и третьего лица единственного числа глаголов в простом настоящем времени, произносятся слитно:

month [manθ]
sheath [ʃi:θ]
to bathe [tu 'beɪð]

months [manθs]
sheaths [ʃi:ðz]
he bathes [hi 'beɪðz]

6. При сочетании двух из следующих взрывных согласных [p], [b], [t], [d], [k], [g] первый согласный произносится без взрыва:

red desks ['red ˌdesks]
black gloves ['blæk ˌglʌvz]

last bell ['la:st ˌbel]
big doll ['bɪg ˌdɒl]

УПРАЖНЕНИЯ

1. Прочитайте буквы английского алфавита и числа, содержащие изученные звуки.

| | | | |
|---|----------|---------|---------------|
| B | G | R [ɑ:] | W ['dʌbəlju:] |
| C | L | S | X |
| D | M | T | Z |
| E | N | U [ju:] | |
| F | Q [kju:] | V | |

| | | |
|--------------|-------------------------|------------------------------------|
| 1 one [wʌn] | 11 eleven | 21 twenty-one |
| 2 two [tu:] | 12 twelve | 22 twenty-two |
| 3 three | 13 thirteen [ˌθɜ:ˈti:n] | 23 twenty-three |
| 4 four [fɔ:] | 14 fourteen [ˌfɔ:ˈti:n] | 24 twenty-four |
| 6 six | 15 fifteen | 26 twenty-six |
| 7 seven | 16 sixteen | 27 twenty-seven |
| 10 ten | 17 seventeen | 30 thirty [ˌθɜ:ti] |
| | 20 twenty | 40 forty [ˌfɔ:ti] |
| | | 100 one hundred [ˌwʌn ˈhʌndrəd] |

2. Прочитайте следующие предложения.

Please, repeat the first sentence.
['pli:z ɪ rɪˈpi:t ðə ˈfɜ:st ˈsentəns]

Повторите, пожалуйста, первое предложение.

We are learning foreign languages.
[wi ɑ: ˈlɜ:nɪŋ ˈfɒrɪn ˈlæŋɡwɪdʒɪz]

Мы изучаем иностранные языки.

Please, look at the blackboard!
[ˈpliːz ɪ ˈlʊk æt ðə ˈblækboɜːd]

Посмотри на доску, пожалуйста.

Call me. [ˈkɔːl mi]

Позвони мне.

Give me a call. [ˈɡɪv mi ə ˈkɔːl]

See you! [ˈsiː ju]

Пока!

I wish you a pleasant journey!

(Желаю) Счастливого пути!

[aɪ ˈwɪʃ ju ə ˈplezənt ˈdʒɜːni]

3. Прочитайте слова, данные в транскрипции, обращая внимание на конечные звонкие согласные.

| | | | |
|---------|---------|---------|--------|
| [ɑː] | [ʌ] | [ɔː] | [ɒ] |
| [ɑːk] | [ʌp] | [dɔː] | [ɒks] |
| [ɑːmz] | [bʌt] | [fɔː] | [ɒn] |
| [jɑːd] | [bʌd] | [bɔːd] | [klɒk] |
| [lɑːdʒ] | [dʌk] | [wɔːm] | [wɒz] |
| [kɑːd] | [jʌŋ] | [wɔːk] | [kɒd] |
| [fɑːm] | [kʌm] | [spɔːt] | [bɒb] |
| [klaːs] | [dʒʌst] | [kɔːl] | [spɒt] |

4. Прочитайте слова. Помните, что звуки [p], [t], [k] перед долгими ударными гласными произносятся с придыханием.

| | | | |
|--------|---------|--------|---------|
| [kɑː] | [pɑːk] | [pɔːl] | [tɔːt] |
| [pɑːt] | [pɑːst] | [pɔːt] | [kɔːst] |

5. Прочитайте слова, обращая внимание на место ударения.

| | | | | |
|------------|-------------|---------|----------|------------|
| [ˈʌpˈraɪt] | [ˈʌnˈdʒʌst] | [ɪˈnʌf] | [ˈɒfə] | [ˈɒpərə] |
| [ˈʌnˈdʌn] | [əˈmʌŋ] | [ˈɒnə] | [ˈɒnɪst] | [ˈɒktəpəs] |

6. Прочитайте слова. Помните, что согласные перед звуками [ɜː] и [juː] произносятся твердо.

| | | | | |
|---------|--------|---------|------------|---------------|
| [uː] | [ʊ] | [ɜː] | [ə] | [juː] |
| [duː] | [pʊt] | [fɜː] | [əˈnʌðə] | [njuːz] |
| [huː] | [pʊl] | [hɜː] | [dɪˈrektə] | [ˈbjʊːti] |
| [bluː] | [kʊd] | [bɜːd] | [ˈfɑːðə] | [ˈmjuːzɪk] |
| [muːv] | [lʊk] | [dɜːt] | [pəˈlart] | [ˈstjuːdənt] |
| [suːn] | [gʊd] | [fɜːst] | [ˈsevrəl] | [ˈɪnstɪtjuːt] |
| [skuːl] | [wʊd] | [wɜːk] | [ˈweðə] | [tjuːn] |
| [suːp] | [stʊd] | [gɜːl] | [səˈvaɪv] | [fjuː] |

7. Прочитайте слова. Не забывайте, что звуки [p], [t], [k] перед долгими ударными гласными произносятся с придыханием.

[tu:]
[pu:]
[ku:]

[tu:l]
[tʒ:n]
[kʒ:l]

[pʒ:l]
[pʒ:sən]
[sep'tembə]

[ə'pa:t]
[ə'kʒ:]
['sekənd]

8. Прочитайте слова, обращая внимание на глухие и звонкие согласные.

[p] — [b]

[t] — [d]

[k] — [g]

[pæd] — [bæd]
[pæt] — [bæt]
[pa:θ] — [ba:θ]
[pi:] — [bi:]

[ta:t] — [da:t]
[ti:m] — [di:m]
[tɪn] — [dɪn]
[metl] — [medl]

[kɔ:l] — [gɔ:l]
[kæp] — [gæp]
[kɒt] — [gɒt]
[kla:s] — [gla:s]

9. Прочитайте продолжение текста о семье Уайт.

Text

The Whites

(продолжение)

- | | | |
|---------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------|
| 1. These are twins | ['ðiz a: 'twɪnz] | Это близнецы Джон |
| John and Andrew. | ['dʒɒn ənd 'ændru:] | и Эндрю. |
| John is four. | ['dʒɒn ɪz 'fɔ:] | Джону четыре года. |
| And Andrew is four too. | [ənd 'ændru: ɪz 'fɔ: tu:] | Эндрю тоже четыре года. |
| John has got a small ball. | ['dʒɒn hæz 'ɡɒt ə 'smɔ:l 'bɔ:l] | У Джона есть маленький мяч. |
| And Andrew has got a big one. | [ənd 'ændru: hæz 'ɡɒt ə 'bɪɡ wʌn] | А у Эндрю — большой. |
| 2. These are children's aunts: Aunt Dorothy and aunt Julia. | ['ðiz a: 'tʃɪldrənz 'ɑ:nts ɪ 'ɑ:nt 'dɒrəθi ənd 'ɑ:nt 'dʒu:ljə] | Это тети этих детей: тетя Дороти и тетя Джулия. |
| Aunt Dorothy is thirty. | ['ɑ:nt 'dɒrəθi ɪz 'θɜ:ti] | Тете Дороти тридцать лет. |
| She is a nurse. | [ʃi ɪz ə 'nɜ:s] | Она няня. |
| And aunt Julia is forty. | [ənd 'ɑ:nt 'dʒu:ljə ɪz 'fɔ:ti] | Тете Джулии сорок лет. |
| She is a nurse too. | [ʃi ɪz ə 'nɜ:s 'tu:] | Она тоже няня. |
| The aunts have got beautiful villas. | [ði 'ɑ:nts hæv 'ɡɒt 'bju:tɪfəl 'vɪləz] | У тетюшек есть прекрасные виллы. |
| Aunt Dorothy has got a red villa. | ['ɑ:nt 'dɒrəθi hæz 'ɡɒt ə 'red 'vɪlə] | У тети Дороти — красная вилла. |
| And aunt Julia has got a green one. | [ənd 'ɑ:nt 'dʒu:ljə hæz 'ɡɒt ə 'ɡri:n wʌn] | У тети Джулии — зеленая. |
| 3. These are children's uncles: uncle Lewis and uncle Morris. | ['ðiz a: 'tʃɪldrənz 'ʌŋkəlz ɪ 'ʌŋkəl 'lu:ɪs ənd 'ʌŋkəl mɒrɪs] | Это дяди детей: дядя Льюис и дядя Моррис. |

- | | | |
|----------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| Uncle Lewis is tall. | [ˈʌŋkəl ˈluːɪs ɪz ˈtɔːl] | Дядя Льюис высокий. |
| He is a worker. | [hi ɪz ə ˈwɜːkə] | Он рабочий. |
| And uncle Morris is short. | [ænd ˈʌŋkəl ˈmɒrɪs ɪz ˈʃɔːt] | Дядя Моррис маленького роста. |
| He is a worker too. | [hi ɪz ə ˈwɜːkə ˈtuː] | Он тоже рабочий. |
| Uncle Lewis and uncle Morris are forty-four. | [ˈʌŋkəl ˈluːɪs ænd ˈʌŋkəl ˈmɒrɪs ɑː ˈfɔːti ˈfɔː] | Дяде Льюису и дяде Моррису по сорок четыре года. |
4. These are two eldest brothers: Roy and Max.
- | | |
|--------------------------------------------------|------------------------------------|
| [ˈðiːz ɑː ˈtuː ˈeldɪst ˈbrʌðəz ɪ ˈrɔɪ ænd ˈmæks] | Это два старших брата: Рой и Макс. |
|--------------------------------------------------|------------------------------------|
- | | | |
|------------------------------|----------------------------------|---------------------------|
| Roy is 22. | [ˈrɔɪ ɪz ˈtwenti ˈtuː] | Рою 22 года. |
| And Max is 24. | [ænd ˈmæks ɪz ˈtwenti ˈfɔː] | Максу 24. |
| Roy has got a blue car. | [ˈrɔɪ hæz ˈɡɒt ə ˈbluː ˈkɑː] | У Роя голубой автомобиль. |
| And Max has got a black one. | [ænd ˈmæks hæz ˈɡɒt ə ˈblæk wʌn] | А у Макса — черный. |
5. These are the eldest sisters: Liz and Bab.
- | | |
|------------------------------------------------|------------------------------------|
| [ˈðiːz ɑː ˈði ˈeldɪst ˈsɪstəz ɪ ˈlɪz ænd ˈbæb] | Это две старшие сестры: Лиз и Бэб. |
|------------------------------------------------|------------------------------------|
- Elisabeth is twenty.
- | | |
|------------------------|------------------|
| [ɪˈlɪzəbəθ ɪz ˈtwenti] | Элизабет 20 лет. |
|------------------------|------------------|
- And Barbara is 27.
- | | |
|---------------------------------|-------------|
| [ænd ˈbɑːbərə ɪz ˈtwenti ˈsevn] | Барбаре 27. |
|---------------------------------|-------------|
- Elisabeth has already got her family.
- | | |
|-------------------------------------------|----------------------------|
| [ɪˈlɪzəbəθ hæz ɔːl ˈredi ˈɡɒt hæ ˈfæmɪli] | У Элизабет уже есть семья. |
|-------------------------------------------|----------------------------|
- And Barbara has got a family too.
- | | |
|---------------------------------------|----------------------------|
| [ænd ˈbɑːbərə hæz ˈɡɒt ə ˈfæmɪli tuː] | У Барбары тоже есть семья. |
|---------------------------------------|----------------------------|
- It's large.
- | | |
|--------------|--------------|
| [ɪts ˈlɑːdʒ] | Она большая. |
|--------------|--------------|
- Barbara has got a son and two daughters.
- | | |
|---------------------------------------------|----------------------------|
| [ˈbɑːbərə hæz ˈɡɒt ə ˈsʌn ænd ˈtuː ˈdɔːtəz] | У Барбары сын и две дочки. |
|---------------------------------------------|----------------------------|
6. These are Elisabeth's and Barbara's husbands: Arthur and Charles.
- | | |
|--------------------------------------------------------------------|-----------------------------------------------|
| [ˈðiːz ɑː ɪˈlɪzəbəθs ænd ˈbɑːbərəz ˈhʌzbəndz ɪ ˈɑːθər ænd ˈtʃɑːlz] | Это мужья Элизабет и Барбары: Артур и Чарльз. |
|--------------------------------------------------------------------|-----------------------------------------------|
- Arthur is a turner.
- | | |
|----------------------|-----------------|
| [ˈɑːθər ɪz ə ˈtɜːnə] | Артур — токарь. |
|----------------------|-----------------|
- And Charles is an architect.
- | | |
|-------------------------------|----------------------|
| [ænd ˈtʃɑːlz ɪz ən ˈɑːkɪtekt] | Чарльз — архитектор. |
|-------------------------------|----------------------|
7. And this is mother.
- | | |
|---------------------|-------------|
| [ænd ˈðɪs ɪz ˈmʌðə] | А это мама. |
|---------------------|-------------|
- She is 46.
- | | |
|----------------------|------------|
| [ʃɪ ɪz ˈfɔːti ˈsɪks] | Ей 46 лет. |
|----------------------|------------|
- She has got 12 children in all: Pat, John, Andy, Ted, Dick, Ben, Helen, Pete,
- | | |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| [ʃɪ hæz ˈɡɒt ˈtwelv ˈtʃɪl- drən ɪn ˈɔːl ɪ ˈpæt ɪ ˈdʒɒn ɪ ˈændi ɪ ˈted ɪ ˈdɪk ɪ ˈben ɪ ˈhelɪn ɪ ˈpiːt ɪ] | У нее всего 12 детей: Пэт, Джон, Энди, Тед, Дик, Бен, Хелен, Пит, |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|

| | | |
|-------------------|-------------------------|------------------|
| Liz, Roy, Max and | 'liz ð 'rɔɪ ð 'mæks ənd | Лиз, Рой, Макс и |
| Bab and three | 'bæb ð ənd 'θri: | Бэб и три внука. |
| grandchildren. | 'græn ʃɪldrən] | |

She loves them very [ʃi 'lʌvz ðəm 'veri 'mʌʃ] Она их очень любит.
much.

10. Прочитайте вопросы и ответы на них.

| | |
|-------------------------------------|----------------------|
| Who is four? | John is. |
| ['hu: ɪz 'fɔ:ʔ] | ['dʒɒn ɪz] |
| Who is 27? | Andrew is. |
| Who is 46? | Mother is. |
| Has John got a ball? | Yes, he has. |
| ['hæz dʒɒn 'ɡɒt ə 'bɔ:lʔ] | ['jes ð hi 'hæz] |
| Has Andrew got a ball too? | Yes, he has. |
| Has aunt Dorothy got a villa? | Yes, she has. |
| Has Roy got a car? | Yes, he has. |
| Has Liz got a family? | Yes, she has. |
| Has John got a big ball? | No, he hasn't. |
| He has a small one. | ['nəʊ ð hi 'hæzənt] |
| [hi hæz ə 'smɔ:l wʌn] | |
| Has aunt Dorothy got a green villa? | No, she hasn't. |

Домашнее задание

11. Напишите следующие слова из текста урока, данные в транскрипции.

[ɑ:], [ɑ:nt], [kɑ:], [lɑ:dʒ]
 [ɔ:l'redi], [fɔ:], [bɔ:l], [smɔ:l], [tɔ:l], [ʃɔ:t], [ɜ:l], ['dɔ:tə]
 [wʌn], [ʌpkəl], [sʌn], [lʌv], [mʌʃ], ['hæzbænd]
 [ɡɒt]
 ['tɜ:nə], ['wɜ:kə], [nɜ:s]
 ['vɪlə], ['sɪstə], ['ʃɪldrən]
 [blu:], ['bjʊ:tɪfəl], ['ændru:], [tu:]

12. Переведите слова на английский язык и прочитайте их вслух.

маленький (по размеру), красивый, красный, черный, зеленый, синий, высокий (о человеке), низкий, большой (многочисленный), уже, тоже, всего, очень.

13. Выпишите из текста урока в шесть колонок слова из текста урока с ударными гласными [ɑ:], [ʌ], [ɜ:], [ɒ], [ɜ:], [u:].

14. Выучите два любых отрывка из текста The Whites.

| | |
|-----------------------|-------------------------------------------------|
| Звуки и буквы: | Дифтонги. Сочетания трех гласных звуков. |
| Text 1: | Grandmother's Week. |
| Text 2: | Good Traditions Year by Year. |

Дифтонги

Дифтонгом является сочетание двух гласных элементов, которое произносится с одним ударением и образует один слог.

Английские дифтонги имеют ударение на первом гласном звуке, второй произносится слабее и менее отчетливо. По долготе дифтонг равен долгому гласному.

[aɪ]

Начало дифтонга — звук [a]. Это самый широкий звук из ряда [ɪ] — [e] — [ɑ:] — [a]. От него происходит скольжение к безударному [ɪ], но полного образования [ɪ] не достигается. При произнесении [ɪ] нельзя допускать шума, т. е. [j]! Например: item ['aɪtəm].

[aʊ]

Начало дифтонга такое же, как при произнесении [aɪ], скольжение органов речи происходит в направлении звука [ʊ]. Например: down [daʊn].

[eɪ]

Начало дифтонга совпадает с гласным [e]. Скольжение происходит в направлении звука [ɪ]. Например: eighty ['eɪti].

[ɔɪ]

Ударный элемент дифтонга близок к [ɔ:]. Далее происходит скольжение к звуку [ɪ]. Например: boy [bɔɪ].

[əʊ]

Ударный элемент дифтонга — гласный звук, средний между русскими гласными [о] и [э]. Чтобы придать ему необходимый оттенок, нужно шире раскрыть рот и округлить губы. Затем следует скольжение к [ʊ]. Например: oak [əʊk].

[ɪə]

Начало дифтонга может совпадать как с началом долгого [i:], так и с кратким [ɪ]. Скольжение достигает нейтрального звука [ə] или его оттенка [ʌ]. Например: beer [bɪə].

[eə]

Начало дифтонга совпадает с [e]. Второй элемент — звук [ə], близкий к [ʌ]. Например: bear [beə].

[ʊə]

Начало дифтонга совпадает с [ʊ], конец — со слабым звуком [ə], близким к [ʌ]. Например: tour [tʊə].

Сочетание трех гласных звуков

Сочетание трех гласных звуков (трифтонг) обычно произносится в два слога: первый элемент — самый сильный, средний — так слаб, что часто исчезает, а конечный — вновь усиливается.

Например:

| | | |
|-------|----------|------------|
| [aɪə] | tired | [taɪəd] |
| [aʊə] | our | [aʊə] |
| [ɔɪə] | employer | [ɪmˈplɔɪə] |
| [əʊə] | lower | [ləʊə] |

При произнесении этих сочетаний звуков следует исходить из дифтонгов [aɪ], [aʊ], [ɔɪ], [əʊ], прибавляя к ним нейтральный звук [ə].

УПРАЖНЕНИЯ

1. Прочитайте буквы английского алфавита и числа, содержащие изученные звуки.

| | | | |
|--------|----------|--------|---------|
| A [eɪ] | H [eɪtʃ] | O [əʊ] | V |
| B | I [aɪ] | P | W |
| C | J [dʒeɪ] | Q | X |
| D | K [keɪ] | R | Y [waɪ] |
| E | L | S | Z |
| F | M | T | |
| G | N | U | |

| | | |
|---------------|--------------------------|-------------------|
| 1 one | 11 eleven | 21 twenty-one |
| 2 two | 12 twelve | 22 twenty-two |
| 3 three | 13 thirteen | 23 twenty-three |
| 4 four | 14 fourteen | 24 twenty-four |
| 5 five [faɪv] | 15 fifteen | 25 twenty-five |
| 6 six | 16 sixteen | 26 twenty-six |
| 7 seven | 17 seventeen | 27 twenty-seven |
| 8 eight [eɪt] | 18 eighteen [ˌeɪˈtiːn] | 28 twenty-eight |
| 9 nine [naɪn] | 19 nineteen [ˌnaɪnˈtiːn] | 29 twenty-nine |
| 10 ten | 20 twenty | 30 eighty [ˈertɪ] |

| | |
|-----------|-----------------|
| 90 ninety | [ˈnaɪnti] |
| 1,000 | [ˈwan ˈθaʊzənd] |
| 1,000,000 | [ˈwan ˈmɪljən] |

2. Прочитайте слова, данные в транскрипции.

| | | | | |
|-------|--------|----------|---------|--------|
| [aɪ] | [aʊ] | [ɔɪ] | [əʊ] | [eɪ] |
| [aɪ] | [aʊt] | [ɔɪl] | [əʊk] | [eɪt] |
| [aɪs] | [haʊ] | [dʒɔɪn] | [əʊn] | [eɪm] |
| [aɪz] | [kaʊ] | [ˈɔɪli] | [əʊld] | [eɪdʒ] |
| [aɪd] | [taʊn] | [ˈɔɪstə] | [gəʊld] | [eɪθ] |

3. Прочитайте слова. Следите за тем, чтобы второй элемент дифтонга произносился достаточно четко.

| | | | | | |
|-------|--------|-------|-------|-----------|-------|
| [aɪ] | [ɔɪ] | [eɪ] | [ɪə] | [eə] | [ʊə] |
| [paɪ] | [bɔɪ] | [peɪ] | [ɪə] | [eə] | [pʊə] |
| [baɪ] | [tɔɪ] | [meɪ] | [nɪə] | [kəmˈpeə] | [fuə] |
| [taɪ] | [dʒɔɪ] | [deɪ] | [hɪə] | [ʃeə] | [mʊə] |
| [daɪ] | [fɔɪl] | [seɪ] | [dɪə] | [ðeə] | [tʊə] |
| [maɪ] | [kɔɪn] | [weɪ] | [tɪə] | [heə] | [duə] |

4. Прочитайте слова, не смягчая согласных звуков перед [eɪ], [ɪə], [eə].

| | | | | |
|--------|--------|--------------|-------|-------|
| [peɪd] | [meɪn] | [ˈrɪəli] | [jɪə] | [feə] |
| [meɪd] | [meɪl] | [ˌendʒɪˈnɪə] | [heə] | [meə] |
| [peɪl] | [nɪə] | [klɪə] | [peə] | [deə] |

5. Прочитайте слова, не допуская появления звука [j] перед [ə].

| | | | | | |
|---------|------------|------------|--------|---------------|-----------|
| [aɪə] | [ɔɪə] | [eɪə] | [aʊə] | [əʊə] | [ɔɪn] |
| [aɪən] | [ɪmˈplɔɪə] | [ˈpeɪəbəl] | [aʊə] | [ləʊə] | [ˈvɔɪndʒ] |
| [faɪə] | | | [paʊə] | [məʊə] | |
| [waɪə] | | | [ʃaʊə] | [grəʊə] | |
| [taɪəd] | | | [taʊə] | [ˌkaʊəˈlɪʃən] | |

6. Прочитайте слова, строго следуя транскрипции.

| | | | |
|--------|--------|---------|---------|
| [v] | [w] | [f] | [v] |
| [veɪl] | [weɪl] | [fa:st] | [va:st] |
| [veɪn] | [weɪn] | [fæt] | [væt] |
| [vent] | [went] | [fi:l] | [vi:l] |
| [vɜ:s] | [wɜ:s] | [fetʃ] | [vetʃ] |
| [vest] | [west] | [fju:] | [vju:] |
| [vi:l] | [wi:l] | [li:f] | [li:v] |
| [vaɪn] | [waɪn] | [seɪfs] | [servz] |

7. Потренируйтесь в чтении скороговорок, постепенно ускоряя темп.

The five warriors fought very well. [ðə 'faɪv 'wɔːriəz 'fɔ:t 'veri 'wel]
His first verses were even worse. [hɪz 'fɜ:st 'vɜ:sɪz 'wɜ:r 'i:vən 'wɜ:s]

8. Прочитайте слова, обращая внимание на произношение согласных [s], [z], [ʃ], [ʒ].

| [s] | [z] | [ʃ] | [ʒ] |
|--------|--------|--------|--------|
| [sed] | [zed] | [ʃeə] | [ʒeə] |
| [si:l] | [zi:l] | [ʃi:p] | [ʒi:p] |
| [sɪŋk] | [zɪŋk] | [ʃeri] | [ʒeri] |
| [sɪp] | [zɪp] | [ʃu:z] | [ʒu:z] |
| [aɪs] | [aɪz] | [mæʃ] | [mæʒ] |

9. Прочитайте слова. Следите за чистым произношением межзубных согласных.

| [s] | [θ] | [z] | [ð] |
|--------|--------|------------|------------|
| [sæŋk] | [θæŋk] | [bu:z] | [bu:ð] |
| [sɔ:] | [θɔ:] | [si:z] | [si:ð] |
| [sɔ:t] | [θɔ:t] | [ˈkləʊzɪŋ] | [ˈkləʊðɪŋ] |
| [si:m] | [θi:m] | [bri:z] | [bri:ð] |
| [pɑ:s] | [pɑ:θ] | [saɪz] | [saɪð] |

10. Прочитайте каждую скороговорку по пять раз.

He zealously sought to sell the snake to the zoo. [hi 'zeləsli 'sɔ:t tə 'sel ðə 'sneɪk tə ðə 'zu:]
This is a thick stick. [ˈðɪs ɪz ə 'θɪk 'stɪk]

11. Прочитайте обороты с *there is* (есть, имеется — ед. ч.) и *there are* (есть, имеются — мн. ч.) в разных формах (повествовательной, вопросительной, отрицательной). Эти обороты очень часто встречаются в английском языке. Их следует хорошо запомнить.

| | | |
|-------------------------------|-----------------------------------|---------------------------------------|
| There is a table in the room. | [ðeər ˈɪz ə 'teɪbl ɪn ðə 'ru:m] | В комнате <i>есть</i> (имеется) стол. |
| Is there a table in the room? | [ˈɪz ðeər ə 'teɪbl ɪn ðə 'ru:m ?] | В комнате <i>есть</i> стол? |
| Yes, there is. | [ˈjes ɪ ðeər ˈɪz] | Да, <i>есть</i> . |
| No, there is not. | [ˈnəʊ ɪ ðeər ˈɪz 'nɒt] | Нет, <i>не имеется</i> . |
| There are tables in the room. | [ðeər ˈɑ: 'teɪblz ɪn ðə 'ru:m] | В комнате <i>есть</i> столы. |
| Are there tables in the room? | [ˈɑ: ðeər 'teɪblz ɪn ðə 'ru:m ?] | В комнате <i>есть</i> столы? |
| Yes, there are. | [ˈjes ɪ ðeər ˈɑ:] | Да, <i>есть</i> . |
| No, there are not. | [ˈnəʊ ɪ ðeər ˈɑ: 'nɒt] | Нет, <i>не имеется</i> . |

12. Прочитайте и запомните разговорные выражения для знакомства и приветствия.

| | | |
|-----------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------|
| Hello! | [hə'ləʊ] | Здравствуйте! |
| Let me introduce myself. | ['let mi ɪntrə'dju:s maɪ'self] | Позвольте представиться. |
| My name is ... | [maɪ 'neɪm ɪz ...] | Меня зовут ... |
| How do you do, Mr ... ? | ['haʊ du: ju: 'du: ɜ: 'mɪstə ... ?] | Здравствуйте, мистер ... |
| How do you do, Mrs ... ? | ['haʊ du: ju: du: ɜ: 'mɪsɪz ... ?] | Здравствуйте, миссис ... |
| Mr ..., let me introduce you to Mrs ... | ['mɪstə ... ɜ: 'let mi ɪntrə'dju:s ju: tə 'mɪsɪz ...] | Мистер ..., позвольте мне представить вас миссис ... |
| This is a pleasure, Mr ... | [ðɪs ɪz ə 'pleʒə ɜ: 'mɪstə ...] | Очень приятно, мистер ... |
| I'm very pleased to meet you. | [aɪm 'veri 'pli:zd tə 'mi:t ju:] | Рад с Вами познакомиться. |
| I want you to meet Miss ... | [aɪ 'wɒnt ju: tə 'mi:t 'mɪs ...] | Познакомьтесь, пожалуйста, с мисс ... |
| We've met before. | [wi:v 'met brɪ'fɔ:] | Мы уже встречались. |
| Good morning/ good afternoon/ good evening, Miss ... ! | [gʊd 'mɔ:nɪŋ/ gʊd 'ɑ:ftə'nu:n/ gʊd 'i:vnɪŋ ɜ: 'mɪs ...] | Доброе утро/ добрый день/ добрый вечер, мисс ... ! |
| Allow me to introduce my friend ... | [ə'laʊ mi tə ɪntrə'dju:s maɪ 'frend] | Позвольте мне представить вам моего друга ... |
| Glad to meet you, Mr ... | ['glæd tə 'mi:t ju: ɜ: 'mɪstə ...] | Приятно познакомиться, мистер ... |
| Nice to meet you, too Mr ... | ['naɪs tə 'mi:t ju: 'tu: ɜ: 'mɪstə ...] | Также и мне, мистер ... |
| I've been looking forward to meeting you. | [aɪv bi:n 'lʊkɪŋ 'fɔ:wəd tə 'mi:tɪŋ ju:] | Я давно хотел с вами познакомиться. |
| Delighted, Mr ... | [dɪ'laɪtɪd ɜ: 'mɪstə ...] | Очень приятно, мистер ... |

13. Прочитайте и запомните названия времен года, месяцев и дней недели, обращая внимание на соответствующие предлоги.

| | | |
|-----------|-------------|---------------|
| in winter | [ɪn 'wɪntə] | зимой |
| in spring | [ɪn 'sprɪŋ] | весной |
| in summer | [ɪn 'sʌmə] | летом |
| in autumn | [ɪn 'ɔ:təm] | осенью |
| on Sunday | [ɒn 'sʌndɪ] | в воскресенье |
| on Monday | [ɒn 'mʌndɪ] | в понедельник |

| | | |
|--------------|-----------------|------------|
| on Tuesday | [ɒn 'tʃu:zdi] | во вторник |
| on Wednesday | [ɒn 'wenzdi] | в среду |
| on Thursday | [ɒn 'θɜ:zdi] | в четверг |
| on Friday | [ɒn 'fraidi] | в пятницу |
| on Saturday | [ɒn 'sætədi] | в субботу |
| in January | [ɪn 'dʒænjuəri] | в январе |
| in February | [ɪn 'februəri] | в феврале |
| in March | [ɪn mɑ:tʃ] | в марте |
| in April | [ɪn 'eɪprɪl] | в апреле |
| in May | [ɪn meɪ] | в мае |
| in June | [ɪn dʒu:n] | в июне |
| in July | [ɪn dʒu: 'laɪ] | в июле |
| in August | [ɪn 'ɔ:gəst] | в августе |
| in September | [ɪn sep'tembə] | в сентябре |
| in October | [ɪn ɒk'təvə] | в октябре |
| in November | [ɪn nəv'vembə] | в ноябре |
| in December | [ɪn di'sembə] | в декабре |

14. Прочитайте тексты о традициях семьи Уайт и переведите их, пользуясь словами к текстам.

Text 1

Grandmother's Week

[ˈgræn.mədəz.wɪk]

| | |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Grandmother has a well-organized life. | [ˈgræn.mədə hæz ə 'wel 'ɔ:gənəɪzd 'laɪf] |
| Here are her occupations. | [hɪə ɑ: hæɹ ˈɒkjʊ peɪʃənz] |
| On Sundays she sews and knits. | [ɒn 'sʌndɪz ʃi 'səʊz ənd 'nɪts] |
| On Mondays she goes to the market. | [ɒn 'mʌndɪz ʃi 'gəʊz tə ðə 'mɑ:kɪt] |
| On Tuesdays she plays the piano. | [ɒn 'tʃu:zɪz ʃi 'pleɪz ðə pi'ænəʊ] |
| On Wednesdays she works about the house. | [ɒn 'wenzɪz ʃi 'wɜ:ks ə 'baʊt ðə haʊs] |
| On Thursdays she sews again. | [ɒn 'θɜ:zɪz ʃi 'səʊz ə 'gen] |
| On Fridays she goes to the church. | [ɒn 'fraɪdɪz ʃi 'gəʊz tə ðə 'tʃɜ:ʃ] |
| On Saturdays she plays again some music. | [ɒn 'sætədɪz ʃi 'pleɪz ə 'gen sʌm 'mju:zɪk] |
| So everybody in the house enjoys beautiful music, tasty dishes and nice clothes she makes. | [səʊ 'evrɪbɒdi ɪn ðə 'haʊs ɪn 'dʒɔɪz 'bjʊ:tɪfʊl 'mju:zɪk ɪ 'teɪstɪ 'dɪʃɪz ɪ ənd 'naɪs 'kləʊðz ʃi 'meɪks] |
| As for Grandmother, she enjoys good health, different work and love of her family. | [æz fə 'græn.mədə ɪ ʃi ɪn 'dʒɔɪz 'gʊd 'helθ ɪ 'dɪfərənt 'wɜ:k ɪ ənd 'lʌv əv hə 'fæmɪli] |

Vocabulary

[və'kæbjuləri]

Слова к тексту

| | | | |
|-----------------|-----------------|----------------------|------------------|
| again | снова | love | любовь |
| beautiful, nice | красивый | make | делать, готовить |
| church | церковь | market | рынок |
| clothes | одежда | occupation | занятие |
| dish | блюдо | piano | фортепиано |
| enjoy | наслаждаться | play | играть |
| go | идти, ехать | sew | шить |
| health | здоровье | tasty | вкусный |
| house | дом (постройка) | week | неделя |
| knit | вязать | work | работа |
| life | жизнь | work about the house | работать по дому |

Text 2

Good Traditions Year by Year

[gud trə'dɪʃənz 'jɪə baɪ 'jɪə]

Mother and Father keep good traditions.

Here are some of them.

In winter the days are short and the evenings are long.

Children sit by the fire.

Father reads aloud.

In spring the sun shines brightly.

It's not too hot outside.

The garden is poor yet.

They have not much work to do there.

So, at this time of the year children draw and paint in the open air.

In summer the Whites go to the country.

They work in the garden.

They grow vegetables and fruit.

Boys and girls help their parents.

They go to the forest.

In autumn it is time to study.

The little children are in the nursery.

The elder ones are at school.

The students are at the university.

They often go to the library.

They work in different workshops.

There is so much homework!

[ˈmʌðər ənd ˈfɑːðə ˈkiːp ˈgud trə'dɪʃənz]

[hɪər ɑː ˈsʌm əv ðəm]

[ɪn ˈwɪntə ðə ˈdeɪz ə ˈʃɔːt ənd ðɪ ˈiːvənɪŋz ə ˈlɒŋ]

[ˈtʃɪldrən ˈsɪt baɪ ðə ˈfaɪə]

[ˈfɑːðə ˈriːdz ə ˈlaʊd]

[ɪn ˈsprɪŋ ðə ˈsʌn ˈʃaɪnz ˈbrʌntli]

[ɪts ˈnɒt ˈtu ˈhɒt ˈaʊtsaɪd]

[ðə ˈɡɑːdn ɪz ˈpuə ˌjet]

[ðeɪ hæv ˈnɒt ˈmʌʃ ˈwɜːk tə ˈduː ðə]

[səʊ ət ðɪs ˈtaɪm əv ðə ˈjɪə ˈtʃɪldrən ˈdrɔː ənd ˈpeɪnt ɪn ðɪ ˈəʊpən eə]

[ɪn ˈsʌmə ðə ˈwaɪts ˈɡəʊ tə ðə ˈkʌntri]

[ðeɪ ˈwɜːk ɪn ðə ˈɡɑːdn]

[ðeɪ ˈɡrəʊ ˈvedʒətəblz ənd ˈfruːt]

[ˈbɔɪz ənd ˈɡɜːlz ˈhelp ðə ˈpeərənts]

[ðeɪ ˈɡəʊ tə ðə ˈfɒrɪst]

[ɪn ˈɔːtəm ɪt ɪz ˈtaɪm tə ˈstʌdi]

[ðə ˈlɪtl ˈtʃɪldrən ɑːr ɪn ðə ˈnɜːsəri]

[ðɪ ˈeldə wʌnz ɑːr ət ˈskuːl]

[ðə ˈstjuːdents ɑːr ət ðə ˈjuːnɪˈvɜːsɪti]

[ðeɪ ˈɒfən ɡəʊ tə ðə ˈlaɪbrəri]

[ðeɪ ˈwɜːk ɪn ˈdɪfərənt ˈwɜːkʃəps]

[ðeər ɪz sʌʊ mʌʃ ˈhəʊmwɜːk]

Vocabulary

| | | | |
|-------------|------------------------------|--------------|------------------|
| brightly | ярко | keep good | сохранять добрые |
| by the fire | у камина | traditions | традиции |
| draw and | рисовать | library | библиотека |
| paint | карандашом и красками | much work | много работы |
| garden | сад | parents | родители |
| grow | расти, выращивать | poor | бедный |
| help | помогать | read aloud | читать вслух |
| homework | домашняя работа (задание) | shine | светить |
| in the open | на открытом | sit | сидеть |
| air | воздухе | some of them | некоторые из них |
| it is time | пора | study | учиться |
| it's hot | жарко | the sun | солнце |
| | | too | слишком |
| | | year by year | год за годом |

Домашнее задание (Home Task)

15. Напишите следующие слова и предложения, данные в транскрипции.

[hə'ləʊ], [hau du: ju: du:], [gud 'mɔ:nɪŋ], [let mi intrə'dju:s maɪ'self],
[maɪ nem ɪz ...].

16. Произнесите названия всех букв английского алфавита.

17. Перечислите по-английски названия дней недели, месяцев и времен года.

18. Выпишите из текстов урока слова с дифтонгами.

Правила чтения: Согласные. Гласные в разных типах слога.
Topic: Visiting card.

Правила чтения согласных букв

Большинство согласных букв обозначают согласный звук, входящий в название буквы. Таковы **b, d, f, j, k, l, m, n, p, t, v, z**.

Остальные согласные буквы имеют свои особенности чтения

1. Согласные буквы, имеющие два варианта чтения

| Буква | Звук | Позиция | Примеры |
|-------|------|----------------------------------------------------------------------------------------|-----------------------------------------------------------|
| c | [s] | перед e i y | cent [sent] cinema ['sɪnəmə] cymbals ['sɪmbəlz] |
| | [k] | перед a o u перед всеми согласными буквами в конце слога | cat [kæt] cost [kɒst] cut [kʌt] music ['mju:zɪk] |
| g | [dʒ] | перед e i y | gentleman ['dʒentlmən] gin [dʒɪn] gym [dʒɪm] |
| | [g] | перед a o u перед всеми согласными буквами в конце слога | game [geɪm] goat [gəʊt] gull [gʌl] dog [dɒg] |
| s | [s] | в начале слова между гласной и согласной в конце слова после глухой согласной | sack [sæk] east [i:st] cats [kæts] |
| | [z] | после звонкой согласной после гласной между гласными | dogs [dɒgz] pies [paɪz] rose [rəʊz] |

| Буква | Звук | Позиция | Примеры |
|-------|------|---------------------------------------------|--------------------------------------------------------------|
| х | [ks] | перед гласной буквой в конце слова | text [tekst] fox [fɒks] |
| | [gz] | за ударной гласной перед ударной гласной | exercise [ˈeksəsaɪz] exam [ɪgˈzæm] example [ɪgˈzɑːmpl] |

2. Чтение сочетаний согласных букв

| Букво-сочетание | Звук | Примеры |
|-----------------|------|------------------------------------|
| sh | [ʃ] | she [ʃiː], shine [ʃaɪn] |
| ck | [k] | sack [sæk], pocket [ˈpɒkɪt] |
| ng | [ŋ] | sing [sɪŋ], bring [brɪŋ] |
| ph | [f] | photo [ˈfəʊtəʊ], physics [ˈfɪzɪks] |

3. Сочетания согласных букв, имеющие два варианта чтения

| Букво-сочетание | Звук | Позиция | Примеры |
|-----------------|------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| th | [ð] | в местоимениях в служебных словах в знаменательных словах (между гласными) | this [ðɪs], that [ðæt] the [ðiː] bathe [beɪð] |
| | [θ] | в начале и в конце знаменательных слов и в середине слов инострального происхождения | thin [θɪn], bath [bɑːθ] author [ˈɔːθə] |
| qu | [kw] | в ударном слоге | quite [kwaɪt], quiet [ˈkwaɪət] |
| | [k] | в конце слова | unique [juːˈniːk] |
| gu | [gw] | в словах французско- го происхождения | language [ˈlæŋɡwɪdʒ] |
| | [g] | | league [liːg] |
| wh | [h] | перед о | who [huː], whose [huːz] |
| | [w] | перед остальными гласными | when [wen], why [waɪ] |

4. Сочетание *ch*, имеющее три варианта чтения

| Букво-сочетание | Звук | Позиция | Примеры |
|-----------------|------|-------------------------------------|-------------------------------------------|
| ch | [tʃ] | в различных позициях | chat [tʃæt] beach [bi:tʃ] |
| | [k] | в словах греческого происхождения | ache [eɪk] architect [ˈɑ:kɪtekt] |
| | [ʃ] | в словах французского происхождения | machine [məˈʃi:n] moustache [məˈsta:ʃ] |

Правила чтения гласных в разных типах слога

Чтение гласных в английском языке зависит от типа слога. Различают четыре типа слога:

I тип — открытый слог (т. е. оканчивающийся на гласную либо на согласную букву + *e*);

II тип — закрытый слог (т. е. оканчивающийся на согласную букву);

III тип — слог с буквой *r* (т. е. ударная гласная + *r* или гласная + *r* + согласная);

IV тип — слог с гласной после буквы *r* (т. е. гласная + *r* + гласная).

Следует иметь в виду, что здесь излагаются самые общие правила чтения. Слова, не подчиняющиеся правилам, даны с фонетической транскрипцией.

5. Варианты чтения гласных букв в соответствии с четырьмя типами слога

| Буквы Тип слога | a | o | e | i | y | u |
|--------------------|-------------------------|----------------------|----------------------|---------------------------------------|---|-------------------------|
| I | [eɪ] name haste | [əʊ] note go | [i:] he these | [aɪ] nice time my rhyme | | [ju:] use student |
| II | [æ] add cap | [ɒ] hot clock | [ɛ] let end | [ɪ] is big myth nymph | | [ʌ] sun study |
| III | [ɑ:] car large | [ɔ:] form lord | [ɜ:] her term | [ɜ:] girl birth myrtle | | fur turn |
| IV | [eə] care parents | [ɔ:] more bore | [ɪə] here mere | [aɪə] fire tire tyre | | [juə] cure during |

1. Прочитайте слова, обращая внимание на твёрдый слог.

| I | II | III | IV |
|-------|-------|-----------|------------|
| a | | | |
| [eɪ] | [æ] | [ɑ:] | [eə] |
| age | am | arm | fare |
| ache | at | far | care |
| pale | apple | part | dare |
| came | man | large | rare |
| make | has | architect | share |
| made | glad | card | bare |
| game | sad | mark | declare |
| o | | | |
| [əʊ] | [ɒ] | [ɔ:] | [ɔ:] |
| open | on | or | ore |
| bone | ox | born | more |
| stone | spot | port | store |
| go | hot | sport | before |
| home | shop | order | shore |
| close | cod | lord | core |
| sole | dog | corn | bore |
| e | | | |
| [i:] | [e] | [ɜ:] | [ɪə] |
| see | egg | her | here |
| Pete | else | herd | mere |
| bee | set | nerve | sphere |
| be | bet | serve | severe |
| tree | men | term | sincere |
| agree | blend | alert | career |
| free | rent | perfect | atmosphere |
| i | | | |
| [aɪ] | [ɪ] | [ɜ:] | [aɪə] |
| I | if | girl | fire |
| ice | ill | firm | tire |
| pie | pin | dirt | tired |
| fine | big | bird | wire |
| five | miss | first | hire |
| side | sit | thirst | desire |
| like | fifty | circle | spire |

| I | II | III | IV |
|-------|------------|--------|-------|
| [aɪ] | [ɪ] | [ɜ:] | [aɪə] |
| my | myth | myrtle | tyre |
| type | lymph | | lyre |
| style | nymph | | |
| fly | Styx | | |
| cry | pyx | | |
| by | hymn [him] | | |
| rely | symbol | | |

| [ju:] | [u:] | [ʌ] | [ɜ:] | [juə] |
|-------|------------|------|--------|---------|
| | после r, l | | | |
| due | rule | but | fur | cure |
| dune | rude | sun | curve | during |
| tune | flute | bus | nurse | pure |
| cube | blue | cup | burn | obscure |
| tube | true | just | hurt | endure |
| nude | brute | must | purse | fury |
| music | rune | dust | purple | hure |

6. Чтение сочетаний гласных букв под ударением

| Буквосочетание | Чтение | Примеры |
|----------------|------------------------|------------------------------------|
| ai ay | [eɪ] | wait say |
| ei ey | [eɪ] | eight grey |
| ea ee | [i:] | tea bee |
| ew | [ju:] | new, few |
| ue ui | [ju:] [u:] [ju:] | due, Tuesday true, blue suit |
| oi oy | [ɔɪ] | boil, voice boy, toy |
| oo + k | [v] | book, hook |
| oo | [u:] | too, food, room |

| Буквосочетание | Чтение | Примеры |
|----------------|--------|-------------------------|
| ou ow | [aʊ] | out cow, owl |
| ow oa | [əʊ] | know, low coal, boat |

2. Закрыв транскрипцию, прочитайте вслух примеры.

7. Чтение сочетаний гласных букв с буквой r

| Буквосочетание | Чтение | Примеры |
|----------------|-----------------------|--------------------------------------|
| ai + r | [eə] | air, fair |
| ei + r | [eə] | heir |
| ee + r | [iə] | beer, deer |
| oa + r | [ɔː] | oar, board |
| ea + r | [eə] [iə] | bear, pear, ear, clear |
| oo + r | [ɔː] [ʊə] | door, floor, poor, moor |
| ou + r | [ɔː] [ʊə] [aʊə] | pour, course tourist our, hour |

3. Прочитайте объединенные колонки слов по горизонтали. Обратите внимание на чередование гласных.

| [ɪ] | | [e] | | [æ] | | [iː] | | [ɪ] |
|------|---|------|---|------|--|-------|---|-------|
| bid | — | bed | — | bad | | me | — | mill |
| bit | — | bet | — | bat | | see | — | sit |
| big | — | beg | — | bag | | eat | — | it |
| did | — | dead | — | dad | | tea | — | tin |
| fin | — | fen | — | fan | | be | — | bill |
| hid | — | head | — | had | | steel | — | still |
| miss | — | mess | — | mass | | peel | — | pill |
| pick | — | peck | — | pack | | heat | — | hit |
| sit | — | set | — | sat | | deed | — | did |
| tin | — | ten | — | tan | | leave | — | live |

| | | | | | |
|---------------|-----|--------------|------|--------------|------|
| [u:] | [ʊ] | [ʌ] | [ɑ:] | [ɒ] | [ɔ:] |
| pool — pull | | come — calm | | don — dawn | |
| cool — could | | done — darn | | non — north | |
| boot — book | | much — march | | cock — cork | |
| goose — good | | cut — cart | | cot — caught | |
| cooper — cook | | duck — dark | | pock — pork | |
| tool — took | | cud — card | | pot — port | |
| wound — wood | | cup — carp | | shot — short | |

Visiting Card

[ˈvɪzɪtɪŋ kɑ:d]

Визитная карточка

На этом уроке вы научитесь составлять и оформлять визитную карточку.

4. Прочитайте вслух, пользуясь транскрипцией, образцы документов и слова, необходимые для их заполнения.

В визитной карточке используются следующие сокращения (abbreviations [əˈbrɪ:vɪˈeɪʃnz]):

а) для обозначения адреса:

| | | | |
|-------------|-------------------|---------------|------------|
| St | street | [stri:t] | улица |
| Blvd | boulevard | [ˈbu:ləvɑ:d] | бульвар |
| Emb | embankment | [ɪmˈbæŋkmənt] | набережная |
| Ave | avenue | [ˈævɪnju:] | проспект |
| Sq | square | [skweə] | площадь |

б) для обозначения научного статуса:

A — Associate [əˈsəʊʃɪt] выпускник среднего специального учебного заведения

AA — Associate of Arts [əˈsəʊʃɪt əv ɑ:ts] выпускник гуманитарного среднего специального учебного заведения

BA (Am AB) — Bachelor of Arts [ˈbæʃələ əv ˈɑ:ts] бакалавр искусств

BSc (Am BS) — Bachelor of Science [ˈbæʃələ əv ˈsaɪəns] бакалавр наук

MA — Master of Arts [ˈmɑ:stər əv ˈɑ:ts] магистр гуманитарных наук

MSc/MS — Master of Science [ˈmɑ:stər əv ˈsaɪəns] магистр естественных или точных наук

PhD Doctor of Philosophy [ˈdɒktər əv fɪˈlɒsəfi] доктор философии

Оформление адреса в английском языке не совпадает с формой, к которой привыкли в России. Сравните:

| | |
|----------------------------|--------------------------------------------------------------------------------------------------|
| In Russian (по-русски): | Россия, 129085 г. Москва, Проспект Мира, 101в, строение 1 Издательский центр «Академия» |
| In English (по-английски): | ACADEMIA Publishing Centre 101v, building 1, Prospect Mira Moscow, 129085 Russia |

Для обозначения должностей в учебных заведениях используют следующие слова и словосочетания:

| | | |
|-------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| директор школы | director manager head headmaster headmistress (о женщине) principal (Am) assistant director | [di'rektə] ['mænɪdʒə] [hed] [hed'mɑ:stə] [hed'mɪstrɪs] [prɪnsəpəl] [ə'sɪstənt di'rektə] |
| заместитель директора | acting director | ['æktɪŋ di'rektə] |
| и.о. директора | assistant chief | [ə'sɪstənt 'tʃi:f] |
| зам. начальника/ директора | deputy director | ['depju:ti di'rektə] |
| классный | class/form teacher | ['klɑ:s/'fɔ:m 'ti:tʃə] |
| руководитель | form master homeroom teacher (Am) | ['fɔ:m 'mɑ:stə] ['həʊmru:m 'ti:tʃə] [ti:tʃə] |
| учитель | tutor (Am) | ['tju:tə] |
| домашний | (school)teacher | [('sku:l) ti:tʃə] |
| школьный | (school)master (school)mistress (о женщине) schoolman (Am) | [('sku:l) mɑ:stə] [('sku:l) mɪstrɪs] [sku:lmən] |
| английского языка | English teacher/ master | ['ɪŋglɪʃ 'ti:tʃə/'mɑ:stə] |
| математики | mathematics teacher/ master | [.mæθɪ'mætɪks 'ti:tʃə/ 'mɑ:stə] |
| музыки | music teacher | ['mju:zɪk 'ti:tʃə] |
| ОБЖ | security of life teacher | [sɪ'kjʊərɪti əv'laɪf 'ti:tʃə] |
| пения | singing master | ['sɪŋɪŋ mɑ:stə] |

| | | |
|----------------------|---------------------------|-----------------------------|
| учитель | | |
| рисования | art teacher | [ˈɑ:t ˈti:tʃə] |
| танцев | dancing master | [ˈda:nsɪŋ ˈma:stə] |
| физкультуры | physical training teacher | [ˈfɪzɪkəl ˈtreɪnɪŋ ˈti:tʃə] |
| заведующий | headclerk | [ˈhed ˈkla:k] |
| канцелярией | executive (Am) | [ɪg ˈzekjʊtɪv] |
| учебной частью | head of studies | [ˈhed əv ˈstɑ:dɪz] |
| АХЧ | assistant manager | [ə ˈsɪstənt ˈmænɪdʒə] |
| отделом | head of department | [ˈhed əv dɪ ˈpɑ:tmənt] |
| ректор | rector | [ˈrektə] |
| | chancellor (Am) | [ˈʃɑ:nsələ] |
| проректор | pro-rector | [ˈprəʊ ˈrektə] |
| | vice-chancellor (Am) | [ˈvaɪs ˈʃɑ:nsələ] |
| декан | dean | [di:n] |
| | president of a faculty | [ˈprezɪdənt əv ə ˈfækəlti] |
| доцент | senior lecturer | [ˈsi:nɪə ˈlektʃərə] |
| | (senior) reader | [(ˈsi:nɪə) ˈri:də] |
| | assistant professor (Am) | [ə ˈsɪstənt prə ˈfesə] |
| преподаватель в вузе | teacher | [ˈti:tʃə] |
| | lecturer | [ˈlektʃərə] |
| | instructor (Am) | [ɪn ˈstraktə] |
| научный | supervisor of studies | [ˈsjupəvaɪzər əv ˈstɑ:dɪz] |
| руководитель | | |
| куратор | tutor | [ˈtju:tə] |
| ответственный за | responsible for | [rɪs ˈpɒnsəbəl fɔ:] |
| няня | nurse(maid) | [ˈnɜ:s(meɪd)] |
| воспитатель | educator | [ˈedʒukətə] |
| | mistress | [ˈmɪstrɪs] |
| | (о женщине) | |

Названия образовательных и воспитательных учреждений

| | | |
|---------------------------------------|-----------------------------|-------------------------------|
| детский сад | nursery school | [ˈnɜ:səri sku:l] |
| | (для детей от 2 до 5 лет) | |
| | kindergarten | [ˈkɪndəɡɑ:tn] |
| | (для детей 4—5 лет) | |
| школа | school | [sku:l] |
| педагогическое | primary school | [ˈpraɪməri sku:l] |
| училище | teacher(s) training college | [ˈti:tʃə(z) ˈtreɪnɪŋ ˈkɒlɪdʒ] |
| среднее специальное учебное заведение | college | [ˈkɒlɪdʒ] |

высшее учебное заведение

университет

university

{ ju:nɪ'vɜ:sɪti }

институт

institute

{ 'ɪnstɪtju:t }

педагогический

teacher(s') training

{ 'ti:tʃə(z) 'treɪnɪŋ }

институт

institute

'ɪnstɪtju:t }

Образец визитной карточки

| | |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Николаев Николай Николаевич | Nikolai N. Nikolayev |
| Преподаватель Калужского педагогического училища | Lecturer Kaluga Primary School Teachers' College |
| 248021, г. Калуга тел. 59-03-41 ул. Поле Свободы, д. 23а 55-70-94 | 23a, Polye Svobody Str Kaluga, 248021 Russia Phones 590341 557094 |

Образец удостоверения личности

| | |
|----------------|------------------------------------------|
| Удостоверение | Identity Card [aɪ'dentɪti kɑ:d] |
| Фамилия | Surname ['sɜ:nem] |
| Имя | First Name [fɜ:st nem] |
| Отчество | Middle Name [mɪdl nem] |
| Гражданство | Citizenship ['sɪtɪzənʃɪp] |
| Национальность | Nationality [næʃə'nælɪti] |
| Род занятий | Occupation [ɒkju'peɪʃən] |
| Телефон | Telephone Number ['telɪfəʊn 'nʌmbə] |
| Адрес | Full Postal Address [ful 'pəʊstl ə'dres] |
| Дата | Date [deɪt] |
| Подпись | Signed [saɪnd] |

5. Прочитайте и запомните названия некоторых стран, столиц, национальностей.

| Country | Capital | Nationality |
|------------------------------------|-----------------------------|------------------------------------------|
| Russia ['rʌʃə] | Moscow ['mɒskəʊ] | Russian ['rʌʃən] |
| Great Britain ['greɪt 'brɪtn] | London ['lʌndən] | Englishman/woman ['ɪŋglɪʃmən/wʊmən] |
| Ireland ['aɪələnd] | Dublin ['dʌblɪn] | Irishman/woman ['aɪərɪʃmən/wʊmən] |
| Canada ['kænədə] | Ottawa ['ɒtəwə] | Canadian [kə'neɪdʒən] |
| America [ə'merɪkə] | Washington ['wɒʃɪŋtən] | American [ə'merɪkən] |

| | | |
|---------------------|-------------------|---------------------------------------|
| France [fra:ns] | Paris ['pærɪs] | Frenchman/woman [ˈfrentʃmən/wʊmən] |
| Italy ['ɪtəli] | Rome [rəʊm] | Italian [ɪ'tæliən] |
| Spain [speɪn] | Madrid [mæ'drɪd] | Spaniard ['spænjəd] |
| China ['tʃaɪnə] | Peking [pi:'kɪŋ] | Chinese [ˌtʃaɪ'ni:z] |
| Germany ['dʒɜ:məni] | Berlin ['bɜ:li:n] | German ['dʒɜ:mən] |

6. Прочитайте вслух анкетные вопросы и ответы на них (не забывайте об интонации специального вопроса).

- | | |
|---------------------------------|-----------------------------------|
| 1. What is your name? | [ˈwɒt ɪz jə 'neɪm] |
| 2. What is your surname? | [ˈwɒt ɪz jə 'sɜ:neɪm] |
| 3. What nationality are you? | [ˈwɒt næʃə'nælɪti ə ju:] |
| 4. What country are you from? | [ˈwɒt 'kʌntri ə ju: frəm] |
| 5. What's your address? | [ˈwɒts jɜ: ə'dres] |
| 6. What's your profession? | [ˈwɒts jɜ: prə'feʃən] |
| 7. What languages do you speak? | [ˈwɒt 'læŋgwɪdʒɪz du: ju: 'spi:k] |
-
- | | |
|----------------------------------------------------|---------------------------------------------------------|
| 1. My first name is ... | [maɪ 'fɜ:st 'neɪm ɪz ...] |
| 2. My surname is ... | [maɪ 'sɜ:neɪm ɪz ...] |
| 3. I am ... | [aɪ æm ...] |
| 4. I am from ... | [aɪ æm frəm ...] |
| 5. My address is ... | [maɪ ə'dres ɪz ...] |
| 6. I am a ... | [aɪ æm ə ...] |
| 7. I speak English, German, French and Russian. | [aɪ 'spi:k 'ɪŋɡlɪʃ ɪ 'dʒɜ:mən ɪ frɛntʃ ɪ ənd 'rʌʃən] |

Home Task

7. Напишите по-английски ваш домашний адрес и адрес вашего учебного заведения.

При передаче русских названий и имен на английском языке пользуйтесь правилами транслитерации. Транслитерация представляет собой замещение букв русского алфавита соответствующими буквами или сочетаниями букв английского алфавита.

Таблица соответствия русских букв английским:

| | | | | | |
|-----------|------------|-------|--------|----------|------------|
| а → a | ё → io, yo | л → l | с → s | ч → ch | э → e |
| б → b | ж → zh | м → m | т → t | ш → sh | ю → iu, yu |
| в → v | з → z | н → n | у → u | щ → shch | я → ia, ya |
| г → g | и → i | о → o | ф → f | ъ → " | |
| д → d | й → y, i | п → p | х → kh | ы → y, i | |
| е → e, ye | к → k | р → r | ц → ts | ь → ' | |

Существуют и исключения — фамилии, которые уже имеют устоявшееся написание в английском языке. Например: Tolstoy.

8. Составьте по образку ваше удостоверение личности.

Образец:

Identity card

| | |
|-----------------------------|--------------------------------------------------------------------------------|
| <i>First name(s)</i> | Samuel ['sæmjʊəl] |
| <i>Surname</i> | Smith [smɪθ] |
| <i>Citizenship</i> | The USA [ðə 'ju: es 'eɪ] |
| <i>Nationality</i> | American [ə'merɪkən] |
| <i>Occupation</i> | Student of Minnesota University ['stju:dənt əv 'mɪn'səʊtə ju:nɪ'vɜ:sɪti] |
| <i>City (town, village)</i> | Minneapolis [ˌmɪni'æpəlɪs] |
| <i>Telephone number</i> | |
| <i>Signed</i> | |
| <i>Date</i> | 01.12.2003 |

9. Прочитайте слова, учитывая тем слога или положение гласной в буквосочетании.

cat, we, week, term, plan, weak, plane, hate, wet, West, East, card, play, not, Spain, her, gulf, part, jump, team, tune, herd, eat, yard, burn, hair, hare, seem, nor, pure, North, stream, hop, here, serve, loss, sphere, went, share, dune, hut, fair, mend, disk, nice, cry, tone, note, early, sing, sun, fire, skirt, use, cord, forge, gentle, dress, meet, earn, hurt, simple, single, since, cure, pearl, dure, shirt.

10. Напишите данные выше слова в транскрипции.

Правила чтения: Сочетания гласных букв с согласными. Гласные буквы в неударных слогах.

Topic: Etiquette.

Сочетания гласных букв с согласными

В предыдущем уроке говорилось, что чтение гласных в основном определяется типом слога.

Однако в сочетании с некоторыми согласными гласные буквы могут читаться особым образом. Приводим таблицу наиболее часто встречающихся подобных сочетаний.

| Буквосочетание | Чтение | Примеры |
|-----------------|--------|--------------------|
| af | [ɑ:] | after ['ɑ:ftə] |
| alf | [ɑ:] | half [ha:f] |
| alm | [ɑ:] | calm [kɑ:m] |
| an | [ɑ:] | glance [glɑ:ns] |
| ask | [ɑ:] | ask [ɑ:sk] |
| ass | [ɑ:] | glass [glɑ:s] |
| ath | [ɑ:] | path [pɑ:θ] |
| asp | [ɑ:] | grasp [grɑ:sp] |
| al | [ɔ:] | already [ɔ:l'redi] |
| alk | [ɔ:] | chalk [tʃɔ:k] |
| aught | [ɔ:] | caught [kɔ:t] |
| aw | [ɔ:] | draw [drɔ:] |
| war | [ɔ:] | warm [wɔ:m] |
| ought | [ɔ:] | ought [ɔ:t] |
| igh | [aɪ] | high [haɪ] |
| ight | [aɪ] | light [laɪt] |
| ild | [aɪ] | child [tʃaɪld] |
| ind | [aɪ] | mind [maɪnd] |
| old | [əʊ] | old [əʊld] |
| ost | [əʊ] | post [pəʊst] |
| wor | [ɜ:] | world [wɜ:ld] |
| ear + согласная | [ɜ:] | earth [ɜ:θ] |

1. Закрыв в таблице транскрипцию, прочитайте вслух примеры.

Чтение гласных букв в неударных слогах

Как уже говорилось в уроке 1, неударные гласные звуки могут подвергаться редукации. Ниже показаны различные случаи редукации.

Редукация гласных

| Буква | Положение в слове | Звук | Примеры |
|-------|--------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------|
| а | 1) в конечном открытом слоге и подобных ему сочетаниях букв | [ɪ] | 'cottage, 'village, 'palace, 'Sunday, 'captain |
| | 2) в других положениях | [ə] | a'side, 'cinema, 'syllable, 'soda, a'bout, 'dollar |
| е | 1) в конечных слогах: -es (после свистящих, шипящих) -ed (после [t], [d]) в предударном слоге | [ɪ] | 'beaches, 'wishes, 'washes, 'passes 'started, 'noddod be'gin, re'peat |
| | 2) в остальных положениях в большинстве случаев | [ə] | 'tendency, 'vowel, 'teacher, 'baker, 'longer |
| i/y | 1) в большинстве случаев в предударном и послеударном слоге | [ɪ] | 'visit, in'deed, 'city, 'synonym |
| | 2) в конце слов перед г | [ə] | 'tapir, 'martyr |
| ei/eу | в большинстве случаев | [ɪ] | 'foreign, 'hockey |
| о | 1) в большинстве случаев, кроме конечного положения | [ə] | to'bacco, 'pilot, 'motor, ob'tain, 'bottom, 'synonym |
| | 2) в конце слова | [əʊ] | to'bacco, 'also |
| и | в большинстве случаев | [ə] | 'murmur, 'minus, sur'vive, 'difficult, 'nature |

2. Прочитайте слова, обращая внимание на чтение неударных гласных.

[ɪ]

'engine
'lady
'orange

[ə]

'after
'answer
'over

'angry
'happy
'article
'artist

'offer
'order
'orchard
'student

Особого внимания заслуживает редуция гласных в служебных и вспомогательных словах. (Более подробно о них будет сказано в следующем разделе. Пока важно научиться правильно произносить их.)

Если вместо редуцированных форм этих слов употребить полные, нарушится ритмический строй речи и они получают излишнюю значимость.

Редуцированные и полные формы служебных слов, местоимений и вспомогательных глаголов

*(В качестве примеров даны английские пословицы
с буквальным переводом. В скобках, где это возможно,
дан литературный перевод.)*

| Слово | Полная форма | Редуцированные формы |
|------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 2 | 3 |
| Артикли (определители существитель- ных): the | [ði:] | [ði] или [ði] — перед словом, начинающимся с гласного [ðə] или [ð] — перед словом, начинающимся с согласного The expection proves the rule. Исключение подтверждает правило. The appetite comes with eating. Аппетит приходит во время еды. |
| a | [ei] | [ə] — перед словом, начинающимся с согласного Habit is a second nature. Привычка — вторая натура. A good beginning makes a good ending. Хорошее начало обеспечивает хороший конец. (Лиха беда начало.) |
| an | [æn] | [ən], [n] — перед словом, начинающимся с гласного An apple a day keeps the doctor away. В день по яблоку съедать — докторов не вызывать. |

| 1 | 2 | 3 |
|---------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Союзы: and <i>и</i> | [ænd] | [ænd] Time and tide wait for no man. Время <i>и</i> морской прилив никого не ждут. (Время никого не ждет.) |
| but <i>но, а</i> (противопо- ставление) | [bat] | [bæt] The spirit is willing but the flesh is weak. Дух силен, <i>а</i> плоть немощна. |
| as <i>как, поскольку</i> | [æz] | [əz] Enough is as good as a feast. Достаточное количество так же хорошо, как пир. (Хорошенького понемножку.) Handsome is as handsome does. По-настоящему красив лишь тот, кто красиво поступает. (О человеке судят не по словам, а по делам.) |
| or <i>или</i> | [ɔ:], [ɔ:r] | [ɔ], [ə] — перед согласным [ɔr], [ər] — перед гласным East or West, home is best. Запад <i>или</i> Восток, дом лучше всего. (В гостях хорошо, а дома лучше.) |
| than <i>чем</i> (при сравне- ниях) | [ðæn] | [ðæn], [ðn] Two heads are better than one. Две головы лучше, <i>чем</i> одна. Better late than never. Лучше поздно, <i>чем</i> никогда. |
| Предлог: at <i>у, в, возле, на</i> | [æt] | [æt] A cat may look at a king. И кошке не возбраняется смотреть <i>на</i> короля. |
| for <i>для</i> | [fɔ:] | [fɔ], [fə] — перед гласными One law for the rich and another for the poor. <i>Для</i> богатых — один закон, <i>для</i> бедных — другой. |
| of (имеет разные значения) | [ɒv] | [əv], [v] Out of sight, out of mind. Прочь <i>из</i> виду, прочь <i>из</i> памяти. (С глаз долой — из сердца вон.) |

| 1 | 2 | 3 |
|--------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| to к, в | [tu:] | [tə] — перед согласным [tu] — перед гласным Early to bed and early to rise makes a man healthy, wealthy and wise. Кто рано ложится и рано встает — здоровье, богатство и ум наживет. |
| Частица there в оборотах there is there are | [ðeə] [ðeəɪz], [ðeəɑ:] | [ðə] — перед согласными [ðeɪ] — перед гласными [ðeəz], [ðəz] [ðeə] While there's life, there's hope. Пока человек жив, он надеется. There're two sides to every question. В каждом вопросе имеется две стороны. |
| Относительное местоимение that который, кто, что | — | [ðət], [ðɪ] — употребляются только в редуцированной форме It's a poor heart that never rejoices. Бедно то сердце, <i>которое</i> никогда не радуется. (Жалок тот, <i>кто</i> никогда не радуется.) All is well that ends well. Все хорошо, <i>что</i> хорошо кончается. |

3. Прочитайте разговорные выражения, содержащие редуцированные формы слов. (В скобках курсивом дана полная форма, которая в разговорной речи редуцируется.)

Etiquette

Благодарность

— Thank you, **you've** [ju:v] (*you have*) been very helpful.

— **You're** [juə] (*you are*) welcome.

— Thank you for coming.

— Not at all.

— **You're** (*you are*) very kind.

— Thank you for your company.

— Спасибо, вы мне очень помогли.

— Пожалуйста. / Не стоит благодарности.

— Спасибо, что пришли.

— Не стоит благодарности.

— Вы очень добры.

— Спасибо за компанию.

Извинение

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>— I'm (<i>I am</i>) sorry.</p> <p>— Never mind.</p> <p>— I must apologize [ə'pɒlədʒaɪz] to you.</p> <p>— You needn't apologize.</p> <p>It's [ɪts] (<i>It is</i>) my fault [fɔ:lt].</p> <p>— Excuse me.</p> <p>— That's (<i>That is</i>) all right.</p> | <p>— Простите.</p> <p>— Ничего. / Пусть это вас не беспокоит.</p> <p>— Я должен извиниться перед вами.</p> <p>— Вам нет необходимости извиняться. Это моя вина.</p> <p>— Извините. (<i>нисходящая интонация</i>)</p> <p>— Ничего. / Все в порядке.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Привлечение внимания

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>— Excuse me [mi] (<i>me</i> [mi:]). / Pardon me [mi].</p> <p>— Yes? What is it?</p> <p>— Excuse me, could [kʊd] you tell me the time?</p> <p>— It's (<i>It is</i>) 5 to 5.</p> | <p>— Извините. (<i>восходящая интонация</i>)</p> <p>— Да, что такое?</p> <p>— Простите, вы не могли бы сказать время?</p> <p>— Без пяти пять.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

Вопросы о состоянии дел

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>— How are you?</p> <p>— Fine, thank you. And how are you?</p> <p>— Not too well.</p> <p>— Why? What's [wɒts] (<i>What is</i>) the matter?</p> <p>— How's [haʊz] (<i>How is</i>) Mary [meəri] getting on with her work?</p> <p>— I'm afraid I don't [dʌnt] (<i>do not</i>) know [nəʊ]. I don't see much of her.</p> <p>— I'm glad you're (<i>you are</i>) back. I was [wəz] missing you badly.</p> <p>— So was I.</p> | <p>— Как поживаете?</p> <p>— Спасибо, хорошо. А вы?</p> <p>— Не очень хорошо.</p> <p>— Почему? Что случилось?</p> <p>— Как дела у Мэри с ее ра- ботой?</p> <p>— Боюсь, я не знаю. Я редко ее вижу.</p> <p>— Рад, что вы вернулись. Я очень скучал без вас.</p> <p>— Я тоже.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Прием гостей

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>— Come in, please. This way.</p> <p>— Thank you.</p> <p>— Take a seat. Make yourself at [æt] (<i>at</i> [æt]) home.</p> <p>— Thank you very much.</p> | <p>— Заходите, пожалуйста. Проходите сюда.</p> <p>— Спасибо.</p> <p>— Садитесь, пожалуйста. Чувствуйте себя, как дома.</p> <p>— Большое спасибо.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|

Home Task

4. Подберите английские выражения, уместные в следующих ситуациях:

1. Вы повстречали знакомого, которого давно не видели.
2. Вам помогли в трудный момент.
3. К вам пришли гости.
4. Вы не располагаете информацией, о которой вас спрашивают.
5. Перед вами извинился неловкий пассажир, толкнувший вас.
6. Вас благодарят за оказанную добрую услугу.
7. Вы нечаянно повредили чужую вещь.

5. Переведите диалоги на английский язык.

- | | |
|-------------------------------|-----------------------------|
| 1. — Большое спасибо. | — Пусть это вас не беспоко- |
| — Пожалуйста. | ит. |
| 2. — Я рад, что вы вернулись. | 5. — Как дела у отца? |
| Проходите, пожалуйста. | — Хорошо, спасибо. |
| — Большое спасибо. | 6. — Джим! |
| 3. — Как поживаешь, Джим? | — Да? Что такое? |
| — Замечательно, спасибо. А | 7. — Что случилось? |
| ты? | — Ничего, все в порядке. |
| 4. — Я должен извиниться | 8. — Спасибо, что пришли. |
| перед вами. | — Не за что. |

6. Выучите на выбор семь пословиц.

ТЕСТ I

Выберите правильный вариант.

| | | |
|----|--------------|------------|
| 1 | [ʃɪp] | |
| | a. sip | c. ship |
| | b. cheap | d. sheep |
| 2 | [bæk] | |
| | a. back | c. cab |
| | b. beg | d. bark |
| 3 | [pɔ:k] | |
| | a. pork | c. park |
| | b. pack | d. rag |
| 4 | [hæpi] | |
| | a. happy | c. cherry |
| | b. chap | d. apple |
| 5 | [mu:n] | |
| | a. moon | c. mean |
| | b. mourn | d. man |
| 6 | [ˌsɪks'ti:n] | |
| | a. six | c. sick |
| | b. sixty | d. sixteen |
| 7 | [gɪv] | |
| | a. give | c. good |
| | b. guy | d. guide |
| 8 | [ˈvɪlə] | |
| | a. wheel | c. will |
| | b. villa | d. while |
| 9 | [naɪn] | |
| | a. nanny | c. name |
| | b. Nina | d. nine |
| 10 | [sprɪŋ] | |
| | a. sprint | c. sprang |
| | b. spring | d. sprung |

| | | |
|----|-------------------|-------------------|
| 11 | chair | |
| | a. [tʃɪə] | c. [tʃeə] |
| | b. [ʃvə] | d. [tʃɑ:] |
| 12 | cab | |
| | a. [kæp] | c. [kju:b] |
| | b. [kæb] | d. [kɑ:d] |
| 13 | north | |
| | a. [nɔ:θ] | c. [nɜ:s] |
| | b. [nɒt] | d. [nʌt] |
| 14 | east | |
| | a. [æst] | c. [ɪz] |
| | b. [i:st] | d. [est] |
| 15 | west | |
| | a. [west] | c. [wɪst] |
| | b. [wet] | d. [vest] |
| 16 | physics | |
| | a. [ˈfɪzɪks] | c. [ˈpjusɪks] |
| | b. [hɪsɪks] | d. [ˈfaɪzɪks] |
| 17 | new | |
| | a. [nəʊ] | c. [ni:] |
| | b. [naʊ] | d. [nju:] |
| 18 | boy | |
| | a. [bɔɪ] | c. [baɪ] |
| | b. [bəʊ] | d. [bi:] |
| 19 | coat | |
| | a. [kəʊt] | c. [kʌt] |
| | b. [kɔ:t] | d. [sæt] |
| 20 | Earth | |
| | a. [ɪst] | c. [ɪə] |
| | b. [ɜ:θ] | d. [ɑ:t] |
| 21 | Pat is three. | |
| | a. Пэт на дереве. | c. Пэт играет. |
| | b. Пэт три года. | d. Пэт маленькая. |

| | | |
|----|----------------------------------|----------------------------------|
| 22 | She is little. | |
| | a. Она маленькая. | c. Она танцует. |
| | b. Он маленький. | d. Она большая. |
| 23 | He has many friends. | |
| | a. У нее много друзей. | c. У него много братьев. |
| | b. У него много друзей. | d. У него много денег. |
| 24 | Dad teaches English. | |
| | a. Папа учит английский. | c. Папа преподает английский. |
| | b. Дедушка учит английский. | d. Папа говорит по-английски. |
| 25 | These are twins. | |
| | a. Это дети. | c. Это близнецы. |
| | b. Это дяди. | d. Это сестры. |
| 26 | Aunt Dorothy is a nurse. | |
| | a. Тетя Дороти — няня. | c. У тети Дороти красивая вилла. |
| | b. У тети Дороти есть вилла. | d. Дороти — их тетя. |
| 27 | He is a worker too. | |
| | a. Он рабочий. | c. Он еще работает. |
| | b. Он тоже рабочий. | d. Он на работе. |
| 28 | Roy has got a blue car. | |
| | a. Рой живет на голубой вилле. | c. У Роя черный автомобиль. |
| | b. У Роя голубой автомобиль. | d. Рой любит кататься. |
| 29 | Barbara has got a son. | |
| | a. Бэб приснился сон. | c. У Барбары два сына. |
| | b. У Барбары есть сын. | d. У Барбары две дочки. |
| 30 | She loves them very much. | |
| | a. Она их очень любит. | c. У нее много детей. |
| | b. Она ловит рыбу. | d. У нее есть внуки. |
| 31 | В комнате есть стулья. | |
| | a. There is a chair in the room. | c. There is a table in the room. |
| | b. There are chairs in the room. | d. There are tables in the room. |
| 32 | Здравствуйте! | |
| | a. How do you do? | c. See you. |
| | b. Goodbye! | d. How are you? |

| | | |
|----|------------------------------|----------------------------------------------|
| 33 | Приятно познакомиться. | |
| | a. Hello! | c. Good evening. |
| | b. Nice to meet you. | d. Had invited. |
| 34 | зимой | |
| | a. in winter | c. on Friday |
| | b. on Sunday | d. in spring |
| 35 | визитная карточка | |
| | a. visit card | c. viza |
| | b. visiting card | d. visit |
| 36 | фамилия | |
| | a. first name | c. surname |
| | b. Christian name | d. family |
| 37 | русский | |
| | a. Russia | c. rush |
| | b. Russian | d. rooster |
| 38 | педагогическое училище | |
| | a. kindergarten | c. pedagogical college |
| | b. teacher's school | d. primary school teachers' training college |
| 39 | учитель английского языка | |
| | a. English teacher | c. teacher's English |
| | b. teacher English | d. class teacher |
| 40 | На каких языках вы говорите? | |
| | a. What is your name? | c. What languages do you speak? |
| | b. What is your address? | d. What country are you from? |
| 41 | Thank you very ... | |
| | a. good | c. much |
| | b. well | d. big |
| 42 | I was ... you badly. | |
| | a. missing | c. getting on |
| | b. miss | d. very |
| 43 | Make yourself ... | |
| | a. please | c. helpful |
| | b. excuse me | d. at home |

| | | |
|----|---------------------------|----------------------|
| 44 | Give me a ... | |
| | a. wish | c. see |
| | b. call | d. sorry |
| 45 | How ... you? | |
| | a. are | c. do |
| | b. thank | d. is |
| 46 | Let me ... myself. | |
| | a. thank | c. introduce |
| | b. let | d. — |
| 47 | I'm very ... to meet you. | |
| | a. nice | c. pleased |
| | b. want | d. me |
| 48 | Good ... ! | |
| | a. meaning | c. market |
| | b. morning | d. meeting |
| 49 | My name is ... | |
| | a. American | c. a manager |
| | b. John | d. Doctor of Science |
| 50 | I speak ... | |
| | a. English | c. Great Britain |
| | b. England | d. American |

II. ОСНОВЫ ПРАКТИЧЕСКОЙ ГРАММАТИКИ

УРОК 6

| | |
|--------------------|--------------------------------------------------------------------------------------------------|
| Грамматика: | Существительное. Прилагательное. Глагол. Система глагольных форм. Повествовательное предложение. |
| Text: | My Working Day. |

Краткий обзор английской грамматики начнем с рассмотрения трех основных частей речи: существительного, прилагательного и глагола.

Существительное

Чтобы уверенно обращаться на практике с английским существительным, нужно хорошо знать следующие правила:

1. Употребление с существительным артикля.
2. Образование множественного числа существительных.
3. Образование притяжательного падежа существительных.

1. Употребление артикля

Артикль — это служебное слово, которое может стоять перед существительным в зависимости от его значения и употребления. В русском языке соответствующей части речи нет.

Артикль бывает двух видов: определенный the и неопределенный a (an).

Одно и то же существительное, в зависимости от его значения, может употребляться как с определенным, так и с неопределенным артиклем. В ряде случаев артикль может отсутствовать.

Употребление существительных с неопределенным артиклем

Неопределенный артикль произошел от числительного *one один*, и его эквивалентами в русском языке могут служить такие слова, как *один, какой-то, любой*. Иными словами, неопределенный артикль указывает на то, что какой-либо предмет принадлежит к

классу однородных предметов и не выделяется из числа таких же предметов:

| | |
|---------------------------|---------------------------------------|
| He saw a cat. | Он увидел кошку (<i>какую-то</i>). |
| Give me an apple. | Дай мне яблоко (<i>любое</i>). |
| He is a student. | Он студент (<i>один из многих</i>). |
| A man is waiting for you. | Вас ждет человек (<i>какой-то</i>). |

Поскольку неопределенный артикль имеет значение *один*, он не может употребляться с существительными во множественном числе.

Неопределенный артикль произносится как [æ] перед согласным и как [ən] перед гласным звуком. Например: a student, an apple.

Употребление существительных с определенным артиклем

Определенный артикль происходит от указательного местоимения *that* *тот* и указывает на *этот*, *известный* или *единственный в своем роде* предмет. Иными словами, определенный артикль выделяет какой-то предмет из класса ему подобных:

| | |
|---------------------------------|------------------------------------------------------------------------|
| Where is the cat? | Где кошка (<i>известная говорящим</i>)? |
| The apple is tasty. | Яблоко (<i>это</i>) вкусное. |
| He came to the student. | Он подошел к студенту (<i>известному, упомянутому</i>). |
| The man was wearing a hat. | Мужчина (<i>этот</i>) был в шляпе. |
| The moon was rising in the sky. | Луна поднималась в небе (<i>единственные в своем роде предметы</i>). |

В отличие от неопределенного артикля определенный артикль может употребляться с существительными как в единственном, так и во множественном числе:

| | |
|----------------------|--------------------------------------|
| He saw the students. | Он увидел (<i>этих</i>) студентов. |
|----------------------|--------------------------------------|

Определенный артикль в единственном числе может также обозначать целый класс предметов, т. е. иметь обобщающее значение:

| | |
|--------------------------------------|-----------------------------------------------------------------------------|
| The cat has four paws. | Кошка имеет четыре лапы. (<i>т. е. все кошки</i>) |
| She can play the piano. | Она умеет играть на пианино. (<i>т. е. на пианино вообще</i>) |
| The computer can do many operations. | Компьютер может выполнять много операций. (<i>т. е. компьютер вообще</i>) |

Примечание. Следует помнить, что в таком обобщающем значении существительные во множественном числе употребляются без артикля:

| | |
|----------------------|----------------------------------------------------------------------------------------|
| Cats have four paws. | Кошки имеют четыре лапы. (<i>The cats</i> имело бы значение « <i>эти кошки</i> ».) |
|----------------------|----------------------------------------------------------------------------------------|

Определенный артикль произносится [ðə] перед согласным звуком и [ði:] — перед гласным. Например: **the student** [ðə 'stju:dənt], **the apple** [ði: æpəl].

Отсутствие артикля

Артикль отсутствует:

- перед существительными во множественном числе, перед которыми в единственном числе стоял бы неопределенный артикль:

| | |
|------------------------------------|-------------------------|
| There are cats in the yard. | Во дворе <i>кошки</i> . |
| We are students . | Мы <i>студенты</i> . |

- перед существительными, обозначающими отвлеченные понятия и вещества:

| | |
|-----------------------------------------------|----------------------------------------------|
| Friendship is based on mutual respect. | <i>Дружба</i> основана на взаимном уважении. |
| Snow is white. | <i>Снег</i> белый. |

- перед существительными, уже имеющими другие определители (местоимение, числительное и т. п.):

| | |
|-----------------------------|-------------------------------------|
| He saw my cat. | Он увидел <i>мою</i> кошку. |
| Give me some apples. | Дай мне яблок (<i>несколько</i>). |

- перед именами собственными, так как они не требуют дальнейших уточнений (об исключении из этого правила см. далее):

London, Michael, France, Newton

- перед существительными, обозначающими титулы, звания и формы обращения, если за ними следует имя собственное:

Professor Smith, General Stone, Mr White

- с названиями дней, месяцев, времен года:

| | |
|------------------|----------------------|
| on Sunday | <i>в воскресенье</i> |
| in summer | <i>летом</i> |
| in August | <i>в августе</i> |

Но с определенной датой или периодом времени употребляется определенный артикль:

the summer of 1979.

- в ряде устойчивых сочетаний, в которых существительные являются составной частью всего сочетания:

| | |
|------------------|------------------|
| at home | <i>дома</i> |
| at school | <i>в школе</i> |
| at work | <i>на работе</i> |

| | |
|-------------------------|-------------------------|
| to go to bed | <i>ложиться спать</i> |
| to go to school | <i>ходить в школу</i> |
| to go to work | <i>ходить на работу</i> |
| by car | <i>на машине</i> |
| by bus | <i>на автобусе</i> |
| by plane | <i>на самолете</i> |
| by train | <i>на поезде</i> |
| by underground | <i>на метро</i> |
| on foot | <i>пешком</i> |
| on board a ship | <i>на корабле</i> |
| for breakfast | <i>на завтрак</i> |
| at lunch | <i>за ленчем</i> |
| to dinner | <i>к обеду</i> |
| by heart | <i>наизусть</i> |
| by chance | <i>случайно</i> |
| by mistake | <i>по ошибке</i> |
| by name | <i>по имени</i> |
| from year to year | <i>из года в год</i> |
| from day to day | <i>изо дня в день</i> |
| from morning till night | <i>с утра до ночи</i> |
| from time to time | <i>время от времени</i> |

Существуют также устойчивые сочетания с определенным или неопределенным артиклем, например:

| | |
|-----------------------|---------------------|
| as a result of | <i>в результате</i> |
| in (during) the night | <i>ночью</i> |
| (ср. at night) | |

Такие сочетания следует запоминать.

Употребление артикля с некоторыми именами собственными

В ряде случаев с именами собственными употребляется определенный артикль. К ним относятся:

- названия океанов, морей, рек, каналов, групп островов, горных цепей, пустынь:

| | |
|----------------------------|------------------------|
| The Pacific Ocean | <i>Тихий океан</i> |
| The Black Sea | <i>Черное море</i> |
| The Thames | <i>Темза</i> |
| The English Channel | <i>Ла-Манш</i> |
| The Panama Canal | <i>Панамский канал</i> |
| The Canaries | <i>Канары</i> |
| The Alps | <i>Альпы</i> |

- фамилии членов одной семьи:

the Greens, the Forsytes

- названия стран, включающие такие слова, как:

| | |
|-------------------|--------------------|
| Republic | <i>республика</i> |
| Union | <i>союз</i> |
| Kingdom | <i>королевство</i> |
| Federation | <i>федерация</i> |
| States | <i>штаты</i> |

Например: **The Russian Federation.**

- названия некоторых стран и регионов:

| | |
|-----------------------------|-----------------------|
| The Netherlands | <i>Нидерланды</i> |
| The Middle East | <i>Ближний Восток</i> |
| The South of England | <i>Юг Англии</i> |

Но:

| | |
|-------------------------------|--------------------------|
| South Africa | <i>Южная Африка</i> |
| Northern Ireland | <i>Северная Ирландия</i> |
| Eastern Europe и т. п. | <i>Восточная Европа</i> |

- названия судов, гостиниц, некоторых музеев, памятников и зданий, газет, кинотеатров:

| | |
|----------------------------|---------------------------------------------|
| The Titanic | <i>«Титаник»</i> |
| The Savoy | <i>«Савой»</i> |
| The Tower of London | <i>Тауэр (старинная крепость в Лондоне)</i> |
| The White House | <i>Белый дом</i> |
| The Financial Times | <i>«Файненшл таймс»</i> |

Если название места или здания определяется именем собственным — именем человека или названием населенного пункта, то артикль не ставится:

| | |
|--------------------------|----------------------------------|
| Westminster Abby | <i>Вестминстерское аббатство</i> |
| Hyde Park | <i>Гайд-парк</i> |
| Buckingham Palace | <i>Букингемский дворец</i> |

2. Образование множественного числа существительных

Множественное число существительных образуется с помощью окончания **-s** (или **-es**):

| | |
|----------------------|--------------------------|
| a day — days | <i>день — дни</i> |
| a box — boxes | <i>коробка — коробки</i> |

Окончание **-es** прибавляется к существительному в единственном числе, если оно оканчивается на **-s**, **-ss**, **-x**, **-sh**, **-ch** (т. е. на шипящий или свистящий звук).

Окончание множественного числа **-(e)s** произносится:

[s] — после глухих согласных:

text — texts

safe — safes

[z] — после гласных и звонких согласных:

day — days

dog — dogs

[ɪz] — после шипящих и свистящих согласных:

branch — branches

bridge — bridges

fox — foxes

size — sizes

У некоторых существительных, оканчивающихся в единственном числе на **-fe** или **-f**, буква **f** во множественном числе переходит в **v**:

life — lives

half — halves

shelf — shelves

Но: a roof — roofs

a proof — proofs

a belief — beliefs

В существительном **house** при образовании множественного числа глухой согласный звук переходит в звонкий: house [haus] — houses [haʊzɪz].

Если существительное в единственном числе оканчивается на **-у** и перед ней стоит согласная, то **у** во множественном числе меняется на **i** и прибавляется окончание **-es**:

a country — countries

Существительные, образующие множественное число не по общему правилу

Некоторые существительные сохранили древние формы образования множественного числа:

a man — men

a woman [ˈwʊmən] —

women [ˈwɪmɪn]

a child — children

a tooth — teeth

a foot — feet

a goose — geese

a mouse — mice

мужчина — мужчины

женщина —

женщины

ребенок — дети

зуб — зубы

нога (ступня) — ноги

гусь — гуси

мышь — мыши

a sheep — sheep
a deer — deer
an ox — oxen

овца — овцы
олень — олени
бык — быки

Некоторые существительные имеют латинское или греческое происхождение и сохранили латинскую или греческую форму образования множественного числа, например:

basis ['beɪsɪs] — bases
['beɪsɪz]

базис — базисы
кризис — кризисы

crisis ['kraɪsɪs] — crises
['kraɪsɪz]

радиус — радиусы

radius ['reɪdiəs] — radii
['reɪdiə]

место — места

locus ['ləʊkəs] — loci
['ləʊsə]

данная величина — данные

datum ['deɪtəm] — data
['deɪtə]

явление — явления

phenomenon [fɪ'nɒmɪnən] —
phenomena [fɪ'nɒmɪnə]

3. Притяжательный падеж существительных

Притяжательный падеж употребляется в основном с одушевленными существительными и выражает принадлежность. В русском языке он соответствует родительному падежу (когда тот выражает принадлежность), например: книга (чья? кого?) студента (родительный падеж).

Притяжательный падеж образуется прибавлением к существительному окончания -'s (апострофа и буквы s):

the student's book

Jones's ['dʒəʊnzɪz] room

Имена собственные в единственном числе, оканчивающиеся на -s, -x, часто на письме получают в притяжательном падеже только апостроф, но при произнесении сохраняется окончание [ɪz]:

Marx's ['mɑ:ksɪz] works

Притяжательный падеж существительных во множественном числе, оканчивающихся на -s, во множественном числе выражается только апострофом. Их произношение не меняется:

the students' ['stju:dənts] book

Если существительное во множественном числе оканчивается не на -s, то притяжательный падеж образуется по общему правилу, т. е. прибавлением апострофа и окончания -s:

the children's room

Следует помнить, что форма притяжательного падежа с апострофом характерна для существительных, обозначающих людей и животных (the student's books, the horse's hoof). Для неодушевленных предметов чаще употребляется форма с предлогом of:

the legs of the table — ножки стола

Примечание. С апострофом могут употребляться такие существительные, как earth, water, sun, moon, world, ocean, ship; существительные, обозначающие города и страны: the ocean's resources, the world's popularity, the ship's crew, London's population, иногда — машины: the plane's propeller, the car's owner, а также существительные, обозначающие время и расстояние: a mile's distance, a day's journey (но a four-day journey), a year's absence, a month's leave. Здесь выражается не принадлежность, а мера.

Если выражена принадлежность сразу к нескольким существительным, то апостроф ставится в конце группы:

These are Tom and
Jim's books.

Это книги Тома и Джима.

Прилагательное

Прилагательное в английском языке не изменяется по числам и падежам. Сравните:

a new book — new books новая книга — новые книги

Необходимо запомнить, как образуются степени сравнения прилагательных.

Образование степеней сравнения

Степени сравнения односложных прилагательных образуются с помощью суффиксов -er и -est:

**Положительная
степень**

high
высокий

**Сравнительная
степень**

higher
выше

**Превосходная
степень**

the highest
самый высокий

Определенный артикль в превосходной степени указывает на то, что существительное, которое следует за прилагательным, является уникальным (т. е. *самый высокий из ряда подобных*).

Степени сравнения большинства двухсложных и всех многосложных прилагательных образуются с помощью специальных слов more и most (они соответствуют русским словам *более* и *наиболее*):

difficult
трудный

more difficult
труднее

the most difficult
самый трудный

Для придания уменьшительного значения используют слова **less** и **least** (соответствующие русским словам *менее* и *наименее*):

difficult
трудный

less difficult
менее трудный

the least difficult
наименее трудный

Исключением из правила являются прилагательные **good** (*хороший*), **bad** (*плохой*), **little** (*маленький*). Их следует выучить:

good
bad
little

better
worse
less

the best
the worst
the least

Запомните три основные конструкции, которые употребляют-ся при образовании степеней сравнения прилагательных:

as high (difficult) as...

not so high (difficult) as...

higher than...

more difficult than

такой же высокий (трудный) ... как

не такой высокий (трудный) ... как

выше чем...

труднее чем...

Глагол

Чтобы правильно образовывать различные времена глагола, необходимо знать три основные формы глагола и спряжение глаголов в настоящем времени.

Основные глагольные формы

Для простоты понимания глагольных форм представим, что они отвечают на следующие вопросы:

| I форма | II форма | III форма |
|---------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------|
| Инфинитив | Простое прошедшее время | Причастие прошедшего времени |
| что делать? to translate <i>переводить</i> | что делал? translated <i>переводил</i> | какой? translated <i>переведенный</i> |
| | У большинства глаголов эти формы образуются с помощью суффикса -ed . | |

Суффикс **-ed** произносится следующим образом:

- [ɪd] после t и d:

to start — started ['sta:tɪd] — started ['sta:tɪd]

to end — ended ['endɪd] — ended ['endɪd]

- [d] после гласных и звонких согласных, кроме d:
to stay — stayed [steɪd] — stayed [steɪd]
to live — lived [lɪvd] — lived [lɪvd]
- [t] после глухих согласных, кроме t:
to ask — asked [ɑːskt] — asked [ɑːskt]

Если неопределенная форма глагола оканчивается на -y с предшествующей согласной, то y меняется на i:

to try — tried — tried

Если неопределенная форма глагола оканчивается на -e, то с прибавлением суффикса -ed эта буква выпадает:

to translate — translated — translated

С прибавлением суффикса -ed удваивается конечная согласная:

- у односложных глаголов, оканчивающихся на одну согласную:
to stop — stopped — stopped
to plan — planned — planned

- у многосложных глаголов, оканчивающихся на одну согласную, если ей предшествует краткий гласный звук и ударение падает на последний слог:
to admit — admitted — admitted

- если неопределенная форма оканчивается на -l:
to travel — travelled — travelled

В первой форме, т. е. в инфинитиве, перед глаголом имеется частица **to**, которая самостоятельного значения не имеет, но которая является показателем неопределенной формы глагола. Если мы хотим сказать по-английски, например, «понимать», нельзя употребить лишь слово **understand**. Необходимо добавить частицу **to** (сравните с русскими глаголами на -ть):

to speak — разговаривать, to understand — понимать и т. д.

Третья форма непереходных глаголов (типа *быть, ходить*) отвечает на вопрос *что сделавший?* Например, **been побывавший, gone ушедший** и т. д.

Третья форма переходных глаголов отвечает на вопрос *какой?* и имеет **пассивное** значение. Например, **taken взятый** (а не *взявший*), **asked спрошенный, спрашиваемый** (а не *спросивший*) и т. д.

Существует ряд так называемых неправильных глаголов, которые образуют свои основные формы не по правилам. Их следует заучивать в трех основных формах.

Полный список таких глаголов содержится в любом словаре. Здесь даются лишь некоторые из них, встречающиеся наиболее часто:

| | | | |
|----------------|------------|------------|-----------------------------|
| to hear | heard | heard | <i>слышать</i> |
| to see | saw | seen | <i>видеть</i> |
| to speak | spoke | spoken | <i>разговаривать</i> |
| to say | said | said | <i>сказать</i> |
| to tell | told | told | <i>рассказывать</i> |
| to eat | ate | eaten | <i>есть</i> |
| to drink | drank | drunk | <i>пить</i> |
| to go | went | gone | <i>ходить, ездить</i> |
| to come | came | come | <i>приходить, приезжать</i> |
| to have | had | had | <i>иметь</i> |
| to do | did | done | <i>делать</i> |
| to take | took | taken | <i>брать</i> |
| to give | gave | given | <i>давать</i> |
| to understand | understood | understood | <i>понимать</i> |
| to read [ri:d] | read [red] | read [red] | <i>читать</i> |
| to write | wrote | written | <i>писать</i> |
| to be | was, were* | been | <i>быть</i> |

*Форма **was** употребляется в единственном числе (*был, была*), а форма **were** — во множественном (*были*).

Спряжение глаголов в настоящем времени

В настоящем времени глаголы, как правильные, так и неправильные, изменяются следующим образом:

| | | | |
|-------------------------------------------------------------------------------------|----------------------|------|------------------|
| I | translate, write | We | translate, write |
| He She It | } translates, writes | You | translate, write |
| | | They | translate, write |
| (Т. е. в 3-м лице единственного числа к глаголу прибавляется окончание -s или -es.) | | | |

Окончание **-es** появляется, если неопределенная форма глагола оканчивается на шипящий или свистящий звук (на письме **-s, -ss, -x, -sh, -ch, -tch**). Окончание **-(e)s** произносится по тем же правилам, что и окончание множественного числа существительных:

he washes, he catches и т. п.

Если неопределенная форма глагола оканчивается на -у с предшествующей согласной, то у меняется на i и добавляется окончание -es:

to try — he tries

Если букве у предшествует гласная, то добавляется окончание -s:
to play — he plays

Глаголы to do и to go принимают окончание -es:

he does [dʌz], he goes [gəʊz]

Особым образом ведут себя лишь несколько модальных глаголов. Они не принимают в 3-м лице единственного числа никакого окончания. О них пойдет речь в дальнейшем. Пока постарайтесь их просто запомнить. Это глаголы **can** (мочь, уметь), **may** (мочь, иметь разрешение), **must** (быть обязанным, должным), **ought to** (быть обязанным, должным), **need** (нуждаться).

От глаголов, кроме модальных, образуются также активные причастия с окончанием -ing: translating (переводящий), going (идущий) и т. д.

Система глагольных времен

Помня три основные формы и поведение глаголов в настоящем времени, можно построить все остальные временные формы.

В английском языке, как и в русском, существуют настоящее время — Present Tense, прошедшее время — Past Tense и будущее время — Future Tense.

Главное отличие английских времен от русских состоит в том, что в английском языке действие или состояние, выражаемое глаголом, может быть четырех видов. В русском языке, как мы знаем, существуют лишь два вида действия, например «читал» (несовершенный вид) и «прочитал» (совершенный вид).

Эти четыре вида действия или состояния в английском языке называются:

| | |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1. Simple (Indefinite) Простое (неопределенное) | Подразумевается факт: <i>Идет дождь (часто, редко, по утрам и т. д.).</i> |
| 2. Continuous Продолженное | Подразумевается действие, продолжающееся в определенный момент: <i>Идет дождь (в данный момент).</i> |
| 3. Perfect Завершенное | Подразумевает действие, завершенное к данному моменту: <i>Уже прошел дождь.</i> |

| | |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Perfect Continuous Завершенно-продолженное | В отличие от Perfect подразумевается, что действие еще не закончилось, а в отличие от Continuous — что действие не просто продолжается в данный момент, а началось ранее и уже имеет какой-то результат или срок: <i>Дождь идет с утра (три часа и т. п.).</i> |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Все эти четыре состояния могут проявляться в любом времени. Таким образом, глагольные времена делятся на четыре группы:

| | |
|---------------------------|---------------------------|
| Simple | Present Past Future |
| Continuous | Present Past Future |
| Perfect | Present Past Future |
| Perfect Continuous | Present Past Future |

В образовании будущего времени всех групп участвуют вспомогательные глаголы **shall** (в 1-м лице) и **will** (во всех лицах) и инфинитив глагола *без* частицы **to**.

При образовании прошедшего времени во всех лицах употребляется основной или вспомогательный глагол во второй форме (см. выше «Основные глагольные формы»).

В образовании группы Continuous участвуют вспомогательный глагол **to be** (*быть*) в соответствующем времени (прошедшем, настоящем или будущем) и основной глагол с окончанием **-ing**.

В образовании группы Perfect участвует вспомогательный глагол **to have** (*иметь*) в соответствующем времени (прошедшем, настоящем или будущем) и III форма основного глагола.

В образовании группы Perfect Continuous участвует вспомогательный глагол **to be** (*быть*) в форме Perfect, т. е. вспомогательный глагол **to have** (*иметь*) в соответствующем времени (прошедшем, настоящем или будущем) + III форма глагола **to be** (*been*) и основной глагол с окончанием **-ing**.

| | |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Simple | He sings these songs. Он <i>поет</i> эти песни (<i>часто, редко, по утрам</i> и т. п.). He sang these songs. Он <i>пел</i> эти песни. He will sing these songs. Он <i>будет петь</i> эти песни. |
| Continuous | He is singing . Он <i>поет</i> (в данный момент). He was singing . Он <i>пел</i> (в тот момент). He will be singing . Он <i>будет петь</i> (в тот момент). |
| Perfect | He has sung a song. Он <i>спел</i> песню (<i>уже, только что, к данному моменту</i> и т. п.). He had sung a song. Он <i>спел</i> песню (<i>к моменту в прошлом</i>). He will have sung a song. Он <i>споет</i> песню (<i>к моменту в будущем</i>). |
| Perfect Continuous | He has been singing for an hour. Он <i>поет</i> уже час. He had been singing for an hour. Он <i>пел</i> уже час (<i>к моменту в прошлом</i>). He will have been singing for an hour. Он <i>будет петь</i> час (<i>к моменту в будущем</i>). |

В целом применение этой схемы на практике не так уж сложно. Нужно лишь понимать логику изменения по временам вспомогательных глаголов **to be** и **to have**.

Чтобы выбрать правильную временную форму, нужно:

- 1) определить вид действия;
- 2) определить, к какому моменту оно относится (настоящему, прошедшему или будущему).

Например, нужно сказать по-английски:

1. Он много *читал*.
2. В это время он *читал*.
3. К тому времени он *уже прочитал* книгу.

В первом предложении действие относится к группе Simple (сообщается просто факт чтения).

Действие второго предложения показано в определенный момент, на что указывают слова *в это время* (**at that time**). Следовательно, такое действие можно отнести к группе Continuous.

В третьем предложении показано действие, уже завершившееся к определенному моменту, что подчеркивается словами *к тому времени* (**by that time**), т. е. действие относится к группе Perfect.

Все три предложения отвечают на вопрос *что (с)делал?*, т. е. относятся к прошедшему времени:

1. Past Simple
2. Past Continuous
3. Past Perfect

Пользуясь таблицей, переводим предложения на английский язык:

1. He **read** much.
2. He **was reading** at that time.
3. He **had read** the book by that time.

Единственное, что нередко вызывает затруднения у русскоязычных учащихся, — это употребление Present Perfect и его путаница с Past Simple. Несмотря на то что Present Perfect относится к группе настоящих времен, оно обозначает завершённое действие и переводить его нужно прошедшим временем:

He **has come**. Он (уже, как раз и т. п.) *пришел*.

Чтобы не путать Present Perfect с Past Simple (He **came**. — Он *пришел*.), нужно помнить, что Present Perfect имеет связь с настоящим моментом и с ним могут употребляться такие обозначения времени, как **today, this year, this week, this morning** и т. п., если этот период времени все еще продолжается:

I **have seen** him this morning. Я *видел* его этим утром
(утро еще продолжается).

Сравните:

I **saw** him this morning. Я *видел* его этим утром
(Past Simple) (утро уже прошло).

С Present Perfect употребляются также наречия **already, always, never, ever, so far (пока, до сих пор), just (только что), not yet (еще нет)**:

I **have never been** there. Я никогда там *не был*.
He **has just left**. Он только что *ушел*.

Past Simple обычно характеризует прошлое действие, уже как бы оторванное от настоящего. С ним употребляются такие наречия, как **yesterday, last year (month, week), ago, the other day (на днях)** и т. п., или указывается дата в прошлом:

I **met** him yesterday (in 1999).

Past Simple употребляется также для обозначения последовательных или повторных действий в прошлом:

He **took** the candle, **opened** the door and **went out**. Он *взял* свечу, *открыл* дверь и *вышел*.

***Повторите грамматический материал и ответьте
на контрольные вопросы:***

1. Каковы основные правила употребления артиклей?
2. Как образуется множественное число существительных?
3. Для чего служит и как образуется притяжательный падеж существительных?
4. Как образуются степени сравнения прилагательных?
5. Как образуются основные формы глагола?
6. Как изменяется глагол в настоящем времени?
7. Как образуются временные формы глагола? Что они означают?

Text

My Working Day

Hello. My name is Vlad Volkov and I am a college student. I am in my first year now.

I want to tell you about my usual working day.

It is 6.30 am and my younger brother Alexei is knocking at the door of my bedroom. "Will you jog with me today?" he asks. This is the way every morning begins for me. I went jogging last year but then I have become lazier and Alexei uses every chance to mock at me. He goes jogging regularly and he is a good sportsman by the way — so his coach says. Alexei goes in for tennis and he has been playing football since he went to primary school. He is the best forward in his team.

Alexei goes away and I stay in bed a little while longer. But anyway it is time to get up. I go to the bathroom and take a shower and clean my teeth, then come back to my room and switch on the television to watch the news while I am brushing my hair, shaving and putting my clothes on.

Now it is time for breakfast. All my family is at table — my mother, my father, Alexei and myself. We have scrambled eggs and bacon, a cup of tea and sandwiches. We chat and discuss news. I think it is right time to introduce my family members to you. My mother's name is Mary. She is a children's doctor. My father's name is Alexander and he is an engineer. Alexei is still a schoolboy. He is four years my junior. Oh, I haven't yet told you about my elder sister. Her name is Nina. She is married. Her husband and she rent a flat not far from our place.

After breakfast I look through my notes — just in case I have left something behind, put on my coat, then say good-bye to my mother and leave home. My father gives me a lift to the college in his car. He starts working later than my classes begin.

I arrive at my college just in time to say hello to my fellow-students before the bell goes. As a rule, we have three or four periods every day. We go to college five days a week. Saturday and Sunday are our days off. We have lectures and seminars. Sometimes we work in the work-

shops. To my mind, these are the most interesting lessons. My friends say that we will be having a test in English today. I think that writing tests in grammar is more difficult than speaking English. I hope I won't fail.

During the breaks we go to the gym and play a round or two of basketball or volleyball. My friend John and I are fond of reading fantasy and we discuss the latest book by Nick Perumov. He asks me if I liked the book that he had given me. I tell him that I will have read the book by the end of the week.

At 1 pm we have a long break. We go to the canteen and have a roll and a cup of juice. Then there is one more period, which is Mathematics. It is my favourite subject. The classes are over at 2.40 pm. Sometimes I go to the library to study there, but today I don't.

On my way home I see my girlfriend Lena. She smiles at me and we walk together for a while. I suddenly remember that we will have been dating for a year next week. I will go and look for a present for her tomorrow. When we first met at a party, I told her that she was the prettiest girl in the world and I had been looking for her all my life. Now I think that she is not only the most beautiful girl, but also the best friend. I am really fond of her. She is still a schoolgirl; she is leaving school this year. Lena's dream is to enter Moscow State University.

I come to my place at about 4 pm. Mother is already at home. She is cooking in the kitchen. Soon my father and brother arrive and we have dinner together. After dinner I do my lessons for tomorrow, watch television and read. I don't go out because the weather has become worse. I go to bed at about 11.30 pm.

Active Words and Word Combinations

| | | | |
|------------------------------------|--------------------------------|-----------------------------------|----------------|
| break [breɪk] <i>n</i> | перемена | go in for sports | заниматься |
| be fond of [fɒnd] | увлекаться (чем-л.) | [ˈgəʊ ɪn fə ˈspɔːts] | спортом |
| brush one's hair | причесываться | gym [dʒɪm] <i>n</i> | спортивный зал |
| [brʌʃ] | | hair [heə] <i>n</i> | волосы |
| canteen [kænˈtiːn] <i>n</i> | столовая | have breakfast/ | завтракать/ |
| chat [tʃæt] <i>v</i> | болтать | lunch/dinner | обедать/ |
| coach [kəʊtʃ] <i>n</i> | тренер | [hæv ˈbrekfəst/ | ужинать |
| college [ˈkɒlɪdʒ] <i>n</i> | училище, колледж | [lʌntʃ/ˈdɪnə] | |
| day off [deɪ ɒf] <i>n</i> | выходной день | introduce | представлять, |
| do the make-up | делать | [ˌɪntrəˈdjuːs] <i>v</i> | знакомить |
| [ˈmeɪkʌp] | макияж | jog [dʒɒg] <i>v</i> | бегать трусцой |
| fail [feɪl] <i>v</i> | проваливаться (на экзамене) | leave (something) | забывать, |
| | | behind | оставлять |
| get up [ˈget ʌp] | вставать (с постели) | [ˈliːv bɪˈhaɪnd] | |
| give a lift | подвозить | lecture [ˈlektʃə] <i>n</i> | лекция |
| [ˈɡɪv ə ˈlɪft] | на машине | look through | просматривать |
| | | [ˈlʊk ˈθruː] <i>v</i> | |
| | | period [ˈpɪəriəd] <i>n</i> | урок, занятие |

| | | | |
|---------------------------------------------|------------------------|-------------------------------------------|---------------------------|
| primary school [ˈpraɪməri ˈsku:l] | начальная школа | switch on [ˈswɪtʃ ˈɒn] <i>v</i> | включать |
| put on [ˈpʊt ˈɒn] <i>v</i> | надевать | take a shower [ˈteɪk ə ˈʃaʊə] | принимать душ |
| seminar [ˈseminɑː] <i>n</i> | семинар | watch TV [ˈwɒtʃ tiː ˈviː] | смотреть телевизор |
| shave [ʃeɪv] <i>v</i> | бриться | workshop [ˈwɜːkʃɒp] <i>n</i> | мастерская |
| succeed [səkˈsiːd] <i>v</i> | преуспевать | | |
| switch off [ˈswɪtʃ ˈɒf] <i>v</i> | выключать | | |

EXERCISES

(Перевод заданий см. на с. 297)

The Plural Form of the Nouns

1. Read the nouns in singular and plural forms.

| [z] | [s] | [ɪz] |
|-------------------|----------------------|-------------------|
| a chair — chairs | a cup — cups | a fox — foxes |
| a rule — rules | a book — books | a place — places |
| a party — parties | a break — breaks | a class — classes |
| an exam — exams | a subject — subjects | |

2. Make the nouns plural.

| | | |
|---------|---------|-----------|
| a tooth | a man | a postman |
| a foot | a woman | a child |

3. Fill in the articles where necessary.

- My father is ... engineer. He is ... good engineer.
- ... Earth moves round ... Sun.
- I go to ... college. I am ... second-year student.
- ... Mary is ... best student in ... group.
- Meet ... English family, ... Browns.
- There are many ... interesting books in our library.
- ... Amazon is ... longest river in ... world. ... Everest is ... highest mountain.
- During ... break I usually go to ... canteen and have ... cup of juice and ... roll.
- My mother is cooking ... breakfast in ... kitchen.
- Alexei arrives at ... school before ... bell goes.

The Possessive Case

4. Read and translate into Russian.

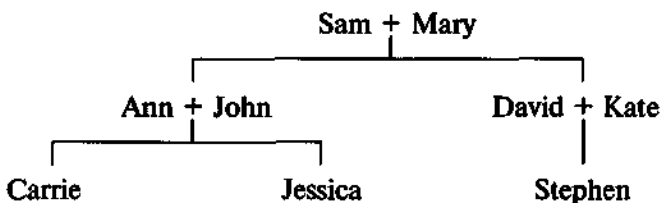
| | |
|------------------|------------------------|
| mother's bag | the teacher's register |
| Julia's ring | the boys' notes |
| my friend's book | the children's toys |

But:
the leg of the table
the page of the book

5. Translate the word combinations into English using the Possessive Case where necessary.

1) журнал учителя; 2) книги учителей; 3) дверь моей спальни; 4) сумки почтальонов; 5) машина отца; 6) имена детей; 7) слова песни; 8) тетрадь Сэма; 9) ответ ученика; 10) тренер моего брата

6. Complete the sentences given below, making use of the family tree:



1. Ann is ... wife.
2. Stephen is ... and ... son.
3. Ann is ... aunt.
4. Sam is ... husband.
5. Mary is ... , ... , and ... grandmother.
6. Carrie and Jessica are ... cousins.
7. David is ... and ... uncle.
8. Jessica is ... and ... granddaughter.
9. Carrie is ... and ... niece.
10. Jessica is ... and ... daughter.

Degrees of Comparison of Adjectives

7. Read and translate.

long — longer — the longest

small — smaller — the smallest

young — younger — the youngest

late — later — the latest

easy — easier — the easiest

big — bigger — the biggest

old — older — the oldest

old — elder — the eldest (*speaking about family members*)

far — farther — the farthest (*distance*)

far — further — the furthest (*time*)

beautiful — more beautiful — the most beautiful

interesting — more interesting — the most interesting

difficult — more difficult — the most difficult

8. Form the comparative and the superlative degrees of the adjectives.

| | |
|------|-----------|
| good | heavy |
| cold | little |
| bad | expensive |

9. Use the adjectives given in brackets in the comparative or superlative form.

1. Two heads are ... than one. (*good*)
2. This is ... book I have ever read. (*interesting*)
3. Concorde is ... plane in the world. (*fast*)
4. Mike is ... than Nick. (*tall*)
5. Harrods is ... shop in London. (*expensive*)
6. This is ... hotel in our city. (*cheap*)
7. We discuss ... news. (*late*)
8. My ... brother is five years my senior. (*old*)
9. The first exercise is ... than the second. (*difficult*)
10. The weather has become It looks like raining. (*bad*)

10. Translate into Russian.

1. She is as pretty as a rose.
2. He is as clever as an owl.
3. My brother is not so strong as my father.
4. He is not so busy as me.
5. This girl is more attractive than that one.
6. The student is as clever as his teacher.
7. My car is not so new as your car.

The Verb

11. Read and translate into Russian.

| | |
|----------------------------------------|---------------------------------------|
| to ask — asked — asked | to look — looked — looked |
| to brush — brushed — brushed | to play — played — played |
| to cook — cooked — cooked | to remember — remembered — remembered |
| to discuss — discussed — discussed | to shave — shaved — shaved |
| to introduce — introduced — introduced | to start — started — started |
| to jog — jogged — jogged | to want — wanted — wanted |
| to knock — knocked — knocked | to watch — watched — watched |

12. Memorize the three forms of the following verbs.

| | |
|-----------------------------|------------------------|
| to be — was/were — been | to give — gave — given |
| to become — became — become | to go — went — gone |
| to come — came — come | to have — had — had |
| to do — did — done | to leave — left — left |
| to get — got — got | to meet — met — met |

to read [ri:d] — read [red] — read to see — saw — seen
[red] to tell — told — told

13. (a) Memorize the words and word combinations given below; (b) translate them into Russian; (c) make up examples with these words.

Present Simple

every day
every month
in the morning
in the evening
usually
as a rule
sometimes

Present Continuous

now

Present Perfect

ever
never
just
already
(not) yet
this month
this year
this morning

Past Simple

yesterday
a year ago
in 1994
last year
last month
yesterday morning
last summer
on March, 14

Past Continuous

at 10 o'clock
yesterday
... when mother
came in

Past Perfect

before
after
till
until

Future Simple

tomorrow
next month
next year
in 2011
soon

Future Continuous

at five o'clock
tomorrow
next month
next year
in 2011
soon

Future Perfect

by the time

14. Define the tense of the predicates in the sentences of the Text. Explain the use of the tenses.

15. Transform the given sentences into the Past and Future Simple tenses. Use the necessary adverbs.

Model: *Present Simple:* I go to school. (Я хожу в школу.)
Past Simple: I went to school last year.
Future Simple: I will go to school next year.

1. Vlad goes to college.
2. She swims very well.
3. They speak English during the lessons.

4. He asks me a difficult question.
5. We jog in the morning.
6. Lena looks through the notes before the seminars.
7. Father gives him a lift to college every day.

Use the sentences above in the Present Continuous tense. Add the necessary adverb.

Model: I go to school. — I **am going** to school now.

16. Transform the sentences into the Past Continuous and Future Continuous tenses. Add the necessary adverb.

Model: Present Continuous: I **am playing** tennis with my friends (now).
Past Continuous: I **was playing** tennis with my friends at five o'clock yesterday.
Future Continuous: I **will be playing** tennis with my friends at five o'clock tomorrow.

1. Mike is reading an interesting book.
2. Mary is writing a letter to her friends.
3. They are speaking to their teacher now.
4. We are having lunch at the canteen.
5. Wait a minute! I am getting up!
6. Nina is playing the piano.
7. She is brushing her hair.

17. Transform the sentences to use the Past Simple tense instead of Present Perfect. Add the necessary adverb.

Model: He **has just read** this book. — He **read** this book a week ago.

1. My friend has already written the test.
2. Boris has done his homework this evening.
3. I have already watched this film.
4. We have never seen the man.
5. They have just come back home.
6. I have left my book at home this morning.

18. Use the verbs in the appropriate tense forms.

Present Simple/Present Continuous:

1. They (*speak*) English very well.
2. She (*speak*) to her teacher now.
3. I usually (*have*) orange juice for breakfast.
4. He (*take*) a shower now.
5. We (*jog*) every day.

6. He is out now. He (*jog*).

7. Mother is in the kitchen. She (*cook*) breakfast.

Past Simple/Past Continuous:

1. He (*read*) an interesting book last month.

2. Sam (*read*) an interesting book in the morning.

3. We (*discuss*) this film when you arrived.

4. She (*knock*) and (*come in*).

5. They (*watch*) TV and went for a walk.

6. The boy (*watch*) TV at six o'clock.

7. My friend (*introduce*) me to his mother.

Past Simple/Present Perfect:

1. We just (*begin*) our lesson.

2. He already (*introduce*) us.

3. I (*leave*) my copybook at home yesterday.

4. She (*get*) a bad mark last week.

5. Mike (*read*) this exercise before the lesson.

6. Sam and I (*meet*) a week ago.

19. Use the verbs in brackets in the appropriate tense forms.

1. I ... him that I ... the book yet. (*to tell, to read*)

2. The weather ... bad yesterday, so we (*to be, not to go out*)

3. Mary ... at the blackboard now. She ... the teacher's questions. (*to stand, to answer*)

4. I ... this task by five pm tomorrow. (*to finish*)

5. At five pm tomorrow I ... still ... this exercise. (*to do*)

6. If the film ... interesting, I ... it. (*not to be, not to watch*)

7. At that time yesterday he ... a letter to his mother. (*to write*)

8. He ... me if we ... the test the day before. (*to ask, to have*)

9. They ... football when their mother ... home. (*to play, to come*)

10. She ... to college five days a week. (*to go*)

20. Translate into English.

Тони — итальянец. Он студент английского колледжа и изучает математику. Он сейчас на втором курсе. Тони живет в английской семье. Их фамилия Томсон. Их пятеро: мистер и миссис Томсон, сын Эндрю, старшая дочь Джейн и младшая Мэгги. Их дом находится в Оксфорде.

По утрам Тони идет на пробежку, затем завтракает. На завтрак он пьет стакан апельсинового сока и ест яичницу с ветчиной. Затем он идет в колледж. Как правило, у него три или четыре лекции или семинара. Потом он занимается в библиотеке вместе со своими друзьями.

Он приходит домой в пять часов и ужинает с Томсонами. По вечерам он ходит в спортзал и играет в баскетбол или волейбол.

После ужина он готовит уроки на следующий день или идет гулять, если погода хорошая. Обычно он ложится спать в 11 часов.

УРОК 7

Грамматика: Местоимение. Наречие.
Предлог.
Text: Speaking About Friends.

Местоимение

Местоимения — это слова, которые указывают на предметы и их признаки, но не обозначают их.

Основные местоимения проще всего запомнить по следующей схеме:

| Личные местоимения | | Притяжательные местоимения | Возвратные и усилительные местоимения |
|--------------------------------|------------------------------------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Отвечают на вопрос <i>кто?</i> | Отвечают на вопросы <i>кого?, кому?, о ком?</i> и т. п. | Отвечают на вопрос <i>чей?</i> | Соответствуют русским местоимениям <i>сам, сами</i> и т. д. или окончанию <i>-ся</i> русских возвратных глаголов типа <i>умываться</i> |
| 1 | 2 | 3 | 4 |
| I я | me меня, мне | my mine мой, моя, мое, мои | myself |
| he он | him его, ему | his his его | himself |
| she она | her ее, ей | her hers ее | herself |
| it он, она, оно | it его, ее, ему, ей | its its его, ее | itself |
| we мы | us нас, нам | our ours наш, наша, наше, наши | ourselves |

| 1 | 2 | 3 | 4 |
|-----------------|------------------------|--------------------------------------------------|---------------------------------|
| you вы | you вас, вам | your yours ваш, ваша, ваше, ваши | yourself, yourselves |
| they они | them их, им | their theirs их | themselves |

Примечания:

1. Местоимение среднего рода **it** заменяет существительные при обозначении неодушевленных предметов и некоторых живых существ (животных и детей; сравните, например, русское *дитя*, которое тоже среднего рода). Поэтому на русский язык местоимение **it** следует переводить *он*, *она* или *оно*, в зависимости от рода заменяемого им существительного:

We saw a flower. It was white. Мы увидели цветок. *Он* был белый.
He took the book. It was new. Он взял книгу. *Она* была новая.

2. Формы **my, his, her** и т. д. употребляются в сочетании с определяемым словом. Формы **mine, his, hers** и т. д. употребляются самостоятельно, т. е. без следующего за ним существительного.

This is **my** book. Это *моя* книга.
This book is **mine**. Эта книга *моя*.

3. В современном английском языке нет местоимения *ты*. В обращении к одному или нескольким лицам употребляется местоимение **you**, которое переводят как *вы* или *ты*, в зависимости от контекста.

Что касается возвратных и усилительных местоимений, по отношению к одному лицу употребляется местоимение **yourself**, а к нескольким — **yourselves**:

ask **yourself** — спроси(те) *себя*
ask **yourselves** — спросите *себя*

Указательные местоимения**Единственное число**

this — *этот, эта, это*
that — *тот, та, то*

Множественное число

these [ði:z] — *эти*
those [ðəʊz] — *те*

Вопросительно-относительные местоимения

who — *кто*,
which — *который*,

whom — *кого*,
that — *который* (не следует путать с похожей формой **that** — *тот*)
whose — *чей*

Неопределенные местоимения

| | |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------|
| some | — какой-нибудь, некоторый, несколько |
| any | — какой-нибудь, сколько-нибудь (в вопросительных и отрицательных предложениях); любой (в утвердительных предложениях) |
| no | — никакой, ни один |
| every | — каждый |
| all | — все |
| other, another | — другой |
| both | — оба |

Местоимения **some**, **any**, **no** и **every** могут образовывать сложные местоимения со словами **body**, **thing** и **one**:

| | | |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------|
| somebody, someone something | <i>кто-то, кто-нибудь</i> <i>что-то, что-нибудь</i> | Употребляются в утвердительных предложениях. |
| anybody, anyone anything nobody, no one nothing | <i>кто-нибудь</i> <i>что-нибудь</i> <i>никто</i> <i>ничто</i> | Употребляются в вопросительных и отрицательных предложениях. |

Наречие

Наречием называется часть речи, обозначающая время, место, образ действия, меру или степень.

Наречия отвечают на вопросы *когда?*, *где?*, *как?*, *в какой мере?*.

По форме наречия делят на *простые*, *производные*, *сложные* и *составные*.

Простые наречия нельзя разложить на составляющие элементы. Например: **soon**, **here**, **fast** и т. д.

Производные наречия образуются от прилагательных и некоторых существительных с помощью суффиксов. В основном это суффикс **-ly**:

day — **daily**
quick — **quickly**
simple — **simply** и т. д.

Сложные наречия образуются путем сложения слов:

sometimes — *иногда*
anyway — *так или иначе, во всяком случае*
inside — *внутри* и т. д.

В составных наречиях вместе с основным используется служебное слово (обычно предлог):

at least, **in vain**, **at all** и т. д.

Степени сравнения наречий

Наречия образуют степени сравнения так же, как прилагательные. Односложные наречия образуют степени сравнения путем прибавления суффиксов **-er** и **-est**:

| <i>Положительная степень</i> | <i>Сравнительная степень</i> | <i>Превосходная степень</i> |
|----------------------------------|----------------------------------|---------------------------------|
| soon | sooner | soonest |
| скоро | скорее | скорее всего |

В отличие от прилагательных в превосходной степени наречия употребляются без артикля.

Наречия, оканчивающиеся на **-ly** (кроме **early**), образуют степени сравнения путем прибавления слов **more** и **most**:

| <i>Положительная степень</i> | <i>Сравнительная степень</i> | <i>Превосходная степень</i> |
|----------------------------------|----------------------------------|---------------------------------|
| easily | more easily | most easily |
| легко | легче | легче всего |

Наречие **early** образует степени сравнения с помощью суффиксов **-er** и **-est**:

early — earlier — earliest

Как и в случае с прилагательным, существует несколько наречий, образующих степени сравнения от других корней: **well** (хорошо), **badly** (плохо), **much** (много), **little** (мало).

| <i>Положительная степень</i> | <i>Сравнительная степень</i> | <i>Превосходная степень</i> |
|----------------------------------|----------------------------------|---------------------------------|
| well | better | best |
| badly | worse | worst |
| much | more | most |
| little | less | least |

Место наречий в предложении

Наречие часто ставится в начале или в конце предложения.

Наречия определенного времени (**today, yesterday, tomorrow** и т. д.) могут ставиться как в начале, так и в конце предложения:

He was busy yesterday.

Yesterday he was busy.

Вчера он был занят.

Наречия неопределенного времени (**always, never, often, seldom, rarely, already** и др.) ставятся *перед* глаголом:

He always comes in time.

Он всегда приходит вовремя.

Но с глаголом **to be** эти наречия стоят *после* него:

He is **always** busy. Он *всегда* занят.

Наречия **sometimes** (*иногда*) и **usually** (*обычно*) могут стоять перед глаголом, а также в начале или в конце предложения:

We **sometimes** go there.

Sometimes we go there.

We go there **sometimes**.

Иногда мы ходим туда.

В сложных глагольных временах (т. е. выраженных двумя и более глаголами) наречия неопределенного времени обычно ставятся *после первого глагола*:

This rule has **already** been mentioned above.

They can **never** understand simple things.

He will **always** be ready.

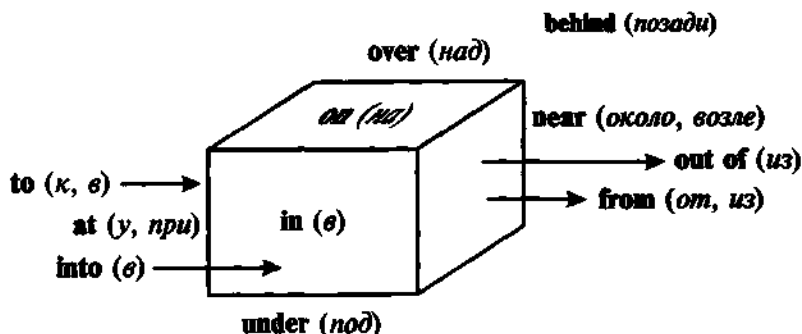
Об этом правиле уже упоминалось выше.

Они *никогда* не смогут понять простых вещей.

Он *всегда* будет готов.

Предлог

Основные предлоги *места* и *направления* можно представить в виде следующей схемы:



in front of (впереди)

Например:

He is **in** the room.

The pictures are **on** the wall.

The rug is **under** the table.

The table is **at** the window.

We live **near** the river.

They went **to** London.

She came **into** the room.

Он *в* комнате.

Картины *на* стене.

Коврик *под* столом.

Стол *у* окна.

Мы живем *возле* реки.

Они уехали *в* Лондон.

Она вошла *в* комнату.

He came **from** Moscow.
We went **out of** the house.
She took the rug **from under**
the table.

Он приехал *из* Москвы.
Мы вышли *из* дома.
Она взяла коврик *из-под* стола.

The shop is right **in front of** you.
He was hiding **behind** the house.
There is a lamp **over** the table.

Магазин прямо *перед* вами.
Он прятался *за* домом.
Над столом висит лампа.

Следует иметь в виду, что один и тот же предлог в английском языке может служить для выражения нескольких значений и переводится на русский язык, соответственно, по-разному. Например:

| | |
|-------------------------------------|----------------------------------|
| at the door — у двери | on the table — на столе |
| at the meeting — на собрании | on Sunday — в воскресенье |
| at school — в школе | |

Такие сочетания предлогов с существительными рекомендует-ся запоминать целиком.

Основные предлоги времени:

| | |
|--------------------------------|---------------------------------------|
| in summer — летом | at night — ночью |
| in April — в апреле | at five o'clock — в пять часов |
| on Thursday — в четверг | in two hours — через два часа |
| in the morning — утром | by five o'clock — к пяти часам |

Другие распространенные предлоги:

with — с

without — без

by — у, около, при; к (определенному времени); указывает также на автора, средство, причину, источник (a novel **by** Tolstoy — роман Толстого, **by** train — поездом, **by** experience — по опыту и т. п.)

for — для

В английском языке многие глаголы сочетаются с определенными предлогами. Они часто не соответствуют предлогам в русском языке, и их надо запоминать. Например:

смотреть на — to look at
надеяться на — to hope for

Некоторые английские глаголы не требуют предлогов, хотя в русском языке при их переводе требуется употребить предлог. Например:

to answer — отвечать на
to enter — входить в

Поэтому в дальнейшем обращайтесь внимание не только на глагол, но и на то, какие предлоги с ним употребляются.

Повторите грамматический материал и ответьте на контрольные вопросы:

1. Перечислите личные, притяжательные, возвратные и усиительные местоимения.
2. Как употребляются местоимение *it*, две формы притяжательных местоимений и форма 2-го лица?
3. Какие формы наречий существуют в английском языке?
4. Как образуются степени сравнения наречий?
5. Какое место занимают в предложении наречия?
6. Назовите наиболее употребительные предлоги места и времени, укажите, какое основное значение они выражают.
7. Что вы знаете об употреблении глаголов с предлогами?

Text

Speaking About Friends

Vlad: Good morning, mum. How are you?

Mother: Fine, thanks. Did you sleep well?

Vlad: Yes, thank you. And where is Dad?

Mother: He went out half an hour ago together with Alexei. They went shopping. Well, Vlad, it is your birthday soon. Are you going to have a birthday party this year?

Vlad: Well, I'd love to. You know, mum, now when I am at college I have got many new friends. It would be nice if I could invite them to my place.

Mother: Excellent idea! Let's count how many friends you are going to call so that I can think about the menu and all the things.

Vlad: I want to ask my best friends. They are Ilya, Stepan and Igor.

Mother: Do I know any of them?

Vlad: I suppose you have seen Ilya. Maybe you remember that broad-shouldered fellow with fair hair and dark eyes. We came across him in the street the other day.

Mother: Ah, now I know whom you are talking about. He is fond of music and plays the guitar very well, as you told me. Okay, what about the rest?

Vlad: Stepan is a funny slim little guy with brown hair and a snub nose. He is fond of reading fantasy and I took several books from him to read. He is an easy-going fellow. I like to talk to him. He came to our place in October. But you were not in at that time. Dad saw him, I believe. And Igor is my new friend. He is very clever. He is a computer genius, the teachers say. But he is not a bookworm. He plays volleyball and swims well.

- Mother:** Do you want to call any of your former schoolmates?
Vlad: Actually, it will be nice to invite Misha. I haven't seen him for ages.
Mother: Good! And will you ask Lena to come?
Vlad: Oh, yes, certainly!
Mother: Then you will invite your friends with their girlfriends, too.
Vlad: You are right, mum! Well, Igor's girlfriend is at college with us, and Ilya took Masha hiking this summer, you know, when our group went on a three-days' hike. She is good-natured and friendly. And just a week ago I saw Stepan with a remarkable long-legged girl with blond hair. I suspect it is his new mate.
Mother: What about Misha?
Vlad: So far as I know, he doesn't have a girlfriend at the moment.
Mother: Maybe you will invite one of your former classmates who is on friendly terms with him.
Vlad: Why not? I think I will invite Veronica. She is very sociable. I will be glad to see her, too.
Mother: So, how many people do we have, all in all?
Vlad: Let me see ... Igor and Olga, Stepan and his girlfriend, Ilya, Masha, Misha and Veronica. Ah, and Lena and me, of course. It makes ten people all together. Well, it is going to be a magnificent party, Mum!
Mother: I am sure of that.

Active Words and Word Combinations

| | | | |
|--------------------------------------------------|------------------------------------|---------------------------------------------|-----------------------------|
| attractive [ə'træktiv] <i>a</i> | привлекательный | friendly ['frendli] <i>a</i> | дружеский |
| be on friendly terms with somebody | дружить с кем-л. | girlfriend ['gɜ:lfrænd] <i>n</i> | подруга |
| beautiful ['bjʊ:tɪfəl] <i>a</i> | прекрасный | good-looking [ˌɡʊd'luːkɪŋ] <i>a</i> | симпатичный |
| bookworm ['bʊkwɜ:m] <i>n</i> | книжный червь | good-natured [ˌɡʊd'neɪtʃəd] <i>a</i> | добродушный |
| boyfriend ['bɔɪfrɛnd] <i>n</i> | друг | haircut ['heəkʌt] <i>n</i> | стрижка |
| broad-shouldered [brɔ:d'ʃəʊldəd] <i>a</i> | широкоплечий | hairdo ['heədu:] <i>n</i> | прическа |
| dark / [dɑ:k] | темные/голубые/зеленые/карие глаза | handsome ['hænsəm] <i>a</i> | красивый (о мужчине) |
| blue / [blu:] | | long-legged [ˌlɒŋ'leɡɪd] <i>a</i> | длинноногий |
| green / [ɡri:n] | | look like ['lʊk 'laɪk] | быть похожим |
| hazel eyes ['heɪzəl 'aɪz] | | make friends ['meɪk 'frendz] | подружиться, стать друзьями |
| fair / [feə] | русые/темные/светлые/седые волосы | plain [pleɪn] <i>a</i> | некрасивый, обычный |
| dark / [dɑ:k] | | | |
| blond / [blɒnd] | | | |
| grey hair [ɡreɪ 'heə] | | | |
| freckles ['freɪkəlz] <i>n</i> | веснушки | | |

| | | | |
|------------------------------------------------|--------------------------|---------------------------------------|-------------------------|
| regular features [ˈregjələ ˈfi:tʃəz] | правильные черты лица | slim [slɪm] <i>a</i> | худощавый |
| resemble [rɪˈzembəl] <i>v</i> | походить, напоминать | snub [ˈsnʌb] | курносый/ прямой нос |
| round [raʊnd] | круглое/ | straight [streɪt] | |
| oval [əʊəl] | вытянутое | nose [ˈnəʊz] | |
| face [ˈfeɪs] | лицо | sociable [ˈsəʊʃiəbəl] <i>a</i> | общительный |
| slender [ˈslendə] <i>a</i> | стройный | terrific [təˈrɪfɪk] <i>a</i> | потрясающий |
| | | true [tru:] <i>a</i> | верный |

EXERCISES

Pronouns

1. Read and remember.

| | | | | |
|------|-------|-------|--------|----------------------|
| I | me | my | mine | myself |
| he | him | his | his | himself |
| she | her | her | hers | herself |
| it | it | its | its | itself |
| we | us | our | ours | ourselves |
| you | you | your | yours | yourself, yourselves |
| they | them | their | theirs | themselves |
| this | these | | | |
| that | those | | | |

| | | |
|-----------|----------|---------|
| somebody | anybody | nobody |
| someone | anyone | no one |
| something | anything | nothing |

2. Read and translate into Russian.

my friend; his father; their son; her boyfriend; our teacher; your book; his former classmate; my computer

| | |
|----------------------------------------------|-----------------------------------------------------|
| Whose book is it? | It is his book. |
| Who knows where they live? | My friend does. |
| Whom did he invite to his birthday party? | He invited all of us. |
| Which of these books is yours? | That book is mine. |
| Which book have you read? | I have read all these books. I want another one. |

3. Transform the sentences according to the model.

Model: This is my book. — This book is mine.

1. This is her friend.
2. Those are our teachers.
3. That is his cat.
4. These are their bags.

5. Is that your car?
6. Are these their computers?

4. Fill in the blanks with the corresponding pronouns.

1. In the morning I go to the bathroom and wash
2. He can do his homework
3. She knows it
4. My younger brothers can't dress My mother usually dresses them.
5. Will you help us? We don't know how to do this exercise
6. Don't ask me to help you. Think ... !

5. Fill in the blanks with the pronouns *some, any, no* or their derivatives.

1. We have ... new friends in the college.
2. Do you know ... of these students? — I don't know ... here.
3. Does ... know his name? — I think ... does.
4. ... has changed in your appearance, but I can't see what it is.
5. Do you have ... to tell me? — There is ... news.
6. There is ... in that room.

6. Fill in the blanks with pronouns.

1. Jim says that Sam is ... new friend.
2. This is ... old friend Jack. I haven't seen ... for ages.
3. I want to invite ... friends ... you know very well.
4. I get up, go to the bathroom and clean my teeth, dress ... , say goodbye to ... mother and leave home.
5. Meet Ted and ... father, Mr. Johnson.

Adverbs

7. Form the adverbs from the adjectives. Give the comparative and superlative degrees of comparison where possible.

| | |
|-----------|-------|
| immediate | heavy |
| nervous | slow |
| energetic | quick |
| serious | bad |
| sudden | hard |
| careful | |

8. Form the degrees of comparison from the following adverbs:

well, often, soon, little, much

9. Use the adverbs given in brackets. Give more than one variant where possible.

1. I saw him (*yesterday*).
2. We met (*before*).

3. He visits his cousin (*often*).
4. You have told me about this idea (*never*).
5. I saw them every day (*almost*).
6. He comes in time (*sometimes*).
7. I have read this book (*already*).
8. We will come to your party (*tomorrow*).
9. He knows English (*very well*).

Prepositions

10. Fill in the blanks with prepositions.

1. They got ... the car.
2. He stood ... his father.
3. They had coffee ... a bun ... breakfast.
4. They decided to meet ... five o'clock ... the station.
5. He took a book ... the table, looked ... it, then put it
6. They looked ... each other.
7. I go ... college.
8. He isn't ... home now. He is ... school.
9. This book was written ... Perumov.
10. The school year begins ... September and is ... May.
11. We decided to meet ... five o'clock ... the bank.
12. This story is ... a famous painter.
13. He is a funny little guy ... brown hair.
14. He is keen ... animals.
15. She is fond ... reading thrillers.
16. Sunday is the only day ... in our school.
17. The book is ... the table.
18. I don't want to go ... the party. I am going to work ... Sunday.
19. We decided to meet ... the airport.
20. He stood at the door and didn't let me go
21. He works ... a hospital. He looks ... children who are ill.
22. When my friend came ... the room, there was nobody

Vocabulary

11. Describe Vlad's friends.

12. Translate into English.

Моя подруга — очень милая девушка. Она стройная и привлекательная. У нее правильные черты лица. Она носит короткую стрижку; волосы у нее вьющиеся и светлые, нос прямой. Мы с ней подружились в училище. Она умеет играть на гитаре и очень любит читать. Она хороший друг.

13. Speak about your friend (describe his or her appearance and character).

Грамматика:

Типы вопросов. Отрицательные предложения.

Text:

Choosing a Present. Hobbies.

Типы вопросов

В английском языке можно выделить пять типов вопросов:

- 1) **общий** (*Вы ходите туда?*);
- 2) **специальный** (*Когда, зачем, как и т. п. вы ходите туда?*);
- 3) **вопрос к подлежащему** (*Кто, какой студент и т. п. ходит туда?*);
- 4) **альтернативный** (*Вы ходите туда или остаетесь дома?*);
- 5) **разделительный** (*Вы ходите туда, не так ли?*).

Чтобы правильно задавать вопросы любых видов, нужно четко представлять себе схему общих вопросов во всех видах времен. При этом можно отталкиваться от приведенной в предыдущем уроке схемы утвердительных предложений. Вы легко заметите, что в большинстве случаев всего лишь меняются местами подлежащее и сказуемое. Новый элемент добавляется только в первых двух строках общей схемы: во временах Present Simple и Past Simple. Здесь в образовании вопроса участвует вспомогательный глагол **to do** (*делать*) в соответствующей форме.

Общие вопросы

| | | | |
|-------------------|-----------------|------------------------------------|-----------------------------------------------------|
| Simple | Present: | Does he sing these songs? | Он <i>поет</i> эти песни? |
| | Past: | Did he sing these songs? | Он <i>пел</i> эти песни? |
| | Future: | Will he sing these songs? | Он <i>будет петь</i> эти песни? |
| Continuous | Present: | Is he singing? | Он <i>поет</i> ? (в данный момент) |
| | Past: | Was he singing? | Он <i>пел</i> ? (в тот момент) |
| | Future: | Will he be singing? | Он <i>будет петь</i> ? (в тот момент) |
| Perfect | Present: | Has he sung the song? | Он уже <i>спел</i> песню? (к данному моменту) |
| | Past: | Had he sung the song? | Он уже <i>спел</i> песню? (к моменту в прошлом) |
| | Future: | Will he have sung the song? | Он уже <i>споет</i> песню? (к моменту в будущем) |

| | | | |
|---------------------------|-----------------|------------------------------------------|-----------------------------|
| Perfect Continuous | Present: | Has he been singing for two hours? | Он поет уже два часа? |
| | Past: | Had he been singing for two hours? | Он пел уже два часа? |
| | Future: | Will he have been singing for two hours? | Он будет петь уже два часа? |

Эту схему составления общих вопросов можно применять ко всем английским глаголам, за исключением глаголов *to be* (быть), *to have* (иметь) (в их основных значениях) и модальных глаголов. Во-первых, в группе Simple эти глаголы не требуют в вопросах вспомогательного глагола *do*. Сравните:

| | |
|------------------------------|---------------------------|
| Does he speak English? | Is he a good student? |
| Did they go there yesterday? | Have they lectures today? |
| Does he swim well? | Can he swim? |
| Do they work hard? | Must they work? |

Примечание: В разговорном языке с глаголом *to have* может быть использован вспомогательный глагол:

Did they have lectures yesterday?

Во-вторых, модальные глаголы *can*, *may*, *must* вообще не употребляются в группах Continuous и Perfect. И даже в группе Simple их употребление в прошедшем и в будущем времени ограничено, и вместо них в таких случаях используются их заменители (об этом будет сказано далее в разделе «Модальность»).

Специальные вопросы

Зная схему образования общих вопросов, задать специальный вопрос не составит труда. Нужно просто поставить в начале предложения вопросительное слово (*что, где, когда* и т. д.) или группу слов, а дальше все идет по той же схеме. Сравните:

| Общий вопрос | Специальный вопрос |
|-------------------------------------|--------------------------------|
| Does she sing these songs? | How does she sing these songs? |
| Is she singing? | Where is she singing? |
| Had she been singing for two hours? | How long had she been singing? |

Вопросы к подлежащему

В таких вопросах роль подлежащего выполняет само вопросительное слово или группа слов (*Кто приехал?*, *Какие студенты занимаются здесь?* и т. п.). В результате сохраняется прямой порядок слов, т. е. за подлежащим следует сказуемое. В вопросе к

подлежащему можно также использовать схему образования общих вопросов, учитывая следующее: в группе Simple не используется вспомогательный глагол **to do**, а поскольку подлежащее стоит на первом месте, то вопрос к подлежащему в Present Simple и Past Simple строится по образцу утвердительных предложений. Сравните:

Утвердительное предложение *Вопрос к подлежащему*

He goes there.

Who goes there?

The students came early.

What students came early?

Все остальные вспомогательные глаголы в вопросе к подлежащему продолжают выполнять свою роль:

Who has come?

Кто пришел?

What will happen?

Что произойдет?

What is going on in the hall?

Что сейчас происходит в зале?

Альтернативные вопросы

Такие вопросы связаны с выбором, поэтому в них есть союз **or** (*или*). Возможность выбора существует для всех типов вопросов, перечисленных выше: общего, специального и вопроса к подлежащему. Поэтому альтернативные вопросы задаются по тем же образцам и добавляется лишь элемент выбора:

Did he remain there or did he go abroad?

When did he go abroad: in summer or in winter?

Who went abroad: he or his friend?

Разделительные вопросы

Разделительный вопрос состоит из двух частей. Первая часть вопросом как таковым не является, а представляет собой обычное утвердительное или отрицательное предложение. Вслед за ним идет краткий общий вопрос. Если первая часть была утвердительной, то вопрос задается в отрицательной форме, и наоборот:

He lived there, didn't he?

He did not live there, did he?

Отрицательные предложения

Все отрицания легко образуются по той же схеме образования общих вопросов. Достаточно лишь поставить в начале предложения подлежащее, а после первого вспомогательного глагола — отрицательную частицу **not**:

| | | |
|---------------------------|-----------------|-----------------------------------------------------|
| Simple | Present: | He does not sing these songs. |
| | Past: | He did not sing these songs. |
| | Future: | He will not sing these songs. |
| Continuous | Present: | He is not singing . |
| | Past: | He was not singing . |
| | Future: | He will not be singing . |
| Perfect | Present: | He has not sung the song. |
| | Past: | He had not sung the song. |
| | Future: | He will not have sung the song. |
| Perfect Continuous | Present: | He has not been singing for two hours. |
| | Past: | He had not been singing for two hours. |
| | Future: | He will not have been singing for two hours. |

В разговорной речи отрицательная частица **not** употребляется в сокращенной форме:

| | |
|----------------------------|--------------------|
| is not = isn't | do not = don't |
| are not = aren't | does not = doesn't |
| was not = wasn't | did not = didn't |
| were not = weren't | |
| will not = won't [wəʊnt] | has not = hasn't |
| shall not = shan't [ʃɑ:nt] | have not = haven't |
| | had not = hadn't |

С глаголом **to be** в 1-м лице единственного числа возможна только полная форма отрицания **I am not** (или **I'm not**). Форма **ain't** встречается в диалектах или нелитературной речи. Запомните также форму 1-го лица единственного лица глагола **to be** в отрицательных вопросах: **I am late, aren't I? Aren't I tired?**

Отрицательный смысл предложение приобретает также, если в нем употребляются отрицательные местоимения **no** (никакой, ни один), **nobody**, **no one**, **none** (никто), **nothing** (ничего, ничто), отрицательные наречия **never** (никогда), **nowhere** (нигде, никуда) или отрицательный союз **neither ... nor** (ни ... ни). Помните, что в английском предложении может быть только одно отрицательное слово и в этом случае частица **not** не употребляется. Сказуемое выражается глаголом в утвердительной форме. Сравните:

He **did not** see them.
Nobody saw them.
He **never** saw anything like that.
They **did not** tell him the truth.
Nobody told him anything.
He **does not** know anything about it.
He **knows** nothing about it.
Have you any news?
I have no news.

Обратите внимание, что русскому вопросительному предложению в отрицательной форме соответствует английский вопрос, не содержащий отрицания. Сравните:

Вы *не видели* его?

Have you seen him?

В английском языке общий вопрос в отрицательной форме выражает удивление:

Don't you want to hear it?

Разве/неужели вы

или

не хотите это услышать?

Do you not want to hear it?

Помните также, что при кратких ответах на вопрос одного слова **yes** или **no** недостаточно. Краткий ответ содержит также подлежащее и соответствующий вспомогательный глагол:

Does he go there?

Yes, he does.

No, he doesn't.

Is she singing?

Yes, she is.

No, she isn't.

Will they come?

Yes, they will.

No, they won't.

Who works there?

Our students do.

При этом после **yes** должен идти глагол в утвердительной форме, а после **no** — в отрицательной. По-русски в ответах можно услышать *Да, не понравилось* или *Нет, понравилось*. В английском языке такие сочетания слов недопустимы:

He knows that, doesn't he?

Yes, he does.

No, he doesn't.

He hasn't read the book, has he?

No, he hasn't.

Yes, he has.

Haven't you seen him?

Yes, I have.

Повторите грамматический материал и ответьте на контрольные вопросы:

1. Как в английском языке образуются общие вопросы в различных временах?
2. Как образуются остальные типы вопросов (специальный, к подлежащему, альтернативный и разделительный)?
3. В каких случаях не употребляется вспомогательный глагол **to do**?
4. Как образуются отрицательные предложения?
5. Какие имеются способы отрицания, кроме употребления частицы **not**?
6. Из каких элементов состоит краткий ответ?
7. Каковы отличия в употреблении **yes** и **no** в английском языке от *да* и *нет* в русском?

Choosing a Present. Hobbies

Stepan: Hello, old boy. How are things?

Ilya: Not bad, thank you. Look, Stepan, has Vlad invited you to his birthday party?

Stepan: Yes, he has. And why are you asking?

Ilya: The matter is that he has invited me as well, and I am now thinking about a present for him. It is always a difficult issue, isn't it?

Stepan: I don't think that it is such a great problem.

Ilya: Well, of course, you are going to give him a book in fantasy. Both of you know everything about this sort of thing.

Stepan: Actually not. You see, there is hardly a book in fiction he hasn't read. What I am really thinking about is a photo album. So far as I know, he is fond of taking pictures and has a rather good camera. It's not a bad present, is it?

Ilya: You see, just a month ago we went shopping together and he bought a large album.

Stepan: Thank you for telling me this thing. I didn't know that.

Ilya: Besides, I think it is not a good present for a close friend. I mean you can give such a thing to a fellow whom you don't know very well. I know Vlad well enough to give him something that he will really like. We have been friends with Vlad for quite a long time to learn a thing or two about his tastes, haven't we?

Stepan: Maybe you are right. What else can you suggest, then?

Ilya: In his free time he likes to work with his PC. Is it possible to give him a couple of nice games on CDs?

Stepan: Oh, no. He says he doesn't understand people who play computer games. It's a waste of time, in his opinion. Computer is for work, not for leisure — these are his own words.

Ilya: He is a very serious guy, I know. But the problem remains. What will you say about a CD of his favourite group? Do you want to give him a poster or a T-shirt?

Stepan: Look! I've got a brilliant idea.

Ilya: What is it?

Stepan: We can give him a nice present if we join all together. It will be better than giving him a present each. Vlad has always been dreaming about roller skates.

Ilya: I see your point. It is rather an expensive present, I must say. But if we join all together ... Who else is coming to the party?

Stepan: Igor and Olga, and then his classmate, Misha by name.

Ilya: So, Igor won't refuse to join in, I believe. What we must do is to try and find Misha somehow. Maybe Igor knows him. In this case Vlad will get a great present for his birthday!

Active Words and Word Combinations

| | | | |
|---------------------------|----------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------|
| be fond of something | любить что-л. | listen to music | слушать музыку |
| be keen on something | увлекаться чем-л. | play computer games | играть в компьютерные игры |
| camera ['kæməɾə] <i>n</i> | фотоаппарат | read fiction/ | читать художественную литературу/ фантастику/ научную фантастику/ любовные романы/ детективы |
| collect stamps/ | собирать марки/ плакаты/ компакт-диски | [ri:d 'fɪkʃən] | |
| [kə'lekt stæmps] | | fantasy/ ['fæntəsi] | |
| posters/ ['pəustəz] | | science fiction/ | |
| CDs [si: 'di:z] | | [saɪəns 'fɪkʃən] | |
| enjoy something | любить | love stories/ | |
| [ɪn'dʒɔɪ] | заниматься чем-л. | ['lʌv stɔ:ri:z] | |
| expensive [ɪk'spensɪv] | дорогой | detective stories | |
| free time ['fri: 'taɪm] | свободное время | [dɪ'tektɪv stɔ:ri:z] | |
| go in for sports | заниматься спортом | spend time/ | тратить время/ деньги на что-л. |
| [gəʊ ɪn fə spɔ:ts] | | [spend taɪm] | |
| go skating | кататься на коньках | money on something | |
| [gəʊ 'sketɪŋ] | | ['mʌni ɒn 'sʌmθɪŋ] | |
| go skiing | кататься на лыжах | take pictures | фотографировать |
| [gəʊ 'ski:ɪŋ] | | ['teɪk 'pɪktʃəz] | |
| go swimming | заниматься плаванием | theatre-lover | театрал |
| [gəʊ 'swɪmɪŋ] | | ['θɪətə 'lʌvə] <i>n</i> | |
| go to a disco | ходить на дискотеки | travel ['trævl] <i>v</i> | путешествовать |
| [gəʊ tu ə 'dɪskəʊ] | | | |
| go surfing | заниматься серфингом | visit museums ['vɪzɪt mju: 'zi:əmz] | ходить в музеи |
| [gəʊ 'sɜ:ʃɪŋ] | | | |
| leisure ['leɪʒə] <i>n</i> | свободное время | | |
| like cooking | любить готовить | | |
| [laɪk 'kʊkɪŋ] | | | |

EXERCISES

Questions

1. Read and translate into Russian.

(a) General Questions

- Are you a student?
- Has he invited you to his birthday party?
- Do you play the piano?
- Have you seen this man before?
- Will you play the guitar to us?
- Were you at college yesterday?
- Did he read the new book?

8. Is she fond of reading science fiction?
9. Am I right?
10. Are they coming with us?

(b) Alternative Questions

1. Is he a good or a bad student?
2. Do they live in Moscow or in St. Petersburg?
3. Have you read this or that book?
4. Will you go to the disco or stay at home in the evening?
5. Are you reading or just dreaming?
6. Did they give him an album or roller skates as a present?
7. Was she working or playing a computer game when they came in?
8. Does he play tennis or football in his free time?
9. Would you like tea or coffee?
10. Has he been dreaming about a PC or a musical centre?

(c) Special Questions

1. Which is the largest room in your apartment?
2. Where are you going?
3. When does the lesson start?
4. Why were you staying at home yesterday?
5. What has happened at the end of the story?
6. How many people will be present at the party?
7. How old are you?
8. Whom did he invite?
9. Where did he live when he was a little boy?
10. What were they laughing at when I came in?
11. What kind of music are you fond of?
12. How much time did it take to write the test?

(d) Questions to the Subject

1. Who enjoys this music?
2. Who will come to the party?
3. Who was ready to answer?
4. Who knows the results?
5. Who spoke to Vlad yesterday?
6. Who has arrived early?
7. Who was playing the piano in the next room?
8. Who is working with my computer?
9. Who has been reading this book?
10. Who will give him a nice present?

(e) Tag questions

1. He is a great theatre lover, isn't he?
2. They aren't close friends, are they?
3. She plays the piano well, doesn't she?

4. He wasn't busy yesterday, was he?
5. I am a good football player, aren't I?
6. He has read all the books in science fiction, hasn't he?
7. We are taking nice pictures, aren't we?
8. She wasn't cooking when we arrived, was she?
9. They visited a few museums, didn't they?
10. The journey wasn't expensive, was it?

2. Make the sentences interrogative.

1. She speaks English well.
2. His parents are going to give him a CD player for his birthday.
3. They weren't at school yesterday.
4. I spoke to our teacher an hour ago.
5. She will be happy to see you.
6. Mike likes detective stories.
7. My friends went skiing in winter.
8. He has taken some pictures of his family.
9. They will visit several museums in this city.
10. She is going to cook vegetable soup.
11. They went to St. Petersburg in summer. (*Where ... ? When ... ? Who ... ?*)
12. I'll listen to rock music at home. (*Who ... ? Where ... ? What kind of ... ?*)
13. Mary is going to learn English. (*Who ... ? What language ... ?*)
14. Sam and his girlfriend have come to stay with us this weekend. (*Who ... ? Where ... ?*)
15. There were five students in the class. (*Where ... ? How many ... ?*)
16. It usually takes me five minutes to get to the college. (*How long ... ?*)
17. My father is forty-seven years old. (*Who ... ? How old ... ?*)
18. This magazine costs fifteen rubles. (*How much ... ? What ... ? What kind of ... ?*)
19. They collected stamps. (*What ... ? Who ... ?*)
20. We have been friends with Vlad for quite a long time. (*How long ... ?*)
21. It is raining.
22. She likes cooking.
23. He has taken a few pictures.
24. They don't know English.
25. We didn't go to a disco yesterday.
26. She was my great friend.
27. Mike collected posters last year.

3. Ask all possible questions to the following sentences:

1. His friends are at college now.
2. My sister likes visiting museums.

3. We went windsurfing in summer.
4. She was writing when they came in.
5. He is taking a picture of his friends.
6. They will read detective stories.
7. He wants to get a nice present.
8. They have just read an interesting book.
9. This camera is rather expensive.

Negative Sentences

4. Make the sentences negative.

1. I am a student.
2. He has invited us to his birthday party.
3. They play the guitar.
4. I have been reading this book for the whole summer.
5. He will write the essay tomorrow.
6. She is fond of reading thrillers.
7. They are coming with us.
8. At seven o'clock he was getting up.
9. She was sitting in her room when somebody knocked at the door.
10. She lives in the hostel.
11. I thought you would ask me about Mary.
12. He told me he had seen her before.
13. They went to St. Petersburg in summer.
14. I'll listen to classical music at home.
15. Mary is going to learn English.
16. Sam and his girlfriend have come to stay with us this weekend.
17. There were five students in the class.
18. It usually takes me five minutes to get to the college.
19. They collected stamps.
20. We have been friends with Vlad for quite a long time.

Vocabulary

5. Answer the following questions:

1. Do you have a hobby? What is it?
2. Does your friend have a hobby?
3. What will you give your friend for his/her birthday?
4. What kind of present would you like to get for your birthday?
5. What is the best present for a person who has a hobby?
6. What do you like doing in your free time?
7. Do you spend much time on your hobby?
8. What do you usually spend your pocket money on?
9. What are the other things that people can do in their leisure?

10. Can you tell your classmates about any strange and unusual hobbies?

6. Make up ten questions on the text.

7. Translate into English.

Я учусь в техническом училище, и у меня не очень много свободного времени. Но я всегда нахожу время на мое увлечение. Я очень люблю фотографировать. Недавно родители подарили мне дорогой и очень хороший фотоаппарат, и я провожу много времени в поисках интересных кадров. Я люблю фотографировать своих друзей. Когда мы идем в поход или гуляем по городу, у меня всегда с собой мой фотоаппарат. У меня уже есть четыре альбома фотографий, и друзья любят рассматривать их, когда приходят ко мне в гости.

8. Speak about your hobby.

УРОК 9

| | |
|--------------------|----------------------------------------------------------|
| Грамматика: | Числительное. Причастие. Герундий. |
| Text: | Getting Ready for a Party. Cooking. Shopping. |

Числительное

В английском языке, как и в русском, числительные делятся на количественные и порядковые:

| Количественные числительные | | Порядковые числительные | |
|----------------------------------------|------------|------------------------------------|-------------------|
| 1 | one | | the first |
| 2 | two | | the second |
| 3 | three | | the third |
| 4 | four | | the fourth |
| 5 | five | | the fifth |
| 6 | six | | the sixth |
| 7 | seven | | the seventh |
| 8 | eight | | the eighth |
| 9 | nine | | the ninth |
| 10 | ten | | the tenth |
| 11 | eleven | | the eleventh |
| 12 | twelve | | the twelfth |
| 13 | thirteen | | the thirteenth |
| 14 | fourteen | | the fourteenth |
| 15 | fifteen | | the fifteenth |
| 16 | sixteen | | the sixteenth |
| 17 | seventeen | | the seventeenth |
| 18 | eighteen | | the eighteenth |
| 19 | nineteen | | the nineteenth |
| 20 | twenty | | the twentieth |
| 21 | twenty-one | | the twenty-first |
| 22 | twenty-two | | the twenty-second |
| ... | ... | ... | ... |
| 30 | thirty | | the thirtieth |
| 40 | forty | | the fortieth |
| 50 | fifty | | the fiftieth |
| 60 | sixty | | the sixtieth |
| 70 | seventy | | the seventieth |
| 80 | eighty | | the eightieth |
| 90 | ninety | | the ninetieth |

| | | |
|---------------|-------------------------------------------------|------------------------------------------------------|
| 100 | a/one hundred | the (one) hundredth |
| 101 | a/one hundred and one | the (one) hundred and first |
| 102 | a/one hundred and two | the (one) hundred and second |
| ... | ... | ... |
| 200 | two hundred | the two hundredth |
| 222 | two hundred and twenty-two | the two hundredth and twenty- second |
| ... | ... | ... |
| 1,000 | a/one thousand | the (one) thousandth |
| 1,001 | a/one thousand and one | the (one) thousandth and first |
| ... | ... | ... |
| 2,999 | two thousand nine hundred and ninety-nine | the two thousand nine hundred and ninety-ninth |
| ... | ... | ... |
| 100,000 | a/one hundred thousand | the (one) hundred thousandth |
| 1,000,000 | a/one million | the (one) millionth |
| 2,000,000 | two million | the two millionth |
| 1,000,000,000 | a/one milliard | the (one) milliardth |

Числительные с суффиксом **-teen** имеют два ударения, причем ударение на последнем слоге сильнее, чем на первом. Но когда эти числительные употребляются с существительными, ударение падает на первый слог, а последний становится безударным. Сравните: **'four**teen и fourteen **'students**.

Обратите внимание, что между сотнями (тысячами, миллионами) и следующими за ними десятками или единицами ставится союз **and**:

999 nine hundred **and** ninety-nine
 9,009 nine thousand **and** nine
 9,909,099 nine million nine hundred **and** nine thousand **and** ninety-nine

Числительные **hundred**, **thousand**, **million** не принимают окончания **-s** во множественном числе. Но когда они употребляются для обозначения неопределенного количества сотен, тысяч, миллионов, то они переходят в разряд существительных и принимают окончание **-s**. В этом случае другое существительное следует за ними с предлогом **of**:

Thousands of students learn English.

Существительное, которое следует за числительным, употребляется без предлога:

three **thousand** students

Порядковые числительные употребляются с определенным артиклем, даже если определяемое ими существительное не выражено, а лишь подразумевается. Если порядковые числительные пишутся цифрами, к ним добавляются две последние буквы слова: 1st, 2nd, 3rd, 4th, 21st и т. д.

Некоторые особенности употребления числительных

В английском языке при обозначении номеров страниц, домов и т. п. обычно употребляются количественные числительные, а не порядковые. Количественное числительное в этом случае ставится после существительного, а существительное употребляется без артикля:

Open your books at **page 10**.

Read **lesson one, part two, paragraph 3**.

В хронологических датах годы обозначаются количественными числительными. При чтении четырехзначную дату делят пополам и каждую половину читают как отдельное число:

1901 nineteen one

nineteen hundred and one

nineteen hundred o [əv] one

1900 nineteen hundred

2002 two thousand two

Слово **year** (год) после цифрового обозначения не употребляется, но оно может стоять перед ним:

It happened in **1895**.

It happened in the **year 1895**.

Числа месяца обозначаются порядковыми числительными:

May 22nd, 1951

May the twenty-second nineteen fifty-one

The twenty-second of May nineteen fifty-one

Написание дат может быть различным: **May 22, May 22nd, 22nd May, 22nd of May**. Названия дней недели и месяцев пишутся с заглавной буквы. День недели, число и год на письме разделяются запятыми:

Sunday, May 22nd, 1951.

В номерах телефонов каждая цифра произносится отдельно:

140-65-84 one four o six five eight four

Цифра 0 читается как буква o [əv].

Дробные числа (простые и десятичные)

В простых дробях числитель выражается количественным числительным, а знаменатель — порядковым:

1/5 one fifth

3/5 three fifths

Обратите внимание, что если числитель больше единицы, то знаменатель получает окончание множественного числа -s. Запомните также дроби 1/2 и 1/4, которые передаются особо:

a/one half (1/2) [hɑ:f]
a/one quarter (1/4) ['kwɔ:tə]

Существительное, следующее за дробью, стоит в единственном числе, а за смешанным числом — во множественном:

3/5 metre three fifths of a metre
2 1/4 metres two and a quarter metres
two metres and a quarter

В десятичных дробях целое число отделяется от дроби не запятой, как в русском языке, а точкой, которая читается **point**. Цифра 0 читается **o** [əv] или **nought** [nɔ:t].

0.5 point five
o/nought point five
0.005 point o/nought o/nought five
o/nought point o/nought o/nought five
1.02 one point o/nought two

В американском варианте английского языка ноль читается **zero** ['ziərəʊ]. При чтении десятичных дробей перед словом **point** делают короткую паузу. Если в десятичных дробях есть целые единицы, то, как и в простых дробях, существительное употребляется во множественном числе:

0.5 centimetre nought point five of a centimetre
2.5 centimetres two point five centimetres

Проценты обозначаются и читаются следующим образом:

2.5 % two point five per cent
40 % forty per cent

Причастие

Причастие в английском языке, как и в русском, образуется от глагола. Сравните:

to give — *давать*
giving — *дающий, давая*
given — *даваемый, данный*

Прежде всего нужно знать, как образуются две основные формы английского причастия — Participle I и Participle II. Исходя из этих двух форм будет легко понять изменение причастий в различных залогах.

Participle I (причастие I) образуется прибавлением к основе глагола суффикса **-ing**:

to finish — *заканчивать* **finishing** — *заканчивающий*

Причастие I соответствует также русскому деепричастию.

Participle II (причастие II) у правильных глаголов образуется путем добавления к основе глагола суффикса **-ed** (об этом уже говорилось при изучении темы «Глагол»):

to finish — *заканчивать* **finished** — *законченный*

Форму Participle II неправильных глаголов нужно заучивать (об этом и о значении Participle II переходных и непереходных глаголов также говорилось в разделе «Глагол»):

to begin — *начинать* **begun** — *начатый*

to go — *ходить* **gone** — *ушедший*

и т. д.

Подобно глаголам, образующим форму Perfect с помощью вспомогательного глагола **to have**, а пассивный залог (Passive Voice) с помощью глагола **to be** (сравните: **to see** — *видеть* и **to be seen** — *быть видимым*), причастия тоже могут образовывать перфектную форму и пассивный залог. При этом вспомогательные глаголы **to have** и **to be** употребляются в форме причастия. Запомните следующую схему:

| | <i>Simple</i> | <i>Perfect</i> |
|----------------|------------------------------------|------------------------------------------------|
| <i>Active</i> | seeing — <i>видящий</i> | having seen — <i>уже увидевший</i> |
| <i>Passive</i> | being seen — <i>видимый</i> | having been seen — <i>уже увиденный</i> |

Напоминаем, что непереходные глаголы не имеют формы пассивного залога. Соответственно ведет себя и причастие, образованное от этих глаголов.

| | <i>Simple</i> | <i>Perfect</i> |
|----------------|----------------------------------|-------------------------------------------|
| <i>Active</i> | falling — <i>падающий</i> | having fallen — <i>уже упавший</i> |
| <i>Passive</i> | — | — |

Герундий

Герундий образуется от глагола и соединяет в себе свойства глагола и существительного. Для лучшего понимания сущности герундия необходимо иметь в виду, что в русском языке эта часть речи соответствует таким формам, как *ление*, *рисование*, т. е. передает процесс действия, выраженного глаголом, от которого образован герундий. Сравните:

песня
a song
(существительное)

пение
singing
(герундий)

Образование герундия и его форм

Герундий, как и причастие I, образуется с помощью суффикса **-ing**:

to read — читать

reading — чтение

Так же как причастие, герундий может употребляться в перфектной форме. Сравните схему форм образования герундия с формами причастия:

| | <i>Simple</i> | <i>Perfect</i> |
|----------------|-------------------|-------------------------|
| <i>Active</i> | seeing | having seen |
| <i>Passive</i> | being seen | having been seen |

Отрицательная форма герундия образуется с помощью частицы **not**, которая ставится перед ним: **not seeing**, **not being seen** и т. д. На русский язык герундий, особенно его сложные формы, может переводиться по-разному в зависимости от норм русского языка:

He was sure of **finding** them.

Он был уверен, что *найдет* их.

The snow ceased **falling**.

Снег перестал *идти*.

She hates **being laughed** at.

Она не переносит, когда над ней *смеются*.

We learn by **doing**.

Мы учимся, *делая (что-л.)*.

Thank you for **coming** in time.

Спасибо, что *пришли* вовремя.

No **smoking**!

Не *курить*!

Обратите внимание, что герундий в отличие от существительного не имеет артикля, а также формы множественного числа.

Запомните глаголы, с которыми часто употребляется герундий:

advise
appreciate
avoid
dislike
enjoy
can't help
imagine

mind
miss
practice
recommend
risk
suggest

Например:

He **suggested** going to see Vlad.

They **couldn't help** laughing when they saw his surprise.

I **enjoyed** playing golf when I was in Britain.

Do you **mind** my smoking here?

To master English, you must **practice** speaking it a lot.
Nobody **risked** breaking this news to her.
If you want to leave this job, you can't **avoid** speaking to him.

После глаголов, обозначающих начало, продолжение и окончание действия (**begin, continue, start, finish, stop, enable**), а также глаголов **hate, like, love** может употребляться либо инфинитив, либо герундий. Например:

| | |
|-----------------------------------------|-----------------------------------------|
| He began to play the piano. | He began playing the piano. |
| They like to mock at each other. | They like mocking at each other. |

Обратите внимание, что в некоторых случаях выбор инфинитива или герундия влияет на смысл предложения:

| | |
|------------------------------------------------------------------------|---------------------------------------------------------------------------|
| He stopped smoking . | Он <i>бросил курить</i> . |
| He stopped to smoke . | Он <i>остановился, чтобы покурить</i> . |
| He forgot to tell me about it. | Он <i>забыл сказать</i> об этом. |
| He forgot telling me about it. | Он <i>забыл, что (уже) рассказал</i> об этом. |
| I regret to tell you, but you have got a bad mark on your test. | Мне <i>жаль говорить</i> тебе, но ты получил «два» по контрольной работе. |
| I regret having told you about her visit. | <i>Жаль, что я сказал</i> вам о том, что она приходила. |

Повторите грамматический материал и ответьте на контрольные вопросы:

1. Как образуются количественные и порядковые числительные?
2. Какие знаки употребляются при написании числительных?
3. Как образуются простые и десятичные дроби?
4. Как в номерах (страниц, домов и т. п.) и датах употребляются порядковые и количественные числительные?
5. Как образуются Participle I и Participle II?
6. Какие формы имеет английское причастие?
7. Как образуется герундий? Каково его основное значение?
8. Какие формы имеет герундий?

Text

Getting Ready for a Party. Cooking. Shopping

Vlad's birthday is on the eleventh of October. His friends are coming to his place and they are going to have a party. In the morning on the tenth of October Vlad and his mother are talking in the kitchen.

Mother: Darling, will you help me with cooking?

Vlad: Sure. But aren't you afraid that I spoil everything? I am not much of a cook.

Mother: Actually, there is nothing you can spoil. Just take the carrot and four or five potatoes, put them into the pot, boil them for about half an hour. Then peel and dice them, then put all them into that blue bowl.

Vlad: What are these vegetables for?

Mother: They are for your favourite meat salad, of course. Then add pickles, peas, three boiled eggs and sausage.

Vlad: And mayonnaise, of course.

Mother: Ah, certainly. And we've run out of mayonnaise. When you and Dad go shopping don't forget to buy some.

Vlad: All right. And what about green peas? I don't see any in the fridge.

Mother: Don't you? I thought we had some left. Anyway, you can include a can of green peas in your shopping list.

Vlad: Mum, what are you going to cook for the main course?

Mother: I think beef stroganoff is a nice choice.

Vlad: Beef stroganoff? This is meat cooked in sour cream and served with rice, isn't it?

Mother: Exactly. How do you like this?

Vlad: You know, it is what I really like.

Mother: Of course, I know it very well. By the way, I don't think I'll bother about baking a pie. You will buy a nice cake and I'll bake some cookies.

Vlad: Certainly. Well, as soon as the salad is ready, Dad and I will go shopping.

Mother: All right, here is the shopping list.

In the Supermarket

Father: Let's begin from the very beginning. Do we have to buy any dairy products?

Vlad: Yes, we'll take half a kilo of sour cream and three hundred grams of mayonnaise.

Father: Do you want any cheese? There is no cheese in the list.

Vlad: What about taking some? Just to be on the safe side.

Father: How much shall we take, do you think?

Vlad: About four hundred grams. This piece will do.

Father: Right. Let's take a packet of milk as well.

Vlad: What about canned goods? We need a can of peas, a can of strawberry jam for the cookies and a litre of sunflower oil.

Vlad: Do we have to buy any meat?

Father: No, we don't. But we must buy some salami.

Vlad: Shall I ask the shop assistant to slice it?

Father: We'd better buy sliced salami in a vacuum package. It has a better taste, in my opinion. And what will you say about buying some smoked salmon?

Vlad: I'd love some. Take this pack, please, will you? Now let's go to the confectionery, I want to choose a chocolate cake!

Shopping in the USA

Americans go shopping in four main types of stores: supermarkets, grocery stores, convenience stores and delis.

Supermarkets are the largest. They often have a wide variety of dairy products, cereals, bread and baked goods, prepared, canned and frozen food, ice cream and desserts, paper products, film and much more. You can also develop film in supermarkets. Prices are usually marked on the packages or on signs near the goods. There are usually carts and baskets, so you can carry the goods which you have chosen around the store. Usually supermarkets have several cashiers. In general, they are open Monday to Friday from 9 am to 6 pm, and on Saturday from 10 a.m. to 4 pm. Some supermarkets are open on Sundays as well.

Grocery stores are smaller than supermarkets. As a rule, they carry most of the same types of products, but in smaller quantity and less variety. Prices are usually similar to those in the supermarkets. In general, grocery stores work the same hours as supermarkets.

Convenience stores are called this because of their hours of operation — usually from at least 7 am. to 12 pm and sometimes round the clock. They usually carry a very limited selection of goods and brands.

Delis usually carry only cold cuts (sliced ham, turkey, salami, chicken, roast beef and cheese) to use in sandwiches, breads, beverages and condiments. Some delis also carry selections of prepared foods and other items.

Sales Tax

Cities and states in the USA have the right to charge an additional percentage of the cost of some goods.

In most places, the sales tax is from 5 to 10 per cent of the price of goods you buy. You should pay the sales tax for many non-food items, such as technical equipment, books, records, household products, appliances, cameras and films. You will pay a sales tax for prepared food, for example, when you are in a restaurant. You must remember that the prices listed on items in stores do not include sales tax — a cashier will add it to your bill.

Active Words and Word Combinations

| | | | |
|--------------------------------------|--------------|--------------------------------------|--------------|
| add [æd] <i>v</i> | складывать | multiply | умножать |
| addition [ə'dɪʃən] <i>n</i> | сложение | [ˈmʌltɪplaɪ] <i>v</i> | |
| appetizer | закуска | peel [pi:l] <i>v</i> | очищать от |
| [ˈæpɪtaɪzə] <i>n</i> | | (potatoes, | кожуры, |
| bacon [ˈbeɪkən] <i>n</i> | ветчина | vegetables, | чистить |
| beef [bi:f] <i>n</i> | говядина | etc.) | (картофель, |
| biscuit [ˈbɪskɪt] <i>n</i> | печенье, | | овощи и |
| | крекер | | т. д.) |
| boil [bɔɪl] <i>v</i> | варить | pork [pɔ:k] <i>n</i> | свинина |
| butcher's [ˈbʊtʃəz] <i>n</i> | мясной отдел | rice [raɪs] <i>n</i> | рис |
| cake [keɪk] <i>n</i> | пирог, торт, | shop assistant | продавец, |
| | пирожное | [ˈʃɒp əˈsɪstənt] | продавщица |
| cheese [tʃi:z] <i>n</i> | сыр | spice [speɪs] <i>n</i> | специя, |
| chocolate [ˈtʃɒklɪt] <i>n</i> | шоколад | spicy [ˈspeɪsi] <i>a</i> | пряность |
| confectionery | кондитерский | | приправлен- |
| [kənˈfekʃənəri] <i>n</i> | отдел | | ный специа- |
| cook [kʊk] <i>n</i> | повар | | ми, пря- |
| cook [kʊk] <i>v</i> | готовить | | ный |
| dairy [ˈdeəri] | молочные | stew [stju:] <i>v</i> | тушить |
| | продукты | subtract [səbˈtrækt] <i>v</i> | вычитать |
| (milk, | (молоко, | supermarket | супермаркет, |
| cream, | сливки, | [ˈsju:pəˌmɑ:kt] <i>n</i> | магазин |
| sour cream, | сметана, | | самообслу- |
| butter, | масло, | | живания |
| yogurt) | йогурт) | the first/ | первое/ |
| divide [dɪˈvaɪd] <i>v</i> | делить | the second/ | второе/ |
| fruit [fru:t] | фрукты | the third | третье |
| (apple, | (яблоко, | course [kɔ:s] | блюдо |
| banana, | банан, | veal [vi:l] <i>n</i> | телятина |
| pear, | груша, | vegetables | овощи |
| peach, | персик, | [ˈvedʒɪtəbəlz] | |
| plum) | слива) | (cabbage, | (капуста, |
| grocery store | продоволь- | beetroot, | свекла, |
| [ˈɡrəʊsəriˌstɔ:] | ственный | carrot, | морковь, |
| | магазин | cucumber) | огурец) |

EXERCISES

Numerals

1. Read and memorize.

| | | | |
|-------|--------------|--------|----------------|
| one | — the first | seven | — the seventh |
| two | — the second | eight | — the eighth |
| three | — the third | nine | — the ninth |
| four | — the fourth | ten | — the tenth |
| five | — the fifth | eleven | — the eleventh |
| six | — the sixth | twelve | — the twelfth |

thirteen — the thirteenth
fourteen — the fourteenth
fifteen — the fifteenth
sixteen — the sixteenth
seventeen — the seventeenth
eighteen — the eighteenth
nineteen — the nineteenth
twenty — the twentieth
twenty-one — the twenty-first

twenty-two — the twenty-second
thirty — the thirtieth
forty — the fortieth
fifty — the fiftieth
sixty — the sixtieth
seventy — the seventieth
eighty — the eightieth
ninety — the ninetieth
a hundred — the hundredth

2. Read the numerals.

134, 75, 98, 32, 54, 165, 45, 689, 194, 1328, 751, 649, 84, 62, 678,
512, 345, 75, 649, 455, 201, 640, 976, 55, 13, 782, 79

3. Read the dates.

1972, 1778, 1825, 2001, 1986, 1945, 1147, 1918, 1371, 1640, 1066,
1788, 2004, 1999, 1961, 1996

4.05.1997; 29.04.1982; 17.12.1973; 15.06.1956; 30.01.2002; 4.09.1879;
9.02.2000; 31.03.1727; 11.10.1965; 14.08.1663; 17.11.2001; 28.07.1897.

4. Read the dates of the holidays in the USA (in the USA first goes the month, then the date).

1.1
The 3rd Monday in January
2.2
2.14
The 3rd Monday in February
one Sunday in spring
4.1
The 2nd Sunday in May
last Monday in May
6.14
The 3rd Sunday in June
7.4
The 1st Monday of September
The 2nd Monday of October
10.31
11.11
The 4th Tuesday of November
12.25
12.31

New Year's Day
Martin Luther King, Jr. Day
Groundhog day
Valentine's Day
President's Day
Easter
April Fool's Day
Mother's Day
Memorial Day
Flag Day
Father's Day
Independence Day
Labor Day
Columbus Day
Halloween
Veteran's Day
Thanksgiving Day
Christmas
New Year's Eve

5. Answer the following questions:

1. When were you born?
2. When were your parents born?
3. When is your friend's birthday?

4. What are the dates of public holidays in Russia?
5. Name three most important dates in the history of Russia.
6. When did the Second World War begin? When was it over?
7. When did the Great Patriotic War begin? When was it over?
8. When do summer holidays begin?
9. When is the end of the college year in Russia?

6. Do the sums as in the examples below.

Addition

$2 + 4 = 6 \rightarrow 2 \text{ and } 4 \text{ equals } 6.$

$39 + 49 = \quad 81 + 16 = \quad 64 + 36 = \quad 53 + 28 =$

Subtraction

$16 - 7 = 9 \rightarrow 7 \text{ subtracted from } 16 \text{ equals } 9.$

$87 - 24 = \quad 65 - 37 = \quad 19 - 15 = \quad 43 - 18 =$

Multiplication

$6 \times 6 = 36 \rightarrow 6 \text{ multiplied by } 6 \text{ equals } 36 \text{ (6 by 6 is 36).}$

$8 \times 9 = \quad 5 \times 5 = \quad 6 \times 8 = \quad 3 \times 13 =$

Division

$45 : 5 = 9 \rightarrow 45 \text{ divided by } 5 \text{ equals } 9.$

$63 : 9 = \quad 121 : 11 = \quad 36 : 3 = \quad 81 : 9 =$

7. Read:

1/2 metre, 3.5 kilos, 3/4 litre, 17.35 centimetres, 1,560 grams, 13 1/3 kilometres.

Participle I, Participle II

The Forms of Participle I

| <i>Non-Perfect</i> <i>Perfect</i> | <i>Active</i> stopping having stopped | <i>Passive</i> being stopped having been stopped |
|--------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------|
|--------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------|

8. Read and translate into Russian.

giving — given

beginning — begun

singing — sung

writing — written

finishing — finished

translating — translated

subtracting — subtracted

multiplying — multiplied

adding — added

dividing — divided

9. Make active and passive forms of participles from the following verbs. Translate the forms. Make up sentences using Participle I and Participle II.

see, watch, try, feed, laugh, boil, cook, peel, read, receive, enjoy, collect, go, like, listen, play, spend, take, visit, look, make, resemble, introduce, leave, take

10. Join the sentences using the participle in the appropriate form.

Model: He was very busy. He couldn't come to our party.
— Being very busy he couldn't come to our party.

1. Mother had cooked the meat pie. She found it too salty.
2. Mike looked into the fridge. He found out that he had nothing to eat.
3. They were singing in the next room. I heard them.
4. She fed her family. She ate dinner herself.
5. She entered the room. She found nobody in.
6. The man is standing by the window. He is our dean.
7. He had cut his finger. He went to see a doctor.
8. She was doing the test. She couldn't remember the forms of the verbs.
9. She had done the test. She decided to have a short rest.

11. Translate into English.

1. Учитель проверил все сочинения, написанные студентами.
2. Он говорил тихо, так как боялся разбудить детей, спящих в соседней комнате.
3. Студенты, о которых вы говорите, ушли в поход два дня назад.
4. Вам следует помнить, что цены, указанные на товарах в магазине, не включают налог с продаж.
5. Сделав уроки, мальчик пошел гулять.
6. Приготовленный обед был очень вкусным.

Gerund

The Forms of the Gerund

| | <i>Active</i> | <i>Passive</i> |
|--------------------|-----------------------|----------------------------|
| <i>Non-Perfect</i> | inviting | being invited |
| <i>Perfect</i> | having invited | having been invited |

12. Translate the sentences into Russian.

1. You can't retell the text without knowing the words.
2. After leaving the house they decided to go to a cafe.
3. On entering the room he saw a lot of strangers.
4. After taking off his coat he went into the room.
5. They will forgive me for talking so much.
6. You can improve your pronunciation by reading English books aloud every day.
7. I think of going there very soon.
8. They thanked me for buying the cake.

13. Translate into English using the gerund.

1. Я не смогу приготовить этот салат, не посмотрев его рецепт в кулинарной книге (cook book).
2. Преподаватель предложил записать новые слова в тетрадь.
3. Весь день мама была занята тем, что готовила праздничный обед.
4. Придя домой, Ник сразу начал работать.
5. Он прервал чтение, когда кто-то постучал в дверь.
6. Студенты продолжали писать.
7. Мы начали изучать английский язык шесть лет назад.
8. Они не могли удержаться от смеха.
9. Она не любит водить машину.
10. Я рекомендую вам приготовить бефстроганов.

Vocabulary

14. Make up ten questions on the text.
15. Make up the shopping list for Vlad and his father.
16. Write the recipe of meat salad and beef stroganoff.
17. Speak about your meals. What do you usually eat for breakfast, lunch, and dinner? What are your favourite dishes?
18. Answer the following questions:
 1. Who does the shopping for food in your family?
 2. You like shopping, don't you? What type of stores do you like?
 3. What are the food stores in your location?
 4. Describe the nearest grocery store or supermarket. Are there many departments? What are they? Is it a self-service store?
 5. How often do you go shopping for food?
 6. What items do you usually buy when you go shopping for food?
 7. What are your favourite dishes? Can you cook them?
 8. Who does the cooking in your family?
 9. Describe how to cook one of the dishes you like.
 10. What things did you buy before your birthday party?
19. (a) Put the words in the right order to make sentences. (b) Fill in the sentences into the dialogue. Act out the dialogue.
 - (a) here fitting room is the
I'd buy a like sweater to
is the over there cash desk
like sweater green I very this much
seldom skirts wear very I
yet I decided haven't
you what want do colour?

(b) Shop assistant: Hello, can I help you?

Jane: Yes, please. ...

Shop assistant: Very well. What size do you take?

Jane: 46.

Shop assistant: And ... ?

Jane: I don't know. ... Light-blue or maybe red.

Shop assistant: Will you tell me then if you want a sweater for everyday wear or some special occasion?

Jane: Actually, I would like something to put on to go to college. It mustn't be too conspicuous, but still I want a fashionable one.

Shop assistant: All right, I see. Do you want to wear it with jeans, pants or a skirt?

Jane: As a matter of fact, Let's say jeans.

Shop assistant: Then I can offer you trying this blue one, or that green one. ...

Jane: Thank you. ... It suits me very nicely.

Shop assistant: Do you want to take it?

Jane: Yes, certainly.

Shop assistant: ... I'll pack it for you.

Jane: Here is the receipt. Thank you.

Shop assistant: Thank you very much. Have a nice day.

Make up similar dialogues.

20. Translate into English.

— Мама, я иду в магазин. Что надо купить?

— У нас кончилось молоко. Зайди, пожалуйста, в молочный отдел и купи два литра молока.

— Что-нибудь еще?

— Можно еще купить двести граммов масла и граммов триста сыра. Да, кстати, можешь взять еще килограмм помидоров для салата и огурцов, если будут свежие.

— Можно взять маринованных огурцов?

— По-моему, у нас еще остались. Посмотри в холодильнике.

— Да, ты права. Но у нас нет майонеза. Пожалуй, я куплю немного.

УРОК 10

| | |
|--------------------|------------------------------------------------------------------------------|
| Грамматика: | Неопределенно-личные и безличные предложения. Оборот <i>there is</i> . |
| Texts: | At Table. Restaurants in the USA. Eating Habits in the USA. |

Неопределенно-личные предложения

В русском языке неопределенно-личные предложения подразумевают, что действие совершает неопределенное лицо, и не имеют подлежащего (*Говорят, что он скоро придет* — не указано, кто говорит).

В английском языке в предложениях обычно имеется подлежащее, даже в неопределенно-личных. В последнем случае подлежащее выражается местоимением **one** (приблизительно соответствуя слову *некто*) или местоимением **they** (*они*). На русский язык эти местоимения не переводятся:

From the window **one** saw the river. Из окна была видна река.

They say he will come soon. Говорят, что он скоро придет.

Местоимения **one** и **they** лишь формально употребляются здесь в значении неопределенного лица. При этом местоимение **they** исключает говорящего, а **one** относится ко всем (**they say** здесь буквально означает *они говорят*, т. е. что *говорят другие*, а **one saw** буквально означает *некто видел*, т. е. кто угодно, *безразлично кто*).

Безличные предложения

Безличные предложения в русском языке вообще не подразумевают какого-либо лица или предмета, совершающего действия. Например: *Светает. Тепло. До станции далеко* и т. п.).

В английском языке в безличных предложениях подлежащее выражается местоимением **it** (*оно*):

It is warm.

Тепло.

It is getting dark.

Темнеет.

It is far to the station.

До станции далеко.

It rains.

Идет дождь.

It snows.

Идет снег.

It is summer.

(Сейчас) лето.

It is ten o'clock.

(Сейчас) десять часов.

Оборот *there is* и его формы

Оборот **there** с личной формой глагола **to be** в английском языке употребляется очень часто и имеет значение *есть, имеется, находится*:

There is a table in the corner. В углу *находится* стол.

There is a book on the table. На столе *лежит* книга.

Глагол **to be** в этом обороте может употребляться во множественном числе и в разных временных формах:

There was a table in the room. В комнате *стоял* стол.

There are two tables in the room. В комнате *стоят* два стола.

There were two tables in the room. В комнате *стояли* два стола.

There will be a table in the room. В комнате *будет* стол.

There will be two tables in the room. В комнате *будет* два стола.

В обороте **there** с глаголом **to be** может употребляться еще одно слово **there**, означающее *там*:

There is a table **there**. *Там* стоит стол.

В вопросительном предложении вопрос начинается с глагола **to be**, за которым следует частица **there**. Если вопрос образуется с помощью вспомогательного глагола (см. раздел «Вопросительные предложения»), то частица **there** ставится после вспомогательного глагола:

Was there a table in the corner?

Are there books on the table?

Will there be a table in the corner?

Отрицательная форма образуется с помощью частицы **not**, которая следует за глаголом **to be**. При этом исчисляемое существительное в единственном числе употребляется с неопределенным артиклем, а существительное во множественном числе или неисчисляемое существительное — со словом **any**:

There isn't a book on the table. На столе нет (ни одной) книги.

There are not any books on the table. На столе нет книг.

There isn't any water in the cup. В чашке нет воды.

Отрицательную форму можно образовать также с помощью местоимения **no**, которое ставится перед существительным. В этом случае существительное употребляется без артикля:

There is no book on the table.

There are no books on the table.

There is no water in the cup.

Повторите грамматический материал и ответьте на контрольные вопросы:

1. Как образуются неопределенно-личные предложения?
2. В чем разница между местоимениями **one** и **they**, выполняющими роль подлежащего в неопределенно-личных предложениях?
3. Как образуются безличные предложения?
4. Что означает оборот **there** с глаголом **to be**?
5. Как может изменяться глагол **to be** в этом обороте?
6. Как образуются вопросительные и отрицательные предложения с оборотом **there is**?

Texts

At Table

Today is Vlad's birthday. His friends are coming to his place in a few minutes. His parents and his brother are out. They have gone to see Nina's new apartment. Now Vlad and Lena are laying the table.

Lena: Look, Vlad, is everything in order?

Vlad: Everything is perfect! The flowers are really wonderful!

Lena: No, I mean, do you like the way the dishes and glasses are arranged?

Vlad: Yes, of course! Now let's bring in the salads.

Lena: All right, but before will you show me where the knives, forks and spoons are, please?

Vlad: They are in that cupboard behind you.

Lena: Thank you. Now everything is ready, to my mind.

Vlad: Why don't we bring in the main course?

Lena: I think we'd better wait till the guests arrive.

Vlad: Aha! Someone is ringing at the door!

Vlad and Lena go to welcome the guests. Stepan, Igor, Ilya, Misha, Olga, Ann, Masha and Veronica enter the apartment all together.

Happy birthday to you, Vlad!

Many happy returns of the day!

Vlad: Thank you, guys! Come in, please.

Stepan: Vlad, Lena, this is Ann.

Vlad: Hello, Ann.

Lena: Nice to meet you, Ann.

- Ann:** Nice to meet you, too.
Igor: Vlad, this is a present from all of us.
Vlad: Wow! How wonderful. Look, Lena, they've given me the roller skates. This was my life-long dream.
 Vlad and Lena ask everybody to table.
Stepan: What a choice!
Igor: Everything looks so tasty.
Vlad: Well, guys, help yourselves to everything you see here.
Lena: Treat yourselves to the salads and sandwiches.
Veronica: This salad is very nice. How do you make it?
Vlad: Frankly, I don't know. It's my mother who makes it, and she says it's her personal know-how. I really like it myself.
Ilya: May I have a helping of this salad, too?
Lena: Yes, of course. Would you like to try that one, too? It is meat salad. Vlad told me that he had made it himself.
Ilya: Then everybody must try it.
Stepan: Can you hand me the saltcellar, please?
Ann: Where is it? I don't see it.
Stepan: It is next to the plate with sandwiches.
Ann: Ah, now I see. Here you are.
Stepan: Thank you.
Igor: Don't put so much salt in the salad, you won't eat it if it is too salty.
Vlad: I know Stepan likes everything spicy.
Lena: Does anyone want lemonade or mineral water?
Ann: Can I have some mineral water, please?
Lena: Fizzy mineral water or still?
Ann: Still, please.
Vlad: Isn't it time for the meat course?
Ilya: If you don't mind, let's make a break: everybody is full.
Igor: Vlad, will you show us your new CDs?
Masha: Girls, let's help Lena to collect the dishes.

Restaurants in the USA

There are two types of restaurants in the US. On the one hand, there are fast food restaurants. Fast food restaurants are called such because little time passes between the time a visitor orders a meal and when he receives it. They are in fact sort of cafeterias. In a fast food restaurant, you should go to the counter to order a meal and then bring it to a table. Fast food is usually mass-produced. Hamburgers, hot sandwiches, salads and pizza are sold in such type of restaurants. Eating there is also not expensive at all. A typical dinner will cost from \$3.00 to \$6.00. It usually takes from 30 to 45 minutes to have a meal in such type of restaurants. Tips for waiters are not customary.

On the other hand, there are full-service or proper restaurants. In this type of restaurants customers are served by the waiters. Here you will be offered a menu with a good choice of food and beverages. For dinner at full service restaurants you will pay from \$10.00 in a less expensive restaurant to \$50.00. People eat, talk and enjoy music. They may have a business lunch or dinner in this type of restaurants. It usually takes people from an hour to an hour and a half to have a meal and leave a full service restaurant. The tip is not included in the bill, but a waiter will expect a tip of 15 % of a bill.

Eating Habits in the USA

While in most countries of Europe people eat with a fork in their left hand and a knife in their right hand, Americans generally eat with a fork in the hand with which they write. They use a knife for cutting, and then they lay it on the plate. Some kinds of food such as hamburgers, french fries and pizza are eaten with hands. Napkins are usually placed on the lap. Putting elbows on the table is impolite. There are three meals a day: breakfast (at about 7.00 or 8.00 am), lunch (between 12.00 and 2.00 pm) and dinner. Breakfast is a very light meal, usually consisting of a toast and a cup of tea or coffee. Lunch is usually eaten at office hours and is a light meal, too. People either go to a café or a fast food restaurant, or eat the lunch brought from home. Dinner tends to be the most substantial meal of the day; it usually includes a main course of meat or fish, accompanied by side dishes. On Sundays a so-called brunch is common, which is in fact a combination of breakfast and lunch.

Active Words and Word Combinations

| | | | |
|------------------------------------|-------------------------------------|-----------------------------------|--------------------------------|
| arrange [ə'reɪndʒ] <i>v</i> | располагать, устанавливать | fork [fɔ:k] <i>n</i> | вилка |
| be full [bi fʊl] | наесться | full-service / | ресторан |
| brunch [brʌntʃ] <i>n</i> | обед; поздний завтрак | proper restaurant | [fʊl 'sɜ:vɪs 'prɒpə 'restərɒŋ] |
| cafeteria | кафе | glass [glɑ:s] <i>n</i> | стакан, бокал |
| [kæfɪ'tɪəriə] <i>n</i> | | help yourself | угощайтесь |
| counter ['kaʊntə] <i>n</i> | стойка бара; прилавок | helping ['helpɪŋ] <i>n</i> | порция |
| dish [dɪʃ] <i>n</i> | блюдо | knife (pl knives) | нож |
| elbow ['elbəʊ] <i>n</i> | локоть | [naɪf] <i>n</i> | |
| fast-food restaurant | ресторан | lay the table | накрывать на стол |
| ['fɑ:st fu:d 'restərɒŋ] | быстрого обслужи- вания | lemonade | лимонад |
| fizzy mineral water | газированная минеральная вода | [lemə'neɪd] <i>n</i> | |
| ['fɪzi 'mɪnərəl 'wɔ:tə] | | main course | главное блюдо |
| | | [meɪn 'kɔ:s] | |
| | | meat course | второе блюдо |
| | | [mi:t 'kɔ:s] | |
| | | napkin ['næpkɪn] <i>n</i> | салфетка |

pepper box
[ˈpepə bɒks] n
saltcellar
[ˈsɔ:lt ˌsela] n

перечница
солонка

spoon [spu:n] n
still mineral water
[ˈsti:l ˈmɪnərəl ˈwɔ:tə]
sweet [swi:t] n
tip [tɪp] n

ложка
минеральная
вода без газа
сладкое
часовые

EXERCISES

Indefinite Personal Sentences

1. Translate into Russian.

1. One could see the mountains from the window.
2. We certainly must see this film. They say it is really wonderful.
3. She is unpredictable. One never knows what she will say or do the next moment.

4. One cannot know everything.
5. They say no news is good news.

2. Translate into English using indefinite personal sentences.

1. Говорят, что твоя мама хорошо готовит.
2. Следует пользоваться ножом, когда ешь это блюдо.
3. Говорят, что этот автомобиль очень хороший.
4. Нельзя забывать о старых друзьях.
5. Говорили, что он несколько лет работал в США.

Impersonal Sentences

3. Translate into Russian.

1. It is warm.
2. It is getting dark.
3. It seems you don't like spicy food.
4. It usually takes him half an hour to get to the college.
5. It is very late.
6. It is a long distance to the park from here.
7. What time is it? — It is quarter to three.
8. It is pleasant to see that you are happy.
9. It is a pity that she is ill.

4. Answer the following questions using impersonal sentences.

1. How long does it take you to do your English homework?
2. How long will it take you to cook supper?
3. How long did it take you to write a test in English?
4. How far is it from your home to the college?
5. How far is it from your home to the railway station?
6. Is it hot in summer in your country?

7. Is it warm today?

8. Is it dark outside?

5. Translate into English using impersonal sentences.

1. Холодно.

2. Светает.

3. Жаль, что он не сможет прийти на праздник.

4. Мне обычно требуется 15 минут, чтобы дойти до дома из училища.

5. Шел дождь.

6. Будет поздно, когда вы вернетесь.

7. Кажется, мы опаздываем на занятия.

8. Отсюда далеко до парка.

Vocabulary

6. Make up ten questions on the text.

7. Speak about Vlad's birthday party.

8. Make up five rules of table manners. Make use of the following words:

napkin, dish, elbow, serve, helping, fork, knife, spoon, mouth

Model: You must wash your hands before a meal.

9. Describe a festive dinner in your family.

10. Put the sentences in the right order to make up a dialogue.

— Do you fancy eating soup?

— I am hungry. I would like to go somewhere to have a snack.

— Yes, let's go there. The prices are reasonable and the choice of dishes is very nice.

— Then I'll take the same. Will you order a bottle of fizzy mineral water for both of us?

— Fish and potatoes, I think.

— I'd like mushroom soup. What about you?

— Not me. I want meat salad.

— As for me, I prefer beef with green vegetables.

— What would you like to drink?

— As a matter of fact, I haven't had anything to eat since breakfast.

We may go to this café.

— I will do with mineral water.

— What about the main course? Would you like meat or fish?

— Yes, of course. So, one meat salad, one mushroom soup, beef with vegetables, fish and potatoes, and a bottle of mineral water. That's all, I think. Let's make the order.

11. Translate into English.

Англичане, как правило, едят три раза в день. Утром они завтракают. Традиционный английский завтрак состоит из овсянки (seereal), тоста с мармеладом или джемом, сока и чашки чая или кофе. Обед (lunch) бывает между 12 и часом дня. Обычно в обеденный перерыв идут в кафе или ресторан. В Великобритании можно встретить большое количество ресторанов с национальной кухней (cuisine) — итальянских, китайских и так далее.

Главный (the main) прием пищи — ужин (dinner), за которым собирается вся семья. Это время для общения, а не только для еды.

УРОК 11

Грамматика:
Texts:

Пассивный залог.
My House is My Fortress.
Houses in the USA.

Пассивный залог

В английском языке имеется два залога: действительный (Active Voice) и страдательный (Passive Voice). Авторы сочли целесообразным использовать термины, более схожие с английскими.

Пассивный залог показывает, что лицо или предмет, выступающие в роли подлежащего, не сами выполняют действие, а испытывают на себе чье-либо действие. Сравните:

Active Voice: Студенты (подлежащее) *выполнили* работу.

Passive Voice: Работа (подлежащее) *выполнена* студентами.

Пассивный залог в английском языке образуется с помощью вспомогательного глагола **to be** (*быть*) и формы Participle II смыслового глагола. Глагол **to be** изменяется по временам, лицам и числам, а причастие остается неизменным.

Формы глагола в пассивном залоге

| | | | |
|-------------------|-----------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Simple | Present: | The song is sung by the students. | Эту песню <i>поют</i> студенты. (букв. Эта песня <i>поется</i> студентами.) |
| | Past: | The song was sung by the students. | Эту песню <i>пели</i> студенты. (букв. Эта песня <i>пелась</i> студентами.) |
| | Future: | The song will be sung by the students. | Эту песню <i>будут петь</i> студенты. (букв. Эта песня <i>будет петься</i> студентами.) |
| Continuous | Present: | The song is being sung by the students. | Эту песню сейчас <i>поют</i> студенты. (букв. Эта песня сейчас <i>поется</i> студентами.) |
| | Past: | The song was being sung by the students. | Эту песню <i>пели</i> студенты (в тот момент). (букв. Эта песня <i>пелась</i> студентами (в тот момент)). |
| | Future: | — | — |

| | | | |
|----------------|-----------------|------------------------------------------------------|------------------------------------------------|
| Perfect | Present: | The song has been sung by the students. | Песня (уже) <i>снета</i> студентами. |
| | Past: | The song had been sung by the students. | Песня (уже) <i>была снета</i> студентами. |
| | Future: | The song will have been sung by the students. | Песню (уже) <i>должны будут снет</i> студенты. |

В отличие от активного залога в пассивном залоге не употребляется группа времен Perfect Continuous, а также время Future Continuous. Вместо Future Continuous и Future Perfect Continuous употребляется форма Future Simple:

| | |
|------------------------------------------------|--------------------------------------------|
| The books will be sold from 11 till 14. | Книги <i>будут продаваться</i> с 11 до 14. |
|------------------------------------------------|--------------------------------------------|

Вместо времен Present и Past группы Perfect Continuous употребляются соответственно времена группы Perfect:

| | |
|----------------------------------------------|--------------------------------------|
| The books have been sold for 2 hours. | Книги <i>продаются (уже)</i> 2 часа. |
|----------------------------------------------|--------------------------------------|

Отрицания в пассивном залоге образуются так же, как и в активном залоге, с помощью частицы **not**, которая ставится после первого вспомогательного глагола:

| | |
|-------------------------------------|------------------------------|
| The work has not been done . | Работа <i>не выполнена</i> . |
|-------------------------------------|------------------------------|

В вопросительной форме Passive первый вспомогательный глагол выносится на место перед подлежащим:

| | |
|--------------------------------------|--------------------------------------|
| Will the work have been done? | Работа (уже) <i>будет выполнена?</i> |
|--------------------------------------|--------------------------------------|

В вопросительно-отрицательной форме (не забывайте, что в английском языке она выражает удивление, а не собственно вопрос, как в русском языке) частица **not** ставится после подлежащего, а в сокращенной форме сливается со вспомогательным глаголом (о сокращениях см. урок 8):

| | |
|------------------------------------------|-----------------------------------------|
| Will the work not have been done? | <i>Разве работа не будет выполнена?</i> |
| Won't the work have been done? | |

Дополнение с предлогом **by** выражает лицо или движущую силу, а дополнение с предлогом **with** выражает орудие действия:

| | |
|------------------------------------------------|-----------------------------|
| The plan was discussed by the students. | План обсуждался студентами. |
| We draw with a pencil. | Мы рисуем карандашом. |

В целом употребление пассивного залога в английском языке шире, чем соответствующего ему в русском языке страдательного залога. В пассивном залоге, например, могут употребляться глаго-

лы **to answer** (*отвечать*), **to help** (*помогать*), **to speak** (*разговаривать*), **to look at** (*смотреть на*), **to send for** (*посылать за*), **to influence** (*влиять*) и др., которые в русском языке употребляют лишь в действительном залоге:

The question was **answered**. На вопрос был дан ответ.
He **will be helped** by his friends. Ему помогут друзья.

The doctor **has been sent for**. За доктором (уже) послали.

Некоторые глаголы в английском языке могут иметь после себя и прямое дополнение и косвенное. Например: **давать что-то** (прямое дополнение) **кому-то** (косвенное дополнение).

We **gave** the students the book. Мы дали студентам книгу.
We **gave** the book to the students. Мы дали книгу студентам.

Такие глаголы в пассивном залоге могут образовывать две конструкции: прямой пассив (подлежащим становится прямое дополнение) и косвенный (подлежащим становится косвенное дополнение):

The book **was given** to him. (*прямой пассив*)
He **was given** the book. (*косвенный пассив*)

К ним относятся глаголы **to give**, **to ask**, **to invite**, **to offer**, **to order**, **to show**, **to tell**, **to teach**, **to refuse** и др.

Косвенный пассив не употребляется с глаголами, требующими косвенного дополнения с предлогом **to**. Например:

to explain something to somebody — *объяснять кому-то что-то*
Сравните: **to give** somebody something — *давать кому-то что-то*

С такими глаголами употребляется только прямой пассив. К ним относятся глаголы **to explain to somebody**, **to describe to somebody**, **to dictate to somebody**, **to suggest to somebody** и др.

The rule **was explained** to the students. Правило объяснили студентам.
A new plan **was suggested** to them. Им был предложен новый план.

(Неправильно было бы сказать: "The students were explained ..."; "They were suggested ...".)

С глаголами, которые требуют предложного дополнения, например **laugh at** (*смеяться над*), **talk about** (*говорить о*) и т. п., в пассивном залоге предлог сохраняет свое место после глагола:

He **was being talked about**. О нем говорили.
They **will be laughed at**. Над ними будут смеяться.

К числу наиболее употребительных в пассивном залоге глаголов с предложным дополнением относятся следующие:

| | |
|------------------------------------------|------------------------------------|
| to look at | смотреть на |
| to speak to | разговаривать с |
| to talk about | говорить о |
| to laugh at | смеяться над |
| to send for | посылать за |
| to account for | объяснять (букв. отчитываться за) |
| to deal with | иметь дело с |
| to arrive at a conclusion/ a decision | приходить к заключению/ решению |

и др.

Довольно часто в английском языке встречаются пассивные конструкции с формальным подлежащим *it*. На русский язык они переводятся неопределенно-личными предложениями:

| | |
|------------------|-----------|
| it is said | говорят |
| it is thought | думают |
| it is believed | полагают |
| it is reported | сообщают |
| it is known | известно |
| it is considered | считается |

и т. д.

It is said that he was given a leave. *Говорят, что ему дали отпуск.*

It has long been known that they were laughed at. *Давно было известно, что над ними смеялись.*

Повторите грамматический материал и ответьте на контрольные вопросы:

1. Как образуется пассивный залог?
2. Как образуется вопросительная форма Passive?
3. Как образуется отрицательная форма Passive?
5. Как в пассиве выражается действующее лицо (или движущая сила) и орудие, с помощью которого производится действие?
6. Что такое прямой и косвенный пассив? Какие глаголы могут образовывать обе эти конструкции?
7. Как образуется пассив с глаголами, требующими предложного дополнения?
8. Как переводятся на русский язык пассивные конструкции с формальным местоимением *it*?
9. Какие временные формы не употребляются в пассиве и какие формы их заменяют?

My House Is My Fortress

Vlad's sister Nina and her husband Boris now have got a new apartment. They are really happy: they have been renting an apartment for quite a long time and saving money to buy a new one. At last their dream has come true.

Their apartment is located not far from the centre, near the park, and a walkable distance from Nina's parents' place, so her parents and brothers can come to visit them quite often. It is on the third floor of a twelve-storeyed apartment house. There is a lift, of course, but Nina and her husband don't use it, they prefer walking upstairs and downstairs. They say it keeps them physically fit.

There are two rooms in the apartment, a sitting room, which is rather large, and a bedroom, which is smaller, but very cosy, with two small windows; the view from the windows is to the park. From the sitting room one may go to the balcony and enjoy a view of the city. The hall is neither large, nor very small. The two doors lead from the hall to the sitting room and the bedroom. A small corridor is to the right. It leads to the bathroom and to the kitchen. Nina and Boris have decided that the kitchen will be used as a dining room as well, because there is enough space to place a big table and a few chairs.

The young couple has spent most of their vacation making repairs. The ceiling was whitewashed; the walls were wallpapered and painted, the tiles were laid in the bathroom. The only thing that is now left to do is to buy furniture. This, though, is quite a problem, because it is very well known that good furniture may cost a fortune. So now Nina and Boris are discussing which things will be bought before they move in.

Nina: We are lucky that there are two built-in wardrobes already; all our clothes may be placed either in the wardrobe in the hall or in that in the bedroom.

Boris: That's right, so we don't need any wardrobes. And we have a bed and two night tables, so our bedroom is already furnished. So we must look for something to sit on in the sitting room.

Nina: Yes, a sofa and a couple of armchairs will do. And I want to have a table for newspapers there, too.

Boris: What about a table for my computer?

Nina: But you have a table for it already.

Boris: You know, it's rather old and uncomfortable ... But I agree with you: first things first. Now let's think about the kitchen.

Nina: I saw a nice set of kitchen furniture in a store the other day. It is not very expensive, and I liked it. We must also look for a table and chairs.

- Boris:** Is there anything else that we have left out?
- Nina:** Yes, definitely! We have all forgotten about the curtains! What colour curtains do you want?
- Boris:** It depends on the colour of the furniture in the living room. The colour must also match the carpet and the walls.
- Nina:** So it is quite a difficult task to choose something to your liking. But we can't live in the apartment without curtains on the windows!
- Boris:** Very well, now I suggest you going shopping and looking for a sofa and armchairs. Then we will go and choose the curtains for the bedroom: the wallpaper there is light blue, so it won't be difficult to find something nice.
- Nina:** Will it be all right if we order blinds for the kitchen window?
- Boris:** Why not? As to me, I have nothing against it.
- Nina:** And as soon as we buy the curtains we can arrange a house-warming party!
- Boris:** Yes, I think we both deserve a nice party: we have worked quite a lot to make our house a home.

Houses in the USA

The USA is often pictured as a country of skyscrapers. In fact, it is not quite so. The tall buildings are located in the centre (downtown), housing offices of large firms, banks and shops. Real America begins with little cosy houses designed for one family with children. Each house has its own style and "face"; its inhabitants decorate it with love and care. Of course, young people usually don't bother about having a house of their own until their mid-twenties, and prefer renting an apartment to buying a house. As soon as they get engaged, they start looking for a suitable house to live in. Engagement lasts from half a year to three years (sometimes even longer), but anyway by the age of thirty the young couple starts living in a house of their own.

A typical house is two-storeyed. On the ground floor a sitting room, a hall and a kitchen are situated, while upstairs there are bedrooms. A garage is downstairs. An American will say: "I live in a two-bedroom house" which means the house is not very large, or: "There are five bedrooms in my house", which means the house is quite large. In front of the house there is usually a small garden or a lawn. In the basement there is often a laundry and sometimes even a gym! Winters are seldom severe in the USA, so the walls are not thick. The houses are built very quickly — it will take a building company three to four months to build a new house. Of course, there are all modern conveniences.

The houses may be located rather far from the centre. Living far from the centre is not a problem as every family member has a car.

Active Words and Word Combinations

| | | | |
|------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------|----------------------------------------------|
| apartment [ə'pɑ:tment] <i>n</i> | квартира | kitchen ['kɪtʃɪn] <i>n</i> | кухня |
| apartment house [ə'pɑ:tment haʊs] | жилой много- квартирный дом | lay the tiles [ˈleɪ ðə ˈtaɪlz] | укладывать кафельную плитку |
| bathroom [ˈbɑ:θru(:)m] <i>n</i> | ванная комна- та | match [mætʃ] <i>v</i> | подходить по цвету, гармониро- вать |
| bedroom [ˈbedru(:)m] <i>n</i> | спальня | nearby [ˈniəbaɪ] <i>adv</i> | неподалеку |
| blinds [blaɪndz] <i>n, pl</i> | жалюзи | paint [peɪnt] <i>v</i> | красить |
| built-in wardrobe [ˈbɪlt ˈɪn ˈwɔ:drəʊb] | встроенный платяной шкаф | repairs [rɪˈpeəz] <i>n</i> | ремонт |
| carpet [ˈkɑ:pɪt] <i>n</i> | ковер | save money [ˈseɪv ˈmʌni] | экономить деньги |
| cost a fortune [ˈkɒst ə ˈfɔ:tʃən] | стоять целое состояние | sitting room [ˈsɪtɪŋ ru(:)m] | гостиная |
| curtain [kɜ:tn] <i>n</i> | штора | space [speɪs] <i>n</i> | пространство, площадь |
| downstairs [ˌdaʊnˈsteəz] <i>adv</i> | вниз по лестнице; на первом этаже | to the left [tu ðə ˈleft] | слева |
| furniture [ˈfɜ:nɪtʃə] <i>n</i> | мебель | to the right [tu ðə ˈraɪt] | справа |
| hall [hɔ:l] <i>n</i> | прихожая | upstairs [ʌpˈsteəz] <i>adv</i> | вверх по лестнице; на верхнем этаже |
| house-warming party [ˈhaʊs wɔ:mnɪŋ ˈpɑ:ti] | новоселье | wallpaper [ˈwɔ:l ˈpeɪpə] <i>n</i> | обои |
| in the centre [ɪn ðə ˈsentə] | в центре | whitewash [ˈwaɪtwɔʃ] <i>v</i> | белить |
| in the middle [ɪn ðə ˈmɪdl] | в середине | floor [flɔ:] <i>n</i> | этаж |
| in the right/ left corner [ɪn ðə ˈraɪt/ ˈleft ˈkɔ:nə] | в правом/ левом углу | | |

EXERCISES

The Passive Voice

1. Give Participle II of the following verbs:

say, know, tell, write, complete, build, sit, whitewash, lay, speak, use, answer, place, follow, construct, translate, buy, decorate, found, find, send, develop, listen

2. Define the tense of the following verbs (the Active or the Passive Voice):

- They are sending for the doctor.
- The doctor is being sent for.

3. He asked me a question.
4. The question was asked.
5. Special attention is being paid to the grammar.
6. This paper has been just received.
7. I will write a letter to my friends in Britain.
8. The letter will be soon written.
9. The tiles are being laid in the bathroom.
10. They are buying the furniture for the kitchen.
11. They will be speaking about this problem with you tomorrow at five.
12. The new apartment house is being constructed in our street.
13. The armchair was placed in the sitting room.
14. They are playing tennis.
15. Football is played in winter in Great Britain.
16. Their apartment is located not far from the centre.
17. The arrangements for the house-warming party will be made tomorrow.

3. Transform the sentences from the Passive Voice into the Active Voice; make all the necessary changes.

1. The apartment houses are being built.
2. *Anna Karenina* was written by Tolstoy.
3. The doctor has been sent for.
4. Tennis is played all over the world.
5. The room will be wallpapered tomorrow.
6. He is always listened to with great interest.
7. This student has been spoken about recently.
8. The repairs will be made as soon as my parents come back from vacation.

9. A lot of letters were answered.

4. Open the brackets; use the Active or the Passive Voice.

1. Vlad (*invite*) many friends to his birthday party.
2. Vlad (*invite*) to a birthday party by his friend yesterday.
3. The repairs (*make*) next month.
4. A lot of apartment houses (*build*) in our city now.
5. The books of this writer (*read*) all over the world.
6. He (*ask*) the teacher about this rule.
7. The teacher (*ask*) the question by Sam.
8. He (*meet*) at the station yesterday.
9. The blinds (*hang*) tomorrow.
10. Exercises (*write*) in class every day.
11. The sofa (*place*) in the left corner.
12. This problem not (*discuss*) in class.
13. The letter (*send*) yesterday?
14. I (*answer*) my brother's letter last week?
15. Where the bedroom (*locate*) in your house?

16. These houses (*design*) for one family with children.
17. The patient (*lead*) to the doctor.
18. Much time can (*save*) if you take a bus instead of walking.
19. Dinner already (*cook*).
20. A new grammar rule (*explain*) to us by our teacher now.

5. Translate into English.

1. Письмо написано студентом.
2. Ремонт производится рабочими.
3. Нас встретили на станции.
4. Об этой книге будут много говорить.
5. Салат уже готов.
6. Вашингтон расположен на реке Потомак.
7. Деревья были посажены прошлой осенью.
8. Его доклад был выслушан с интересом.
9. Все письма будут написаны завтра к двенадцати часам.
10. Дом будет построен к концу следующего года.

Vocabulary

6. Answer the questions about Nina and Boris' apartment.

1. Where is their apartment located?
2. What floor is it on?
3. Are there all modern conveniences in the house?
4. Is their flat large or small?
5. How many rooms are there?
6. What are the rooms like?
7. What repairs have they already done?
8. What furniture are they going to buy?
9. Where are they going to place it?
10. When will they have a house-warming party?

7. Make up ten questions on the text.

8. Describe Nina and Boris' apartment.

9. Describe a typical American house.

10. Describe your apartment/house. Use the following words and phrases:

large/small; new/old; on the ... floor; living room, sitting room, bathroom, kitchen, hall, curtains; blinds; carpet; rug; sofa; armchair; wall-unit; built-in furniture; fridge; washing machine; dishwasher; cupboard; wardrobe; lamp; flowers; pictures; to the right; to the left; in the middle; next to; in front of; behind

11. Translate into English.

Недавно мои друзья праздновали новоселье. Они пригласили меня в свою новую квартиру. Их квартира расположена довольно

далеко от центра, но она большая и красивая. Она находится на пятом этаже девятиэтажного дома. Из окон их квартиры открывается вид на большой парк. Недалеко от дома находится супермаркет. В квартире три комнаты: две спальни и гостиная, которую они используют как столовую. Комнаты в квартире уютные и светлые. В центре гостиной расположен круглый стол, вокруг стола — шесть стульев. В углу находится большой телевизор. На полу — зеленый ковер. Дверь из гостиной ведет на балкон. На кухне — современная мебель. В доме, разумеется, есть все удобства.

УРОК 12

Грамматика:
Text:

Условные предложения.
Travelling. Transport.

Условные предложения

В английском языке можно выделить три типа условных предложений.

1. Предложения, выражающие реальную возможность. В них глагол в придаточном предложении стоит в настоящем времени, а в главном — в будущем:

If he **comes**, we **shall start** the work.

Если он *придет*, мы *начнем* работу.

Present

Future

2. Предложения, выражающие маловероятное или нереальное условие, относящееся к настоящему или к будущему. В них в придаточном предложении глагол употребляется в форме прошедшего времени (Past Simple), а в главном предложении вспомогательные глаголы будущего времени **shall** и **will** принимают соответственно форму **should** и **would** (так называемое «будущее в прошедшем» — Future in the Past):

If he **came**, we **should start** the work.

Если бы он *пришел*, мы *начали бы* работу.

Past Simple

Future in the Past

Строго говоря, здесь употребляются формы Subjunctive (см. раздел «Сослагательное наклонение»). В придаточном предложении употребляется простая форма Past Subjunctive, а в главном предложении — составная форма Subjunctive Simple со вспомогательными глаголами **should** и **would**. Но форма Past Subjunctive существует только для глагола **to be** (**were** для всех лиц), а для остальных глаголов в этом значении используется Past Simple. В главном предложении формы Subjunctive Simple образуются так же, как и формы Future in the Past (см. раздел «Согласование времен»). Поэтому гораздо проще запомнить переход от первого типа условных предложений ко второму, используя логику перехода настоящего времени в прошедшее, а будущего — в будущее в прошедшем. Обращайте внимание на глагол **to be**:

If he **were** free, he **would be** here.

Если бы он *был свободен*, он *был бы* здесь.

Past Subjunctive от глагола **to be**

3. Предложения, выражающие нереальное или невыполненное условие в прошлом. В них в придаточном предложении употребляется глагол в Past Perfect, а в главном Future Perfect in the Past (т. е. глаголы **shall** и **will** меняются соответственно на **should** и **would**).

If he had come yesterday, we should have started the work.

Past Perfect

Future Perfect in the Past

Если бы он *пришел* вчера, мы *начали бы* работу.

Учтите, что иногда возникают ситуации, когда условие и следствие относятся к различным временам (например, придаточное предложение относится к прошедшему времени, а главное — к настоящему или будущему, или наоборот). Тогда образуются условные предложения смешанного типа:

If they knew the language, they would have gone abroad last year.

2-й тип

3-й тип

Если бы они *знали* язык, они *уехали бы* за границу в прошлом году.

If he had been there, we should go there too.

3-й тип

2-й тип

Если бы он уже *побывал* там, мы тоже *поехали бы* туда.

Кроме союза **if** придаточные условные предложения могут присоединяться к главному следующими союзами:

unless
provided (that)
providing (that)
on condition (that)

если не

при условии если, при условии что

in case (that)
supposing (that)
suppose (that)

в случае (если)

если бы, если предположить

They will go there **provided**
that the safety measures
are strictly observed.

Они поедут туда *при условии, что*
меры безопасности будут строго
соблюдены.

С союзом **unless** сказуемое в придаточном предложении употребляется в утвердительной форме:

He will help us
unless he leaves.

Он поможет нам,
если только он не уедет.

***Повторите грамматический материал и ответьте
на контрольные вопросы:***

1. Какие типы условных предложений имеются в английском языке?
2. Как они образуются?
3. В чем отличие глагола **to be** от остальных глаголов при образовании условных предложений?
4. Когда следует употреблять условные предложения смешанного типа и как они образуются?
5. Какие союзы, кроме союза **if**, могут использоваться для образования условных предложений?

Text

Travelling. Transport

It is early spring now, but the Volkovs are already making plans for their summer holidays because it is always better to arrange everything beforehand than to make a fuss the last minute.

Vlad has already decided to go to St. Petersburg with Lena and his friends from college. They want to visit the Hermitage and Peterhof and many other places of interest. They will go there by bus. Nina and Boris are planning to go abroad to Prague or to Warsaw for a week or two, if they are through with their repairs. Now Alexei and his parents are discussing where to go.

Father: Well, Alexei, what are your plans for summer holidays?

Alexei: It is difficult to say anything for sure now, but I think I will spend the whole July in the sports camp, if nothing changes. My coach has already included me in the list of the people who go there.

Mother: What are you planning to do in June and August, then?

Alexei: I think I'll either stay in town or go to the country to live with grandmother and grandfather. Besides, we have a tournament in football in June. Our team has strong chances to win.

Father: So far as I understand, you've already made plans for June and July. What about August? Would you like to go with us somewhere?

Alexei: Most willingly. Where are you planning to go?

Father: We are thinking about going to the seaside, if you have nothing against it.

Mother: We can spend a month by the sea, sunbathing, swimming, diving, and having nothing to do.

Alexei: Which is the best place to go, in your opinion?

Father: What would you both say about going to the Crimea?

Alexei: Why, I was there when I was a little boy, and I don't

remember much except a tiresome journey by train. I wouldn't go there if I were you.

Father: Going by train in summer is very uncomfortable. But this time we won't go by train. We can fly there, if you want to. It will take no more than three hours to get to Sochi. You will enjoy wonderful views while we go. Or we might go there by bus with air-conditioning: buses are comfortable. If we buy a voucher to a resort or a holiday centre, we won't have to take trouble about meals and accommodation.

Mother: I must say I am airsick.

Alexei: Resorts are boring. I can suggest you doing a more exciting thing: why don't we go by car? We can travel as much as we want to, visiting as many places as we like. We won't have to book tickets and hotel rooms in advance, or to queue in a booking office. We will visit all the towns along the coast, provided that we have time.

Father: When I come to think about it, it seems a very attractive idea, except for the fact that you don't drive and I will have to drive all the way there and back. But still I have nothing against it: we can travel all over the Crimean coast or stay in one place for the whole month, if we like.

Alexei: And we don't have to carry the luggage. Just put everything you want to take into the car, and that's all!

Mother: Now we must decide on where to stay during our journey.

Father: There are plenty of opportunities: we may take a tent, or stay in a hotel, or rent a room or a cottage.

Alexei: Living in a tent is a bad idea. What if it rains? And, besides, it will occupy too much room in the car if we take it.

Mother: All right, dear. We will rent a room or stay in a hotel, then.

Father: Now we'd better take a map and choose the best route for our journey.

On Travelling

People started travelling in the ancient times. The first travellers were pilgrims, nomads and explorers. Travelling was really dangerous in those days, but there were always brave and daring people who went on discovering new lands, in search of wealth and fame.

Nowadays things have changed significantly. Hundreds of companies are willing to help you if you are planning to go somewhere. You are free to choose where to go: you may want to spend a vacation in the mountains or by the sea, and a plane will take you to the place of your choice in a matter of hours. A lot of people will cater to the needs of the travellers in hotels and holiday centres all over the world. Visitors are amused and taken care of in any possible way.

Holidaymaking has become one of the most profitable industries, and the budget of many countries, such as Turkey, Egypt and Greece depends on tourism a lot. Travelling has become easier — and maybe less exciting.

Active Words and Word Combinations

| | | | |
|---------------------------------------------------|-------------------------|------------------------------------------------------|-----------------------------------------|
| accommodation [əˈkɒməˈdeɪʃən] <i>n</i> | размещение | place of interest [ˈpleɪs əv ˈmɪtrɪst] | достопримечательности |
| advantage [ədˈvɑːntɪdʒ] <i>n</i> | преимущество | railway [ˈreɪlweɪ] <i>n</i> | железная дорога |
| arrange [əˈreɪndʒ] <i>v</i> | устраивать | resort [rɪˈzɔːt] <i>n</i> | курорт |
| book [bʊk] <i>v</i> | бронировать, заказывать | route [ruːt] <i>n</i> | маршрут |
| booking office [ˈbʊkɪŋ ˌɒfɪs] | билетная касса | sunbathe [ˈsʌnbæð] <i>v</i> | загорать |
| coast [kəʊst] <i>n</i> | побережье | take trouble [ˈteɪk ˈtrʌbl] | волноваться, заботиться |
| comfortable [ˈkʌmfətəbəl] <i>a</i> | удобный | tent [tent] <i>n</i> | палатка |
| disadvantage [ˌdɪsədˈvɑːntɪdʒ] <i>n</i> | недостаток | tiresome [ˈtaɪəsəm] <i>a</i> | утомительный |
| div [dʌv] <i>v</i> | нырять | travel/go by bus [ˈtrævl/gəʊ baɪ ˈbʌs] | путешествовать на автобусе |
| drive [draɪv] <i>v</i> | вести машину | travel/go by car [ˈtrævl/gəʊ baɪ ˈkɑː] | путешествовать на машине |
| enjoy [ɪnˈdʒɔɪ] <i>v</i> | наслаждаться | travel/go by plane [ˈtrævl/gəʊ baɪ ˈpleɪn] | путешествовать на самолете |
| go abroad [ˈgəʊ əˈbrɔːd] | уезжать за границу | travel/go by train [ˈtrævl/gəʊ baɪ ˈtreɪn] | путешествовать на поезде |
| go by air [ˈgəʊ baɪ ˈeə] | лететь самолетом | trip [trɪp] <i>n</i> | небольшое путешествие, поход, экскурсия |
| go by water [ˈgəʊ baɪ ˈwɔːtə] | путешествовать по морю | uncomfortable [ʌnˈkʌmfətəbəl] <i>a</i> | неудобный |
| holiday centre [ˈhɒlɪdɪ ˈsentə] | дом отдыха | view [vjuː] <i>n</i> | вид |
| journey [ˈdʒɜːni] <i>n</i> | путешествие | voucher [ˈvaʊtʃə] <i>n</i> | путевка |
| luggage [ˈlʌɡɪdʒ] <i>n</i> | багаж | | |
| make a fuss [ˈmeɪk ə ˈfʌs] | суетиться, беспокоиться | | |
| map [mæp] <i>n</i> | карта | | |

EXERCISES

Conditional Clauses

1. Translate into English.

- (a) 1. If we have a test today, I will get an excellent mark.
2. I will cook a festive dinner provided that you return from the country in time.

3. They will wait for you in case that you need their help.
4. She will not get up unless somebody wakes her.
5. They will travel to the Crimea by car provided that they book the hotel rooms.
6. If you call us at six o'clock, we won't be late.
7. Mother will cook the cake if you wash the dishes afterwards.
- (b) 1. If they came, we should start the work.
2. If you brought me the railway timetable, I should choose the best train for us.
3. If he were with us, he would find the way out.
4. I should go by car if I were you.
5. You would have no problems if you drove instead of taking a bus.
6. They wouldn't take a tent if they knew how much room it occupies.
7. You would like her if you saw her.
- (c) 1. If they had started their work yesterday, they would have finished it already.
2. If he hadn't called me, I shouldn't have come.
3. If they had bought a voucher to a resort, they would have spent a better summer holiday.
4. They wouldn't have queued to buy the tickets if they had decided to hike.
5. If he had been here, he would have solved the problem at once.

2. Answer the questions. Make use of the words in the second column.

Model: Will you cook dinner? (*do my homework*) —
I will cook dinner if I *do my homework*.

- | | |
|--------------------------------------------|------------------------------------------|
| 1. Will you come to our place? | <i>have time</i> |
| 2. Will they come with us? | <i>do their homework</i> |
| 3. Will she pass her test in English? | <i>work a lot</i> |
| 4. Will you help me? | <i>help me first</i> |
| 5. Will Mike finish his work? | <i>be clever enough</i> |
| 6. Will we travel by train? | <i>book the tickets</i> |
| 7. Will you go to the south in summer? | <i>have money</i> |
| 8. Will Kate travel by plane? | <i>not to be airsick</i> |
| 9. Will you book a ticket for me? | <i>tell me the time of the departure</i> |
| 10. Will you translate this sentence? | <i>give me the dictionary</i> |
| 11. Will he write a letter to his friends? | <i>miss them</i> |

3. Transform the sentences according to the models.

Model 1: I will write letters to you. You will give me the address. — I will write letters to you if you give me the address.

1. They will tell you all they know. They will come to see you.
2. She will take the children out for a walk. It will stop raining.
3. I shall buy the vouchers today. I shall get the money from the bank.
4. There will be enough room in the car. They won't take a tent with them.
5. They won't have to bother about the accommodation. They will buy vouchers to a holiday centre.
6. She will come to see me. She will have time.
7. They will arrange everything for the party. His mother will help them.

Model 2: They would read the book. They would have time. — They would read the book if they had time.

1. They would watch the film. You would bring them the cassette.
2. He would remember me. He would see me.
3. They would sunbathe. They would go to a holiday centre.
4. My friends would go to Turkey. They would be through with the repairs.
5. The Browns would queue for the tickets. They wouldn't buy them in advance.
6. I would read a book. The journey would be tiresome.
7. You would enjoy the countryside. You would travel by train.

Model 3: I would have spoken to him. (*see him*) — I would have spoken to him if I had seen him.

1. They would have traveled by car. (*think about this opportunity beforehand*)
2. Alexei would have stayed at his grandparents last year. (*not to go to the sports camp*)
3. His friends would have chosen a present for him. (*tell them about his birthday beforehand*)
4. I should have read this book. (*give it to me last week*)
5. My parents would have bought a voucher for me. (*tell them about my plans*)
6. They wouldn't have gone abroad on vacation. (*buy the furniture for the kitchen*)

7. We wouldn't have had to queue in the booking office for three hours. (*buy the tickets in advance*)

4. Translate into English.

1. Если у вас есть время, напишите письмо друзьям.

2. В случае если погода будет хорошая, мы будем купаться и загорать.

3. Если ты поедешь поездом, тебе лучше купить билеты заранее.

4. Если ты останешься у нас еще на два дня, я покажу тебе все достопримечательности Петербурга.

5. Я напишу вам, если у меня будет время.

6. Если бы ты так не беспокоился, мы отдохнули бы лучше.

7. Вид побережья был бы красивым, если бы его не портили палатки туристов.

8. Мы поехали бы на машине, если бы продумали маршрут заранее.

9. Я не беспокоилась бы так, будь я на вашем месте.

10. Если бы он был дома, он ответил бы на телефонный звонок.

Vocabulary

5. Speak about holiday plans of the Volkovs' family.

6. Make up ten questions on the text.

7. Answer the following questions:

1. Do you like travelling?

2. Do you travel a lot?

3. Where did you travel lately?

4. Why do people like travelling?

5. What is the fastest kind of transport?

6. What way of transport is the most comfortable?

7. What kind of transport do you prefer?

8. Have you ever been in a holiday centre?

9. Have you ever travelled by sea? Did you like it? Are you seasick/ airsick?

10. Do you usually make new friends when travelling?

11. Why do some people prefer hiking to other kinds of travelling?

12. Why are holidays the best time for travelling?

13. What preparations do you usually make before a journey?

14. Where do people buy railway tickets?

15. When did you first travel by air?

16. Is travelling by air more expensive than air travel?

17. How many railway stations are there in your native city?

18. What are the advantages and disadvantages of travelling by car?

19. What can people do during a journey by train?

20. Are you planning to go anywhere this year?

8. Make up sentences using the table below.

| | | | |
|--------------------|----------|--------------|---------------------------------------|
| When people travel | on foot | they usually | go to some places of interest. |
| When we travel | by bus | we sometimes | meet a lot of people. |
| | by train | they often | make new friends. |
| | by plane | we seldom | visit museums and art galleries. |
| | by air | | enjoy sightseeing. |
| | by water | | watch beautiful sunsets and sunrises. |
| | | | spend a lot of money. |
| | | | stay in hotels and holiday centres. |
| | | | see the wildlife in the forests. |

9. Speak about different kinds of transport using the table.

| | | |
|-----------------------|---------------------|--------------------|
| Trains are | the most convenient | |
| Planes are | the fastest | |
| Buses are | the most expensive | |
| Ships and ferries are | the safest | |
| | the slowest | |
| | the cheapest | |
| | the best | |
| | the worst | way of travelling. |

10. Translate into English.

Современная жизнь невозможна без путешествий. Существуют различные способы путешествовать: можно путешествовать на машине, на самолете, на поезде, на автобусе и даже пешком. Каждый вид транспорта имеет свои преимущества. Быстрее всего путешествовать на самолете, самый удобный и романтичный вид путешествия — по морю. Если вы не хотите беспокоиться о багаже и покупать билеты, вам, разумеется, следует отправляться в путешествие на машине. Путешествуя пешком, можно наслаждаться прекрасной природой и видами, а также посетить те места, куда нельзя добраться никаким транспортом.

11. Speak about your plans for the holiday this year. How would you like to travel? How much time would you like to spend there?

| | |
|--------------------|-----------------------------------------------------------------|
| Грамматика: | Повелительное наклонение. Сослагательное наклонение. |
| Text: | A Visit to a Doctor. |

Повелительное наклонение

Глагол в повелительном наклонении выражает волю говорящего, побуждение к действию, просьбу или приказание. Форма повелительного наклонения по отношению ко 2-му лицу в единственном и множественном числе образуется из инфинитива глагола без частицы *to*:

Read! *Читай!/ Читайте!*

Look at the blackboard! *Смотри(те) на доску!*

Отрицательная форма повелительного наклонения образуется при помощи вспомогательного глагола *to do* (делать) и частицы *not*. Частица *not* обычно сливается со вспомогательным глаголом:

Don't read! *Не читай(те)!*

Don't look at the blackboard! *Не смотри(те) на доску!*

Для выражения воли говорящего по отношению к 3-му и 1-му лицу употребляется глагол *to let* (позволять, давать, разрешать):

Let him read! *Пусть он читает!
(Дай(те) ему читать!)*

Let them look at the blackboard! *Пусть они посмотрят на доску!
(Дай(те) им посмотреть на доску!)*

Let us read! *Почитаем!
(Давайте читать!)*

Глагол *to let* может использоваться и в своем основном значении *позволять, разрешать*. Тогда предложение **Let us read!** будет означать: *Разрешите нам читать!* В этом случае местоимение *us* получит ударение.

Отрицательные формы предложения с *let* также образуются с помощью вспомогательного глагола *to do* и частицы *not*:

Don't let us read! *Давай(те) не будем читать!*

В вежливых просьбах перед глаголом ставится оборот *will you*:

Will you look at the black-board, please? *Посмотрите, пожалуйста, на доску.*

Will you let me read, please? Пожалуйста, разрешите мне читать.

Еще более вежливый оттенок придает просьбе употребление глагола **would**:

Would you open the door? Вы не могли бы открыть дверь?/
Будьте добры, откройте, пожалуйста, дверь.

Сослагательное наклонение

В сослагательном наклонении действие рассматривается не как реальное, а как желательное или предполагаемое. Сравните:

Изъявительное наклонение

Он **ходит** (ходил, пойдет)
туда.

Сослагательное наклонение

Мы хотим, чтобы он **пошел** туда.
Важно, чтобы он **пошел** туда.
Он **пошел бы** туда, если бы его
встретили.

Образование сослагательного наклонения

По способу образования сослагательное наклонение можно условно разделить на простое и составное. Простое сослагательное наклонение образуется отбрасыванием от инфинитива глагола частицы **to**. Составное сослагательное наклонение образуется при участии вспомогательного глагола **should** и инфинитива основного глагола без частицы **to**. Составное сослагательное наклонение может иметь две формы: неопределенную и перфектную. В перфектной форме за вспомогательным глаголом **should** следует перфектный инфинитив (т. е. вспомогательный глагол **have** + Participle II основного глагола).

Существуют формы сослагательного наклонения со вспомогательным глаголом **would**, но для простоты и удобства изложения они даны в разделе «Условные предложения», с которыми эти формы неразрывно связаны.

| Простое сослагательное наклонение | | Составное сослагательное наклонение | | | |
|-----------------------------------|------|-------------------------------------|-------------|-------------|--------------------|
| | | Неопределенное | | Перфектное | |
| I | } go | I | } should go | I | } should have gone |
| he, she, it | | he, she, it | | he, she, it | |
| we | | we | | we | |
| you | | you | | you | |
| they | | they | | they | |

Обратите внимание, что в отличие от изъявительного наклонения в простом сослагательном наклонении глагол не принимает в 3-м лице единственного числа окончания *-s* и употребляется без изменения независимо от времени, к которому относится действие. Простое сослагательное наклонение имеет форму прошедшего времени лишь для глагола *to be*. Для всех лиц употребляется форма *were*.

Перфектная форма сослагательного наклонения используется для выражения действия, предшествующего моменту речи.

Употребление сослагательного наклонения

1. Сослагательное наклонение употребляется в придаточных предложениях после безличных оборотов типа *it is necessary* (необходимо), *it is important* (важно), *it is desirable* (желательно), *it is impossible* (невозможно) и т. п. Распространенной является форма *should*:

It is important (necessary, etc.) Важно (необходимо и т. п.),
that he **should go** there. чтобы он туда поехал.

Простая форма сослагательного наклонения употребляется довольно редко, главным образом в языке официальных документов, в технической литературе и в поэзии:

It is necessary that the equipment be delivered by air. Необходимо, чтобы оборудование было доставлено самолетом.

2. В придаточных предложениях цели, вводимых союзами *so that*, *in order that* (для того чтобы), *lest* (чтобы не):

In order that he should come in time, we must hurry him. Чтобы он пришел вовремя, мы должны поторопить его.

He spoke slowly so that they should write down. Он говорил медленно, чтобы они могли записывать.

Write down all the new words lest you should forget them. Запишите все новые слова, чтобы вы их не забыли.

3. В придаточных предложениях после глаголов, выражающих приказание, требование, предложение. К ним относятся такие глаголы, как *to order*, *to command* (приказывать), *to request* (требовать), *to propose*, *to suggest* (предлагать) и др.:

He ordered that they should go there at once. Он приказал, чтобы они сразу же пошли туда.

They suggested that he should go with them. Они предложили, чтобы он пошел с ними.

4. Форма сослагательного наклонения прошедшего времени от глагола **to be** (для всех лиц **were**) употребляется в придаточных предложениях после оборота с глаголом **to wish** в значении *хотелось бы*:

| | |
|-----------------------------------|---------------------------------------------|
| I wish I were you. | Я <i>хотел бы</i> быть на вашем месте. |
| I wish it were summer now. | Я <i>хотел бы</i> , чтобы сейчас было лето. |

Другие глаголы, как уже говорилось, такой формы прошедшего времени в сослагательном наклонении не имеют. В этом случае употребляется форма Past Simple изъявительного наклонения:

| | |
|--------------------------|-------------------------------------|
| I wish I knew it. | <i>Хотел бы</i> я <i>знать</i> это. |
|--------------------------|-------------------------------------|

5. Форма сослагательного наклонения **were** употребляется также в придаточных предложениях, вводимых союзами **as if, as though** (как будто, как если бы):

| | |
|----------------------------------------------|----------------------------------------------------|
| He talks as though he were a student. | Он разговаривает так, <i>как будто</i> он студент. |
|----------------------------------------------|----------------------------------------------------|

С остальными глаголами здесь также употребляется Past Simple изъявительного наклонения:

| | |
|------------------------------------------|------------------------------------------------------|
| He talks as if he knew the truth. | Он разговаривает так, <i>как будто</i> знает правду. |
|------------------------------------------|------------------------------------------------------|

Если действие придаточного предложения предшествует действию главного, то и глагол **to be**, и все остальные глаголы употребляются в форме Past Perfect изъявительного наклонения в значении сослагательного:

| | |
|------------------------------------------|----------------------------------------------------------------|
| He talks as if he had been there. | Он разговаривает так, <i>как будто</i> он там <i>побывал</i> . |
|------------------------------------------|----------------------------------------------------------------|

Повторите грамматический материал и ответьте на контрольные вопросы:

1. Как образуется повелительное наклонение по отношению ко 2-му лицу в единственном и множественном числе?
2. Как образуется повелительное наклонение по отношению к 1-му и 3-му лицу?
3. Как выражается вежливая просьба?
4. Что означает сослагательное наклонение?
5. Как образуются основные формы сослагательного наклонения?
6. В каких типах придаточных предложений употребляется сослагательное наклонение?
7. В каких случаях употребляется форма прошедшего времени сослагательного наклонения глагола **to be**? Какую форму принимают в этих случаях другие глаголы?

Text

A Visit to a Doctor

On Monday Vlad felt unwell. He had a sore throat, a running nose and a bad cough. He went to college, but after the first period his teacher told him to go and see the doctor, because he had the symptoms of the flu, and it was a very catching disease. So Vlad left the college and went to a polyclinic. There were several people in the queue in front of the cabinet, but in less than half an hour Vlad's turn came and he entered.

Vlad: Good morning. May I come in?

Doctor: Yes, please. What is the matter with you?

Vlad: I think I have got a slight cold, doctor. I have a sore throat and a running nose.

Doctor: Do you cough?

Vlad: Yes, I do occasionally.

Doctor: Have you taken your temperature?

Vlad: As a matter of fact, I haven't, doctor.

Doctor: Then take a seat. Here is a thermometer. Well, young man, your temperature is rather high — it is 38.4°. Let me examine your throat. Now strip to the waist, please. I must sound your chest. All right, you may dress yourself.

Vlad: Well, doctor, is there anything serious the matter with me?

Doctor: Don't worry; there is nothing really serious. You have got flu. It is spring now, and many people suffer from flu. But you shouldn't treat your disease lightly. It often leads to complications, if a patient doesn't follow the doctor's advice.

Vlad: What am I to do, doctor?

Doctor: Here is the recipe, take these pills three times a day. Gargle your throat with this mixture every two hours. Don't go to the chemist's yourself. Ask your relatives to go and fetch the medicine for you. Drink hot tea or milk. And stay in bed for at least three days. Do you need a sick leave?

Vlad: Yes, I do.

Doctor: Then I'll give you a leave for three days, and then you will come to see me again.

Vlad: Thank you very much, doctor. Goodbye.

Having left the polyclinic, Vlad went straight home. He asked Alexei to go to the chemist's for the medicine and went to bed. He followed the doctor's advice and did everything he had prescribed. His friends called him and asked how he felt. They wanted to come and see him, but Vlad's mother didn't allow them to. So they sent him some books to read. By the end of the third day Vlad stopped sneezing and coughing and his temperature was normal again. He was glad that he recovered.

Active Words and Word Combinations

| | | | |
|----------------------------------------------------------------------|-------------------------------------|----------------------------------------------------|------------------------------------------|
| be ill [bi il] (with something) | болеть (чем-л.) | flu [flu:] n | грипп |
| be unwell [bi ʌn 'wel] | плохо себя чувствовать | headache ['hedeɪk] n | головная боль |
| catch cold ['kætʃ 'kəʊld] | простудиться | health [helθ] n | здоровье |
| chemist's (shop) ['kemɪsts (ʃɒp)] | аптека | healthy ['helθi] a | здоровый |
| complain (of something) [kəm'pleɪn] | жаловаться (на что-л.) | medicine ['medsən] n | лекарство; медицина |
| complication [kəmplɪ'keɪʃən] n | осложнение | nurse [nɜ:s] n | медсестра |
| cough [kɒf] n | кашель | patient ['peɪʃənt] n | пациент |
| cure [kjʊə] v | лечить | prescribe [prɪ'skraɪb] v | выписывать (лекарство) |
| dentist ['dentɪst] n | зубной врач | recipe ['resɪpi] n | рецепт |
| disease (a catching disease) [dɪ'zi:z (ə 'kæʃɪŋ dɪ'zi:z)] n | болезнь (заразная болезнь) | recover [rɪ'kʌvə] v | выздоровли- вать |
| examine [ɪg'zæmɪn] n | осматривать, обследовать | run a temperature ['rʌn ə'tempərətʃə] | иметь высо- кую темпе- ратуру |
| fall ill with [fɔ:l ɪl wɪð] | заболеть чем-л. | running nose ['rʌnɪŋ 'nəʊz] | насморк |
| feel sick [fi:l sɪk] | чувствовать себя больным | see/consult a doctor [si:/kən'sʌlt ə 'dɒktə] | приходить на прием к врачу |
| fever ['fi:və] n | жар, лихора- дочное состояние | sick leave ['sɪk li:v] | больничный лист; отпуск по болезни |
| | | sneeze [sni:z] v | чихать |
| | | sore throat [sɔ: 'θraʊt] | больное горло |
| | | symptom ['sɪmptəm] n | симптом |

EXERCISES

1. Translate into Russian.

- What would happen if I were not ready for the lesson?
- If you asked him to come, he would arrive at once.
- They would have called us already if they had returned from their holiday.
- If the work was done on time, everybody should be happy.
- I wish my friend were here.
- The doctor suggested that he should examine Vlad after he had taken his temperature.
- It was necessary that they take all the precautions.
- It was important that he saw a doctor.
- He demanded that the patient should stay in bed.
- I wish we had a rest.
- He talks as though he knew all about it.

2. Open the brackets and use the verb in the appropriate form. Translate the sentences into Russian.

1. If you (*take*) better care of yourself, you wouldn't have caught cold.
2. If I (*be*) you, I should take the recommended medicine.
3. If you had gone to see a doctor, he (*give*) you a sick leave.
4. You would gargle three times a day if you (*have*) a sore throat.
5. What might happen if he (*be*) ill?
6. You should have complained if you (*feel*) unwell.
7. If he (*have*) a headache, he would better (*go*) home.
8. We should ask him if he (*be*) here.
9. We should have asked them if they (*be*) there yesterday.
10. If I had known about his illness, I not (*ask*) him to come to our place.
11. If he hadn't treated his disease lightly, he (*have*) complications.
12. We would write him a letter if we (*know*) his address.

3. Translate into English.

1. Если бы вы купили билеты заранее, вы не ждали бы так долго.
2. Я выполнил бы домашнее задание вчера, если бы не был так занят.
3. Если бы Ник умел водить машину, он поехал бы на юг с родителями.
4. Я бы на вашем месте позвонил ему и спросил о его здоровье.
5. Если бы он не уехал на той неделе, мы попросили бы его совета.
6. Доктор велел, чтобы больной принимал это лекарство три раза в день.
7. Важно, чтобы он побеседовал с учителем до отъезда.
8. Если бы мама не измерила мальчику температуру, она не узнала бы, что у него жар.

The Imperative Mood

4. Translate into Russian. Transform the first five sentences into polite requests using *will* and *would*.

1. Send for the doctor.
2. Stop talking!
3. Give me some paper.
4. Translate this text from Russian into English.
5. Advise me on the subject for my talk.
6. Don't open the window!
7. Don't take this book. It's mine.
8. Let us go skiing on Sunday.

9. Let them speak.
10. Let her translate this difficult sentence.
11. Don't let him watch TV until he is ready for his next day lessons!
12. Will you write a letter to me?
13. Would you open the window, please?
14. Will you show me the pictures you have taken during your holiday?
15. Would you translate this difficult sentence for me, please?

5. Put the words in the right order to make sentences.

1. me read something give to
2. go before shopping let party the them
3. English speak the during lesson
4. them let don't leave
5. write don't the anything book in
6. into put your tea sugar some
7. surprise let a for us make him
8. favour me you would do a please?
9. help you me will?
10. some like soup more you would?

6. Translate into English.

1. Пусть он сходит к врачу.
2. Сходи к врачу.
3. Давайте посмотрим этот фильм.
4. Пусть медсестра измерит ему температуру.
5. Не закрывайте дверь.
6. Разрешите мне пригласить вас в кино.
7. Сделай домашнее задание!
8. Не спрашивайте его об этом.
9. Выздоровливай!
10. Пусть они тоже приходят ко мне в гости.
11. Давайте вместе посмотрим фотографии.
12. Не простудись!
13. Закройте, пожалуйста, дверь.
14. Не могли бы вы сказать, который час?

Vocabulary

7. Answer the following questions:

1. When did Vlad feel unwell?
2. What were the symptoms of his disease?
3. He went to college that day, didn't he?
4. Who sent him to see a doctor?
5. Were there any people in the polyclinic?
6. Did the doctor take his temperature?
7. Did Vlad have fever?

8. What was the matter with Vlad?
9. What did the doctor prescribe?
10. Did the doctor give Vlad a sick leave?
11. Vlad followed the doctor's recommendations, didn't he?
12. How long did it take Vlad to recover?

8. Read and memorize the following dialogues:

- a) — How are you today?
 — Not very well, I'm afraid.
 — What is the matter?
 — I think I have caught a cold.
 — You'd better go home then.
- b) — What is the matter with you? You look ill.
 — I've got a terrible toothache.
 — Then you should go to see the dentist immediately.
 — I am afraid I'll have to.

9. Put the sentences in the right order to make a dialogue.

Doctor:

— Yes, I will prescribe you this medicine, but don't take it for more than a week. Remember that a lot of fresh air and a long rest will help you more than any pills in the world.

- What is the matter with you?
- Do you sleep well?
- Do you keep late hours?
- Let me sound you. Do you smoke?

— You must take a vacation. You should go to some quiet place and stay there for at least half a month. Try to stop smoking. Walk at least an hour a day. This is the only way to recover.

Have you been working a lot?

Patient:

— I have had some urgent work to do and I was very nervous about it.

— Doctor, will you prescribe me any sleeping pills?

— No, I don't. I have been sleeping very badly lately.

— Occasionally. About a pack a week.

— I don't go to bed till midnight, sometimes later.

— Thank you, doc. I'll try to follow your advice.

— Well, I don't know, but I have a terrible headache.

10. Answer the doctor's questions.

1. What's the trouble?
2. Do you ever have headaches?
3. Do you smoke?
4. Did you take these pills before?
5. Do you need a sick leave?
6. When did you catch cold?
7. When did you take the temperature?

8. Do you often sneeze?

9. When did you see the doctor last?

11. Think of the beginning of the sentences.

1. ... she was given a sick leave.

2. ... he must go to see the doctor.

3. ... he recovered quickly.

4. ... this helped him to avoid the complications after the flu.

5. ... if you want to be healthy.

6. ... the doctor asked the nurse to take his temperature.

12. Make up dialogues on the following situations:

(a) You go to see the doctor and complain of high temperature and headaches. The doctor examines you and prescribes some medicine.

(b) You are in bed because you have caught a cold. A friend from college comes to see you.

(c) You wake up in the morning and feel that you have a running nose and a sore throat. You complain of this to your mother. She advises you to stay in bed and decides to call a doctor.

13. Speak about your once being ill.

14. Translate into English.

Однажды утром я почувствовал, что нездоров. У меня был насморк и болело горло. Мама измерила мне температуру и сказала, что у меня жар. Она посоветовала мне остаться дома и вызвать врача. Когда врач пришел, он сказал, что у меня все симптомы гриппа. Он выписал мне больничный лист на три дня и посоветовал соблюдать постельный режим, так как грипп — очень заразная болезнь. Выписав рецепт на таблетки, врач ушел. Я попросил маму сходить в аптеку и во всем следовал советам доктора. Через три дня я выздоровел.

УРОК 14

| | |
|--------------------|----------------------------------|
| Грамматика: | Согласование времен. |
| | Косвенная речь. |
| Text: | A Telephone Conversation. |

Согласование времен

Если сказуемое главного предложения стоит в настоящем (Present) или будущем (Future) времени, то сказуемое придаточного предложения может употребляться в любом времени, которое требуется по смыслу. Если сказуемое главного предложения выражено какой-либо формой прошедшего времени (Past), то сказуемое придаточного предложения тоже должно быть выражено одной из форм прошедшего времени. Сравните:

| | | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| He says (that) he | <div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 10px;"> $\left\{ \begin{array}{l} \diagup \\ \diagdown \end{array} \right.$ </div> <div> goes there. went there. will go there. </div> </div> | <div style="display: flex; flex-direction: column; align-items: flex-end;"> <div>(Present)</div> <div>(Past)</div> <div>(Future)</div> </div> |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Он говорит, что он | <div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 10px;"> $\left\{ \begin{array}{l} \diagup \\ \diagdown \end{array} \right.$ </div> <div> ходит туда. ходил туда. пойдет туда. </div> </div> |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| He said (that) he | <div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 10px;"> $\left\{ \begin{array}{l} \diagup \\ \diagdown \end{array} \right.$ </div> <div> went there. had gone there. would go there. </div> </div> | <div style="display: flex; flex-direction: column; align-items: flex-end;"> <div>(Past)</div> <div>(Past Perfect)</div> <div>(Future in the Past)</div> </div> |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Он сказал, что он | <div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 10px;"> $\left\{ \begin{array}{l} \diagup \\ \diagdown \end{array} \right.$ </div> <div> ходит туда. ходил туда. пойдет туда. </div> </div> |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Итак, если сказуемое в главном предложении выражено глаголом в прошедшем времени, то в придаточном предложении для выражения одновременности действия используется время Past (Simple или Continuous — в зависимости от вида действия); для выражения предшествующего действия — Past Perfect (или Past Perfect Continuous — в зависимости от вида действия), а для выражения будущего действия — Future in the Past («будущее в прошедшем»). Оно образуется по тому же принципу, что и обычное Future для всех групп, с той лишь разницей, что вспомогательные глаголы **shall** и **will** меняются соответственно на **should** и **would**.

Примечание. Форма Past Perfect не употребляется, если указано время совершения действия. Указание времени дает понять, что раз действие произошло раньше, то нет необходимости в употреблении Past Perfect, означающем, что действие произошло до какого-то момента в прошлом. Сравните:

He says he went there in 1999.

He said he went there in 1999.

Согласование времен не соблюдается:

- если придаточное предложение выражает какую-либо универсальную истину или закон:

| | |
|--------------------------------------------------------|-------------------------------------------------|
| Navigators realized that the earth is round. | Мореплаватели обнаружили, что Земля круглая. |
|--------------------------------------------------------|-------------------------------------------------|

- если придаточное предложение представляет собой условное предложение, относящееся к типу маловероятных или нереальных (см. раздел «Условные предложения»). Сравните:

| | |
|------------------------------------------------------------------|-------------------------------------------------------------------------------|
| We know that if he had time, he would go there. | Мы <i>знаем</i> , что, если бы у него было время, он <i>пошел бы</i> туда. |
|------------------------------------------------------------------|-------------------------------------------------------------------------------|

| | |
|------------------------------------------------------------------|-------------------------------------------------------------------------------|
| We knew that if he had time, he would go there. | Мы <i>знали</i> , что, если бы у него было время, он <i>пошел бы</i> туда. |
|------------------------------------------------------------------|-------------------------------------------------------------------------------|

Косвенная речь

Рассмотрим перевод в косвенную речь:

- сообщения (*Он сказал/сообщил и т. п., что...*);
 - вопроса (*Он спросил/хотел знать/поинтересовался и т. п. ...*);
 - просьбы или приказа (*Он попросил/велел/приказал и т. п. ...*).
- Переход от прямой речи к косвенной происходит так:

Сообщение

| | |
|------------------------|-------------------------------|
| <i>Прямая речь:</i> | He said, "I go there." |
| <i>Косвенная речь:</i> | He said (that) he went there. |

Как видно из примера, знаки прямой речи (запятая и кавычки) отсутствуют и действует закон согласования времен.

Вопрос

Вопрос без вопросительного слова. Здесь используется союз **if** или **whether**, примерно соответствующие в русском языке частице *ли*:

| | |
|------------------------|------------------------------|
| <i>Прямая речь:</i> | He asked, "Do you go there?" |
| <i>Косвенная речь:</i> | He asked if they went there. |

Здесь соблюдается прямой порядок слов (подлежащее стоит перед сказуемым), а также закон согласования времен.

Вопрос с вопросительным словом. В этом случае роль соединительного элемента играет само вопросительное слово. Здесь тоже соблюдаются прямой порядок слов и закон согласования времен:

| | |
|------------------------|-----------------------------------|
| <i>Прямая речь:</i> | He asked, "When do you go there?" |
| <i>Косвенная речь:</i> | He asked when they went there. |

Просьба или приказ

Поскольку в повелительном наклонении употребляется инфинитив (неопределенная форма глагола), то никакого согласования времен здесь нет:

| | |
|------------------------|------------------------------|
| <i>Прямая речь:</i> | He said to them, "Go there." |
| <i>Косвенная речь:</i> | He told them to go there. |

В отрицательной форме:

| | |
|------------------------|------------------------------------|
| <i>Прямая речь:</i> | He said to them, "Don't go there." |
| <i>Косвенная речь:</i> | He told them not to go there. |

Если время и место действия, указываемые в прямой речи, при обращении в косвенную речь изменились, то происходит замена наречий места и времени, а также указательных местоимений:

Прямая речь

Косвенная речь

| | |
|--------------------------|-------------------------------------|
| now | then |
| today | that day, at the time |
| tomorrow | the next day |
| the day after tomorrow | two days later, in two days' time |
| yesterday | the day before, on the previous day |
| the day before yesterday | two days before |
| last night | (on) the previous night |
| ago | before |
| next year | the next year, the following year |
| last year | the previous year |
| here | there |
| this | that |
| these | those |

Если для косвенной речи время и место действия имеют то же значение, что и для прямой, то никакой замены делать не нужно. Например, если кто-либо сказал: "I'll be here tomorrow" и для участников разговора слова *здесь* и *завтра* имеют тот же смысл, то не нужно менять их на *там* и *на следующий день*:

He said he would be **here tomorrow**.

Замену нужно делать лишь в том случае, если понятия *завтра* и *здесь* относятся уже к другому дню и месту:

He said he would be **there the next day**.

Повторите грамматический материал и ответьте на контрольные вопросы:

1. В чем заключается правило согласования времен?
2. Какие временные формы употребляются при согласовании времен для выражения одновременного, предшествующего и будущего действия?

3. В каких случаях не применяется форма Past Perfect?
4. Как строится косвенная речь при передаче сообщения, вопроса, просьбы или приказа?
5. Как косвенная речь влияет на порядок слов в предложении?
6. Как изменяются в косвенной речи наречия места и времени, а также указательные местоимения?
7. В каких случаях не происходит их замены?

Text

A Telephone Conversation

Vlad: Hello, this is Vlad Volkov. Can I speak to Stepan, please?

Stepan's mother: Sorry, Vlad, he is out at the moment. He'll be back in half an hour.

Vlad: Thank you. Can I call him later?

Stepan's mother: Sure, you can. Bye.

Vlad: Goodbye.

Half an hour later:

Vlad: Hello, this is Vlad again. Has Stepan arrived?

Stepan's mother: Yes, he has. Just a minute, I'll ask him to pick up the handset.

Stepan: Hi, Vlad, how are you, old boy?

Vlad: Not bad, thank you. Look, Stepan, I seem to have left my textbook in Physics somewhere, and we are going to have a test tomorrow. Haven't you taken it by mistake?

Stepan: I must search for it in my bag, as I haven't yet unpacked it. Wait a moment, please ... No, there are only *my* textbooks. Call Igor, maybe he has taken it. By the way, he is not at home; he's at his grandmother's.

Vlad: Yes, I am going to call him. What is his grandmother's phone number?

Stepan: 877392.

Vlad: Thank you.

Stepan: I am sorry I could not help.

Vlad: It is my fault. I should have been more attentive.

Stepan: Look, I am going to read for the test right now. If you don't find the book in an hour or so, then I may lend you mine.

Vlad: Thank you very much.

Stepan: That's nothing! Good luck. Call me back anyway.

Vlad: Bye.

Vlad: Hello, this is Vlad Volkov. Can I speak to Igor?

Igor: Speaking. Hi, Vlad. Any problems?

Vlad: Well, I have left my textbook in Physics somewhere; I think someone has taken it by mistake.

Igor: I think I might have taken it. We were sitting together on the lesson of Physics. But my bag is not with me now. I have left it at home just before going to my grandma. I promise I'll search for it the first thing when I return home.

Vlad: When will you come home?

Igor: Not earlier than six. Sorry.

Vlad: Never mind. I still have some other lessons to be done.

Igor: Then I'll call you back with the results.

Vlad: Thank you. Bye.

Igor: Hello, this is Igor speaking. Can I speak to Vlad?

Vlad: Hello, Igor.

Igor: I've got your textbook. I'll fetch it to your place in half an hour.

Vlad: You needn't worry. I'll call to your place myself, if you don't mind. When is it more convenient?

Igor: Any time. I am at home from now on.

Vlad: I am coming, then. Bye.

Igor: I'll be waiting for you.

How to Use the Telephone in the USA

Calls to the Commonwealth of Independent States

To place a call to a large city in the CIS you may dial directly. For Moscow, for example, dial 011 + 7 + 095 + the telephone number you wish to reach. To place a call to other cities in the CIS, dial 011 + 7 (CIS country code) + the city code, plus the number which you need. For operator assistance, dial "0". Tell the operator that you wish to call the CIS. The operator then will ask you which city you want to call in the CIS and which telephone number. On the average, direct telephone calls to the CIS are between \$ 2 and \$ 3 per minute; operator-assisted calls are about 60 % more expensive. It is not possible to place an international telephone call from public pay phones.

Rates for Long-distance and Toll Calls

Rates for long distance and toll calls are least expensive (60 % of normal charges) on weekends and on weekdays after 11 pm. Rates are less expensive (40 % of normal charges) on weekdays between 5.00 pm and 11.00 pm.

Toll-free Calls

Telephone numbers prefixed by 1-800 are called toll-free numbers because there is no charge to call them.

Using a Coin-operated Telephone

It costs \$ 0.25 to place a local call from most coin-operated public telephones. To place a local call, pick up a receiver. You will hear a

constant tone. Deposit the coins (you cannot use one cent coins in coin-operated telephones). When you have deposited the correct amount of change, you will hear a short "beeping" sound. When the constant tone returns, simply dial the number you wish to reach.

Local Telephone Calls

Many telephone numbers that are prefixed with the same area code as the telephone number from which you are calling are called local telephone calls. You may place these calls from either a home telephone, or from a coin-operated telephone machine. If you are calling from a home telephone, these calls are usually a part of regular monthly service (no additional charge).

Long-distance Telephone Calls

To call a long-distance telephone number you must dial:
1 + the area code + the telephone number.

Short-distance Telephone Calls

Some telephone numbers, although they may be prefixed with the same area code as your home telephone number, may be outside of your local calling area. If you dial a number and, instead of reaching your party, you hear a recording which says "you must first dial a '1' with this number", the number you are calling is outside of the local calling area. To place the call, you must dial 1 + the area code + the telephone number. You must dial the area code in this case, even if it is the same as your own.

Collect Telephone Calls

If the person you are calling will agree to pay for the charges, you may place a collect telephone call. To place this kind of call dial 0 + the area code + the telephone number. An operator will come on the line and ask you for your name. Then the operator will ask the party you are calling if they will accept the charges for your call.

Active Words and Word Combinations

| | | | |
|-------------------------------------------|-------------------------------------------|----------------------------------------|-------------------------------------------|
| area code [ˈeəriə ˌkəʊd] | междугород- ный теле- фонный код | collect call [kəˈlekt ˈkəʊl] | звонок с переадре- сацией оплаты |
| average [ˈævərɪdʒ] <i>a</i> | средний | Commonwealth | Содружество |
| call [kɔ:l] <i>n</i> | звонок | of Independent | Независи- |
| call back [ˈkɔ:l ˈbæk] <i>v</i> | перезвонить | States (CIS) [ˈkɒmənwelθ | мых Госу- |
| city code [ˈsɪti ˌkəʊd] | код города | əv ˌɪndɪˈpendənt | дарств |
| coin [kɔɪn] <i>n</i> | монета | ˈsterts] | (СНГ) |

| | | | |
|-------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------|
| dial direct [ˈdaɪəl diˈrekt/ daɪˈrekt] | звонить напрямую (без помощи оператора) | operator-assisted call [ˈɒpəreɪtə ə ˈsɪstɪd ˈkɔ:l] | звонок через оператор- скую службу |
| handset [ˈhændset] <i>n</i> | телефонная трубка | pick up [ˈpɪk ˈʌp] <i>v</i> | снимать трубку |
| international telephone call [ˌɪntəˈnæʃənəl ˈtelɪfəʊn ˈkɔ:l] | международ- ный звонок | public pay phone [ˈpʌblɪk ˈpeɪ fəʊn] | платный телефон- автомат |
| lend [lend] <i>n</i> | одалживать | rate [reɪt] <i>n</i> | плата, тариф |
| local call [ˈləʊkəl ˈkɔ:l] | местный звонок | telephone number [ˈtelɪfəʊn ˈnʌmbə] | номер телефона |
| long-distance call [ˌlɒŋ ˈdɪstəns ˈkɔ:l] | междугород- ный звонок | toll [təʊl] <i>n</i> | плата за услуги |

EXERCISES

Sequence of Tenses

1. Translate into Russian.

- I knew that he had never missed the lectures.
- I hoped he wouldn't come and spoil the party.
- We thought that they were a happy couple.
- Everybody was sure that she was a liar.
- Strange! I thought I had left this textbook at home!
- He said that he was very tired.
- They didn't know that he had seen the doctor already.
- He said he wouldn't go to college on Friday.
- I expected that you would introduce me to your teacher.
- She said she was glad to see us.
- He said that he wanted to place an international telephone call.
- Why did you say you had been absent the day before?
- He wanted to know why you had missed the lecture.
- Mike told me she would be there very soon.
- She promised she would call us some day the following week.
- The doctor asked me when I had caught cold.
- Father promised that the journey by train wouldn't be so tiresome that time.
- They were afraid that the repairs would cost a fortune.
- Mother thought the children were playing football in the yard.
- Sam told me that he had been reading that book for the whole night.

2. Translate the sentences into English paying attention to the sequence of tenses.

- Я думала, что вы опаздываете в кино.
- Она была уверена, что ее сын придет из школы рано.

3. Нина вспомнила, что не записала номер телефона своей подруги.
4. Я не ожидал, что мой брат заболел.
5. Медсестра сказала, что доктор придет только после 12 часов.
6. Почему он сказал мне, что никогда не видел тебя?
7. Я не думал, что мое мнение так важно для тебя.
8. Она обещала, что выучит английский язык перед поездкой за границу.
9. Они говорили, что знают его хорошо.
10. Он сказал, что готовится к экзамену.
11. Почему он не позвонил нам, как обещал?
12. Они говорили, что он сегодня задержится.
13. Я думал, что они друзья.
14. Он говорил, что не похож на своего брата.
15. Начальник сказал, что он занят.
16. Лена не знала, почему ее подруга разговаривала с ней так резко.

Reported Speech

3. Report the sentences according to the models.

Model 1: He said, "Open the door!" — He **asked** me **to open** the door.
 He said, "Don't go there!" — He **ordered** us **not to go** there.

Use the verbs: *ask, order, advise, remind, recommend, warn, implore.*

1. He asked, "Close the door!"
2. The children ordered, "Read to us!"
3. She said, "Don't laugh at them!"
4. The teacher asked, "Please give me a pen."
5. Mother reminded, "Don't be late for school."
6. He advised, "Take the umbrella."
7. She said, "Please help yourself."
8. He said, "Don't ask me this silly question again!"
9. She reminded, "Call me as soon as you can!"
10. Jane begged, "Will you help me?"

Model 2: She said, "He is my friend." — She **said** that he **was** her friend.

1. Tom remarked, "I didn't expect him to be so young."
2. Jane muttered, "I am sorry I am late".
3. Jean said, "My Dad will be fifty years old next year."
4. Mother answered, "The children are playing in the garden."

5. Sam told Boris, "It is raining outside. Take an umbrella."
6. The teacher said in surprise, "Sorry to say, but you have got a bad mark for your test."
7. Mike noted, "I called him a few days ago."
8. Vlad explained, "I have had a flu, but now I am feeling much better."
9. Lena told her friend, "I am going to the seaside for a holiday."
10. His friend shouted, "It's a lie!"

Model 3: He asked, "When do you finish your work?"
 — He asked me when I finished my work.
 She asked, "Is everything ready?" —
 She asked if everything was ready.

1. He inquired, "Do you want to speak to me?"
2. She wondered, "When will they arrive?"
3. Mother asked in surprise, "Have you already done your homework?"
4. George inquired, "Are you sure that you are doing the right thing?"
5. The man asked, "When were you last in the Crimea?"
6. He wondered, "What are you laughing at?"
7. The boy asked, "Why were you so surprised?"
8. He asked, "Are you playing football with us today?"
9. She inquired, "Who will help me to do the washing up?"
10. Fred asked, "Did you write the answer to his previous letter?"

Vocabulary

4. Report the dialogues of the lesson in indirect speech.

5. Make up dialogues on the following situations:

1. Mike is calling his friend John. John isn't at home at the moment. His mother says that he will be back in an hour.
2. Jane is calling her friend Julia. She invites her to go to the pictures to see an interesting film.
3. They decide what time will suit both of them.
4. Nina is calling her friend Ann. She invites her to their house-warming party.
5. Alexei is calling his friend Sam. He asks why Sam was not at school.
6. Igor is calling Vlad. He asks what homework they were given on Friday.

6. Translate the dialogues into English.

1. — Нина, тебя просят к телефону.
 — Спроси, кто это звонит.

- Это Аня.
- Скажи, что, если она не возражает, я ей перезвоню через пять минут.

2. — Добрый день, Аня, это Марина. Как дела?

— Хорошо, спасибо. Марина, у меня есть два билета в театр на сегодня. Я подумала, может быть, ты пойдешь со мной, если у тебя есть время?

— А какой спектакль идет сегодня?

— «Летучая мышь». Сегодня премьера (the first night).

— О, об этом спектакле (performance) много говорили.

— Да. Играет хороший состав актеров.

— А почему ты не идешь с Олегом?

— Олег, к сожалению, простудился и не может идти.

— Как жаль! Надеюсь, ничего серьезного?

— Нет, обычный грипп. У него даже температура не очень высокая. Просто грипп — очень заразная болезнь, и ему лучше остаться дома.

— Передавай ему мои пожелания скорейшего выздоровления.

— Спасибо. Так ты сможешь пойти со мной? У тебя нет никаких других планов на вечер?

— Я с удовольствием пойду с тобой.

— Давай встретимся у театра в 5.45. Спектакль начинается в шесть часов, лучше бы прийти заранее.

— Разумеется.

— Тогда до встречи.

— Спасибо за приглашение.

| | |
|--------------------|-------------------------------------------------------------------|
| Грамматика: | Сложное дополнение. Конструкции с инфинитивом и причастием. |
| Texts: | Sending a Letter. The Internet. |

Сложное дополнение

Инфинитив вместе с существительным или личным местоимением может выступать как единый член предложения, так называемое сложное дополнение (Complex Object).

Эта конструкция употребляется в следующих основных случаях:

- после глаголов, выражающих желание: **to want, to wish, to desire**, оборота **should (would) like** и др.:

We want him to come.

Мы хотим, чтобы он пришел.

- после глаголов, выражающих физическое восприятие: **to see, to hear, to feel, to watch** и др. После этих глаголов частица **to** с инфинитивом не употребляется:

We saw him cross the street.

Мы видели, как он перешел улицу.

- после глаголов **to make, to have** (в значении *заставлять*), **to let**. В этом случае инфинитив тоже употребляется без частицы **to**:

What made him come?

Что заставило его прийти?

We shall have them do it.

Мы заставим их это сделать.

Let him go.

Пусть он уходит.

Инфинитив в сложном дополнении употребляется и в пассивной форме:

*We do not want him
to be laughed at.*

*Мы не хотим, чтобы
над ним смеялись.*

Тогда существительное или местоимение из сложного дополнения становится подлежащим, сказуемое употребляется в пассивном залоге, а к инфинитиву всегда прибавляется частица **to**, даже к инфинитиву глаголов восприятия, после которых в сложном дополнении частицы **to** не требуется. Сравните:

We saw him cross the street. He was seen to cross the street.

Пассивные конструкции с инфинитивом довольно часто употребляются в письменной речи после глаголов **to say, to report, to announce, to state, to suppose, to know**:

**He was said/supposed
to know nothing about it.**

*Говорили/полагали, что он
ничего об этом не знает.*

Активные конструкции такого вида с последующим инфинитивом часто употребляются с глаголами **to seem, to prove, to happen, to be sure, to be likely/unlikely**:

He seems to think so.

Кажется, он так думает.

**They happened to be
there at that time.**

*Они случайно оказались там
в это время.*

He is sure to come.

Он обязательно придет.

He is likely to be sent there.

Его, вероятно, пошлют туда.

Конструкции с причастием

Причастие, как и инфинитив, может образовывать сложное дополнение:

**We saw him crossing
the street.**

*Мы видели, как он переходит
улицу. (букв. «видели его
переходящим»)*

Отличие причастного оборота от инфинитивного заключается в том, что причастие в сложном дополнении выражает процесс, а инфинитив — просто факт совершения действия. Сравните:

We saw him cross the street.

*Мы видели, как он перешел улицу.
(Факт, а не процесс перехода,
как в примере с причастием)*

Независимый причастный оборот

Кроме сложного дополнения причастие может образовывать так называемый независимый причастный оборот. В предложении он выполняет в основном роль обстоятельства (чаще всего — причины, времени или условия). На русский язык такой оборот обычно переводится придаточным предложением.

Независимый причастный оборот, как правило, состоит из существительного с причастием. Причастие может быть пассивным, перфектным и т. д. (см. раздел «Причастие»):

**The weather being fine,
they went for a walk.**

*Поскольку погода была прекрасная,
они пошли на прогулку.*

**The rain having stopped, they
did not take their umbrellas.**

*Так как дождь прекратился,
они не взяли зонты.*

**All doors having been locked,
they had to wait.**

*Из-за того что все двери были
закрыты, им пришлось ждать.*

The experiment having been finished, they could go home. *Когда эксперимент был закончен, они могли пойти домой.*

Повторите грамматический материал и ответьте на контрольные вопросы:

1. Как образуется сложное дополнение с инфинитивом?
2. В каких случаях оно употребляется?
3. Когда частица *to* в сложном дополнении с инфинитивом не употребляется?
4. Как образуются пассивные конструкции с инфинитивом?
5. В чем отличие сложного дополнения с причастием от сложного дополнения с инфинитивом?
6. Как независимый причастный оборот обычно переводится на русский язык?
7. В каких формах в нем может стоять причастие?

Texts

Sending a Letter

Not long ago Vlad applied for a grant from an American university. He was sure he had all chances to win this grant. Soon he got a message that the board at the University had sent him the application documents and forms to fill in. The letter having been posted by FedEx, the board informed him about the tracking number. Vlad doesn't know what this means, so he asks Boris, his brother-in-law, about FedEx.

Vlad: Hi, Boris, I have got a little problem.

Boris: What is it? What is the matter?

Vlad: I saw you receive a parcel with a sign FedEx several times.

Boris: Well, I use their service quite often. Why are you asking?

Vlad: You see, I must get a letter sent by FedEx, and I don't know what I am to do.

Boris: You know, it is rather simple. FedEx is an American company specializing in delivering letters, parcels and goods. In fact, it is a carrier service, or an express transportation company. There are quite a lot of companies of this kind all over the world, say, DHL, FedEx, German Parcel, etc.

Vlad: Then, in what way are they different from traditional postal service?

Boris: In fact, there is a great difference. To begin with, they are more reliable than the regular post. Having something really important to be sent, you'd better use the service of such company, though their services are not cheap.

Vlad: Does FedEx deliver internationally, being an American company?

- Boris:** Of course, they do. If I am not mistaken, they have representative offices in more than 200 countries.
- Vlad:** Have they, really? Then, I think, I am sure to receive the documents very soon. But then there is one more question: they have supplied me with the tracking number. What is it needed for?
- Boris:** Oh, using this number you can track your letter.
- Vlad:** Where can I track it?
- Boris:** In the Internet, of course. Just go to FedEx homepage and insert the number you received. You'll get the complete information about where your package is and when it is going to be at your destination. It is interesting sometimes to see that your parcel travels through so many countries to reach you.
- Vlad:** Do you want to say that their delivery is slower than a usual post service?
- Boris:** Why do you think so?
- Vlad:** You said it travels to many countries ...
- Boris:** No, it is very fast. They choose the best way to deliver. They have their own aircraft and vehicles.
- Vlad:** It is really very interesting. I wish I knew this before. Now I'd better go and track my parcel.

The Internet

The Internet, or the Net, as it is more often called in the English-speaking countries, is considered to be one of the most important inventions of the twentieth century. Some people say that it is like having thousands of consultants who are ready to answer any of your questions.

It is a cheap and reliable source of information — and not only that. You can also send documents all over the world, sample new music, visit museums all over the world, read books, exchange letters with your friends in another continent and receive their answer in a quarter of an hour, sell and buy things, play games, read the latest news and do a lot of other things.

But one shouldn't treat the Net as means of amusement when there is nothing else to do. In fact, the Internet has nowadays become a very important means of business correspondence, financial transactions, marketing, and much more. In fact, in the nearest future it will become as (or more) important as fax or telephone.

The Internet stands for *international network* of computers that are linked together to exchange information. The computers are joined through high-speed connections. To get on the Net, all you have to do is to connect your PC to any of these networked computers via an

Internet Access Provider. The Net has capabilities for cheap, global and immediate communication. It may grow to dominate areas of publishing, news and education, banking and customer support.

Active Words and Word Combinations

| | | | |
|---------------------------------------------------|-------------------------|-------------------------------------------------|----------------------------------------|
| aircraft ['eəkrɑ:fɪt] <i>n</i> | самолет | package ['pækɪdʒ] <i>n</i> | посылка |
| consider [kən'sɪdə] <i>v</i> | считать, расценивать | parcel ['pɑ:səl] <i>n</i> | пакет, почто- вое отправ- ление |
| correspondence [kɒrɪ'spɒndəns] <i>n</i> | переписка | post [pəʊst] <i>v</i> | отправлять |
| deliver [dɪ'lɪvə] <i>v</i> | доставлять | post [pəʊst] <i>n</i> | почта |
| delivery [dɪ'lɪvəri] <i>n</i> | доставка | rapid ['ræpɪd] <i>a</i> | быстрый |
| destination [destɪ'neɪʃən] <i>n</i> | место назна- чения | reliable [rɪ'laɪəbəl] <i>a</i> | надежный |
| exchange letters [ɪks'tʃeɪndʒ 'letəz] | переписыва- ться | track [træk] <i>v</i> | отслеживать |
| global ['gləʊbəl] <i>a</i> | всемирный | tracking number ['trækɪŋ 'nʌmbə] | номер слеже- ния |
| insert [ɪn'sɜ:t] <i>v</i> | вставлять | transactions [trænz'zækʃənz] <i>n</i> | перевод |
| international [ɪntə'næʃənəl] <i>a</i> | международ- ный | vehicle ['vi:ɪkəl] <i>n</i> | наземное транспорт- ное средство |
| message ['mesɪdʒ] <i>n</i> | сообщение | | |

EXERCISES

Complex Object with the Infinitive

1. Translate into Russian.

1. They heard him sing a song.
2. Mother wanted Nick to wash the dishes.
3. He saw his friend post a letter.
4. The teacher made the student answer the question once more.
5. I don't want this exercise to be written.
6. Father made his son go alone.
7. He is known to be a good writer.
8. They wished their children to become doctors.
9. We didn't expect them to deliver our letter so soon.
10. They watched the boy cross the street.

2. Make up sentences using the words from the three columns.

| | | |
|-----------------|------------|-------------------------|
| They expected | the man | cross the street. |
| He saw | his mother | to write them a letter. |
| We wished | the work | laugh. |
| He made | her | to be done in time. |
| She let | everybody | go. |
| I supposed | to be | to be your friend. |
| My friend wants | this man | good friends. |

| | | |
|----------------|------------|--------------------------------|
| They are known | his father | this article two years ago. |
| He was said | her friend | make his report. |
| She watched | to write | to help him with his homework. |

3. Translate into English using the Complex Object with the Infinitive.

1. Говорят, что он хороший товарищ.
2. Мой отец хочет, чтобы я поступил в училище.
3. Она наблюдала, как дети играли в футбол.
4. Мы не ожидали, что наши друзья придут к нам в гости сегодня вечером.
5. Мама хотела, чтобы мальчик вымыл посуду.
6. Известно, что у этой компании есть свой воздушный флот.
7. Он не позволил ей плакать.
8. Мальчик хотел, чтобы родители помогли ему сделать уроки.
9. Мы видели, что он переходит улицу.

Complex Object with the Participle

4. Translate into Russian.

1. Nobody saw the boy breaking the window.
2. I saw them walking along the street, but they didn't notice me.
3. They haven't seen the plane landing.
4. You must see her dancing. It is really remarkable.
5. They felt something happening to their daughter.
6. I didn't hear you talking in such a strange way.
7. Did anybody notice them drawing pictures during the lesson?
8. Have you heard this news being discussed?

5. Translate into English using the Complex Object with the Participle.

1. Он слышал, как студенты отвечали на вопросы преподавателя.
2. Никто не видел, как дети гуляли в саду.
3. Все мы видели, как он переходит улицу.
4. Мы наблюдали, как строился этот дом.
5. Я никогда не слышала, как ваша дочь играет на пианино.
6. Мы видели, как он заходит на почту.
7. Они слышали, как соседи всю ночь пели песни.
8. Ты заметил, что он все время говорит об экзаменах?

Absolute Constructions with Participles

6. Which sentences have Absolute Constructions with Participles? Translate the sentences.

1. My friend working as a secretary wants to become a manager.
2. The people walking outside are my friends.

3. The students referred to have promised to be present at the party.
4. The test paper having been written, the teacher gave us the home task for the next lesson.
5. The test paper being written, the teacher didn't answer any of the students' questions.
6. The students writing the test paper are at class No. 3.
7. Having turned on the light they saw their little daughter sleeping.
8. The food having been chosen, they paid for it and left the supermarket.
9. All the questions asked, the meeting was closed.
10. The problem discussed, the friends went home.
11. The letter having been delivered, we learned the news.
12. The tracking number being received, he could track the letter.
13. The exams taken, Nick went on a holiday abroad.
14. All the preparations having been made, they were waiting for the guests to arrive.
15. The dinner finished, they decided to go for a walk.
16. The door being locked, I had to wait you for an hour.

7. Transform the sentences according to the model using Absolute Constructions with Participles.

Model: The weather was fine. We went for a walk in the park. — *The weather being fine, we went for a walk in the park.*

1. All the experiments were finished. He began writing a report.
2. The letter was sent by ordinary post. I didn't receive the papers in time.
3. All the dishes were washed. She could sit down and have a rest.
4. The director was absent. Nobody wanted to begin the discussion.
5. The repairs are made in our house. We can't invite you to see us this month.
6. FedEx is an international company. You will get your letter without any delay.

Vocabulary

8. Read and translate the letters into Russian.

Hi, Dan

I thank you again for entertaining me in Oxford.

I am now thinking of your probable visit this summer — give me some hints! I plan to spend the first evening in Moscow in some fine pub (actually I can't find any FINE pub here after seeing English ones). Next day we could go around Moscow — having options of visiting either museums or fine stores or just walking and drinking beer, you choose.

Next could be a trip to St Petersburg — five hours by train. There are much more places of interest than in Moscow. On the way back we could choose between visiting Novgorod (also an ancient city, I have never been there myself) or going for barbecues etc.

So, if you have any ideas — you're more than welcome.

Best regards,

Sergei

Hi, Sergei

Once again, it was a pleasure showing you round Oxford. I look forward to see the photos you have taken there.

I would love to visit you soon, so long as it's OK with you and your wife. I am very easy-going (which is another way of saying indecisive), so I will probably not be much help — everything you mention sounds good — given the choice of walking and drinking or visiting museums, I would have to say ... a bit of both! I would definitely like to see some historic places and learn something, and at the same time there is always that need to relax!

If you let me know some dates that are good for you, hopefully we can get something sorted. Please don't feel under any pressure about this visit, I will understand if it is not convenient.

The only dates I can manage are the middle of August, any time during the two weeks 13th–26th. If this is no good, then so be it, there will be other times, I am sure I will see you again in any case.

'Bye for now,

Dan

Hi, Dan

When I know good dates for your visit, I will need your travel details of course to pick you at the airport, book tickets and make hotel reservations.

Regards,

Sergei

Hi, Sergei

I am looking forward to seeing you soon. My Dad has already booked flights; I assumed he had let you know the dates. I should know him well enough to realize this wasn't necessarily the case ... Visa and everything is all being sorted, I am flying to Moscow on 16th August, I will find out details like time, etc.

I need to learn some Russian as well and quickly ... I am going to dig out my Dad's audio course of Russian, which is fine for asking the way to the station, etc. but limited otherwise. See you soon.

'Bye,

Dan

Hi, Sergei

Just wanted to say hello and thank you again for being my travelling companion! I had a great time in Russia and will definitely be visiting it again. Obviously when you come to England next, I would love to be able to return your hospitality. You were a perfect guide and a good friend. I hope you are able to relax now after all that travelling, I hope your family are well. I got back with no problems, and I am now sitting in work wishing I were walking round St Petersburg or trying caviar in Moscow!

Best regards,

Dan

9. Answer the following questions:

1. Is Sergei Russian or British?
2. Is Dan Russian or British?
3. Where was Sergei staying?
4. Where did he invite Dan?
5. Did they travel around Russia?
6. What cities did they visit?
7. Did Dan like staying in Russia?
8. What did he like most of all, in your opinion?

10. Write a thank you note to your friend.

11. Answer the following questions:

1. Do you like writing letters?
2. Do you often write letters to your friends and relatives?
3. Why is it necessary to put a stamp on the letter?
4. Have you ever sent a telegram?
5. Can you send a telegram from home? How?
6. Can you subscribe to newspapers and telegrams at the post office?
7. What is sold at the post office?
8. Can you transfer money by post?

12. Translate into English.

- Куда ты идешь?
- Я иду на почту. У меня есть подруга, которая живет в США.
- Вы давно переписываетесь?
- Уже год.
- Ты часто отправляешь ей письма?
- Довольно часто.
- А вы не пробовали переписываться с помощью Интернета?

Это очень удобный способ передачи сообщений: быстрый и очень надежный.

- Неплохая идея, только у меня нет дома компьютера.
- Но ты можешь отправлять письма из компьютерного клуба.
- Хорошо. Надо будет узнать ее электронный адрес (e-mail address).

УРОК 16

Грамматика:
Text:

Сложные предложения.
Sports.

В английском языке, как и в русском, предложения делятся на сложносочиненные (Compound Sentences) и сложноподчиненные (Complex Sentences).

Сложносочиненные предложения

Сложносочиненные предложения состоят из двух или более простых предложений, не зависящих друг от друга. Простые предложения соединяются в сложносочиненные при помощи сочинительных союзов **and** (*и, а*), **but** (*но*), **as well as** (*так же как и*), **neither ... nor** (*ни ... ни*), **not only ... but also** (*не только, но также и*) и т. д. или без них.

Между предложениями, соединенными сочинительными союзами, обычно ставится запятая, но перед союзами **and** и **or** запятая может быть опущена, если они вводят короткие предложения.

При бессоюзном сочинении простые предложения отделяются друг от друга запятой или точкой с запятой:

After dinner he left **and** she
began washing the dishes.

He was not there **but**
his friend was.

После обеда он ушел, *а* она
начала мыть посуду.

Его там не было, *но* был его
друг.

Сложноподчиненные предложения

Сложноподчиненные предложения состоят из главного предложения (Principal Clause) и одного или нескольких придаточных предложений (Subordinate Clauses).

Придаточное предложение может присоединяться к главному при помощи подчинительных союзов **that** (*что*), **if** (*если*), **because** (*потому что*) и т. д. или союзных слов **who** (*кто*), **whose** (*чей*), **when** (*когда*), **where** (*где, куда*) и т. д. Возможно также и бессоюзное присоединение предложений.

Основные типы придаточных предложений

1. Условные предложения (см. раздел «Условные предложения»).
2. Изъяснительные предложения отвечают на вопрос **what?** (*что?*). Возможны варианты вопроса с предлогами, например **what about?** (*о чем?*) и т. п.

It has long been known
that he goes there.
Who went there remains
unknown.

Было давно известно (что?),
что он ходит туда.
Кто ходил туда, остается
неизвестным.
(Что остается неизвестным?).
Он сказал (что?), что он там
бывал.
Вы не знаете (чего?), о чем
говорите.

3. Определительные предложения отвечают на вопрос **which?**, **what?** (какой?):

He is the man we were
talking about.

Он тот человек, о котором мы
говорили.

The book he is reading now
is very interesting.

Книга, которую он читает,
очень интересная.

4. Обстоятельственные предложения могут указывать время, место, причину, цель, образ действия, следствие, уступку и отвечают на соответствующие вопросы, т. е. **when?** (когда?), **where?** (где?, куда?), **why?** (почему?), **what for?** (зачем), **how?** (как?) и т. д.

Придаточные предложения места отвечают на вопросы **where?** (где?, куда?), **where from?** (откуда?):

They waited for him where
he usually walked.

Они ждали его там, где он
обычно ходил.

Придаточные предложения времени отвечают на вопросы **when?** (когда?), **how long?** (как долго?), **till when?** (до каких пор?) и т. д.:

We shall speak about
it when he comes.

Мы поговорим об этом,
когда он придет.

As soon as he came, they
started the work.

Как только он пришел, они
начали работу.

He left before they
reached the house.

Он ушел, прежде чем они
добрались до дома.

They did not stop till/until
it grew dark.

Они не останавливались,
пока не стемнело.

В придаточных предложениях времени с союзами **when**, **whenever**, **till**, **until**, **as soon as**, **after**, **before**, **by the time**, **as long as**, **while** не употребляется будущее время. Вместо него употребляются формы **Present**.

Придаточные предложения образа действия отвечают на вопрос **how?** (как?, каким образом?) и присоединяются к главному предложению союзами **as** (как), **as if** (как будто, как если бы):

They did it as he had told
them.

Они сделали так, как он
им сказал.

Придаточные предложения сравнения соединяются с главным при помощи союзов **as, than, as ... as, not so ... as, the ... the**:

They did less than
they could.

Они сделали меньше,
чем могли.

The more we learn,
the better we know
the subject.

Чем больше мы учимся,
тем лучше мы знаем
предмет.

Придаточные предложения причины отвечают на вопрос **why?** (почему?) и присоединяются к главному союзами **because** (потому что), **since** (поскольку), **as** (так как):

He did not come because
he was busy.

Он не пришел, потому что
был занят.

As it was warm,
he went for a walk.

Так как было тепло,
он пошел гулять.

Придаточные предложения следствия обычно присоединяются к главному предложению союзом **so that** (так что) и имеют значение следствия или результата действия, выраженного главным предложением:

They came in time,
so that there was no
more reason to worry.

Они приехали вовремя,
так что больше не было
причин для беспокойства.

Придаточные предложения цели отвечают на вопросы **what for?** (зачем?), **for what purpose?** (с какой целью?) и присоединяются к главному союзами **that, in order that, so that** (чтобы, для того чтобы), **lest** (чтобы не).

Обычно в таких придаточных предложениях используется конструкция **may + инфинитив** или **might + инфинитив**, если сказуемое стоит в прошедшем времени:

He speaks (spoke) slowly
in order that we may
(might) understand
everything.

Он говорит (говорил) медленно,
чтобы мы все поняли.

В придаточных предложениях цели может употребляться **Subjunctive** (см. раздел «Сослагательное наклонение»), обычно с союзом **lest**:

Write down all the new words
that you may not forget them.
lest you should forget them.

Запишите все новые слова,
чтобы вы их не забыли.

После союза **lest** глагол употребляется в утвердительной форме, так как в английском предложении бывает только одно отрицание, а союз **lest** сам по себе является отрицательным.

Придаточные уступительные предложения отвечают на вопрос **in spite of what?** (*несмотря на что?*) и присоединяются к главному союзными и союзными словами **though, although** (*хотя*), **however** (*как бы ни, однако*), **whatever** (*что бы ни*) и т. д.:

| | |
|------------------------------------------------------------|------------------------------------------------------------|
| Though it was raining, they went for a walk. | <i>Хотя шел дождь,</i> они пошли на прогулку. |
| Whatever weather it is, they will go for a walk. | <i>Какая бы ни была погода,</i> они пойдут на прогулку. |

Повторите грамматический материал и ответьте на контрольные вопросы:

1. На какие виды подразделяется сложное предложение?
2. Как образуется сложносочиненное предложение?
3. Как образуется сложноподчиненное предложение?
4. Каковы основные типы придаточных предложений?
5. На какие вопросы они отвечают?

Text

Sports

Stepan decided to have his birthday party at a new bowling club, and he invited Vlad and some other guys to come. Vlad has never played bowling and so he wants to ask his father about the rules of the game.

Vlad: Dad, have you ever been to the new bowling club that was opened in our city not long ago?

Father: Yes, of course, I have been there several times, and I must say that I enjoyed the quiet and friendly atmosphere there.

Vlad: So you say you like it, don't you?

Father: I do. And why?

Vlad: Stepan has invited us to join him there for his birthday party.

Father: It is a very nice idea to have a birthday party in a place like that, isn't it?

Vlad: But I am a little confused. I have never played bowling in my life. Frankly speaking, I have a very vague impression of what it is and how it is played.

Father: Ah, it is rather simple. You will understand everything after a couple of minutes watching the other people play.

Vlad: Could you give me some hints? I don't want to look stupid.

Father: Well, certainly. Bowling is quite an old game. In fact, it is rather entertainment than sport. Everybody despite of the age and physical fitness can play it. Players roll balls along a runway called a lane, attempting to knock down ten pins.

Vlad: What is a runway?

Father: Well, it is a long path on which the balls are rolled. At the end of the path there are the pins, they form a triangle. The balls are rather heavy; you will choose the ball for yourself. Choosing a bowling ball is the first step toward successful bowling. You should select a ball that is easy to handle. It should not be too heavy or light, and should feel comfortable and natural in the hand. Now to the game itself.

Vlad: As far as I understand, the task is to knock down the ten pins. Is it difficult?

Father: Rather, I must say. Each game has ten frames. At the beginning of each frame the player tries to hit all the ten pins. If one manages to do it, it is called "strike", and it is very good. If one doesn't, there is the second attempt. If all the pins are down after the second strike, it is called "spare".

Vlad: And what if some pins are left?

Father: Then the frame is called "open" and the player gets only the amount of points equal to the amount of pins that fell.

Vlad: So, if I hit only one pin, I will have only one point.

Father: In this frame, yes.

Vlad: And if I have a "spare"?

Father: Then you will get ten points plus the amount of points that you get during the first strike in the next frame.

Vlad: For example, if I get a "spare" and knock down 3 pins in the next frame, I'll get 13?

Father: Right. And if you have "strike", you'll get ten points plus the sum of two strikes in the next frame. The maximum possible score in a strike frame, therefore, is 30: the strike followed by two more strikes on subsequent throws ($10 + 10 + 10 = 30$).

Vlad: I must remember this.

Father: You needn't. There is a computer calculating it for you. It keeps the records of the bowlers' names, the frame, the number of pins knocked down with each ball, and the final score.

Vlad: Then can you give me any hints on how I must throw the ball?

Father: There are two holes in the ball so you will see how to throw it the best way. Bowling is the sport based on timing and coordination, so it is very difficult to explain how you should behave when playing. The only advice I'd give you is to relax and to watch other people playing.

Vlad: This makes sense. Thanks a lot, Dad, now I think I'll feel more comfortable when playing.

Father: Have a nice time at the club tonight.

Going in for Sports in the USA

Americans consider themselves the nation of sports fans. A visitor to the USA may be really amazed at seeing how much attention is paid to different kinds of sports. The major sporting events are widely discussed in newspapers and magazines, and the names of famous sportsmen are known to everyone. Special TV channels broadcast championships all over the country. Hundreds of stadiums are built every year.

Physical training is a very important subject at school, high school and college. Preference is given to team games, such as American football, football (called soccer by Americans), baseball, and basketball. In every city one may find a cafe with a dozen of large TV sets showing different sports events. People go to those cafes to route for their favorite team and to talk to friends. It is a very popular way to spend an evening.

Great attention is paid on keeping oneself physically fit. Companies spend money on building gyms and arranging sports facilities for their employees. A company staff may have an option of going to a swimming pool, a training centre or a golf course for a symbolic fee. The companies are pragmatic doing this. If a person goes in for sports he or she will be healthier and more energetic, and this will do good for the company he works for. Besides, medical care is very expensive, and it is often easier to prevent a disease by giving a person an opportunity to look after oneself than to pay the insurance afterwards.

Active Words and Word Combinations

| | | | |
|-----------------------------------|--------------|---------------------------------------|-------------|
| athlete ['æθli:t] <i>n</i> | спортсмен | participate | участвовать |
| attempt [ə'tempt] <i>n</i> | попытка | [pɑ:'tisipeɪt] <i>v</i> | |
| bowling ['bəʊlɪŋ] <i>n</i> | боулинг | physically fit | в хорошей |
| dozen [dʌzn] <i>n</i> | дюжина | ['fɪzɪkli 'fɪt] | физической |
| energetic | энергичный | | форме |
| [.enə'dʒetɪk] <i>a</i> | | pin [pɪn] <i>n</i> | кегля |
| entertainment | развлечение | point [pɔɪnt] <i>n</i> | очко |
| [.entə'teɪnmənt] <i>n</i> | | route for ['ru:t fɔ:] <i>v</i> | болеть за |
| fan [fæn] <i>n</i> | болельщик | rule [ru:l] <i>n</i> | правило |
| frame [freɪm] <i>n</i> | рамка | runway ['rʌnwei] <i>n</i> | дорожка |
| | (в боулинге) | score [skɔ:] <i>n</i> | счет |
| golf course | поле | "spare" [speə] <i>n</i> | «резерв» |
| ['gɒlfkɔ:s] | для гольфа | stadium ['steɪdɪəm] <i>n</i> | стадион |
| handle ['hændl] <i>v</i> | обращаться | "strike" [straɪk] | «сбито» |
| keep record | вести запись | training centre | спортивный |
| ['ki:p 'rekɔ:d] | | ['treɪnɪŋ 'sentə] | центр |
| knock down | сбивать | try [traɪ] <i>n</i> | попытка |
| ['nɒk 'daʊn] <i>v</i> | | winner ['wɪnə] <i>n</i> | победитель |
| major ['meɪdʒə] <i>a</i> | главный, | | |
| | значитель- | | |
| | ный | | |

EXERCISES

Composite Sentences

1. Fill in the blanks with the conjunctions *and*, *but*, *neither...nor*, *so*.

My friend and I go in for sports together. In fact, we got acquainted in a sports club, ... since then we are inseparable. I started playing tennis at the age of six, ... he began going in for tennis only at ten, ... now he plays better than I do, ... he always wins when we play together. Not long ago a swimming pool was opened not far from the place where we live, ... we started going in for swimming, too. We both enjoy team games, ... we often play basketball and volleyball, neither of us plays football. We ... go mountain skiing, ... play bowling, ... we dream to try both when we are on holiday next year.

2. Define the type of the subordinate clause. Translate the sentences into Russian.

1. It is known that sport makes people strong and healthy.
2. Ask him whether he will come to the party.
3. The doctor said that I should stay in bed for at least three days.
4. Vlad appreciated what father had told him about bowling when he went to the bowling club.
5. I met the man you had told me about.
6. The book you are discussing is unfamiliar to me.
7. I remembered him the moment I saw him.
8. Mike said he had never been to such a large stadium before.
9. He didn't tell us where they had gone.
10. She is smiling because she has remembered something funny.
11. This girl says she can speak three languages.
12. The man who called didn't say his name.
13. You will answer all the questions when you are asked.
14. Father told him how to throw the ball.

3. Join the two sentences into one.

1. I saw a man there. The man was playing tennis.
2. You gave me a book to read. I lost it.
3. We will speak about it. He comes soon.
4. He will not come to the party. He is busy.
5. He invited Mary to the movies. Mary didn't come.
6. I can't play tennis well. I began playing it when I was only fifteen.
7. He came to the sports club. He wanted to talk to us.
8. He promised to come to see us. But if it rains, he won't come.
9. We were talking about the man. Here he is.
10. He is playing a new game. It is very interesting.
11. He went to the Crimea last year. He says so.
12. They were playing outdoors. At that time their mother was cooking dinner.

13. I saw a lot in London. I told them about everything.
14. We are playing at a small sports ground now. The sports ground at our college is larger.
15. The examinations will begin soon. I will read for the examinations.

4. Translate into English.

1. Позвони мне, перед тем как уедешь.
2. Она последовала совету, который ей дал доктор.
3. Я знаю, что он говорил вам об этом.
4. Маша не рассказывала, где познакомилась с Михаилом.
5. Я дам тебе эту книгу, так как мне она понравилась.
6. Когда родители вернулись домой, их сын уже спал.
7. Меня спросили, был ли я за границей.
8. Я не уверен, что он воспользуется вашим советом.
9. Вы не знаете, куда они ушли?
10. Он купит себе новую мебель, когда вернется из поездки.

Vocabulary

5. Report the dialogue at p. 178 – 179 in indirect speech.
6. Speak about the rules of bowling based on the dialogue.
7. Answer the following questions:

1. Are sports popular in Russia?
2. What are the most popular sports?
3. Do you go in for sports?
4. What is your favourite kind of sport?
5. Do you try to keep physically fit?
6. What is it necessary to do to keep oneself physically fit?
7. Can you play bowling/baseball/American football/soccer?
8. What sporting games did you play when you were a child?
9. Bowling is not a sport, but an entertainment, isn't it?
10. Are there any other sports that are entertainment?

8. Read the text about the Olympic Games and fill in the blanks with prepositions.

The history ... the Olympic games began ... 777 BC ... the south ... Greece. Since that time they were held every four years ... Olympia, and were devoted ... Zeus, the chief god ... Greeks. There was a tradition to stop wars when the Games were held. All the cities ... Ancient Greece sent their best athletes ... participate ... the Games. They competed ... wrestling, running, chariot racing, jumping and reciting poems. The winners were honored with laurel wreaths. No women were allowed not only to take part ... the Games, but also to watch them. The Olympic Games were held ... more than eleven centuries and were prohibited ... Emperor Theodosius I in 394 AD.

The new history ... the ancient games began only ... the end ... the nineteenth century due ... a French enthusiast Pierre de Coubertin. The first Olympic Games ... present time were held ... Athens. They have become a real festival ... sport, helping to establish international friendship and peace all over the world. Athletes ... many countries compete ... many kinds ... sport. There are Summer and Winter Olympic Games, which are held separately. The tradition ... holding the Games every four years remained.

9. Speak about the rules of your favourite game.

10. Give five reasons why it is necessary to go in for sports.

| | |
|--------------------|------------------------------------------------------------------------------|
| Грамматика: | Модальные глаголы. Глаголы, способные выступать в модальном значении. |
| Text: | At My College. |

Модальные глаголы

Модальные глаголы — это такие глаголы, которые сами по себе не выражают действия или состояния, а устанавливают отношение между подлежащим и действием или состоянием, выраженным инфинитивом другого глагола.

Модальные глаголы выражают возможность, умение, необходимость, желательность совершения действия.

Сравните в русском языке:

| | |
|------------------------------------------------------------------------|------------------------|
| Она <i>поет</i> (пела, будет петь и т. п.). | просто действие |
| Она <i>может</i> (умеет, должна, ей необходимо, следует) <i>петь</i> . | модальность + действие |

К модальным глаголам относятся глаголы **can, may, must, ought to, need**.

Инфинитив, с которым сочетаются модальные глаголы, употребляется без частицы **to** (кроме глагола **ought**).

Особенность модальных глаголов состоит в следующем:

1. Модальные глаголы не имеют окончания **-s** в 3-м лице единственного числа настоящего времени. Сравните:

She *sings*. She **can** (**may, must, ought to**) *sing*.

2. Они не имеют ряда форм, которые имеют другие глаголы, а именно — инфинитива, причастия и герундия. Глаголы **can** и **may** имеют формы настоящего и прошедшего времени:

| | | |
|-----------------------|--------------------|---------------------|
| Present Simple | can | may |
| Past Simple | could [kud] | might [maɪt] |

Остальные модальные глаголы имеют только форму настоящего времени.

3. Вопросительная и отрицательная формы модальных глаголов образуются без вспомогательного глагола **to do**:

| | | |
|--------------|--------|---------|
| Can | she | } sing? |
| May | she | |
| Must | she | |
| Need | she | |
| Ought | she to | |

В отрицательной форме частица **not** ставится сразу после модального глагола. Глагол **can** с частицей **not** пишется слитно:

He **cannot** do it.

В разговорной речи отрицательные формы могут употребляться в сокращенном виде:

can't [kɑ:nt]

mayn't [meɪnt]

mustn't [mʌsnt]

couldn't [kʊdnt]

mightn't [maɪnt]

needn't [ni:dnt]

Значение и употребление модальных глаголов

Can

Глагол **can** означает физическую или умственную способность, возможность совершать действие. На русский язык обычно переводится словами *может, можно* и т. п. (в отрицательной форме — словами *не может, нельзя* и т. п.):

He **can** do it.

Он *может* это сделать.

It **cannot** be done.

Это *нельзя* сделать.

How **can** it be explained?

Как это *можно* объяснить?

В сочетании с глаголами, обозначающими чувства и восприятие (*to see, to hear, to smell* и т. д.), глагол **can** на русский язык не переводится:

Can you see him?

Вы *видите* его?

May

Глагол **may** может означать:

• разрешение:

May I ask you a question?

Можно/разрешите задать вам вопрос?

You **may** go.

Вы *можете/вам разрешается* идти.

В ответах на вопрос **May I ... ?** в значении *можно* употребляется **may**, а в значении *нельзя* **mustn't**:

May I go?

Мне *можно* идти?

Yes, you **may**.

Да, *можно*.

No, you **mustn't**.

Нет, *нельзя*.

• возможность или предположение:

He **may** do it.

Он *может* это сделать/*может* быть, это сделает.

Сравните:

He **can** do it.

Он *может* это сделать/*способен* это сделать.

Глагол **may** выражает фактическую, разовую возможность (вдруг возьмет да и сделает), а **can** выражает скорее общую возможность, теоретическую способность сделать что-либо.

В сочетании с перфектными формами инфинитива глагол **may** выражает предположение (тоже с оттенком сомнения, неуверенности) по отношению к прошедшему времени:

He **may have done** it. Он, *быть может, уже сделал* это.

В значении предположения может употребляться и форма **might**. Она выражает еще меньшую степень уверенности, чем **may**:

He **might do** it, but
I don't think he will. Он *мог бы сделать* это,
но я не думаю, что он
это сделает.

He **might have done** it,
but I am not sure. Он *мог бы уже сделать* это,
но я не уверен.

Форма **might** может также иметь значение упрека:

You **might do** it. Вы *могли бы делать* это.
You **might have done** it. Вы *могли бы уже сделать* это
(но не сделали).

Must

Глагол **must** выражает необходимость, обязанность, настоятельный совет и соответствует словам *должен, нужно, надо*:

They **must do** it. Они *должны сделать* это.
Must I go there? *Нужно ли мне идти туда?*

В ответах на вопрос с глаголом **must** в утвердительном ответе употребляется этот же глагол, а в отрицательном — **needn't**:

Must I go and see him? *Нужно ли мне навестить его?*
Yes, you **must**. *Да, нужно.*
No, you **needn't**. *Нет, не нужно.*

Глагол **must** может также выражать вероятность и переводиться на русский язык словами *должно быть, вероятно*:

He **must have done** it. Он, *должно быть/вероятно,*
уже сделал это.

Здесь выражается гораздо более сильная уверенность, по сравнению с глаголом **may**.

Ought (to)

Глагол **ought** близок к глаголу **must**, но выражает не столько обязанность или приказ, сколько моральный долг, желательность:

You ought to do it at once.

Вам следовало бы/следует/вы должны сделать это сейчас же.

He ought to help his friend.

Он должен (ему следует, следовало бы) помочь своему другу.

В сочетании с перфектным инфинитивом **ought (to)** употребляется по отношению к прошедшему времени и показывает, что действие не было выполнено:

You ought to have done it at once.

Вам следовало бы сделать это сразу же (но вы этого не сделали).

Need

Глагол **need** выражает необходимость совершения действия. Модальный глагол **need** употребляется в вопросительных и отрицательных предложениях.

Глагол **need** используется не только как модальный, но и как основной глагол. В таком случае он имеет обычные формы спряжения (т. е. принимает окончание -s в 3-м лице единственного числа, подобно правильным глаголам образует форму прошедшего времени, в вопросах и отрицаниях с ним используются вспомогательные глаголы):

Does he need to go there?

Ему нужно ехать туда?

He did not need to go there.

Ему не нужно было/не было необходимости туда ехать. (не ясно, состоялась ли поездка)

Сравните:

He needn't have gone there.

(Состоялась ненужная поездка.)

He needed the book.

Ему нужна была книга.

You need a rest.

Вам нужен отдых.

В целом глагол **need** чаще употребляется в качестве смыслового глагола, чем модального.

Наиболее распространенной модальной формой является форма **needn't**:

Need you go there?

Нужно ли вам ехать туда?

He needn't go there.

Ему не нужно ехать туда.

В сочетании с перфектным инфинитивом глагол **need** употребляется в отношении прошедшего времени и означает, что не было необходимости совершать действия:

He needn't have gone there.

Ему не нужно было туда ехать. (т. е. он зря туда ездил)

Глаголы, способные выступать в модальном значении

Кроме перечисленных выше модальных глаголов в модальном значении могут выступать и другие глаголы: **shall, will, should, would, to be, to have.**

Shall

Глагол **shall** может употребляться в качестве модального для выражения приказа, долженствования:

| | |
|-------------------------------------------------------|----------------------------------------------------------------|
| Packing shall secure full safety of the goods. | Упаковка <i>должна обеспечивать</i> полную сохранность товара. |
|-------------------------------------------------------|----------------------------------------------------------------|

Shall употребляется также в вопросах с целью получения распоряжений или указаний:

| | |
|----------------------------|------------------------------|
| Shall we translate? | Мы <i>должны переводить?</i> |
| Shall we read? | Нам <i>читать?</i> |

Обратите внимание на ответ на подобный вопрос:

| | |
|--------------------------|----------------------|
| Shall I start? | Мне <i>начинать?</i> |
| Yes, please. | Да. |
| No, you needn't . | Нет. |

Will

Глагол **will** употребляется в качестве модального глагола для выражения воли, желания, настойчивости или постоянства:

| | |
|------------------------------------|----------------------------------------------------------|
| All right, I will go there. | Хорошо, я <i>пойду</i> туда. (<i>намерен пойти</i>) |
| The door will not open. | Дверь <i>никак не открывается</i> . |

Will употребляется также для выражения просьбы:

| | |
|-------------------------------------------|--------------------------------------|
| Will you give me the book, please? | <i>Дайте</i> мне, пожалуйста, книгу. |
|-------------------------------------------|--------------------------------------|

Should

Глагол **should** употребляется в качестве модального для выражения необходимости, морального долга. На русский язык может переводиться словами *следует, должен*:

| | |
|-------------------------------------|------------------------------------------|
| He should go there. | Ему <i>следует/он должен пойти</i> туда. |
| One shouldn't be in a hurry. | Не <i>следует</i> торопиться. |

В сочетании с перфектным инфинитивом глагол **should** употребляется в отношении прошедшего времени и означает, что действие не было выполнено:

He **should have gone** there. Ему следовало бы пойти туда.
(но он этого не сделал)

Would

В качестве модального глагола глагол **would** употребляется для выражения вероятности:

That **would be** a difficult task. Это, вероятно, трудная задача.

Может также выражать повторное или обычное действие в прошлом:

He **would go** there every day. Он, бывало (обычно), ходил туда
каждый день.

В отрицательном предложении по отношению к прошедшему времени **would** означает нежелание, отказ выполнять действие:

He wanted to come in but the door
would not open. Он хотел войти, но дверь
не открывалась.

Глагол **would** употребляется также для выражения просьбы, которая является еще более вежливой, чем с глаголом **will**:

Would you give me the book, please? Не могли бы вы дать мне книгу?
Would you excuse me? Извините меня, пожалуйста.

To be

В сочетании с инфинитивом другого глагола с частицей **to** глагол **to be** имеет модальное значение. Он указывает, что действие должно произойти в соответствии с планом или договоренностью:

He **is to go** there on Monday. Он должен пойти туда
в понедельник.

He **was to work** there for two days. Он должен был работать
там два дня.

В прошедшем времени в сочетании с перфектным инфинитивом глагол **to be** указывает, что намеченное действие не совершено:

He **was to have gone** there last week. Он должен был пойти туда
на прошлой неделе.
(но что-то этому помешало)

To have

Как и глагол **to be**, глагол **to have** в сочетании с инфинитивом другого глагола с частицей **to** имеет модальное значение. Он указывает на вынужденность действия:

| | |
|------------------------------------|---------------------------------|
| He has to do it. | Он <i>вынужден сделать</i> это. |
| We had to go there. | Нам <i>пришлось идти</i> туда. |
| You will have to help them. | Вам <i>придется помочь</i> им. |

Обратите внимание, что вопросительная и отрицательная формы глагола **to have** в этом значении образуются с помощью вспомогательного глагола **to do**:

| | |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Do you have to help him? | Вы <i>должны помочь</i> ему? |
| He does not have to stay . | Ему не нужно <i>оставаться</i> . (т. е. <i>отсутствует необходимость, не обязательно, ничто не заставляет</i>) |

Замена недостающих форм некоторых модальных глаголов

Как уже говорилось выше, модальные глаголы **can**, **may**, **must**, **ought to**, **need** в отличие от других глаголов не имеют ряда форм. Так, например, глаголы **can** и **may** не могут употребляться в будущем, а глагол **must** в прошедшем и будущем времени. Чтобы передать выражаемое этими глаголами значение в указанных временах, используют соответствующие эквиваленты:

| | |
|-------------------------------------------------|------------------------------------------------------------|
| для can | to be able to (<i>быть в состоянии, мочь</i>); |
| для may | to be allowed to (<i>получать разрешение</i>); |
| He will be able to help us soon. | Он скоро <i>сможет</i> помочь нам. |
| We won't be allowed to use a dictionary. | Нам не <i>разрешат</i> пользоваться словарем. |

Эквивалентом глагола **must** в прошедшем и будущем времени служит оборот **to have to** (см. выше):

| | |
|-------------------------------------|---------------------------------------|
| He had to warn them. | Он <i>должен был</i> их предупредить. |
| They will have to stay here. | Им <i>придется</i> остаться здесь. |

Повторите грамматический материал и ответьте на контрольные вопросы:

1. Какие глаголы называют модальными?
2. Какие модальные глаголы имеются в английском языке?
3. В чем отличие модальных глаголов от обычных при образовании глагольных форм?

4. Какие другие глаголы могут выступать в модальном значении?
5. Как образуются в этом случае вопросительные и отрицательные формы?
6. Что обозначают модальные конструкции с перфектным инфинитивом?
7. Какие средства используются для выражения значения модальных глаголов *can*, *may* и *must* в тех временах, где эти глаголы не имеют собственных форм?

Text

At My College

Alexei is going to leave school in a year, but he realizes that he must start thinking about further education right now, because it is essential to read for exams well beforehand. So he asks his brother to tell him about his college and advise.

Alexei: Vlad, I want to ask you about college life. Is it different from school life?

Vlad: Well, it depends on what you are interested in. We, too, in college have lessons, and marks; teachers give us homework, and there are examinations and tests.

Alexei: Well, I see. But, then, is there any difference between a school and a college?

Vlad: Why, of course. First, at college we have special subjects in our curriculum. For example, if one is going to be a teacher, he or she will take pedagogy, psychology, and methods of teaching. If one wants to become an economist, he or she will study economics, accounting, taxation and a lot of other things. It's really very interesting. Second, if you work regularly, attend all the lectures and seminars, and get good marks, you will be given a scholarship. If you are at the top of the group, and have excellent marks, the scholarship will be higher.

Alexei: It sounds very nice, I must say. Now, please, describe your usual day at college.

Vlad: Well, our day starts in the assembly hall, where we all gather together and the head teacher calls the register. Then the classes begin. We have several lectures and seminars every day, and work in workshops. Students also can stay at college after classes to do research.

Alexei: How are students assessed?

Vlad: We have exams and credit tests twice a year. But of course, it is important how you work during the year.

Alexei: What is the difference between an exam and a credit test?

Vlad: Well, you get marks for an exam, and when you take a credit test, you'll get a "pass". Exams are usually taken at the end

of the course of a subject. For example, if you take chemistry for a year and a half, you will have credit tests in chemistry at the end of two terms, and at the end of the third term you will take an exam.

Alexei: Is an exam more difficult, than a credit test.

Vlad: Not really. In fact, you have more time to read for an exam: you are given from two to five days to get ready, and you are not given a lot of time to get ready for a credit test. In general, it depends on the subject.

Alexei: Well, I see. Now, what about holidays? They are not the same as at school, are they?

Vlad: We have holidays only two times a year: two weeks in February and two and a half months in summer.

Alexei: Vlad, what are you going to do after you graduate?

Vlad: There is a good opportunity for those who get only excellent marks while they study. When we graduate, we can enter a university without taking entrance exams and continue our education there. That's why I study hard and try to work regularly, and not by fits and starts. And hard work gives good results, as I am at the top of the group now.

Alexei: The prospect is very nice. I wish you good luck, then. Do you advise me to enter this college, too?

Vlad: You know, it's up to you to decide. But I like my studies there, and I think I have made the right choice. Besides, I've got many friends in the college, and friendship is the best thing in the world!

Active Words and Word Combinations

| | | | |
|----------------------------------------------|------------------------------------------------|----------------------------------------|-------------------------------------|
| assembly hall [ə'sembli ha:l] | актовый зал | credit test ['kredit 'test] | зачет |
| assess [ə'ses] <i>v</i> | оценивать | curriculum [kə'rikjuləm] <i>n</i> | расписание |
| attend [ə'tend] <i>v</i> | посещать | diploma [di'pləmə] <i>n</i> | диплом |
| be at the top of the group | быть лучшим в группе | entrance exam ['entrəns ig 'zæm] | вступительный экзамен |
| be strong at a subject [strɒŋ] | хорошо успевать по какому-л. предмету | excellent ['eksələnt] <i>a</i> | отличный |
| be weak at a subject [wi:k] | не успевать по какому-л. предмету | fall behind ['fɔ:l bi'hænd] | отставать |
| call the register ['kɔ:l dʒ 'redʒɪstə] | отмечать присутству- ющих | get a diploma ['get ə di'pləmə] | получать диплом |
| course [kɔ:s] <i>n</i> | курс (обучения, лекций) | graduate ['grædʒuət] <i>v</i> | заканчивать учебное заведение |
| | | hostel [hɒstl] <i>n</i> | общежитие |

| | | | |
|------------------------------------------------------|------------------------------------------|--------------------------------------------|----------------------------------|
| make (good) progress [ˈprəʊɡres] | делать успехи | scholarship [ˈskɒləʃɪp] <i>n</i> | стипендия |
| make notes [naʊts] | делать записи | take an exam in | сдавать экзамен |
| pass an exam in [pɑ:s] | сдать экзамен (по какому-л. предмету) | term [tɜ:m] <i>n</i> | четверть; семестр |
| postgraduate [ˌpəʊstˈɡrædʒuət] <i>n</i> | выпускник; аспирант | uniform [ˈju:nifo:m] <i>n</i> | форма |
| register [ˈredʒɪstə] <i>n</i> | журнал | work by fits and starts | заниматься урывками, нерегулярно |
| research [riˈsɜ:tʃ] <i>n</i> | исследование | work regularly [ˈregjʊləli] | заниматься регулярно |

EXERCISES

Modal Verbs

1. Memorize the forms of the modal verbs and the words that substitute them in the Present, Past and Future Simple Tenses.

| | | | |
|-----------------------|---------------------------|------------------------------|------------------------|
| <i>Present Simple</i> | can | may | must |
| <i>Past Simple</i> | could | might | had to |
| <i>Future Simple</i> | will/ shall be able to | will/ shall be allowed to | will/ shall have to |

2. Transform the sentences given below into the Past Simple and Future Simple Tenses, making all the necessary changes.

1. You may read a book now.
2. He can speak English very well.
3. They must read for their exam today.
4. Students in Oxford must wear a uniform.
5. You can show better results if you don't work by fits and starts.
6. Mike must pass the credit test today.
7. You may go for a walk as soon as you finish your homework.
8. Students can get a scholarship if they are at the top of the group.

3. Translate the sentences into Russian, paying attention to the use of the modal verbs.

1. The examination is to begin at nine o'clock.
2. You should start thinking about your future job now.
3. They have to leave home early so that not to be late for classes.
4. He won't be able to pass his exam if he doesn't work hard enough.
5. You look very much alike. He could have been your brother.
6. I need your help.
7. He should be waiting for you outdoors.
8. He ought to become more serious.
9. He cannot have failed.

10. They may be asked this question, too.
11. My friend said he might come a little later.
12. Everybody must read this book.
13. He must be working at home now.
14. My friend must have been learning English for a long time now.
15. The library ought to be open now. It's too early for it to close.
16. You should visit your parents more often.
17. I won't answer your question.
18. I will certainly help you.
19. You shall think about my advice later.
20. We need to help him with his report.
21. The goods should be delivered by airfreight.
22. Transportation conditions shall correspond to the goods character.
23. You should call her immediately.
24. This decision would be hard for him.
25. The problem wouldn't solve!
26. My parents would meet me on the way from school when I was in the first class.
27. I would like another helping of this cake.
28. You don't have to stay if you don't want to.

4. Answer the questions. Give several variants where possible using the modal verbs.

1. May I smoke here?
2. Can you answer my question?
3. Must we do this test in writing?
4. Shall I speak to him immediately?
5. Will you help me with my task?
6. When is the train to arrive?
7. Do you have to speak English to your teacher?
8. Would you like another cup of tea?
9. When do you have to get up not to be late for classes?
10. What should you do in order to get a scholarship?

5. Fill in the blanks with modal verbs.

1. You (not) ... to pass the test tomorrow if you don't work hard today.
2. They ... pay more attention to their studies.
3. John ... work hard to get the scholarship.
4. My friend ... think about his future job now.
5. ... you like another cup of tea? — Yes, please.
6. ... I do this exercise in writing? — No, you (not) ... ; you ... do it orally.
7. Excuse me, ... you tell me the time, please?
8. Students ... come in time for the lessons.
9. I ... revise the rules once more, as I haven't passed the exam.
10. I ... your advice.
11. He ... swim when he was three years old.
12. You ... open the window. It's rather hot in the room.

6. Translate into English using the modal verbs.

1. Можно войти?
2. Он умел читать, когда ему было четыре года.
3. Мне нужен твой совет.
4. Тебе следовало бы подумать об этом раньше.
5. Я не хочу (не буду) помогать тебе.
6. Студенты должны прийти в училище до того, как директор отметит отсутствующих.
7. Ты мог бы учиться лучше.
8. Нам пришлось брать такси, чтобы успеть на поезд.
9. К сожалению, они вынуждены остаться в городе во время летних каникул.
10. Ему нужно остаться в техникуме после занятий.
11. Ты должен был написать это письмо еще вчера.
12. Когда ты сможешь перевести этот текст?

Vocabulary

7. Answer the questions about your college.

1. What year are you in now?
2. When will you graduate?
3. How many students are there in your group?
4. Did you take any entrance exams to your college?
5. What exams did you take?
6. What are you going to do after you graduate?
7. Do you get a scholarship?
8. Do any of your friends live in a hostel?
9. How often do you have exams and credit tests?
10. Are you always in time for classes?
11. Do you work regularly or by fits and starts?
12. How long does it usually take you to read for an exam?
13. Do you ever miss classes?
14. When do the students of the college gather in the assembly hall?
15. Do the students in your college have to wear a uniform?
16. What are your favorite subjects?

8. Make up questions on the dialogue between Alexei and Vlad.

9. Read the text and briefly describe a typical day of an English school pupil.

A Day at School

Children go to school five days a week. Saturday and Sunday are days off. Lessons begin at nine o'clock in the morning, but it is necessary to be at school fifteen minutes before the bell goes to get ready for

classes. First the teacher calls the register. Then all the pupils go to the assembly hall for a school meeting. Then the lessons begin. At eleven o'clock there is a fifteen minutes' break, and the children can relax and have a bun or juice. After the break there are usually two more lessons, and then there is a break for lunch. It lasts an hour and a half. Some of the children go home, and others have lunch in a school canteen and then go to play in the schoolyard if the weather is fine. The classes resume at two o'clock. Children go home at four o'clock.

10. Speak about your typical day at college.

11. Translate into English.

В училище, где учится Влад, студенты не носят форму. Занятия в училище обычно продолжаются до четырех часов. Затем студенты идут домой или в библиотеку. Работать в библиотеке следует регулярно, чтобы учиться успешно. Те, кто хорошо учатся, получают стипендию. Кроме того, студенты, успешно окончившие училище, имеют возможность поступить в институт или университет, сдав только один экзамен. В учебном году два семестра. В конце каждого семестра студенты сдают зачеты и экзамены.

TEST II

1. Choose the correct variant.

| | | |
|---|--------------------------------------|------------------|
| 1 | She ... a college student. | |
| | a. am | c. do |
| | b. were | d. is |
| 2 | There ... twelve people in the room. | |
| | a. are | c. he |
| | b. am | d. is |
| 3 | This is ... book. | |
| | a. my friend | c. my friend's |
| | b. mine friends | d. mine friend's |
| 4 | My father is ... good engineer. | |
| | a. the | c. — |
| | b. a | d. an |
| 5 | They ... a lot. | |
| | a. working | c. works |
| | b. work | d. do work |
| 6 | Two ... are sitting on the sofa. | |
| | a. a woman | c. womans |
| | b. women | d. woman |
| 7 | I go ... college. | |
| | a. at | c. to |
| | b. in | d. — |
| 8 | Ann is John's ... | |
| | a. wife | c. daughters |
| | b. husband | d. wives |
| 9 | This is ... exercise in the book. | |
| | a. an easiest | c. easier |
| | b. the easiest | d. the most easy |

| | | |
|----|------------------------------------------------|-----------------|
| 10 | Your test is good, but mine is... | |
| | a. better | c. gooder |
| | b. badder | d. well |
| 11 | Look! She ... a car! | |
| | a. drives | c. is driving |
| | b. drive | d. driving |
| 12 | He ... to see them tomorrow. | |
| | a. will go | c. will |
| | b. go | d. going |
| 13 | They ... about it yesterday. | |
| | a. spoke | c. speak |
| | b. speaked | d. will speak |
| 14 | He ... just ... us his story. | |
| | a. have ... told | c. has ... told |
| | b. did ... tell | d. was ... tell |
| 15 | She ... sweets when mother came into the room. | |
| | a. ate | c. eats |
| | b. was eating | d. has eaten |
| 16 | I ... my friend two weeks ago. | |
| | a. have seen | c. see |
| | b. was seeing | d. saw |
| 17 | There was ... at home. | |
| | a. somewhere | c. anybody |
| | b. nobody | d. any |
| 18 | She is ... best friend. | |
| | a. mine | c. I |
| | b. my | d. we |

| | | |
|----|---------------------------------------|-----------------|
| 19 | Anna Karenina is written ... Tolstoy. | |
| | a. with | c. from |
| | b. by | d. — |
| 20 | He is keen ... taking pictures. | |
| | a. about | c. on |
| | b. at | d. with |
| 21 | Come to our place ... ! | |
| | a. immediate | c. more quickly |
| | b. immediately | d. the quickest |
| 22 | Whose bag is it? — It's | |
| | a. ours | c. mine |
| | b. our | d. our's |
| 23 | ... people will come to the party? | |
| | a. How many | c. How |
| | b. How much | d. When |
| 24 | It has stopped raining, ... ? | |
| | a. was it | c. hasn't it |
| | b. didn't it | d. has it |
| 25 | Who ... hard in your group? | |
| | a. working | c. works |
| | b. are working | d. work |
| 26 | There are ... pictures on the wall. | |
| | a. no any | c. any |
| | b. no | d. nothing |
| 27 | He was born ... third of May. | |
| | a. on the | c. on |
| | b. in the | d. at the |
| 28 | He enjoyed ... tennis. | |
| | a. to play | c. play |
| | b. playing | d. played |

| | | |
|----|-------------------------------------------------------------------|-----------------|
| 29 | The boy ... TV is my brother. | |
| | a. who watch | c. watching |
| | b. watched | d. was watching |
| 30 | Rugby ... in the USA. | |
| | a. was play | c. is play |
| | b. is played | d. plays |
| 31 | After ... the test they went to the park. | |
| | a. writing | c. write |
| | b. to write | d. written |
| 32 | ... this book is really very interesting. | |
| | a. One say | c. They say |
| | b. It says | d. Some says |
| 33 | He ... a lot of friends to his birthday party yesterday. | |
| | a. was invited | c. were invited |
| | b. invited | d. had invited |
| 34 | ... three hours to do homework. | |
| | a. It takes me | c. It take me |
| | b. It take | d. I do |
| 35 | If we ... a test today, I will fail. | |
| | a. will have | c. had |
| | b. would have | d. have |
| 36 | If you travel, you ... it. | |
| | a. enjoyed | c. had enjoy |
| | b. enjoy | d. will enjoy |
| 37 | They ... pictures, if they hadn't left their camera at the hotel. | |
| | a. would take | c. will take |
| | b. would have taken | d. had taken |

| | | |
|----|--------------------------------------------------------------------------|---------------|
| 38 | If you asked him to help you, he ... at once. | |
| | a. will come | c. came |
| | b. would come | d. would came |
| 39 | If he hadn't treated his disease lightly, he wouldn't ... complications. | |
| | a. have | c. have had |
| | b. had | d. been had |
| 40 | The teacher wanted ... to write this composition at home. | |
| | a. their | c. them |
| | b. they | d. theirs |
| 41 | ... read. | |
| | a. Let him | c. Let he |
| | b. Let's him | d. Let his |
| 42 | ... close the door, please! | |
| | a. Not | c. Wasn't |
| | b. No | d. Don't |
| 43 | I hoped I ... fail at the entrance exams. | |
| | a. wasn't | c. don't |
| | b. wouldn't | d. won't |
| 44 | He said he ... in the USA in his youth. | |
| | a. lives | c. was lived |
| | b. had lived | d. lived |

| | | |
|----|------------------------------------------------------------|-----------------|
| 45 | They love skiing ... they went to the mountains. | |
| | a. so | c. why |
| | b. because | d. then |
| 46 | If they ... home early, mother will cook a festive dinner. | |
| | a. would come | c. came |
| | b. will come | d. come |
| 47 | They saw him ... the street. | |
| | a. to cross | c. cross |
| | b. crossed | d. was crossing |
| 48 | You ... to speak with him. | |
| | a. ought | c. may |
| | b. must | d. will |
| 49 | He asked me ... | |
| | a. read | c. reading |
| | b. to read | d. would read |
| 50 | They ... finish work yesterday. | |
| | a. must be | c. were to |
| | b. had | d. should |

2. Topics for discussion:

1. Speak about your college life. 2. Speak about your family. 3. Describe your friend's appearance and character. 4. Speak about your usual working day. 5. Speak about your hobby. 6. Speak about your meals. 7. Describe how to cook your favourite dish. 8. Describe a festive dinner in your family. 9. Describe your apartment/house. 10. Speak about your plans for the holiday this year. 11. Speak about your once being ill. 12. Speak about your favourite kind of sport.

III. СТРАНОВЕДЕНИЕ. КУЛЬТУРА

LESSON 18

| | |
|----------------|------------------------------------------------------------------|
| Topic: | Countries. |
| Text 1: | Russia. |
| Text 2: | The United Kingdom of Great Britain and Northern Ireland. |
| Text 3: | The United States of America. |
| Text 4: | Canada. Australia. New Zealand. |

Text 1

Russia

Russia is the largest country in the world. It covers half of Europe and the third part of Asia and is located in Eastern Europe and Northern and Central Asia. Russia borders on Belarus, Ukraine, Poland, and other countries. Russia is washed by the Pacific Ocean in the east and the Arctic Ocean in the north. The main rivers are the Volga, the Yenisey, the Ob and the Lena. The Baikal Lake, the deepest fresh water lake in the world, is in Siberia. It contains about twenty percent of the world's fresh water supply. There are several mountain chains in Russia: the Urals and the Altai. Large part of Russia is covered with forests.

On the vast territory of Russia there are four climatic zones. They are the arctic, the subarctic, the temperate, and the subtropical zones. The subtropical climate is the warmest. The central part of Russia has the moderate climate with four distinct seasons, which differ greatly in the weather. The most part of the territory of the country has continental climate.

Russia is rich in natural resources, including vast areas of fertile lands and forests, deep lakes and wide rivers. It is rich in mineral deposits, such as coal, oil, iron ore, gas, copper, lead, gold and others.

Russia has a developed industry. It has made a great progress in science and engineering.

The population of Russia is about 150 million people. It is a multinational country.

The highest legislative body of the Russian Federation is the Russian Parliament (Duma). The executive power is held by the President and the Cabinet of Ministers. The President is Head of State.

The Russian Federation is a free union of a number of regions, territories and autonomous republics, for example, Karelia, Tatarstan, Bashkortostan, Mordovia and others.

EXERCISES

1. Read the geographical names and translate them into Russian (see the general list of geographical names and their transcription in the APPENDIX).

| | | |
|-------------------|--------------------|-----------|
| the Pacific Ocean | the Atlantic Ocean | the Urals |
| the Arctic Ocean | the Indian Ocean | the Altai |
| the Baltic Sea | the Caspian Sea | |
| Asia | Europe | |

2. Read the following paying attention to the stressed syllables:

geography — geographical position
parliament — parliamentary monarchy
climate — climatic zone
industry — industrial centre
economy — economical centre
to export production
natural resources
political structure

3. Match the words in the columns.

| | |
|-------------|-----------|
| deep | country |
| moderate | territory |
| climatic | lake |
| independent | climate |
| large | chain |
| vast | island |
| mountain | resources |
| natural | zone |

4. Match the words with the opposite meaning.

| | |
|------|---------|
| deep | poor |
| high | dry |
| rich | near |
| far | short |
| wide | shallow |
| cold | small |
| damp | low |
| long | narrow |
| vast | warm |

5. Fill in the blanks with prepositions. Use the word combinations in the sentences of your own.

to consist ... several parts

to border ... many countries
to be washed ... seas
to be rich ... natural resources
to be surrounded ... water
to be covered ... forests
to be divided ... three parts

6. Speak about the geographical position of Russia.

7. Speak about the climate of Russia.

8. Speak about the climate in the country/city/town you live in.

9. Retell the text.

10. Translate into English.

1. Территория России занимает почти одну шестую часть земной поверхности.

2. В России много рек.

3. Россия граничит со многими странами.

4. Россия омывается океанами на севере и на западе.

5. Самое глубокое озеро — Байкал, которое содержит около 20 % мирового запаса пресной воды.

6. В России есть несколько горных цепей.

7. Четыре климатические зоны России — это арктическая, субарктическая, умеренная и субтропическая.

8. Россия имеет большие ресурсы нефти, природного газа и других полезных ископаемых.

9. Глава государства — президент.

10. Россия, расположенная в Восточной Европе и Северной и Центральной Азии, является самой большой страной в мире.

11. Основные реки России — Обь, Енисей и Лена — расположены в Сибири.

12. В России много плодородных земель, больших лесов, глубоких озер и рек.

13. Высшим законодательным органом России является Государственная Дума.

14. В состав Российской Федерации входят области, территории и автономные республики.

Text 2

The United Kingdom of Great Britain and Northern Ireland

To the west of the continent of Europe lie two large islands. The larger of them is called Great Britain, and the smaller, Ireland. These two and 5,500 smaller islands form the British Isles.

The island of Great Britain consists of England, Scotland and Wales. The isle of Ireland is divided into Northern Ireland and the Irish Republic. England, Scotland, Wales and Northern Ireland form the United Kingdom of Great Britain and Northern Ireland. The UK (the United Kingdom) is the official name of the country, occasionally referred to as Great Britain, which is, strictly speaking, only a geographic name.

Great Britain is washed by the Atlantic Ocean and the Irish Sea from the west, by the North Sea from the north and west. It is separated from the European continent by the English Channel. The narrowest part of the English Channel is called the Strait of Dover. The UK is not a very large country. Its territory is about 244,000 square kilometers, and no point of the country is more than 120 kilometers away from the sea.

At the same time, the population of the UK is the third largest in Europe, comprising about 60 million people. It is incorrect to call everybody who lives in the United Kingdom "English", as this is the name only for those who live in England. The residents of Wales are named Welsh, while the people of Scotland are called Scottish. The correct common name for English, Scottish and Welsh is British. Those who live in Northern Ireland are called Irish.

The climate of the British Isles is generally mild; it is seldom cold in winter and never too hot in summer. This is due to the warm current of the Atlantic Ocean, Gulf Stream. Britain was always known as the country of fogs, but now it is not quite so because of the climatic changes: there is maybe less fog than in any other European country.

There are no high mountains and long rivers in the UK. The highest mountain is Ben Nevis in the Highlands of Scotland, and the longest rivers are the Severn and the Thames.

Geographically, the UK has a very convenient position, being located on the crossroads from Europe to America. This is one of the reasons why Britain was (and is up to the present time) one of the leading world powers. The capital of the country is London. It is situated on the river Thames.

Britain has an ancient and glorious history. It used to be the great empire "where the sun never sets". It gave the world many famous scientists, writers, political leaders and explorers, such as Newton, Darwin, Drake, Shakespeare, Churchill and others.

For centuries monarchs ruled Britain. The constitutional monarchy is still preserved in the country, though it is practically no more than a tradition and a tribute to the past. Queen Elisabeth II is Head of State. Her power is limited by the parliament, which is elected every four years. The leader of the party that has won the majority during the elections becomes the Prime Minister. In fact, he becomes the head of state and forms the Cabinet. The second largest party forms the official Opposition.

EXERCISES

11. Find in the text the English equivalents of the following word combinations and use them in the sentences of your own:

| | |
|---------------------|----------------------------------|
| иногда называемая; | никогда не бывает слишком жарко; |
| строго говоря; | меньше туманов, чем; |
| омывается; | удобное местоположение; |
| отделена; | древняя и славная; |
| третье по величине; | раньше была; |
| называются; | вторая по величине |

12. Answer the following questions:

1. What are the names of the islands situated to the west of the continent of Europe?
2. What parts does the island of Great Britain consist of?
3. How many parts is Ireland divided into?
4. What is the official name of Great Britain?
5. Name the seas and oceans the country is washed by.
6. How large is the territory of the UK?
7. How are the people living in the UK called?
8. Why is the climate of the British Isles moderate?
9. What is the highest mountain in the UK?
10. What are the longest and most important rivers in the UK?
11. What is the capital of the country?
12. Prove that the UK has a very convenient position.
13. Give the names of famous people of Great Britain.
14. What type of state is the UK?
15. Who rules the country in fact?
16. How often do the elections take place?

13. Say what these figures refer to in the text.

5,500; 244,000; 120; 60,000,000

14. Open the brackets and use the adjective in the corresponding degree of comparison.

1. The (*large*) island is known as Great Britain, the (*small*) is Ireland.
2. The (*high*) mountain in Scotland is Ben Nevis.
3. The (*long*) river in Great Britain is the Severn, the Thames is (*important*).
4. The arctic zone has (*cold*) climate.
5. The (*narrow*) part of the English Channel is called the Strait of Dover.
6. Among the Russian lakes (*deep*) is the Baikal.

15. Make up sentences about Russia and Great Britain using the verbs in the appropriate form.

| | | |
|---------------|---------------------|---------------------|
| Great Britain | to occupy | many forests |
| Russia | to consist of | mild climate |
| | to border on | seas and oceans |
| | to be washed by | a vast territory |
| | to be covered with | four main parts |
| | to have | different countries |
| | to be surrounded by | four climatic zones |

16. Make up the outline of the text. Choose one point of the outline and get ready to speak on it.

17. Say what these words refer to in the text (without looking into the text).

| | |
|---------------------------|----------------------------------|
| where the sun never sets | the country of fogs |
| one of the leading powers | located on the crossroads |
| tribute to the past | the correct common name |
| only a geographic name | this is due to the warm currents |
| the third largest | won the majority |

18. Find in the text all the verbs used in the Passive Voice. Render the sentences into the Active Voice, if possible.

19. Make up sentences according to the model using the words given below.

Model: English live in England. They speak English.

| | |
|------------|----------|
| Welsh | American |
| Scottish | Mexican |
| Irish | German |
| Portuguese | French |
| Italian | Russian |

20. Retell the text.

Text 3

The United States of America

The United States of America covers the central part of North America. Besides, Alaska and Hawaii belong to the USA. Its territory is about 9,328,000 square kilometers. The population of the United States is about 265 million people. The climate is different from state to state due to the large size of the country. It is mostly temperate, but tropical in Hawaii and Florida, and arctic in Alaska.

The USA is washed by the Pacific Ocean in the west and the Atlantic Ocean and the Gulf of Mexico in the east. It borders on Canada in the north and on Mexico in the south. The most important rivers in the USA are the Mississippi, the Colorado, the Ohio, and the Hudson River. The main mountain chains are the Cordillera in the west and the

Appalachian Mountains in the east. Between these two mountain chains lie the central lowlands, called the prairie. To the north of the country, on the border with Canada, the Great Lakes are situated. They include the Lake Superior, the Lake Ontario, the Lake Erie, the Lake Huron and the Lake Michigan. Natural resources include nickel, lead, silver, petroleum, natural gas, iron and others.

Present-day American history began in 1607, when colonizers established the first permanent English settlement in Jamestown, Virginia. Further on during the 17th century the settlers from Europe came to the new lands. They struggled Native Americans and drove them away from rich land to reservations. At first thirteen British colonies were established on the eastern coast. In 1775 the colonies began their struggle for independence and succeeded in 1783. This was how the United States came into being.

In 1861 the Civil War broke out. It is usually referred to as the war between the South and the North. Its aim was to give freedom to black slaves who previously could be bought or sold. Slavery was abolished in 1865, but the discrimination of the black population remained until the 1960s. The influence of the USA was growing during the 19th–20th centuries until by the beginning of the 21st century it became the leading power. It dominates the economy and political life of the world.

The United States is a democratic federal republic. It comprises fifty states, including Alaska and Hawaii, and the District of Columbia, where the capital of the country is situated. The largest state is Alaska, and the smallest is Rhode Island. Each state has its own legislature. Head of State is the President. Washington, DC (District of Columbia) is the capital of the country, the seat of the government. The President is elected every four years.

EXERCISES

21. Find in the text the English equivalents of the following words and word combinations and use them in the sentences of your own:

занимает центральную часть; отличается ... из-за; умеренный; граничит с ... ; основные горные цепи; называемые; современная история; поселенцы; начали борьбу за независимость; рабство было отменено; законодательство

22. Answer the following questions:

1. Where is the USA situated?
2. What land area does it cover?
3. How large is the population of the USA?
4. Why is the climate of the USA so diverse?
5. What countries does the USA border on?
6. What seas and oceans is it washed by?

7. What are the most important rivers in the USA?
8. Where are the Great Lakes situated?
9. The USA is rich in natural resources, isn't it?
10. When did the present-day American history begin?
11. What was the purpose of the war between the North and the South?
12. Why is the USA called the leading world power?
13. How many states are there in the USA?
14. What is the capital of the USA?
15. Who is the President of the USA?

23. Complete the following sentences:

1. The USA covers
2. The territory of the USA is
3. The population of the USA is
4. The climate in the United States ... due to the large size of the country.
5. The USA is washed by
6. The main mountain chains are
7. The Great Lakes are situated
8. Present-day American history began in
9. The Civil War broke out in
10. The largest state is
11. Head of State is
12. The capital of the country is

24. Give the second and the third forms of the following verbs. Find the verbs in the text and translate the sentences in which they are used into Russian.

| | | |
|--------|----------|----------|
| cover | include | succeed |
| belong | begin | break |
| wash | struggle | comprise |
| border | drive | elect |

25. Say what these figures refer to in the text.

9,328,000; 265; 1607; 1775; 1783; 1861; 1865

26. Open the brackets using the verbs in the appropriate form.

1. The seas (*surround*) Great Britain are not deep.
2. The USA (*surround*) by the Pacific Ocean and the Atlantic Ocean.
3. Many rivers in the USA (*connect*) by the canals.
4. The road (*connect*) these cities is very important.
5. The USA has a highly (*develop*) industry.

27. Speak about the geographic position of the USA using the map.

28. Make up the outline of the text.

29. Retell the text.

Text 4

Canada, Australia, New Zealand

Canada

Canada is located in North America. It is the second largest country in the world, but the population of the country is only about 30 million people. Most of the population is concentrated along the southern border, in the cities such as Montreal, Ottawa and Toronto.

Canada is an independent country, though formally Elizabeth II, Queen of the United Kingdom, is recognized as Head of State. The country consists of two territories and ten provinces. There are two official languages in Canada — English, which is the language of about 60% of the population, and French. The majority of French-speaking population is concentrated in the province of Quebec.

The country is mainly agricultural. It is well known as an exporter of wheat and oats. It is also rich in natural resources. It is one of the main producers of electric power.

Australia

The continent of Australia is situated between the Indian Ocean and the Pacific Ocean. Australia is the sixth largest country in the world. The country's official name is Commonwealth of Australia. It is unique, because it is at the same time a continent, the smallest one in the world.

Australia is a very young country. The explorers from Europe unanimously called it a wonderful continent. There are really a lot of wonders: strange animals and wildlife, unusually mild weather, warm winters, etc. Even the sun rises there in the west, which is strange for Europeans. Besides, there is great stock of mineral resources: gold, oil, coal and much more.

The Commonwealth of Australia is a federation of six states: South Australia, New South Wales, Queensland, Victoria, Tasmania, and Western Australia. The central part of the country is scarcely populated. The majority of the inhabitants live along the seashore or on the islands surrounding the continent: Tasmania is probably the most famous of them.

There are not very many cities in Australia. Agriculture is very well developed there. It is the world's leading manufacturer of wool. The largest and the most famous city is Sydney. It was the capital of the Olympic games in 2000. The capital of the country is Canberra, which is a remarkable city, with lakes, parks and skyscrapers.

New Zealand

New Zealand is a country in the Pacific Ocean, situated to the southeast from Australia. The country consists of two main islands and

a number of smaller ones. All of them belong to the large group of Polynesian Islands. As one of the former colonies of Great Britain, now New Zealand is a member of the Commonwealth. It is formally the constitutional monarchy, Queen Elizabeth II being Head of State. The Queen appoints the governor who rules in her name. But, as well as in the UK, the Queen and her representatives have little or no power. In fact, the Prime Minister is the ruler.

New Zealand is a rich country, most of its wealth being due to agricultural activities. The rate of life in New Zealand is really high. Auckland is the largest city in the country. The capital of New Zealand is Wellington. English is the official language in the country, though in some schools Maori, which is the language of the native population, is taught as well.

EXERCISES

30. Answer the questions about Canada, Australia and New Zealand.

1. Where is the country situated?
2. What is the size of the country?
3. What are its main cities? What is the capital of the country?
4. Where is the majority of the population concentrated?
5. What is the most important sphere of economy of the country?
6. Is the country rich in natural resources? What are they?
7. Who is formally recognized as Head of State in Canada?
8. What is the official language of the country?

31. Think of the beginning of the following sentences:

1. ... is located in North America.
2. ... between the Indian Ocean and the Pacific Ocean.
3. ... of two territories and ten provinces.
4. ... is concentrated in the province of Quebec.
5. ... belong to Polynesian Islands.
6. ... an exporter of wheat and oats.
7. ... a wonderful continent.
8. ... due to agricultural activities.

32. Compare the countries. Use the following adjectives and adverbs in the superlative degree:

large; small; densely populated; cold; young; wonderful

33. Choose one country to speak on the following:

1. The country's territory.
2. The country's population.
3. Head of State.
4. The country's main cities.
5. The country's economy and resources.

34. Speak about one of the countries. Where would you like to go for a holiday? Why?

Active Words and Word Combinations

| | | | |
|----------------------------------------------------------------------------|----------------------------------|---------------------------------------------------|----------------------------------|
| agriculture [ˈægrɪ kʌltʃə] <i>n</i> | сельское хозяйство | independent [ˌɪndɪˈpendənt] <i>a</i> | независимый |
| ancient [ˈeɪnfənt] <i>a</i> | древний | influence [ˈɪnfluəns] <i>n</i> | влияние |
| appoint [əˈpɔɪnt] <i>v</i> | назначать | inhabitant [ɪnˈhæbɪtənt] <i>n</i> | житель |
| arctic [ˈɑːktɪk] <i>a</i> | арктический | iron [ˈaɪən] <i>n</i> | железо |
| belong [bɪˈlɒŋ] <i>v</i> | принадлежать | island [ˈaɪlənd] <i>n</i> | остров |
| border [ˈbɔːdə] <i>v</i> | границить | isle [aɪl] <i>n</i> | остров |
| capital [ˈkæpɪtl] <i>n</i> | столица | leader [ˈliːdə] <i>n</i> | глава, руководи- тель |
| chain [tʃeɪn] <i>n</i> | (горная) цепь | locate [ləʊˈkeɪt] <i>v</i> | располагаться |
| coal [kəʊl] <i>n</i> | каменный уголь | main [meɪn] <i>a</i> | основной |
| coast [kəʊst] <i>n</i> | побережье | majority [məˈdʒɔrɪti] <i>n</i> | большинство |
| comprise [kəmˈpraɪz] <i>v</i> | включать; состоять из | mild [maɪld] <i>a</i> | мягкий, умеренный |
| concentrate [ˈkɒnsəntreɪt] <i>v</i> | сосредоточи- вать | monarch [ˈmɒnək] <i>n</i> | монарх |
| consist [kənˈsɪst] <i>v</i> | состоять | native [ˈneɪtɪv] <i>a</i> | местный |
| constitutional monarchy [ˌkɒnstɪˈtjuːʃənəl ˈmɒnəki] | конститу- ционная монархия | natural resources [ˈnætʃərəl rɪˈsɔːsɪz] | природные ресурсы |
| continent [ˈkɒntɪnənt] <i>n</i> | континент | nickel [ˈnɪkəl] <i>n</i> | никель |
| convenient [kənˈviːniənt] <i>a</i> | удобный | occasionally [əˈkeɪʒənəli] <i>adv</i> | время от времени |
| cover [ˈkʌvə] <i>v</i> | покрывать, занимать | oil [ɔɪl] <i>n</i> | нефть |
| crossroads [ˈkrɒsrəʊd] <i>n</i> | перекресток | opposition [ˌɒpəˈzɪʃən] <i>n</i> | оппозиция |
| current [ˈkʌrənt] <i>a</i> | текущий, совре- менный | parliament [ˈpɑːləmənt] <i>n</i> | парламент |
| dominate [ˈdɒmɪneɪt] <i>v</i> | преобладать | permanent [ˈpɜːmənənt] <i>a</i> | постоянный |
| due to [djuː] | благодаря чему-л. | petroleum [pɪˈtrɒliəm] <i>n</i> | бензин, нефть |
| elect [ɪˈlekt] <i>v</i> | выбирать | point [pɔɪnt] <i>n</i> | точка |
| empire [ˈempaɪə] <i>n</i> | империя | population [ˌpɒpjʊˈleɪʃən] <i>n</i> | население |
| establish [ɪˈstæblɪʃ] <i>v</i> | учреждать | power [ˈpaʊə] <i>n</i> | сила; держава |
| fog [fɒɡ] <i>n</i> | туман | preserve [prɪˈzɜːv] <i>v</i> | хранить |
| form [fɔːm] <i>n</i> | форма | previously [ˈpriːviəsli] <i>adv</i> | прежде |
| formally [ˈfɔːməli] <i>adv</i> | официально | rate of life [ˈreɪt əv ˈlaɪf] | уровень жизни |
| freedom [ˈfriːdəm] <i>n</i> | свобода | refer [rɪˈfɜː] <i>v</i> | иметь отношение, ссылаться |
| governor [ˈgʌvənə] <i>n</i> | губернатор | | |

remarkable знаменитый
 [rɪ'mɑ:kəbəl] *a*
resident [ˈrezɪdənt] *n* житель
ruler [ˈru:lə] *n* правитель
separate [ˈseɪpəɪt] *a* отдельный
size [saɪz] *n* размер
stock [stɒk] *n* запас
territory [ˈterɪtəri] *n* территория
tribute [ˈtrɪbjʊ:t] *n* дань, честь

tropical [ˈtropɪkəl] *a* тропический
unanimously единодушно
 [juː'nænɪməsli] *adv*
unique [juː'ni:k] *a* уникальный
vast [vɑːst] *a* обширный
wash [wɒʃ] *v* мыть, омывать
wealth [welθ] *n* богатство
wildlife [ˈwaɪldlaɪf] *n* живая природа

LESSON 19

| | |
|----------------|------------------------|
| Topic: | Cities. |
| Text 1: | Moscow. |
| Text 2: | London. |
| Text 3: | Washington, DC. |
| Text 4: | New York. |

Text 1

Moscow

Moscow was founded in 1147 by Prince Yuri Dolgoruky. It stands on the Moskva River. Since the time of its foundation the history of Moscow is inseparable from the history of the country. At first it was a little town on the boundary of the Kiev Russia. Some time passed and it developed into a prosperous city. It became the capital of Russia during the rule of Ivan the Third. Peter the Great moved the capital to St Petersburg, but Moscow still played an important role in the life of Russia. In 1918 the Soviet government moved from Petrograd to Moscow, and thus the ancient city became the capital of the country for the second time.

At present Moscow is the largest city in the Russian Federation, the seat of the government, the political, educational and cultural centre of the country. The population of Moscow is over nine million people, and the city is growing from day to day. Moscow being an ancient city, one can come across the sights on every step.

The heart of Moscow is the Kremlin and Red Square. It is not only a historic centre, but also a unique architectural ensemble, famous all over the world. The Kremlin includes over twenty towers joined by the wall. Each tower has its own name; the most famous one is the Spasskaya Tower with its chimes. On the territory of the Kremlin there are beautiful ancient cathedrals, Tsar Bell and Tsar Cannon and the Armoury Museum — the exhibition of the treasures of the Russian tsars, including icons, crowns, coaches, presents from monarchs of other countries and ceremonial dresses. The Spasskaya Tower outlooks Red Square and the Pokrovsky Cathedral, which is famous all over the world for its exotic beauty.

Not far from the Kremlin Arbat begins. It is the best-known street of the city. There is no traffic, so one can walk and enjoy watching the crowds of people strolling by. Arbat is the main tourist attraction after the Kremlin.

But Moscow is not only the Kremlin and Arbat. The best way to describe Moscow is probably to say that it is like any other metropolis in the world — lines of cars (and traffic jams!), hurrying people, tall buildings, elegant restaurants, night clubs and much more. Its appearance is not always attractive, but, beyond any doubt, fascinating and capturing!

EXERCISES

1. Find in the text the English equivalents of the following words and word combinations and use them in the sentences of your own:

Москва основана; неотделима; на границе; процветающий город; во время правления; древний город; культурный центр; уникальный архитектурный ансамбль; выставка сокровищ; автомобильные пробки; вне всякого сомнения

2. Answer the following questions:

1. When was Moscow founded?
2. What river does it stand on?
3. When did Moscow become the capital of Russia for the first time?
4. Where was the capital moved under the rule of Peter the Great?
5. What did the Soviet government do in 1918?
6. How large is the population of Moscow?
7. What is called the heart of Moscow?
8. How many towers are there in the Moscow Kremlin?
9. What sights can visitors see on the territory of the Kremlin?
10. What is Arbat famous for?

3. Fill in the following blanks with the words from the text:

1. Moscow ... by Prince Yuri Dolgoruky.
2. Moscow developed ... a city.
3. St. Petersburg became the capital of Russia, but Moscow still ... role in the life of the country.
4. Moscow is the ... city of Russia, its population being over nine million people.
5. The Kremlin is ... of Moscow.
6. On the territory of the Kremlin one can see
7. Pokrovsky Cathedral ... famous for its exotic beauty.
8. Arbat is ... street of the city.

4. Arrange the sentences to make the outline of the text. Retell the text using the outline.

1. Moscow is a busy modern city.
2. The heart of Moscow is the Kremlin.
3. The most famous street is Arbat.
4. Moscow is the largest city of the Russian Federation.
5. Moscow has long and interesting history.

5. Speak about the city/town you live in. You may use the following words:

be situated; on the bank of the river; in the central/European/ ... part of the Russian Federation; the population is about ... ; it was founded; ancient/modern; tourist attractions; the centre; the suburbs; famous for

Speak on the following items:

1. The town's location.
2. The town's history.
3. The town's population.
4. The town's sights.
5. Main streets, squares and monuments.
6. Write a short composition about the town/city you live in.

Text 2

London

London, the capital of the UK, was founded in AD 43 by the Roman invaders as a settlement and a fortress. At first it had the name of Londinium. Due to its convenient position in the mouth of the river Thames the settlement grew and developed into a city. In the 11th century London became the capital of England. For centuries it was a prominent port through which wealth and prosperity came to the country.

Being an important trade and political centre, the city enjoyed greater independence than the other cities of the medieval England and even had the right to elect the head of the city, Lord Mayor. The picturesque ceremony of the elections of Lord Mayor of London is still held every year and attracts thousands of tourists.

The city was built rather chaotically, the streets being narrow and dirty. It grew and developed together with the developing of the nation. In 1666 the Great Fire of London destroyed the most part of the city, which was rebuilt, but the old planning remained untouched.

Historically and geographically London can be divided into three parts: the City, the West End and the East End. The City is the financial centre of the country, with offices of large firms and banks and the Stock Exchange.

The West End has always been considered a place where aristocrats lived. There is a great number of sights and attractions: the Houses of Parliament, Westminster Abbey, St Paul's Cathedral, the Nelson Column, to mention just a few of them. London's beautiful parks are also there: Hyde Park, St. James' Park, Regent's Park are favourite places for Londoners to visit and relax. One may also go shopping in the West End — Piccadilly Street and Oxford Street both present a wide choice of expensive shops and boutiques.

The East End was previously considered the place where not well-to-do people lived. The identity of the East End as a place of deprivation and poverty persisted until well after the Second World War, becoming overlaid with certain gangster glamour in the 1960s. At the beginning of the twenty-first century, London east of the City is still seen as having a different character, claiming a certain independence of look from the

rest of metropolis; but its cultural status has been transformed. Parts of the East End are believed to house the highest population of artists in Europe, and the East End is now considered a bohemian district. The ugly docks, which for years disguised the face of the East End, are now closed, and new hotels, stadiums and apartment houses are being built.

Now London extends much more than the City, the West End and the East End. Its suburbs grow rapidly. London and its suburbs are called Greater London.

As well as it is impossible to say that Moscow is a typical Russian city, nobody can call London a typical British one. In fact, it has become a multinational metropolis, being inhabited by people from all over the world. It is always busy and crowded. It certainly has its own face — millions of faces. Maybe, this is the reason why people say: "When a man is tired of London, he is tired of life."

EXERCISES

7. Answer the questions about London.

1. When was London founded?
2. What name did it have at first?
3. Why did the town grow and develop into a city?
4. When did it become the capital of England?
5. Prove that London enjoyed more independence than any other city of medieval England.
6. What happened to the city in 1666?
7. Name the three parts of London.
8. What part of London is known as the financial centre of the whole country?
9. Are there many attractions in the West End? What are they?
10. Where are Hyde Park, St. James' Park and Regent's Park situated?
11. What are the most famous places in London to do the shopping?
12. How was the East End transformed recently?
13. What is Greater London?
14. Prove that London is a multinational city.

8. Think of the beginning of the sentences.

1. ... as a settlement and a fortress.
2. ... the settlement developed into a city.
3. ... through which wealth came to the country.
4. ... enjoyed greater independence than the other cities of the medieval England.
5. ... is still held every year.
6. ... the streets being narrow and dirty.
7. ... but the old planning remained untouched.
8. ... where offices and banks are situated.

9. ... where aristocrats lived.
10. ... to mention just a few of them.
11. ... are favourite places for Londoners to visit and relax.
12. ... present a wide choice of expensive shops.
13. ... are believed to house the largest population of artists in Europe.
14. ... new hotels, stadiums and apartment houses are being built.
15. ... are called Greater London.
16. ... being inhabited by people from all over the world.

9. Prove that

- London is an old city;
- London has always been playing an important role in the life of the country;
- London enjoyed greater independence than the other cities in England;
- the planning of London is chaotic;
- there are a lot of tourist attractions in the West End;
- the East End has always been different from the rest of metropolis;
- London grows rapidly;
- London is a multinational metropolis.

10. Make up the outline of the text.

11. Retell the text using the outline.

12. Find additional information on the sights of London. Make up a report on one of the sights of London.

Text 3

Washington, DC

Washington, DC is the capital of the United States of America. It is situated in the mouth of the Potomac River, in the District of Columbia (DC), not belonging to any state. The city is unique in its own way — it was specially designed as the capital of the USA. The architect, who drew up the plan of the city, Pierre l'Enfant, wanted it to be very convenient. The place for the capital was chosen by the first president, George Washington, and in 1800 the Government moved there.

There are a lot of Governmental offices, but probably the best known, as well as the most important for the country's life are the White House and the Capitol. The White House is the official residence of the President of the United States. It was built in 1799. It is a three-storeyed house where the President and his family live. At the same time it is the place where official receptions are held and the administration gathers for the meetings. The Capitol is the seat of the Congress. The corner stone of the Congress was laid by George Washington in 1790. The Congress has two chambers: the House of Representatives and the Senate.

The city of Washington, DC is rather large and very beautiful, being at the same time different from all the other cities in the USA, because there are no skyscrapers. According to the law, no house in Washington, DC must be higher than the Capitol.

Washington, DC has the population of about 900,000 people. Being the administrative centre of the country, it doesn't have any industry. They say, nothing is produced in Washington, DC except wastepaper. Thousands of documents are drafted, approved or denied in the city every day. People living there either belong to the administration, or are employed in the service industry. Besides, thousands of tourists come to see the capital of the country. There is a lot to be seen: Thomas Jefferson Memorial, the Library of Congress, the Washington Monument and much more. The Washington Monument is the most remarkable of these: it is a column rising 160 metres, and from the top of it the visitors can enjoy the view over the city. Among the attractions of the capital it is necessary to mention the museums: the National Gallery of Art, the National Museum of History and Technology, and others.

EXERCISES

13. Answer the following questions:

1. Where is Washington, DC situated?
2. Why is the city unique?
3. When did the government move to Washington, DC?
4. Where is the official residence of the President of the USA situated?
5. What is the Capitol?
6. How many chambers are there in the Congress?
7. Why aren't there any skyscrapers in Washington, DC?
8. What is the population of the city?
9. Is there any industry in Washington, DC?
10. What are the main attractions of the city?

14. Find in the text the sentences with the predicate in the Passive Voice. Transform the Passive Voice into the Active Voice where possible.

15. Find in the text the sentences containing the Complex Object.

16. Translate into English.

Вашингтон, округ Колумбия, — не очень крупный город по американским меркам. В нем проживает около 900 тысяч человек. Это очень красивый город со множеством интересных мест и достопримечательностей, главные из которых — Белый дом и Капитолий. Белый дом является официальной резиденцией президента Соединенных Штатов, где он живет со своей семьей, работает и устраивает официальные приемы. Капитолий — место заседания парламента страны. Американский парламент состоит

из двух палат — палаты представителей и сената. Первый камень Капитолия заложил первый президент США Джордж Вашингтон в 1790 году.

17. Make up the outline of the text.

18. Retell the text using the outline.

Text 4

New York

New York, or the Big Apple, as the Americans often call it, is the largest city in the USA and in the whole world. It stands in the mouth of the Hudson River. The people of New York City (NYC) live within five boroughs of Manhattan, Brooklyn, Queens, the Bronx and Staten Island. Manhattan Island, the oldest part of the city, was bought from the Native Americans for the amount of goods worth \$ 26.

Now it is one of the busiest financial and cultural centre in the world, offering the visitors a unique collection of experiences and attractions. There is a wide choice of internationally acclaimed theatres, restaurants and museums, historic parks and churches.

Manhattan is also a district of business and finance. In Wall Street there are offices of large companies and banks, as well as New York Stock Exchange, which dominates the business life of the whole world. New York is an international city. On the map of Manhattan one can find Little Italy with the Italian restaurants and its own way of life, Brighton Beach, where the immigrants from the former Soviet Union live and Chinatown, inhabited by the Chinese. NY is also famous for its fine department stores and boutiques. In the evening you can enjoy one of its many nightclubs, the ballet, opera, a show or concert. Broadway is the centre of nightlife. It is the longest street in New York with many sights.

The best way to go around NY is on foot. One word applies to driving your own car in Manhattan: don't! Streets are jammed and the parking is scarce and astronomically expensive. However, NYC is a paradise for walkers, who enjoy the finest window shopping and people-watching. When proper caution is exercised, most areas are safe. It is best to use well-lighted, busy streets at night. You can also travel anywhere you want by subway and buses. Subway, though rather inattractive and not so well organized as in Moscow, runs 24 hours a day. The fare is \$ 1.50 for a single journey, payable with tokens. Free bus and subway system maps are available from hotels, tourist information centres and subway stations.

However one gets around New York, it is important to know some basic geography: Fifth Avenue divides the city between East and West. Street numbers begin at Fifth Avenue, so Two W. (west) 57th Street is just a few steps to the west of the Fifth Avenue, while Two E. (east)

57th Street is just to the east. Most streets in Manhattan are one-way. With a few exceptions, traffic on even-numbered streets travels east, and traffic on odd-numbered streets travels west. To New Yorkers, "downtown" does not connote the city centre. Rather, "downtown" simply means "south" and "uptown" means "north".

Thousands of tourists come to New York every day to see the Statue of Liberty, which is situated on Liberty Island and is a symbol of American democracy. It has a torch of Freedom in her right hand.

New York is famous for its skyscrapers, among which are the Chrysler Building and the Empire State Building.

The unprecedented terrorist attack on September 11, 2001 disguised the face of New York. Two twin towers, which used to form the World Trade Centre, were destroyed as the result of the planes crash. This was the tragic day for the people of the USA and for the whole world. Two towers were in ruins in the matter of minutes. The life of the big city was paralyzed completely for more than a month. Now the WTC is under reconstruction.

EXERCISES

19. Ask and answer 15 questions about New York.

20. Match the beginning and the end of the sentences.

Americans often call New York
Manhattan Island is

The Stock Exchange dominates
Broadway is famous for its

Streets in New York are
jammed

In New York you can travel
anywhere you want

You can get free bus and
subway system maps

Traffic on even-numbered
streets travels east,

and traffic on odd-numbered
streets travels west.

from hotels, tourist information
centres and subway stations.

the Big Apple.

the financial life of the whole
world.

nightclubs, opera houses, shows
and concerts.

by subway and buses.

and the parking is scarce and
astronomically expensive.

the oldest part of the city.

21. Prove that

- New York is a large city;
- the best way to travel around New York is on foot;
- there are a lot of attractions in New York;
- New York is an international city;
- it is quite easy to find one's way in New York;
- New York plays an important role in the financial life of the whole world;
- the system of public transport in New York is well developed.

22. Translate into English.

Нью-Йорк — самый большой город в мире. Центральная часть Нью-Йорка представляет собой остров, который называется Манхэттен. Множество мостов соединяет остров с другими частями города. Манхэттен одновременно является культурным и финансовым центром города. Жизнь здесь кипит днем и ночью. Движение автотранспорта в городе очень интенсивное, поэтому неизбежны пробки. В любое время года здесь много туристов, которых привлекают достопримечательности города: музеи, ночные клубы, рестораны, парки. Самый известный — Центральный парк, который занимает площадь около двух квадратных миль. Там же находится Нью-йоркский зоопарк.

23. Fill in the blanks with the verbs in the proper tense.

1. New York ... in the 17th century. (*to found*)
2. The city ... in the mouth of the Hudson River. (*to locate*)
3. Manhattan ... also a district of business and finance. (*be*)
4. People from all over the world ... to live in New York in the 19th and 20th centuries. (*come*)
5. The city ... into East and West by the Fifth Avenue. (*divide*)
6. The statue of Liberty ... to New Yorkers by the people of France. (*to present*)
7. Traffic on even-numbered streets ... east. (*travel*)

24. Make up the outline of the text.

25. Retell the text using the outline.

Active Words and Word Combinations

| | | | |
|---------------------------------------------------|-------------------------|---------------------------------------------|------------------------|
| acclaim [ə'kleim] <i>v</i> | одобрять, провозглашать | cathedral [kə'thi:drəl] <i>n</i> | собор |
| administration [əd'mini'streiʃən] <i>n</i> | управление, руководство | caution ['kə:ʃən] <i>n</i> | осторожность |
| ancient ['eɪnʃənt] <i>a</i> | древний | chaotic [keɪ'ɒtɪk] <i>a</i> | хаотичный |
| apply [ə'plai] <i>v</i> | применяться | chimes [tʃaɪmz] <i>n, pl</i> | куранты |
| approve [ə'pru:v] <i>v</i> | одобрять | claim [kleim] <i>v</i> | требовать; иметь право |
| aristocrat [ə'rɪstəkræt] <i>n</i> | аристократ | connote [kə'nəʊt] <i>v</i> | означать |
| attraction [ə'trækʃən] <i>n</i> | достопримечательность | deny [di'naɪ] <i>v</i> | отрицать |
| available [ə'veɪləbəl] <i>a</i> | годный, доступный | deprivation [ˌdeprɪ'veɪʃən] <i>n</i> | лишение |
| belong [bi'lɒŋ] <i>v</i> | принадлежать | design [di'zaɪn] <i>v</i> | проект |
| borough ['bɜ:rə] <i>n</i> | район | draft [dra:ft] <i>n</i> | план, черновик |
| boundary ['baʊndəri] <i>n</i> | граница | ensemble [ɒn'sembəl] <i>n</i> | ансамбль |
| capital ['kæpɪtl] <i>n</i> | столица | even ['i:vən] <i>a</i> | четный |
| | | exotic [ɪg'zɒtɪk] <i>a</i> | экзотический |
| | | extend [ɪk'stend] <i>v</i> | простирается |

| | | | |
|-------------------------------------------------|-----------------------|-------------------------------------------------------|-----------------------------------------|
| fascinating [ˈfæsinetɪŋ] <i>a</i> | очарователь- ный | prosperous [ˈprɒspərəs] <i>a</i> | преуспеваю- щий |
| fortress [ˈfɔːtrɪs] <i>n</i> | крепость | reception [rɪˈsepʃən] <i>n</i> | прием |
| found [faʊnd] <i>v</i> | основывать | reconstruction [ˌriːkənˈstrʌkʃən] <i>n</i> | восстановле- ние, рекон- струкция |
| foundation [faʊnˈdeɪʃən] <i>n</i> | основание | remarkable [rɪˈmɑːkəbəl] <i>a</i> | замечательный |
| government [ˈgʌvənmənt] <i>n</i> | правительство | seat [si:t] <i>n</i> | место заседания |
| independence [ˌɪndɪˈpendəns] <i>n</i> | независимость | settlement [ˈsetlmənt] <i>n</i> | поселение |
| inseparable [ɪnˈsepərəbəl] <i>a</i> | неотделимый | skyscraper [ˈskaɪˌskreɪpə] <i>n</i> | небоскреб |
| invader [ɪnˈveɪdə] <i>n</i> | захватчик | stock exchange [ˈstɒk ɪksˌtʃeɪndʒ] <i>n</i> | фондовая биржа |
| medieval [ˌmediˈiːvəl] <i>a</i> | средневековый | subway [ˈsʌbweɪ] <i>n</i> | метро |
| mention [ˈmenʃən] <i>v</i> | упоминать | token [ˈtəʊkən] <i>n</i> | жетон |
| metropolis [mɪˈtrɒpəlɪs] <i>n</i> | крупный город | tower [ˈtaʊə] <i>n</i> | башня |
| narrow [ˈnærəʊ] <i>a</i> | узкий | trade [treɪd] <i>a</i> | торговый |
| odd [ɒd] <i>a</i> | нечетный | unique [juːˈniːk] <i>a</i> | уникальный |
| picturesque [ˌpɪktʃəˈresk] <i>a</i> | живописный | view [vjuː] <i>n</i> | вид |
| poverty [ˈpɒvəti] <i>n</i> | нищета | wealth [welθ] <i>n</i> | богатство |
| prominent [ˈpromɪnənt] <i>a</i> | выдающийся | well-to-do [ˌwel təˈduː] <i>a</i> | состоятельный |
| prosperity [prɒˈsperɪti] <i>n</i> | процветание, успех | | |

LESSON 20

| | |
|---------|------------------|
| Topic: | Art. |
| Text 1: | A. L. Webber. |
| Text 2: | J. M. W. Turner. |
| Text 3: | A. A. Milne. |
| Text 4: | L. Carroll. |

Text 1

Andrew Lloyd Webber

Andrew Lloyd Webber is one of the world's famous modern composers, and the creator of many musicals. He is British, and was born on March 22, 1948.

Even at a young age, he loved to make his own music. Webber also had a great interest in inspecting ancient monuments around England. It and history were what many thought he would choose to do for a career. However, his Aunt Vi introduced him to the theatre, and under her advice he started writing music of his own. In 1956, he went to Westminster and began composing music for the school's plays. In 1962, he won a Challenge Scholarship that reduced his tuition at Westminster, and then another scholarship in 1964 to transfer to Oxford.

Tim Rice and Andrew Lloyd Webber met in 1965 and, consequently, Andrew dropped out of Oxford to pursue music with Tim. The first musical, *The Likes of Us*, was a failure, but soon afterwards *Joseph* was created. The first showing was at Colet Court in 1968. It enjoyed great success. *Jesus Christ Superstar* came next. Together with Tim Rice they wrote *Evita* in late 1975. The next musical, *Cats*, paired Andrew with the deceased poet T. S. Eliot and producer, Cameron Mackintosh. It was an incredible hit. *Cats* made Andrew Lloyd Webber rich and famous and ready to start a musical about trains. *Starlight Express* was created in 1984, the most expensive musical created up to that point.

His next work was *Requiem*. It isn't a musical, but solemn music for a Mass. Two years later, in 1986, one of Webber's most famous works, *Phantom of the Opera*, was created.

Aspects of Love, his next venture, opened in 1989. The glittery and tragic musical, *Sunset Boulevard* came out in 1993, but closed after a few years due to lack of "star power". In 1997, Andrew was knighted and became Sir Andrew Lloyd Webber. Also in 1997, *Whistle Down the Wind* came out. The show had a lot of promise, but closed due to extensive problems. The long awaited *Evita* movie also came out and was a box-office success. Andrew is currently working on a sequel to *Phantom*. He has won many awards including an Academy Award, Tony Awards, Grammy Awards, Drama Desk awards, and Critic Circle awards.

EXERCISES

1. Find in the text the synonyms of the following words:

inventor; author; to compose; very old; profession; to leave; schooling; triumph; breakdown; dead; well-off; serious; costly; to start; continuation; prize

2. Say to which facts the following figures refer:

22; 1948; 1962; 1964; 1965; 1968; 1975; 1984; 1986; 1989; 1993; 1997

3. Make up ten questions about Andrew Lloyd Webber.

4. Speak about Andrew Lloyd Webber.

5. Speak about a famous Russian composer.

Text 2

Joseph Mallord William Turner (1775–1851)

Joseph Mallord William Turner is one of the greatest English romantic painters and the most original of English landscape artists. Turner was born in London in 1775. His first drawings are dated 1787, when he was only twelve. His childish sketchbooks are still preserved in the British Museum. He received almost no general education but at 14 he became a student at the Royal Academy of Arts and three years later was making drawings for magazines. In 1791 he exhibited two watercolors at the Royal Academy for the first time. He became famous for visionary interpretations of landscape, making experiments with light and colour.

In 1802 he went to the Continent, where he painted his famous *Calais Pier* (now exhibited in the National Gallery, London). Later he often travelled in England or abroad, using every opportunity to make sketches for his studio paintings in oil and watercolour. His works were exhibited regularly, and in 1807 he became professor of the Academy. Turner showed a remarkable ability to choose the best from the tradition of landscape painting. Among his paintings are *Dido Building Carthage* (The National Gallery, London) and *Crossing the Brook* (The Tate Gallery, London).

Despite his early and continued success Turner lived a very quiet life. As his fame grew, he bought a large gallery in London for exhibition of his work, but continued to live very modestly with his old father. His painting became increasingly abstract, as he wanted to portray light, space, and the elemental forces of nature. He showed atmospheric effects with bright colours, for example, in *The Grand Canal* (The Metropolitan Museum, New York) and *Approach to Venice* (The National Gallery, Washington, DC). In his will he left more than 19,000 water-

colours, drawings, and oils to the nation. Most of these works are in the National Gallery and the Tate Gallery, London. In watercolour he is unsurpassed.

EXERCISES

6. Find the following words in the text and memorize them:

| | | |
|-------------|--------------|--------------|
| painter; | to exhibit; | to portray; |
| romantic; | watercolour; | light; |
| landscape; | visionary; | colour; |
| artist; | studio; | space; |
| drawing; | oil; | unsurpassed; |
| sketchbook; | abstract; | to paint; |
| | | art gallery |

Choose the words from the list which characterize:

- Turner;
- Turner's paintings;
- what an artist does;
- where an artist works and exhibits his paintings.

7. Say to which facts the following figures refer in the text:

| | |
|-------|---------|
| 1775; | 1802; |
| 1787; | 1807; |
| 14; | 19,000; |
| 1791; | 1851 |

8. Answer the following questions:

1. What is Joseph Mallord William Turner famous for?
2. When did he begin to draw?
3. At what age did he become a student at the Royal Academy of Arts?
4. What kind of experiments did he make?
5. He often went abroad, didn't he?
6. Prove that Turner lead a modest life.
7. Name the most famous of Turner's paintings.
8. Where are his paintings exhibited?

9. Speak about Turner.

10. Speak about your favourite artist. Use the following as an outline:

1. The artist's childhood.
2. The artist's first experience in painting/drawing.
3. The artist's academic education in painting/drawing.
4. The artist's most outstanding work/works.
5. Where are the artist's works exhibited.

Text 3

Alan Alexander Milne (1882–1956)

Milne was born in London in 1882. He studied mathematics at Trinity College at Cambridge University, but his dream was to become a writer.

He began his writing career when he was still at college, being published in the school magazine, the *Granta*. Later he became the editor of this magazine. After graduating he got the position of assistant editor in the *Punch* magazine.

He got married in 1913. His wife's name was Dorothy, and her home nickname was Daphne.

They became the parents of Christopher Robin Milne in 1920.

It was Daphne that suggested to her husband that he write children's stories about their son's toy animals.

The first book had the title *When We Were Very Young*. It was published in 1924.

Winnie-the-Pooh followed in 1926.

In 1927 *Now We Are Six* was published, and then the last of the Pooh books, *The House at Pooh Corner*, came in 1928.

Milne wrote many literary works; among them are detective stories and very successful plays. But he obtained the world's fame due to his children's stories. He could never understand the fact. One of his poems is as follows:

If a writer, why not write
On whatever comes in sight?
So—the Children's Books: a short
Intermezzo of a sort;
When I wrote them, little thinking
All my years of pen and inking
Would be almost lost among
Those four trifles for the young.

Here are two poems from Milne's book about Winnie-the-Pooh, which made him so popular:

How sweet to be a Cloud
Floating in the Blue!
Every little cloud
Always sings aloud.
How sweet to be a Cloud
Floating in the Blue!
It makes him very proud
To be a little cloud.

Lines Written by a Bear of Very Little Brain

On Monday, when the sun is hot
I wonder to myself a lot:
Now is it true, or is it not,
That what is which and which is what?
On Tuesday, when it hails and snows
The feeling on me grows and grows
That hardly anybody knows
If those are these or these are those.
On Wednesday, when the sky is blue,
And I have nothing else to do,
I sometimes wonder if it's true
That who is what and what is who.
On Thursday, when it starts to freeze
And hoarfrost twinkles on the trees,
How very readily one sees
That these are whose — but whose are these?

“But it isn't Easy,” said Pooh to himself ... “Because Poetry and Hums aren't things which you get, they're things which get you. And all you can do is go where they can find you.”

EXERCISES

11. Answer the following questions:

1. When was A.A. Milne born?
2. Where did he study?
3. What was his first experience in literature?
4. When did he get married?
5. What was his son's name?
6. Who gave him the idea of writing a book about the teddy bear?
7. How many books for children did he write?
8. What other literary works did he write?
9. What were the books that brought him international fame?
10. Did he understand why his fairy tales were so popular?

12. Speak about A.A. Milne.

13. Speak about your favourite writer and his books.

Text 4

Lewis Carroll (1832–1898)

Lewis Carroll is a pen name of Charles Lutwidge Dodgson, the professor of mathematics from Oxford. The future writer went to Rugby

school and then to Christ Church College in Oxford, and he got Master's Degree when he was 23. His first experience in writing was not a fairy-tale, but a serious work on mathematics.

When Dodgson was working in the college, he got acquainted with the Liddell family. Liddell was the dean of the faculty where he worked. The Liddells had four children: a son, Harry, and three daughters: Lorina Charlotte, Alice, and Edith. Dodgson became a good friend of the family and often entertained the children with different stories.

One day the Liddells together with Dodgson went on a boating trip on the Thames, and he told the children the story about wonderful adventures under ground. The story was so good that everybody asked him to publish it.

The first book appeared in 1865 and had the title *Alice's Adventures in Wonderland*. Dodgson continued writing and soon published the second book: *Through the Looking-Glass, and What Alice Saw There*.

He went on writing books and stories for children, but none of them enjoyed so much popularity as stories about Alice and her adventures.

The Jabberwocky is one of the poems from the book *Through the Looking-Glass...* and is a wonderful example of nonsense that people all over the world enjoy up to now.

The Jabberwocky

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought —
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burred as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arm, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"It seems very pretty," [Alice] said when she had finished it, "but it's rather hard to understand! ... Somehow it seems to fill my head with ideas — only I don't exactly know what they are!"

EXERCISES

14. Make up ten questions on the text.

15. Agree or disagree.

1. Lewis Carroll is the real name of the writer.
2. Lewis Carroll was a professor of mathematics in Oxford.
3. The Liddells had five children.
4. Dodgson liked telling children amusing stories.
5. The story about Alice's adventures in Wonderland was told on a boating trip on the Thames.
6. Lewis Carroll wrote many books for children, and all of them are popular.

16. Speak about Lewis Carroll and his books.

Active Words and Word Combinations

| | | | |
|-----------------------------------------------|--------------------------------|------------------------------------------------------|---------------------------|
| adventure [əd'ventʃə] <i>n</i> | приключение | exhibit [ɪg'zɪbɪt] <i>v</i> | экспонировать, выставлять |
| atmospheric [æt'məs'ferɪk] <i>a</i> | атмосферный | experience [ɪk'spɪəriəns] <i>n</i> | опыт |
| award [ə'wɔ:d] <i>n</i> | награда | fairy tale ['feəri:tl] <i>n</i> | сказка |
| box-office ['bɒks'ɒfɪs] <i>a</i> | кассовый, коммерче- ский | glittery ['glɪtəri] <i>a</i> | сверкающий, блестящий |
| career [kə'riə] <i>n</i> | карьера, профессия | increase [ɪn'kri:s] <i>v</i> | увеличивать |
| composer [kəm'pəʊzə] <i>n</i> | композитор | incredible [ɪn'kredəbəl] <i>a</i> | невероятный |
| dean [di:n] <i>n</i> | декан | inspect [ɪn'spekt] <i>v</i> | изучать, осматривать |
| editor ['editə] <i>n</i> | редактор | interpretation [ɪn'tɜ:pri'teɪʃən] <i>n</i> | толкование |
| effect [ɪ'fekt] <i>n</i> | воздействие | knight [naɪt] <i>v</i> | посвящать в рыцари |
| entertain [.entə'teɪn] <i>v</i> | развлекать | | |

| | | | |
|-------------------------------------------|--------------------------------------------------|----------------------------------------------|--------------------------------------|
| landscape [ˈlændskeɪp] <i>n</i> | пейзаж, ландшафт | sequel [ˈsiːkwəl] <i>n</i> | продолжение (книги или фильма) |
| musical [ˈmjuːzɪkəl] <i>n</i> | мюзикл | sketch [sketʃ] <i>n</i> | эскиз, набросок |
| obtain [əbˈteɪn] <i>v</i> | получать, приобретать | still life [ˌstɪl ˈlaɪf] <i>n</i> | натюрморт |
| publish [ˈpʌblɪʃ] <i>v</i> | публиковать | unsurpassed [ˌʌnsəˈpɑːst] <i>a</i> | непревзойден- ный |
| pursue [pəˈsjuː] <i>v</i> | заниматься (музыкой, живописью и т. д.) | venture [ˈventʃə] <i>n</i> | предприятие |
| reduce [rɪˈdjuːs] <i>v</i> | сокращать | visionary [ˈvɪʒənəri] <i>a</i> | нереальный, призрачный |
| romantic [rəʊˈmæntɪk] <i>a</i> | романтиче- ский | watercolour [ˈwɔːtəˌkʌlə] <i>n</i> | акварель |

LESSON 21

| | |
|----------------|-----------------------------------------|
| Topic: | Man and Society. |
| Text 1: | British Mass Media. |
| Text 2: | The United Nations Organization. |

Text 1

British Mass Media

Newspapers

The British people are probably the greatest newspaper readers in the world. This explains the fact that there are quite a lot of editions of different kind. Generally, all the newspapers are divided into two groups. On the one hand, there are "quality" newspapers, which publish analytical articles on serious topics, involving economy, politics and business issues. Among the "quality" papers are *The Times*, *The Guardian*, *The Financial Times*, *The Independent*. Their circulation is not large, but their reputation is unshakeable. On the other hand, there are "popular" papers, or "tabloids" which are considered entertaining rather than informative. People buy such kind of papers to learn the latest news on sports events, private life of celebrities and rumors. Their circulation is much larger compared to "quality" papers. They are usually less in size and use large letters for the headings to report sensational news. The newspapers of this kind have the word "Daily" in the name. There are usually a lot of photographs, crosswords, sketches, and com-mixes in these papers. Among them the most popular are *Daily Express*, *The Sun*, *Daily Mail*, *Private Eye*, *Daily Mirror*, *Daily Star* and others.

Besides newspapers of daily circulation, there are also the ones issued on Sundays. These may be either the supplements to the daily papers, or independent Sunday papers, which are larger in size than the daily ones and usually have several separate parts on different topics. They can be called family papers, as there is something to read for each member of the family: love stories, detective stories, facts from history, sport, art, and much more. These newspapers contain the word "Sunday" in their title. Besides, there are a great number of all kinds of magazines.

All the newspapers and magazines in the UK are privately owned. Fleet Street in London, which was known as the home of many newspapers, has now lost its prominence — the offices of many newspapers have moved away from London, as the rent is very high.

Radio and Television

There are two main companies on the British Isles, which do the broadcasting over the country. They are the BBC (British Broadcasting

Corporation) and the IBA (Independent Broadcasting Authorities). There are several minor broadcasting companies as well.

In Britain there are four TV channels: the BBC I, the BBC II, the ITV ("I" stands for "independent") and Channel IV. All of them are different, each channel having its own target group and providing the viewers with high quality of programmes to all tastes. Commercial TV stations broadcast entertainment programmes, light dramas, talk shows and documentaries, as well as sport programmes and news.

EXERCISES

1. Answer the following questions:

1. Are the British people great newspaper readers?
2. What types of newspapers are there in the United Kingdom?
3. What do "quality" newspapers specialize in?
4. What is the main aim of "popular" newspapers?
5. Are Sunday newspapers larger or smaller in size than the newspapers issued on weekdays?
6. What articles can one read in Sunday papers?
7. Where were the offices of the largest British newspaper agencies previously situated?
8. What are the two main broadcasting companies in the United Kingdom?
9. What are the TV channels in the United Kingdom?
10. What kind of programmes do they broadcast?

2. Say whether the following statements are true or false:

1. Not many newspapers are published in the United Kingdom today.
2. Quality newspapers publish analytical articles about business and politics.
3. *The Financial Times* is a popular newspaper.
4. The circulation of "popular" papers is much larger compared to "quality" papers.
5. All the newspapers and magazines in the United Kingdom are owned by the state.
6. There are a lot of offices of newspaper agencies in Fleet Street.
3. Ask your friend five questions about newspapers he/she reads.
4. Speak about the newspapers you read.
5. Answer the questions about television in Russia.
1. How many TV channels are there?
2. Are there any local TV channels in your city/town?
3. Do you watch TV regularly?
4. What is your favourite channel? Why do you like it?

5. Do you watch TV regularly or occasionally?
 6. What kinds of programmes do you like watching?
 7. Do you watch news regularly?
 8. Why is it essential to watch news programmes?
6. Make up the outline of the text.
 7. Retell the text using the outline.

Text 2

The United Nations Organization

"Membership in the United Nations is open to all peace-loving states which accept the obligations of the Charter and, in the judgment of the Organization, are willing and able to carry out these obligations."

Article 4, Chapter 2, United Nations Charter

The name "United Nations", coined by United States President Franklin D. Roosevelt, was first used in the "Declaration by United Nations" of 1 January 1942, during the Second World War, when representatives of 26 nations pledged their Governments to continue fighting together against the Axis Powers.

States first established international organizations to cooperate on specific matters. In 1899, the International Peace Conference was held in the Hague to elaborate instruments for settling crises peacefully, preventing wars and codifying rules of warfare. It adopted the Convention for the Pacific Settlement of International Disputes and established the Permanent Court of Arbitration, which began work in 1902.

The forerunner of the United Nations was the League of Nations, an organization conceived in similar circumstances during the First World War, and established in 1919 under the Treaty of Versailles "to promote international cooperation and to achieve peace and security". The League of Nations ceased its activities after failing to prevent the Second World War.

In 1945, representatives of 50 countries met in San Francisco at the United Nations Conference on International Organization to the United Nations Charter. The United Nations was established on 24 October 1945 by 51 countries committed to preserving peace through international cooperation and collective security. Today, nearly every nation in the world belongs to the UN: membership now totals 189 countries.

All UN Member States are represented in the General Assembly — a kind of parliament of nations, which meets to consider the world's most pressing problems. Each Member State has one vote. Decisions on "important matters", such as international peace and security, ad-

mitting new members, the UN budget and the budget for peacekeeping, are decided by two-thirds majority. Other matters are decided by simple majority. In recent years, a special effort has been made to reach decisions through consensus, rather than by taking a formal vote.

The Assembly holds its annual regular session from September to December. When necessary, it may resume its session, or hold a special or emergency session on subjects of particular concern. When the Assembly is not meeting, its six main committees, other subsidiary bodies and the UN Secretariat carry out its work.

Human Rights

The Universal Declaration of Human Rights, proclaimed by the General Assembly in 1948, sets out basic rights and freedoms to which all women and men are entitled — among them the right to life, liberty and nationality, to freedom of thought, conscience and religion, to work, to be educated, to take part in government.

Together with the Declaration, these rights constitute the International Bill of Human Rights.

The Declaration laid the groundwork for more than 80 conventions and declarations on human rights, including conventions to eliminate racial discrimination and discrimination against women; conventions on the rights of the child; the status of refugees and the prevention of genocide; and declarations on self-determination, enforced disappearances and the right to development.

With the standards-setting work nearly complete, the UN is shifting the emphasis of its human rights work to the implementation of human rights laws. The UN Commission on Human Rights, an intergovernmental body, holds public meetings to review the human rights performance of States.

Promoting respect for human rights is increasingly central to UN development assistance. In particular, the right to development is seen as part of a dynamic process, which integrates all civil, cultural, economic, political and social rights and improves the well-being of all individuals in a society. Key to the enjoyment of the right to development is the eradication of poverty, a major UN goal.

EXERCISES

8. Find in the text the English equivalents of the following words and word combinations and use them in the sentences of your own:

запущенное в обращение; было впервые использовано; международные организации; разрабатывать механизмы; мирное урегулирование кризисов; Международный суд; после того как не смогла предотвратить; составлять; представлены; самые насущные мировые проблемы; международный мир и безопасность; миротворче-

ство; особые усилия; ежегодная сессия; основные права и свободы; свобода мысли; прекращение расовой дискриминации; статус беженцев; межправительственный орган

9. Give the Russian equivalents of the following words and word combinations:

peace-loving states; continue fighting together; to elaborate instruments; rules of warfare; to adopt; forerunner; ceased its activities; to draw up; parliament of nations; one vote; admitting new members; to reach decisions through consensus; subjects of particular concern; subsidiary bodies; to take part in government; declarations on self-determination; holds public meetings; the right to development

10. Put the names of organizations and events mentioned in the text in chronological order.

The Declaration by United Nations
The Permanent Court of Arbitration
The International Peace Conference
The United Nations
The League of Nations
The Treaty of Versailles

11. Answer the following questions:

1. Who was the first to use the term "United Nations"?
2. What was the purpose of the International Peace Conference in the Hague?
3. What kind of convention did it adopt?
4. What organization was the forerunner of the United Nations?
5. What did the League of Nations fail to prevent?
6. When was the United Nations established?
7. How many countries are now members of the United Nations?
8. Where are all United Nations Member States represented?
9. How many votes does each Member State have?
10. How are decisions on "important matters" taken?
11. When is the regular Assembly session held?
12. What are the main human rights? Prove that all these rights are essential for an individual.
13. Speak about the history of the United Nations Organization.
14. Speak about the work of the United Nations Organization.

Active Words and Word Combinations

| | | | |
|---------------------|---------------|-----------------|----------------|
| achieve [ə'tʃi:v] v | достигать | broadcast | транслировать, |
| adopt [ə'dɒpt] v | принимать | [ˈbrɔːdkɑːst] v | передавать |
| analytical | аналитический | | по радио/ |
| [ˌænəˈlɪtɪkəl] a | | | телевидению |

| | | | |
|-------------------------------------------------|---------------------------|-----------------------------------------------------|--------------------------|
| carry out [ˈkæriˈaʊt] <i>v</i> | выполнять | obligation [ˌɒbliˈɡeɪʃən] <i>n</i> | обязательство, |
| celebrity [sɪˈlebrɪti] <i>n</i> | знаменитость | own [əʊn] <i>a</i> | соглашение |
| circulation [ˈsɜːkjʊˈleɪʃən] <i>n</i> | распространение, тираж | pledge [pledʒ] <i>v</i> | собственный |
| codify [ˈkɒdɪfaɪ] <i>v</i> | систематизировать | | давать торжественное |
| commercial [kəˈmɜːʃəl] <i>a</i> | коммерческий | prevent [prɪˈvent] <i>v</i> | обещание; заверять |
| conceive [kənˈsiːv] <i>v</i> | задумывать | | предотвращать, |
| conscience [ˈkɒnʃəns] <i>n</i> | сознание, совесть | private [ˈpraɪvɪt] <i>a</i> | препятствовать |
| convention [kənˈvenʃən] <i>n</i> | договор, конвенция | prominence [ˈprɒmɪnəns] <i>n</i> | частный |
| documentary [ˌdɒkjʊˈmentəri] <i>n</i> | документальный фильм | promote [prəˈməʊt] <i>v</i> | известность |
| edition [ɪˈdɪʃən] <i>n</i> | издание, выпуск | | способствовать, про- |
| eliminate [ɪˈlɪmɪneɪt] <i>v</i> | устранять, исключать | provide [prəˈvaɪd] <i>v</i> | двигать, поощрять |
| emergency [ɪˈmɜːdʒənsi] <i>n</i> | чрезвычайное происшествие | quality [ˈkwɒləti] <i>n</i> | обеспечивать |
| | искоренение | represent [ˌrepriˈzent] <i>v</i> | качество |
| eradication [ɪˈrædɪˈkeɪʃən] <i>n</i> | предшественник | representative [ˌrepriˈzentətɪv] <i>n</i> | представлять, обозначать |
| forerunner [ˈfɔːrʌnə] <i>n</i> | свобода | security [sɪˈkjʊərɪti] <i>n</i> | представитель |
| freedom [ˈfriːdəm] <i>n</i> | основа | sensational [senˈseɪʃənəl] <i>a</i> | безопасность |
| groundwork [ˈgraʊndwɜːk] <i>n</i> | заглавие | subsidiary [səbˈsɪdiəri] <i>a</i> | сенсационный |
| heading [ˈhedɪŋ] <i>n</i> | содержательный | | вспомогательный, допол- |
| informative [ɪnˈfɔːmətɪv] <i>a</i> | включать, подразумевать | supplement [ˈsʌplɪmənt] <i>n</i> | нительный |
| involve [ɪnˈvɒlv] <i>v</i> | выпуск, издание | target [ˈtɑːɡɪt] <i>n</i> | приложение |
| issue [ˈɪʃuː] <i>n</i> | журнал | unshakeable [ʌnˈʃeɪkəbəl] <i>a</i> | цель |
| magazine [ˈmæɡəˈziːn] <i>n</i> | газета | viewer [ˈvjuːə] <i>n</i> | непоколебимый |
| member [ˈmembə] <i>n</i> | член | vote [vəʊt] <i>n</i> | зритель, |
| newspaper [ˈnjuːzˌpeɪpə] <i>n</i> | газета | vote [vəʊt] <i>v</i> | наблюдатель |
| | | warfare [ˈwɔːfeə] <i>n</i> | голос |
| | | | голосовать |
| | | | боевые дейст- |
| | | | вия, кон- |
| | | | фликт |

TEST III

1. Choose the correct variant.

| | | |
|---|---------------------------------------------------------|-----------------------|
| 1 | Russia is ... country in the world. | |
| | a. the strongest | c. the largest |
| | b. the most large | d. larger |
| 2 | Great Britain ... by the North Sea. | |
| | a. washes | c. is washed |
| | b. was washed | d. was washing |
| 3 | In its narrowest part the English Channel is called ... | |
| | a. La Manche | c. the Thames |
| | b. the Strait of Dover | d. the Severn |
| 4 | The UK consists of ... parts. | |
| | a. two | c. three |
| | b. five | d. four |
| 5 | Northern Ireland is a part of ... | |
| | a. Great Britain | c. the Irish Republic |
| | b. the UK | d. the USA |
| 6 | People living in Scotland are called ... | |
| | a. Irish | c. English |
| | b. Scottish | d. Scotlander |
| 7 | The United Kingdom is a ... monarchy. | |
| | a. absolute | c. constitutional |
| | b. state | d. democratic |
| 8 | The island of Great Britain is surrounded ... water. | |
| | a. from | c. with |
| | b. at | d. by |

| | | |
|----|----------------------------------------------------------|------------------|
| 9 | The climate on the British Isles is generally ... | |
| | a. severe | c. continental |
| | b. hot | d. mild |
| 10 | The longest river in the UK is ... | |
| | a. the Thames | c. Thames |
| | b. the Severn | d. Severn |
| 11 | Russia ... a vast territory. | |
| | a. occupies | c. is occupied |
| | b. occupy | d. occupied |
| 12 | The arctic climate is ... one. | |
| | a. cold | c. the cold |
| | b. the coldest | d. most cold |
| 13 | The USA ... by the Pacific Ocean and the Atlantic Ocean. | |
| | a. was surrounded | c. is surrounded |
| | b. surrounded | d. surrounds |
| 14 | Slavery was ... in the USA in 1865. | |
| | a. abolished | c. restricted |
| | b. diminished | d. down |
| 15 | The wealth of new Zealand ... agricultural activities. | |
| | a. due to | c. is due to |
| | b. due | d. is due |
| 16 | Australia is the ... manufacturer of wool. | |
| | a. world's leading | c. most leading |
| | b. country leading | d. great stock |

| | | |
|----|-----------------------------------------------|----------------------|
| 17 | The USA ... Canada. | |
| | a. borders with | c. borders on |
| | b. borders | d. is bordered on |
| 18 | Arbat is ... street of Moscow. | |
| | a. the longest | c. famousest |
| | b. the most famous | d. the most long |
| 19 | Turner is a famous ... | |
| | a. English artist | c. British poet |
| | b. American painter | d. American writer |
| 20 | The City is the ... of the UK. | |
| | a. financial center | c. heart |
| | b. Stock Exchange | d. historic monument |
| 21 | Moscow is ... city in Russia. | |
| | a. the largest | c. the larger |
| | b. large | d. vast |
| 22 | Moscow was founded ... Yuri Dolgoruky. | |
| | a. by | c. at |
| | b. — | d. with |
| 23 | ... can't call London a typical English city. | |
| | a. Nobody | c. Somebody |
| | b. One | d. None |
| 24 | Washington, DC is unique in ... way. | |
| | a. its own | c. its |
| | b. one's | d. his own |
| 25 | Washington is situated ... Potomac River. | |
| | a. on the | c. on a |
| | b. on | d. at the |

| | | |
|----|-------------------------------------------------|-------------------|
| 26 | The best way to go around NY is ... | |
| | a. by foot | c. on foots |
| | b. on feet | d. on foot |
| 27 | Tourists come ... the Statue of Liberty. | |
| | a. seeing | c. see |
| | b. to see | d. saw |
| 28 | Traffic on even-numbered streets ... east. | |
| | a. travel | c. travels |
| | b. is travelling | d. are travelling |
| 29 | The word 'downtown' ... the city centre in NY. | |
| | a. connote | c. connotes |
| | b. doesn't connote | d. don't connote |
| 30 | Weber started writing music ... | |
| | a. on himself | c. of his own |
| | b. about himself | d. his own |
| 31 | The first performance was ... | |
| | a. a failure | c. failed |
| | b. failure | d. the failure |
| 32 | Cats was an ... hit. | |
| | a. uncredible | c. iccredible |
| | b. incredible | d. incredit |
| 33 | He ... many awards, including an Academy Award. | |
| | a. won | c. win |
| | b. had win | d. shall win |
| 34 | Turner received ... no general education. | |
| | a. almost | c. neither |
| | b. none | d. yet |

| | | |
|----|------------------------------------------------------------------------------------------|-------------------------------|
| 35 | A landscape is a picture of ... | |
| | a. people | c. houses |
| | b. still life | d. countryside |
| 36 | Dodgson often ... children with different stories. | |
| | a. entertained | c. said |
| | b. told | d. amuse |
| 37 | The story was so good that ... | |
| | a. they asks to publish it | c. they asked to publish them |
| | b. they asked to publish | d. they asked to publish it |
| 38 | Alice in Wonderland was ... by Lewis Carroll. | |
| | a. the best book | c. the better book |
| | b. a best book | d. the most best book |
| 39 | "Quality" newspapers publish analytical articles on ... topics. | |
| | a. light | c. sensational |
| | b. different | d. serious |
| 40 | The newspapers issued on Sundays are called ... | |
| | a. Sunday supplements | c. tabloids |
| | b. weekend papers | d. dailies |
| 41 | Fleet Street was known as home for many ... | |
| | a. newspapers | c. TV stars |
| | b. television programmes | d. celebrities |
| 42 | All UN Member States ... in the General Assembly. | |
| | a. represent | c. present |
| | b. are presented | d. are represented |
| 43 | The League of Nations was the ... of the UNO. | |
| | a. forerunner | c. follower |
| | b. forefather | d. starting point |
| 44 | The island of Great Britain is divided ... three parts. | |
| | a. into | c. in |
| | b. to | d. on |
| 45 | Broadway is the ... street in New York with many sights. | |
| | a. long | c. most long |
| | b. longer | d. longest |
| 46 | The UN ... emphasis of its human rights work to the implementation of human rights laws. | |
| | a. is shifting | c. are shifting |
| | b. be shift | d. will shift |
| 47 | ... recent years, a special effort has been made to reach decisions through consensus. | |
| | a. on | c. within |
| | b. in | d. at |
| 48 | The League of Nations ceased its activities after ... to prevent the Second World War. | |
| | a. stopping | c. failing |
| | b. fail | d. didn't manage |
| 49 | Franklin D. Roosevelt was the first ... the term "United Nations". | |
| | a. use | c. used |
| | b. to use | d. was used |
| 50 | Each member of the UN has ... | |
| | a. one vote | c. three votes |
| | b. two votes | d. five votes |

2. Topics for discussion:

- 1. Speak about Russia.**
- 2. Speak about the United Kingdom.**
- 3. Speak about the United States of America.**
- 4. Speak about a country you would like to visit.**
- 5. Speak about Moscow.**
- 6. Speak about your native town (city)/the town (city) you live in.**
- 7. Speak about London.**
- 8. Speak about Washington, DC.**
- 9. Speak about New York.**
- 10. Speak about a famous composer/musician.**
- 11. Speak about a famous painter.**
- 12. Speak about a famous writer.**
- 13. Speak about mass media in the United Kingdom.**
- 14. Speak about the formation of the United Nations organization.**
- 15. Speak about human rights.**

IV. ПРОФЕССИОНАЛЬНАЯ ДЕЯТЕЛЬНОСТЬ СПЕЦИАЛИСТА

LESSON 22

| | |
|----------------|----------------------------------------|
| Topic: | Education. |
| Text 1: | Education in Russia. |
| Text 2: | Schools in the United Kingdom. |
| Text 3: | Education in the United States. |

Text 1

Education in Russia

Children start school at the age of six in Russia. The course of studies at school is eleven years now: four years of primary school and seven years of secondary school. Previously it was only ten years: three years of primary school and seven years of secondary school. Children under the age of six are taken to creches and nursery schools.

There is a wide choice of schools nowadays: state schools, private schools, lyceums and gymnasiums. The majority of schools is free of charge, but in some (usually private ones) parents have to pay for the education of their children. In ordinary schools parents sometimes pay for additional subjects in the curriculum, such as a foreign language or arts. Though it is generally not a demand, most children can already read and write when they start their school: this makes education much easier for them.

In primary school there are three or four lessons a day, they usually are Reading, Writing and Arithmetic. A lesson lasts forty minutes. During the first term children get used to learning and adapt to school regulations. Beginning with the second term of the first year at school, children also take Handicrafts, Drawing, Music and Physical Education. The list of subjects under study is further extended during the second, third and fourth years and includes the World History of Arts, Fundamentals of Security, History, Geography, and others. At primary schools all lessons are usually conducted by one teacher.

At the age of ten children pass to the second stage of education, known as secondary school. In secondary school there is a wide variety of subjects under study, and teachers specialize. The transition from primary to secondary school is sometimes difficult for children. After finishing the ninth form and getting the Certificate of Basic Secondary

Education, schoolchildren may either continue their education in the tenth form, or leave school and go to technical (vocational) schools and colleges.

After eleven years at school the school leavers take examinations and get the Certificate of Complete Secondary Education. Those who have only excellent marks in the Certificate get a gold medal, which gives the right to enter higher school taking only one examination.

The admission to higher school is competitive and based on the system of entrance examinations, usually three or four. During the examinations the school leavers must show their abilities in the chosen field. Young people also have an option to get specialized secondary education in vocational schools after leaving the eleventh form.

Among higher educational establishments are institutes (colleges), academies and universities. The term of studying in higher school is from four to six years. Students can be involved in scientific research while studying. At the end of their final year at college, university or academy they take final examinations and get a diploma. Besides, they can take postgraduate courses in the chosen field.

EXERCISES

1. Give the Russian equivalents of the following words and word combinations:

the course of studies; primary school; secondary school; previously; creche; lyceum; gymnasium; free of charge; curriculum; demand; to adapt; to extend; to conduct; transition; vocational school; higher school; competitive; ability; to be involved in; postgraduate courses

2. Use the words and phrases of exercise 1 in the sentences of your own.

3. Give the English equivalents of the following:

детский сад; большой выбор; государственная школа; большинство школ; дополнительные предметы; первая четверть; школьные правила; включать; изучаемые предметы; выпускники; академия; выпускные экзамены

4. Use the words and word combinations of exercise 3 in the sentences of your own.

5. Find in the text and read the information about

- the course of studies in Russian schools;
- pre-primary educational establishments;
- types of schools existing in Russia;
- lessons in primary school;
- secondary education;
- school-leaving examinations;
- the admission to higher school;
- higher educational establishments.

6. Translate the words in brackets into English.

1. (*Курс обучения*) is eleven years.
2. Children (*младше шести лет*) are taken to creches and nursery schools.
3. (*Большинство школ*) are free of charge.
4. At the age of six children start (*ходить в начальную школу*).
5. After (*базовой средней школы*) young people can enter (*технические училища*).
7. Make up ten questions on the text.
8. Make up the outline of the text.
9. Retell the text using the outline.
10. Choose one point of the outline to make an extended report.
11. Translate into English.

В России в настоящее время существует несколько типов школ, как государственных, так и частных. Родители могут по своему усмотрению отдать детей в гимназию, лицей или частную школу. Иногда при поступлении в такие учебные заведения дети проходят тестирование или сдают экзамен. Стандарт образования — общий для всех школ, однако школы могут сами выбирать методы работы и учебники. Как правило, до школы дети ходят в ясли и детские сады, где приобретают навыки работы в коллективе, что делает учебу в школе легче.

Text 2

Schools in the United Kingdom

Education in the United Kingdom is compulsory from the age of five to sixteen. Children under five go either to nursery schools, or to playgroups. Both types of pre-primary educational establishments are non-state; the difference is that a child spends the whole day in a nursery school, while he or she can stay in a playgroup only for some hours a day. Anyway, the main aim of such kind of establishments is to make the children ready for primary schools. Children play, draw, model things from clay and learn to work together.

Compulsory education for all children begins at the age of five. There are 35,000 state schools in Britain. All of them are the responsibility of the Local Educational Authorities (LEA). The LEA caters for the curriculum and exams in each region; they also appoint head teachers and held assessment tests at schools.

Primary school is for children from five to eleven. At first the studies are more like playing than working; English teachers say that this is the best way for children to get used to school. Probably they are right:

children learn better when they play. Lessons usually last from nine in the morning till four or five in the afternoon with a long break at the lunchtime.

At the age of eleven pupils go to comprehensive schools. Children usually wear a uniform; it is different in different schools. They study Maths, English, Arts, English Literature, Geography, one or two foreign languages, usually French, Italian or German, PE (Physical Education), IT (Information Technology), Religion, Science, Biology, Sex Education and other subjects.

At the end of their studies they take General Certificate of Secondary Education examinations (GCSE) 0-level, and then they either leave school and start working or continue their studies at school or at college for two more years. This is called the sixth form at school or the sixth form college, and the students take only the subjects they need for entering the university of their choice.

At the age of eighteen they take GCSE A-level. They usually take three or four A-levels. There are no entrance exams to universities, so the students can enter a university or a college on the results of their A-level examinations.

Speaking about education in the UK it is necessary to say that there is a great difference between state education and private education. State schools are free, and about ninety per cent of all children attend them. Private, or public schools are very expensive. These are usually boarding schools, where children stay while they study, coming home only on vacations. These schools are for children between thirteen and eighteen. Before entering a public school children are usually educated at home. State schools are usually mixed, while private schools are typically single-sex, with a few exceptions.

EXERCISES

12. Give the Russian equivalents of the following words and word combinations:

Local Educational Authorities; primary school; comprehensive school; secondary school; Art; English Literature; Information Technology; General Certificate of Secondary Education examinations; A-level; 0-Level; state education; private education; public schools; boarding schools; mixed

13. Give the English equivalents of the following words and word combinations:

обязательный; до пяти лет; или ... или; детский сад; лепить; учебный план; директор; больше похоже на ... ; школьная форма; иностранные языки; продолжать обучение; подготовительный класс колледжа; бесплатный; каникулы

14. Answer the following questions:

1. From what age is education in the United Kingdom compulsory?
2. What are the establishments for pre-primary education?
3. What is the difference between nursery schools and playgroups?
4. How many state schools are there in Great Britain?
5. What does the LEA do?
6. At what age do children go to primary schools?
7. What subjects do children take in secondary schools?
8. What kind of exam do the pupils take at the age of sixteen?
9. When do the pupils take GCSE A-level?
10. Are there any entrance exams in British universities?

15. Make up sentences using the following table:

| | | | | |
|---------------|----|--------------------|---------------|-------------------------------------------------------------------------------------------------------------|
| At the age of | 3 | pupils children | go to take | nursery schools. GCSE 0-level. playgroups. secondary schools. primary schools. GCSE A-level. |
| | 5 | | | |
| | 11 | | | |
| | 16 | | | |
| | 18 | | | |

16. Compare British and Russian schools. Speak on the following:

- age of admission to schools;
- term of compulsory education;
- subjects;
- exams;
- uniform;
- admission to colleges and universities.

17. Fill in the blanks with the following words:

boarding; run; comprehensive; year; graduates; facilities; mixed; public

Mike goes to a ... school in Birmingham. He is thirteen and is in his third ... now. His parents wanted to send him to a ... school but Mike was against it. He likes his school and his studies, and he thinks that if he went to a ... school, he would miss his home. The school he goes to is Mike has a lot of friends at school both among boys and girls. The classes ... from nine am till quarter past four pm. Mike's favorite subject at school is IT. He says he wants to become a programmer when he Besides, he is fond of sports. He plays football and volleyball. The school he goes to has excellent sports

18. Read and translate into Russian.

Eton is one of the oldest public schools in Great Britain. It is a single-sex school. Today it is a secondary school for approximately 1,280 boys between the ages of 13 and 18, all of whom are boarders. Boys live in Houses. There are about fifty boys in each House. Every

House has its House Master. For academic purposes, the School is divided into five Blocks, from F to B. Boys normally spend one year in each block, moving up in September. On arrival in the School, a boy is assigned a Tutor by his House Master. The Tutor's principal function is to assist House Masters in monitoring academic performance; he also fosters his pupils' personal, cultural, and social development. His pupils come to him in small groups once a week for a Tutorial, in which they follow a programme of Study Skills, Personal-Social-Health Education (PSHE — designed to raise a boy's awareness of moral, social, and health issues), and topics chosen by the Tutor. When the boy becomes a Specialist, i.e. when he enters C and embarks on A-level work, he chooses a new Tutor. This will normally be a Master who teaches what is likely to be the boy's principal A-level subject. There are thirty-seven scheduled schools (i.e. lessons) a week in which formal teaching takes place, but almost all boys have one or more reading schools (i.e. free periods). Boys are taught in divisions (i.e. sets or forms) normally containing about ten or twelve boys of broadly similar ability in the case of Specialists and about twenty in the case of Non-Specialists. In each block, a programme of regular out-of-school work is laid down.

There are a lot of facilities in Eton. Computing (along with Design and Technology, Music, Drama, and Art) forms a compulsory part of the syllabus during the first year and is an optional subject thereafter. In the Design Centre there are facilities for woodwork, metalwork, silver-work and electronics. A huge number of boys have music lessons, and there are numerous bands, orchestras, and small groups. Most departments have a building of their own where the boys are taught.

19. Speak about schools in Great Britain.

Text 3

Education in the United States

There is no federal educational standard in the USA. Schooling and educational programmes are the responsibility of each state; this is why one can find great differences in education from state to state. No uniform demands exist on education in schools or universities throughout the nation. In most states attending school is obligatory for children between six and seventeen. Secondary education institutions include elementary schools and high schools.

Higher education in the USA is not nation-wide. Colleges differ a lot from each other in scale and level of education as well as in the "quality" of diplomas given. There are private and state universities. Private education is considered more prestigious. The most famous private university is Harvard. Higher education is rather expensive in the USA.

A typical American university has two levels of education: two years of undergraduate classes and two more years of graduate classes. The undergraduate years are called the freshman and the sophomore year. During the first and the second year the students take subjects of general education: Science, Humanities, Arts. The specialization begins at the third and the fourth years, named the junior and the senior year respectively. After the fourth year at college, students get a Bachelor's degree. Graduates may specialize further and do research. They get a Master's Degree.

EXERCISES

20. Give the English equivalents of the following words and word combinations:

федеральный стандарт образования; учебные и образовательные программы; универсальные требования; начальная школа; средняя школа; считается более престижным; самый известный; довольно дорогое; первый курс; второй курс; третий курс; четвертый курс; общеобразовательные предметы; специализация; степень бакалавра; степень магистра

21. Agree or disagree:

1. The system of education in the USA works according to the national standard.

2. Admission to elementary and high schools is free.

3. State universities are more prestigious than private ones.

4. The course in a typical American university lasts five or six years.

5. Sophomore is the second year in a university.

6. The specialization begins at the first year of studies in a university.

22. Make up ten questions on the text.

23. Compare education in the United States and in Russia.

24. Speak about education in the United States.

LESSON 23

| | |
|----------------|---------------------------------------------------------------|
| Topic: | My Future Activities. |
| Text 1: | Teacher's Profession. |
| Text 2: | Reform in the System of Secondary Education in Russia. |

Text 1

Teacher's Profession

When young people choose the profession of a teacher, it is always necessary to bear in mind that teaching is a very difficult job. It implies great responsibility and a lot of activities of different kind both in class and at home. There are always a lot of copybooks to be corrected, plans to be written, and problems to be discussed. In fact, there are no days off for a teacher: he or she is constantly occupied with thoughts about school, lessons and pupils. This is why it is often said that teacher's job is very specific.

On the one hand, a good teacher does not only give knowledge but also serves a model of behaviour for his or her pupils, especially the young ones. He or she forms the pupils' attitude to the subject. The manner in which he or she teaches matters a lot. On the other hand, a teacher mustn't forget that he or she must study from the pupils. Studying is a constant process for a teacher. If one stops studying, learning something new every day, both in the sphere of his or her professional interest and in people's relations, this means that it is time to stop teaching. Otherwise, it will do no good for the teacher and the pupils.

The teacher's task is not only to provide the pupils with information, but also to prepare them for everyday life, to make them good and responsible citizens of the society. While communicating with children a teacher studies them. The teacher must know the pupils' interests beyond the classroom, share their concerns, and learn about their needs and abilities. He or she must be well aware of the pupils' good and bad sides, too.

Classroom climate depends a lot on the relations between a teacher and a pupil. Mutual respect of the teacher and the pupils is necessary if one wants to create a good and fruitful atmosphere at the lesson. To achieve this, the teacher's thinking should be on a higher level than that of the pupils.

It is the main aim of education to help children to live in the community and to prepare for real life situations. School becomes a place for work and play, for living and learning. A teacher takes an active part in shaping a child's character, fostering honesty, kindness, and co-operation.

Teaching is a very difficult job but those who are well equipped for it will have a happy and interesting life.

EXERCISES

1. Give the Russian equivalents of the following words and word combinations:

imply great responsibility; model of behaviour; classroom climate; constant process; mutual respect; shaping a child's character; to foster; to be well equipped for

2. Give the English equivalents of the following words and word combinations:

огромная ответственность; много значить; отношения; задача; принимать участие; честность; характер; более высокий уровень

3. Make up ten questions on the text.

4. Agree or disagree. Explain your point.

1. Teaching is a very boring job.

2. The attitudes to the subject and to learning in general depend on the teacher.

3. A good atmosphere at the lesson is provided by the teacher's respect for the pupils.

4. The only responsibility of a teacher is to give good knowledge.

5. It is always difficult to choose the right attitude to pupils.

5. Find the sentences with the modal verbs, and make them negative and interrogative.

6. Make up the outline of the text.

7. Retell the text using the outline.

8. Give the Russian equivalents of the following words and word combinations and use them in the sentences of your own:

to become a teacher; a subject; to graduate from; to bring up new generation; on the curriculum; age group; out-of-class work; the leading teacher of the class; responsibility

9. Give the English equivalents for the following words and word combinations and use them in the sentences of your own:

благородный; почетный; выдающийся; посвящать много времени чему-либо; расписание; педагогика; методика; психология

10. Answer the following questions:

1. Why have you chosen to become a teacher?

2. Where will you work after you graduate?

3. What subject will you teach after you graduate?

4. When will you graduate? What year are you in now?

5. It is a responsible task to bring up new generation, isn't it? Why?

6. What subjects in the curriculum will help you to teach children?

7. What kinds of teaching activities are taught at your college?

8. Do the students at your college do teaching practice?

9. What age group would you like to teach? Why?
10. What will you do besides teaching your subjects at school? Will you be a form-teacher (the leading teacher of the class)?
11. Should a teacher devote much time to out-of-class work?
12. What outstanding educators do you know? Whose methods are you going to use in your everyday work? Why? Describe some of these methods.
13. What are the duties of a teacher?
14. Why is the teacher's profession considered one of the most important?

Text 2

Reform in the System of Secondary Education in Russia

School is one of the most important institutions of the society; school reflects the condition of the society and shows tendencies of further development. Being one of the most important social institutions, it influences the life of the country as a whole. Therefore, much attention should be paid to education of children to ensure stability and progress in the country. At the same time, the changes in the social and economic life present new demands in the respect of new vision in the upbringing and development of the new generation. It is generally stated that the system of education in Russia has the urgent need in deep alterations nowadays.

In the beginning of the twenty-first century the system of education faces several problems. On the one hand, changes taking place in information technologies and industry highlight the main objectives in education. Modern industry needs qualified, highly professional specialists in many spheres. On the other hand, the overflow of information may become even dangerous for children: the statistics says that only 10 per cent of school-leavers can be considered absolutely healthy today, the other 90 per cent having various health problems. Therefore, it has been decided to extend the period of obligatory secondary education to nine years instead of eight. General secondary education is thus extended to eleven years.

The curriculum will undergo considerable changes, too. More attention will be paid to new subjects in the curriculum, which are essential for the integration of the young people into society. These include economics, information technology, ecology, law, culture, arts, geography, biology and fundamentals of security. The principles of teaching Russian language, Russian literature, and mathematics will be also changed aiming at deeper knowledge of the students. Teaching a foreign language at Russian schools will be improved so as to match the international standards. It is absolutely necessary to bring up harmoniously developed people, thus more attention will be paid to the lessons of physical education.

The education in Russia will undergo one more serious alteration in the nearest future, concerning the entrance exams to higher educational establishments. The nationwide system of assessment tests is going to be developed. Admission to the universities will be held on the results of these tests.

EXERCISES

11. Give the Russian equivalents of the following words and word combinations:

institution; to reflect; further development; to present new demands; urgent need; to highlight; fundamentals of security; nationwide; assessment test

12. Give the English equivalents of the following words and word combinations:

отражать состояние; в целом; воспитание; развитие; сталкиваться с проблемами; современная промышленность; расширять

13. Make up ten questions on the text.

14. Agree or disagree. Explain your point.

1. Much attention is paid to bringing up a harmoniously developed individual.

2. No new subjects are included in the school curriculum.

3. The term of studies at schools will be less than in the past.

4. All school-leavers in Russia are healthy.

5. Rules of admission to the universities will be altered.

6. Teaching a foreign language at schools in Russia corresponds to the international standards nowadays.

15. Find the sentences with the Complex Object, and make them negative and interrogative.

16. Make up the outline of the text.

17. Retell the text using the outline.

LESSON 24

Topic: The Rights of the Child.

Text: The Convention on the Rights of the Child.

Text

The Convention on the Rights of the Child

The human rights of children and the standards to which all governments must aspire in realizing these rights for all children, are formulated in the Convention on the Rights of the Child. The Convention is the most universally accepted human rights instrument in history — it has been ratified by every country in the world except two. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children's rights.

Built on varied legal systems and cultural traditions, the Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. It spells out the basic human rights that children everywhere — without discrimination — have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation, and to participate fully in family, cultural and social life.

Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care, education and legal, civil and social services. These standards are benchmarks against which progress can be assessed. States that are party to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

The Convention on the Rights of the Child was carefully drafted over the course of 10 years (1979–1989) with the input of representatives from all societies, all religions and all cultures. The Convention has become the most widely accepted human rights treaty ever.

Some people assume that the rights of children born in wealthy nations — where schools, hospitals and juvenile justice systems are in place — are never violated, that these children have no need for the protection and care called for in the Convention. But that is far from the truth. To varying degrees, at least some children in all nations face unemployment, homelessness, violence, poverty and other issues that dramatically affect their lives.

All of us are born with human rights — a principle the Convention on the Rights of the Child makes very clear. They belong to each and every one of us equally. Children living in developing countries have the same rights as children in wealthy countries. The Convention places equal emphasis on all of the rights for children.

Because of its near-universal acceptance by the community of nations, the Convention on the Rights of the Child has brought into sharp focus for the first time the fundamental human dignity of all children and the urgency of ensuring their well-being and development. The Convention on the Rights of the Child specifically refers to the family as the fundamental group of society and the natural environment for the growth and well-being of its members, particularly children.

Under the Convention, States are obliged to respect parents' primary responsibility for providing care and guidance for their children and to support parents in this regard, providing material assistance and support programmes. States are also obliged to prevent children from being separated from their families unless the separation is judged necessary for the child's best interests.

The Convention on the Rights of the Child confirms that children have a right to express their views and to have their views taken seriously and given due weight — but it does not state that children's views are the only ones to be considered. The Convention also states that children have a responsibility to respect the rights of others, especially those of parents.

The principle of non-discrimination is included in all the basic human rights instruments and has been carefully defined by the bodies responsible for monitoring their implementation.

The Convention on the Rights of the Child was adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989. It entered into force 2 September 1990, in accordance with article 49.

EXERCISES

1. Give the English equivalent of the following words and word combinations:

документ, наиболее полно признанный во всем мире; ратифицировать; неоспоримый; защищать и гарантировать права детей; законодательная система; культурная традиция; право на жизнь; право на наиболее полное развитие; полноценно участвовать; устанавливать стандарты; здравоохранение; предпринимать действия; вклад представителей; договор о правах человека; одобрять (документ); принимать; суд по делам несовершеннолетних; далеко не так; безработица; в равной степени; развивающиеся страны; развитые страны; человеческое достоинство; естественная среда; в интересах ребенка; выражать своё мнение; уважать права других; исполнение

2. Give the Russian equivalents of the following words and word combinations:

to aspire; governments have committed themselves; universally agreed; inherent to the human dignity; social services; benchmark; in the light of; to assume; poverty; affect one's life; bring into sharp focus; parents'

primary responsibility; in this regard; material assistance; prevent somebody from something

3. Match the words in the columns.

universally

wealthy

juvenile

to ensure children's

harmonious

harmful

primary

to express

carefully

human

cultural

health

developing

the community

social

accepted

rights

rights

traditions

influences

development

care

service

nation

justice

country

of nations

responsibility

their views

defined

4. Prove that

- the Convention on the Rights of the Child is the most universally accepted document of this kind;
- the Convention on the Rights of the Child is a set of non-negotiable standards and obligations;
- the Convention on the Rights of the Child spells out the basic human rights for children all over the world;
- the Convention on the Rights of the Child was paid much attention to while being drafted;
- children born in wealthy nations sometimes need protection as well as children born in developing countries;
- the Convention on the Rights of the Child specifically emphasizes the role of the family in the upbringing of children.

5. Express the idea in a different way.

1. The Convention on the Rights of the Child was accepted by all the countries in the world except two.

2. The Convention on the Rights of the Child is the basic document that serves the reference for the governments.

3. The Convention was written for a long period of time.

4. The Convention was written taking into consideration different cultural backgrounds.

5. Some people think that children living in the developed countries do not suffer from homelessness, violation and discrimination.

6. The main obligation of the parents is to provide good living conditions for their children.

7. States must ensure that children live together with their families unless the court decides it is better for a child to be separated from his/her parents.

8. Children can express their point of view and respect the point of view of the others.

9. The principle of equality of all the races is included in all the documents of the Convention.

6. **Speak about the main principles of the Convention on the Rights of the Child.**

Extracts from the *Convention on the Rights of the Child*

Preamble

The States Parties to the present Convention,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person and have determined to promote social progress and better standards of life in larger freedom,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions and that such children need special consideration,

Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

Part I

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

Article 16

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information

and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

Article 24

States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

Article 28

1. States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Part II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child.

Active Words and Word Combinations

| | | | |
|---------------------------------------|----------------------------|-----------------------------|----------------|
| admission [əd'mɪʃən] <i>n</i> | прием | certificate | свидетельство, |
| aim [eɪm] <i>n</i> | цель | [sə'tɪfɪkət] <i>n</i> | удостовере- |
| appoint [ə'pɔɪnt] <i>v</i> | назначать | | ние, аттестат |
| assessment | оценка | clay [kleɪ] <i>n</i> | глина |
| [ə'sesmənt] <i>n</i> | | comprehensive | единая |
| authority [ɔ:'θɔ:ɪtɪ] <i>n</i> | власть, адми- нистрация | school | средняя |
| | | [ˌkɒmpri'hensɪv ˈsku:l] | школа |
| cater for ['kætə] <i>v</i> | заботиться | | |

| | | | |
|------------------------------------------------------|--------------------------------------|----------------------------------------------------------|-----------------------------------------|
| compulsory [kəm'pʌlsəri] <i>a</i> | обязательный | junior year ['dʒuːniə ˌjiə] | предпослед- ний курс |
| conduct [kən'dʌkt] <i>v</i> | вести | local ['ləʊkəl] <i>a</i> | местный |
| course [kɔ:s] <i>n</i> | курс | nursery school ['nɜːsəri ˌsku:l] | детский сад |
| crèche [kreiʃ] <i>n</i> | детские ясли | playgroup ['pleɪgruːp] <i>n</i> | прогулочная группа |
| curriculum (pl -la) [kə'rikjuləm] <i>n</i> | курс обучения; расписание | postgraduate course [ˌpəʊst'grædjunt ˌkɔ:s] | аспирантура |
| demand [dɪ'mɑːnd] <i>n</i> | требование, запросы | previously ['priːviəsli] <i>adv</i> | раньше, прежде |
| education [ˌedʒu'keɪʃən] <i>n</i> | образование | primary ['praɪməri] <i>a</i> | начальный |
| elementary school [ˌeli'mentəri ˌsku:l] | начальная школа | private ['praɪvɪt] <i>a</i> | частный |
| enter ['entə] <i>v</i> | поступать | research [ri'sɜːtʃ] <i>n</i> | научно-иссле- довательская работа |
| entrance exam ['entrəns ɪgˌzæm] | вступительный экзамен | responsibility [ˌrɪˌsponsə'bɪlɪti] <i>n</i> | ответствен- ность, обязанность |
| establishment [ɪ'stæblɪʃmənt] <i>n</i> | организация, учреждение | secondary ['sekəndəri] <i>a</i> | средний |
| extend [ɪk'stend] <i>v</i> | продолжаться, расширяться | senior year ['siːniə ˌjiə] | последний курс (амер.) |
| facility [fə'sɪlɪti] <i>n</i> | оборудование, приспособ- ление | sophomore year ['sɒfəmoː ˌjiə] | второй курс (амер.) |
| free of charge ['friː əv 'tʃɑːdʒ] | бесплатный | term [tɜːm] <i>n</i> | семестр, четверть |
| freshman year ['frefsmən ˌjiə] | первый (младший) курс | term of studying ['tɜːm əv 'stʌdiɪŋ] | срок обучения |
| high school ['haɪ ˌsku:l] | средняя школа (амер.) | vocational [vəʊ'keɪʃənəl] <i>a</i> | профессио- нальный |
| involve [ɪn'vɒlv] <i>v</i> | включать, вовлекать | | |

ADDITIONAL TEXTS FOR READING AND DISCUSSING

(1)

The Whipping Boy

In the afternoon Tom had a few moments to himself, and a lad of about twelve years of age was brought in to him. He came up to Tom with his head bowed and fell on one knee before him. Tom sat still and looked at the lad in silence a moment. Then he said:

"Rise, lad! Who are you? What do you want?"

The boy rose and said:

"You must remember me, My Lord. I am your whipping boy."

"My *whipping* boy?"

"Yes, My Lord. I am Humphrey Marlow."

Tom did not know what to do or to say.

"It seems to me that I remember you," he said at last. "But I cannot remember everything, as I am ill."

"Oh, my poor master," cried the whipping boy, thinking to himself: "It is true — he is mad, the poor fellow. But I forget — I was told not to notice that anything was wrong with him."

"I often forget many things these days," said Tom. "But pay no attention to it. Just tell me what you want."

"Two days ago when Your Majesty made three mistakes in your Greek composition in the morning lessons — do you remember it?"

"Yes, I think I do," answered Tom, thinking: "This is not so far from the truth. If I had been having a composition in Greek, I should have made not three mistakes, but thirty."

"My Lord, your teacher promised to whip me for it and ..."

"Whip you?" Tom cried in surprise. "Why did he want to whip you for my mistakes?"

"Ah, My Lord, he always whips you when you don't know your lessons."

"True, true — I have forgotten," said Tom. "Since you help me to do my lessons, he says that you don't teach me well enough, and if I make a mistake ..."

"Teach You, My Lord? I, the humblest of your servants? Never! But this is how it is: nobody may strike the Prince of Wales, so when he makes mistakes, I — his whipping boy — get the blows. It is my work and I get the wages for it."

"And have they beaten you, my poor friend?"

"No, Your Majesty, they were going to beat me today, but they didn't do it because of the death of the king. Now you are no more Prince of Wales, you are the King of England, and I am afraid that now you will throw all your books away, because nobody can tell you now

what to do and what not to do. Then I am lost and my poor sisters with me."

"Lost? Why?"

"My back is my bread. Oh, My Lord! If you stop studying, you won't need any whipping boy and I shall have no work. Don't turn me away."

Tom was sorry for the boy. Besides, he thought the boy could be useful in the future because he lived in the palace and knew a lot. He said:

"Rise, Humphrey Marlow, you and your children will always have the post of whipping boy at the royal house of England. Very soon I shall take my books again and study so badly that you will get money three times more than before."

"Oh, thank you, My Lord! Now I shall be happy as long as I live," cried out the boy.

Tom asked Humphrey to talk about the people in the palace and the prince's lessons in the schoolroom. By the end of an hour he knew a lot of things about the prince; so he decided to talk with Humphrey more the other day.

(From the *Prince and the Pauper* by Mark Twain)

(2)

Tom Sawyer at School

Tom made an honest effort to study, but he could not. He took his place in the reading class, but he read very badly that day; then in the geography he turned lakes into mountains, mountains into rivers, and rivers into continents, till chaos was come again. In spelling class he could not spell the simplest words and the medal that he had worn for months was given to another boy.

The harder Tom tried to fasten his mind on his book, the more he thought about different things. So at last he gave it up with a sigh. It seemed to him that the break at noon would never come. The air was still. It was the sleepest of the sleepy days. The voices of twenty-five studying pupils sounded like the murmur of bees.

Outdoors it was sunny and warm. A few birds were flying in the air. No other living thing was visible but some cows.

With all his heart Tom wanted to get free, or else to have something of interest to do to pass the time. He put his hand into his pocket, and suddenly his face brightened with joy. He took out a box. In the box there was a tick. He took the tick and put it on the desk. The happy tick started travelling along the desk, but Tom stopped him and turned him aside with a pin, making him follow in a new direction.

Tom's best friend Joe Harper was sitting next to him, suffering just as Tom had been. Now he got interested in this entertainment, too. Joe

took his pin and began to play with the tick, too. The sport became more interesting then. In a few minutes Tom said that they would better play with the tick in turn. He put Joe's slate on the desk and drew a line down the middle of it from top to bottom.

"Now," said he, "as long as he is on your side you can stir him up and I'll let him alone; but if you let him get away and get on my side, you must leave him alone as long as I can keep him from crossing over."

"All right, go ahead."

The tick escaped from Tom, presently, and crossed the equator. Joe harassed him a little, and then he got away and crossed back again. While one boy was worrying the tick with absorbing interest, the other would look on with interest as strong, the two heads bowed over the slate, and the two souls dead to all things else.

A tremendous whack came down on Tom's shoulders, and its duplicate on Joe's, and for the space of two minutes the dust continued to fly from the two jackets and the whole school to enjoy it. The boys had been too absorbed to notice the hush that had stolen upon the school a while before when the master came tip-toeing down the room and stood over them. He had seen a good part of the performance before he contributed his bit of variety to it.

(From the *Adventures of Tom Sawyer* by Mark Twain)

(3)

Arriving at Lowood Institution

I was sleeping when the coach stopped and I woke up. The coach door was open, and a woman was standing at it.

"Is there a little girl called Jane Eyre here?" she asked.

I answered "yes" and she helped me to get out of the coach.

It was raining; the wind was blowing.

I saw a large house with many windows. We went into the house. The woman led me into a room, asked me to wait there and went out.

Soon the door opened and two women came in. The first was a tall lady with dark hair, dark eyes and a pale and large forehead. It was Miss Temple, the headmistress of the school, as I learnt later. The second was Miss Miller, a teacher.

"The child looks tired. Are you tired?" the first lady asked me.

"A little, madam."

"And you are hungry, of course. Give her some supper before she goes to bed, Miss Miller. Is it the first time that you have left your parents, my little girl?"

"I have no parents, madam."

Then she asked me how old I was, and what my name was.

"I hope that you will be a good girl," she said.

Then Miss Miller took me away. We came into a wide long room with large tables. Two candles burned on each of them. About eighty girls aged from nine or ten to twenty were sitting round the tables. They were all wearing brown dresses and long pinafores. It was the hour of study. They were learning their lessons for tomorrow. Miss Miller told me to sit down on the bench near the door and cried out to the girls,

"Monitors! Collect the lesson books and put them away."

Four tall girls stood up from their tables, gathered the books and took them away. Miss Miller again commanded,

"Monitors! Bring the supper trays."

The tall girls went out and returned with four trays, which they put on the four tables. On each tray there were some oatcakes and a jug of water, and one cup in the middle of the tray. Each girl had a thin piece of cake, and they all drank out of one cup, passing it to each other.

After supper Miss Miller read a prayer and the girls went upstairs.

The night passed quickly. When I opened my eyes, a bell was ringing and the girls were dressing. It was bitter cold. I dressed and washed. Again the bell rang. All formed in file, two and two, and in that order went downstairs into the cold and dark schoolroom. Miss Miller read prayers. Then she said,

"Form classes!" There was a great noise during which Miss Miller cried several times: "Silence!" and "Order!"

There were four tables in the room, and at each table there was a chair. Round the tables stood four groups of girls. All of them had books in their hands. A bell rang. Three ladies came into the room; each walked to her table and sat down in her chair. Miss Miller took the fourth chair, which was near the door and round which the smallest girls were standing. I belonged to that class. We read the Bible for an hour. Then the bell rang for the fourth time, and the girls went into another room to breakfast. The room was long, low and gloomy. On two long tables there were basins with something hot having a very bad smell. I saw that the girls were angry. Some of them said,

"Disgusting! The porridge is burnt again!"

"Silence!" one of the teachers said. There was a prayer and a servant brought in some tea for the teachers.

I was so hungry that I ate some of my porridge, but it was impossible to eat all of it. I looked at the other girls. They were eating very slowly. Most of them could not eat at all and put down their spoons.

Breakfast was over, but everybody was hungry. There was another prayer and the girls went into the schoolroom. As I was leaving the dining room, I saw that one of the teachers tasted the porridge. She exchanged a look with the others. They looked angry and one said:

"Disgusting!"

A clock in the schoolroom struck nine. Miss Miller cried,
"Silence! To your seats!"

In five minutes there was order and silence, and all the girls were sitting on the benches. Suddenly the whole school stood up. What was the matter? I looked up and saw the tall lady with the dark hair and the dark eyes whom I had seen the day before. Miss Miller came up to her, then went back to her place and said,

"Monitor of the first class, bring the globes."

The girl brought two globes and put them on one of the tables. The tall lady began the lesson of geography with the senior girls. She was the head teacher. Her name was Miss Temple. The other teachers gave lessons to the lower classes. When the clock struck twelve, Miss Temple stood up.

"I have a word to say to the pupils," she said. "This morning you were given a breakfast which you could not eat. All of you must be hungry. I have ordered a lunch of bread and cheese for you."

The bread and cheese was soon brought in to the great pleasure of the whole school. After lunch we all went to the garden. It was the end of January, and the day was cold and dark. I stood quite alone and looked around at the garden and then at the house. I saw a tablet over the door with the following words: "LOWOOD INSTITUTION".

I read these words again and again for I did not understand the word "Institution". Suddenly I heard a cough behind me. I turned my head and saw a girl who was sitting on a stone bench nearby. She was reading a book. When she raised her head I asked her,

"Is your book interesting?"

"I like it," she answered.

"What is it about?" I continued.

"You may have a look at it," said the girl and gave me the book. The book seemed dull to me. There were no pictures in it. I gave it back to her and said,

"Can you tell me what is 'Lowood Institution'?"

"It is the house where you live."

"And why is it called 'Institution'? Is it different from other schools?"

"It is a charity school. You and I and all the others are charity children. I think you are an orphan. Are not either your father or your mother dead?"

"Both died when I was a child."

"Well, all the girls have lost either their father or their mother, and this is an institution for orphans."

"Do you like the teachers?"

"Well enough."

"But Miss Temple is the best, isn't she?"

"Miss Temple is very good and very clever. She is above the other teachers because she knows more than they do."

"Have you been long here?"

"Two years."

"Are you an orphan?"

"My mother is dead."

"Are you happy here?"

"You ask too many questions. I have given you answers enough for the present. Now I want to read."

At that moment the bell rang for dinner, and we returned to the house. After dinner we went to the schoolroom. Lessons began, and continued till five o'clock. Soon after five we had a small cup of coffee and some brown bread. I ate my bread and drank my coffee with pleasure, but I was still hungry when I finished. We had half an hour for rest, and then we studied again. Then we had a glass of water and a piece of oatcake, then prayers and bed. Such was my first day at Lowood.

(From *Jane Eyre* by Charlotte Brontë)

V. ДЕЛОВОЙ АНГЛИЙСКИЙ

LESSON 25

Topic 1: Preparation for Studies Abroad.

Topic 2: Correspondence with the Chosen University.

Preparation for Studies Abroad

Если вы намереваетесь поступить в иностранный университет в Америке или Канаде, то приемные комиссии потребуют от вас написать о себе небольшое эссе (две страницы машинописного текста). Его иногда называют Personal Statement, Statement of Purpose или Statement of Reasons. В этом эссе следует кратко изложить то, что представляет интерес для приемной комиссии. Это не просто сухое изложение вашей биографии, а, скорее, краткий рассказ о том, каковы мотивы вашего решения поступать в данный университет, какие основания вы имеете считать, что добьетесь успеха на выбранном поприще; какой опыт вы имеете в данной сфере. Такое эссе должно помочь преподавателям составить представление о личности будущего студента. Поэтому вам необходимо убедить их, что вас действительно стоит принять в университет.

Некоторые общие принципы составления Personal Statement:

1. Пишите о том, что лучше помогает понять ваш характер и ваши жизненные планы.
2. Вся информация о себе, которую вы посылаете, должна иметь связь с общей целью эссе.
3. Эссе должно содержать только положительную информацию.
4. Следует указать свое имя, специальность, которую вы выбрали, и поставить свою подпись.

В американских и канадских университетах присваивают последовательно три степени: бакалавра — Bachelor (соответствует трем-четырем курсам университета СНГ), магистра — Master (еще 2 года учебы в университете), доктора — Doctor (еще 3–5 лет учебы в университете).

Российский аттестат зрелости примерно равен свидетельству об окончании двенадцатилетней школы. Дипломы о высшем об-

разовании обычно приравниваются к четырем годам американского университетского обучения по специальной программе.

В американских и канадских университетах почти все стипендии, выделяемые для иностранных студентов, уходят на вторую и третью ступени обучения (graduate studies). Но если вы приняли решение поступить на первую ступень (undergraduate studies), можно собрать необходимые документы — о них речь пойдет дальше — и связаться с выбранным вами университетом, чтобы узнать все об условиях обучения и возможностях финансовой поддержки.

Образцы составления и оформления документов и писем

PERSONAL STATEMENT

My interest in education and foreign languages dates back to my school years where I excelled in organizing different parties, concerts and discussions for primary classes. During the years at Primary School Teachers' Training College I participated in pedagogical conferences in St. Petersburg and received a few rewards for my reports.

When I began my studies at St. Petersburg Primary School Teachers' Training College, I had the opportunity to be exposed to the full range of methodical courses, all of which tended to reinforce and enhance my intense interest in education. But rather soon I realized that education is too wide a subject and I had to choose a specific field to deal with. I have always been strong in English and German. So I came to methods of language teaching.

Since I was in my second year of study, I have been studying with my teacher, Mrs Krylova, intensive methods of language teaching. In my course paper I am adopting these numerous methods for the primary and secondary education.

Now my interest has shifted to multi-lingual education, which would serve an excellent base for wider literary education at all levels. Such an idea has recently been discussed, but there are still no standard programmes to realize it. It is very interesting and responsible to create these sort of programmes for schoolchildren. I am sure that they could develop their linguistic abilities and widen their knowledge of foreign literature.

My studies at the College will soon be completed and I would like to continue my education at the University of Toronto. After completing my Bachelor's degree I am going to continue my studies and to write appropriate textbooks for my courses. I am actually aware of the superb reputation of your University and I hope you will not deny me the privilege of continuing my studies at your fine institution.

Tatyana Larina

EXERCISES

1. Answer the following questions on the text:

1. How was Tatyana's school life connected with pedagogics?
2. Did Tatyana take part in local pedagogical conferences?
3. What did she receive awards for?
4. What did Ms Larina study at the College?
5. Was she particularly interested in English or in German?
6. She came to methods of teaching science, didn't she?
7. What kind of methods has she been studying at the College?
8. What sort of work did Tatyana write?
9. Where has her interest shifted now? Why?
10. Why is she eager to study at the University of Toronto?

2. Answer the following questions:

1. What field interests you particularly?
2. What were your activities at school in this field?
3. Aren't there any other events in your life connected with it? What are they?
4. Why did you choose primary school for your work?
5. Do you intend to continue your education after college?
6. Where would you like to study? Why?
7. What attracts you more: the theory or the practice?
8. What is the modern state of your science in our country?
9. Have you read any foreign authors concerning the problems of education?
10. Have you got any results of your proper research?

3. Make up dialogues on:

- your school successes;
- your choice of a concrete college;
- your college successes.

4. Write your personal statement (for the Bachelor of Education degree).

Correspondence with the Chosen University

Если вы решили поступать в американский или канадский университет, то для этого вам нужно будет написать несколько писем.

Краткие правила оформления письма:

1. Письмо должно быть отпечатано на компьютере.
2. Оно должно быть не длиннее одной страницы.
3. Поля не должны быть слишком узкими.
4. Письмо должно быть разбито на завершённые по смыслу абзацы.

В правом верхнем углу должен быть расположен ваш адрес. Он пишется в следующем порядке: имя, улица, дом, город, почтовый индекс, страна. Через 1–2 строки, под адресом, должна быть напечатана дата. Перед адресом университета, в который вы обращаетесь, должны остаться две свободные строки. Все выравнивается по левому краю. Через строку идет обращение: Dear Sir при обращении к мужчине или неизвестному лицу; Dear Ms при обращении к женщине. Абзацы вашего письма должны быть отделены от обращения и друг от друга пустой строкой. После последнего абзаца пропускаются две строки и обычно пишется Sincerely yours. Оставьте еще место (4–6 строк) для подписи и напечатайте свое имя.

REQUEST FOR APPLICATION MATERIALS

(Письмо-запрос)

Tatyana Larina
3, Shirokaya Street
Dobroye Village
St. Petersburg Region
Russia
E-mail: Tatyana@mail.ru
1st January, 2001

Prof. D.
Director of Undergraduate Studies
Department of Linguistics
University of Toronto
130 St. George Street, Room 6076
Toronto, Ontario, Canada
M5S 3H1

Dear Sir

I am Tatyana Larina, 20, a final-year student at St. Petersburg Primary School Teachers' Training College.

I am majoring in methods of language teaching. A list of my courses with hours and grades (unofficial transcript) is enclosed. I am to graduate next spring and I wish to apply for admission as a student in your Department. I would like to begin studying in the fall semester of 2001.

Would you please send me an application form and other papers necessary for application. I will be very grateful for any additional information (entrance requirements, financial aid, undergraduate programmes).

Sincerely yours
Tatyana Larina

EXERCISES

5. Translate into English.

студент последнего курса; список дисциплин с указанием количества академических часов; прием в качестве студента; осенний семестр (*амер.*); анкетный бланк; дополнительная информация; финансовая помощь; требования к поступающим

6. Write a request of your own.

COVERING LETTER

(Сопроводительное письмо)

(Адрес отправителя)

(Кому адресовано)

Dear Sir

As my application for the fall of 2001, I am sending you the following materials (enclosed):

1. Completed Application Form.
2. Completed International Student Financial Statement.
3. Certified copy of my official transcript (academic certificate) with attached official translation into English made by the St. Petersburg State Notary Office 1.
4. Two-page Personal Statement.
5. Three letters of recommendation (in separate envelopes).
6. Copies of TOEFL, TWE.

Please acknowledge the receipt of this packet.

Please also let me know if you need any additional documents.

I would be very grateful to you if you would duplicate your admission decision via e-mail.

Thank you for consideration of my application.

Sincerely yours

Tatyana Larina

EXERCISES

7. Translate into English.

заполненная анкета; рекомендация; официальная копия диплома; документ; решение о приеме

8. Spell the abbreviations of the tests and translate into Russian their full names.

| | |
|--------------|----------------------------------------------|
| TOEFL | Test of English as a Foreign Language |
| TWE | Test of Written English |
| TSE | Test of Spoken English |

9. Translate into English your academic certificate.

ACCEPTANCE AND REFUSAL
(Приним и отклонение предложений)

Пример письма, в котором предложение университета отклоняется:

Tatyana Larina
3, Shirokaya Street
Dobroye Village
St. Petersburg Region
Russia
E-mail: Tatyana@mail.ru

1st June, 2001

Associate Chair
Faculty of Education
The University of Western Ontario
1137 Western Road
London, ON, Canada
N6G 1G7

Dear Sirs

Thank you very much for your offer of admission and teaching assistantship. I regret that I cannot accept your offer because I have already accepted an offer from University of Toronto, where the programme is closer to my field of interest.

I am very grateful for your consideration and favourable attitude towards my application.

With many thanks for your help

Sincerely yours

Tatyana Larina

Пример письма, в котором вы принимаете предложение:

(Адрес)

Dear Sirs

I was very pleased to learn that I was admitted as a student in the Faculty of Linguistics and that the teaching assistantship is being offered to me. Your department has excellent reputation, and it is an honour to me to be accepted there.

I would like to inform you that I accept your offer of admission and teaching assistantship in the fall of 2001. I am also sending you this acceptance via e-mail.

**Please acknowledge the receipt of this message by return e-mail.
Please send me information about on-campus housing.
With many thanks for your generous help**

Sincerely yours

Tatyana Larina

EXERCISES

10. Learn the expressions used in the letters and render in English the contents of the letters.

LESSON 26

Topic 1: Searching for a Job Abroad.

Topic 2: Drawing up and Filling in Documents.

Searching for a Job Abroad

Познакомьтесь вкратце с теми процедурами и документами, которые требуются при трудоустройстве (в частности, в США):

(1)

1. To begin your job search, you must identify the kind of job you want, where the jobs are, and what employers expect.
2. If you are a student or a graduate of a vocational, technical, or professional (university) training programme and you have the same interests, you already know the kind of job you want.
3. Begin by thinking about the work you can do. Include the work you have been trained to do, the work you have actually done, and the work you enjoy doing.
4. Next, talk to as many people as possible about your job interests and concerns.
5. Thinking and talking help you build a network of people interested in helping you.
6. This network will lead to specific job contacts.
7. However, job counselling is also useful.
8. Job counselling is a professional service that may include vocational interest and aptitude testing; informing and advising about particular jobs; and providing training and guidance in the various steps at a job search.

EXERCISES

1. Find in the text the English equivalents of the following words and word combinations:

поиски работы; профессиональное учебное заведение; профессиональные контакты; служба трудоустройства; проверка профессиональной пригодности и интересов; обучение и руководство

2. Answer the following questions:

1. What must you do to begin your job search?
2. What must you include when thinking about the work you can do?

3. How can you build a network of people interested in helping you?
4. What is job counselling?
5. Does it provide training and guidance?

(2)

1. Employers want to select employees who have or who can learn the skills necessary to do the job.

2. Most employers will not hire people who are not dependable or who cannot get along with others.

3. Thus, they want to learn as much as possible about the skills, dependability and personal characteristics of prospective employees.

4. Depending on the job you are applying for, you might have to complete an application form, participate in one or more employment interviews, submit a resume, take a test, have a physical examination, or submit references, samples of your work, and copies of your school records.

5. Each of these steps in the employment process provides the employer with important information about you.

EXERCISES

3. Find in the text above the English equivalents of the following words and word combinations:

предприниматели; работники; навыки; отбор работника (надежность работника); личные качества; претендовать на (работу); сдать экзамен; пройти медицинское обследование; представить резюме и рекомендации

4. Say whether the following statements are true or false:

1. Employers want to select only such employees who already have the necessary skills.

2. Most employers will hire only dependable people.

3. The employers want to learn all except your personal characteristics.

4. You might have to take a test when applying for a job.

5. You are never requested to submit references or school records.

(3)

1. Many people believe that answering newspaper want ads is the best method to use.

2. Job advertisements are found in the classified advertising section of newspapers.

3. Want ads are also found in professional journals.

4. There are two main types of want ads: "Help wanted" and "Jobs

wanted". You should read the want ads for two reasons: first, to learn more general information about jobs that are available; second, to learn specific information about a particular job that is of interest to you.

5. The ad may tell the education and work experience that are required for the job, the location of the job, the working hours, and the pay.

6. It also tells you how to apply for the particular job.

7. Avoid ads that make unrealistic offers.

8. If an ad suggests that you will make a lot of money quickly and easily, do not apply for that job.

EXERCISES

5. Find in the text above the English equivalents of the following words and word combinations:

объявление; подходящая работа; профессиональные журналы; объявления о приеме на работу; "требуется на работу"; "ищу работу"; профессиональный опыт; местонахождение фирмы; рабочий день; оплата; нереальные предложения; заработать много денег

6. Make up questions on text (3).

7. Say in a few words, what documents you must prepare before applying for a job.

8. Retell texts (1), (2) and (3).

Drawing up and Filling in Documents

(1)

1. Here are the information and official records that you should gather before you apply for any job.

2. You will need a Social Security number for almost any job.

3. All US residents, foreigners with special visas and even foreign students can get a Social Security number and a card.

4. If you are not a US citizen, you will have to explain what kind of visa you have and give visa number.

5. If you are a foreign student at a US university, you usually can be employed only by your university.

6. Some foreign university students earn small amounts of money by working as babysitters, dishwashers, translators and foreign language tutors.

7. In addition, after graduation, foreign students are sometimes permitted to work in this country for one year to gain more experience and knowledge.

EXERCISES

9. Find in the text above the English equivalents of the following words and word combinations:

карточка социального обеспечения; гражданство; свидетельство о рождении; тип визы; присматривать за детьми; частный учитель иностранного языка; расширить опыт и знание

(2)

1. If you are younger than 18, you must have a work permit.
2. You can get a work permit from the principal's office of a high school or from the county school board office.
3. Some jobs require you to drive during working hours.
4. Most states require a written test and a driving test.
5. Being limited-English-proficient or a foreigner should not, normally, stop you from getting a driver's license.
6. If you went to high school in another country, you should do everything possible to get a copy of your foreign high-school diploma.
7. If you attended a college or university, you should get an official transcript of your record.
8. If you completed a vocational technical training programme, you should have a certificate to verify that you had such training.
9. Some professions require you to have a state license in order to work. These professions include cosmetology, nursing, medicine, law, accountancy, pharmacy, engineering, teaching and others.
10. To get the license, you must take an exam. To find out about getting a state license, contact the state licensing board in the capital of your state.
11. Employers may be interested in knowing the kind of training and experience you received in the military, even if you served in the military of another country.
12. You may have skills that you developed without special training. List anything that shows that you have good leadership, communication or manual skills. And don't forget to say that you speak another language!

EXERCISES

10. Find in the text above the English equivalents of the following words and word combinations:

разрешение на работу; директор школы; экзамен по вождению автомобиля; плохо владеющий английским языком; водительские права; копия свидетельства о среднем образовании; официальная выписка из диплома; лицензия; комитет по лицензиям; подготовка и обучение в армии; служить в армии; особые навыки

1. A personal data sheet is a form that has information about you that an employer might want to see.
2. Practice printing your answers on a blank paper before you write on the form.
3. Use a dictionary to make sure that you spell correctly.
4. A completed job application provides the employer the answers to questions about your education and work experience.
5. The answers to unstated but important questions tell him about your ability to work neatly, spell correctly and provide accurate and complete data.
6. A résumé is an individualized, written summary of your personal, educational and experience qualifications.
7. If you are looking for a professional, technical, administrative, or managerial job, you will need a résumé.
8. A résumé is like a written sales presentation.
9. An effective résumé creates a favourable impression of you while presenting your abilities and experience.
10. Make a complete and accurate record of every job you have had.
11. For each job include the dates and places you worked, your duties, and the name of your supervisor.
12. You should list your most recent job first and your first job last.
13. Try to give US equivalent for foreign terms, including job titles, university degrees, and (translations of) publications and companies.
14. Also, give specific information about foreign work experience, including cities and countries and a description of your exact duties.

EXERCISES

11. Find in the text above the English equivalents of the following words and word combinations:

личный листок; заполнение печатными буквами; заявление-анкета о приеме на работу; образование и трудовой стаж; работать аккуратно; грамотно писать; предоставлять точные и подробные данные; резюме; обобщение сведений; реклама; рабочий опыт; служебные обязанности

12. Read the sample of chronological résumé and write chronological résumé of your own.

Tatyana Larina
Telephone: (812) 164-26-18

EDUCATION
1998 – Present

St Petersburg Primary School
Teachers' Training College

1990–1998

Secondary school of Dobroye Village,
St Petersburg Region

EMPLOYMENT

1.06.1998–5.08.1998

Nurse: Nursery of Dobroye village

1.09.1997–31.08.1998

Tutor

SPECIAL SKILLS: English, German, French, playing the piano,
gardening, cooking, personal computer

LESSON 27

Topics: Business Trip Abroad.
At the Airport. At the Railway Station.
At the Hotel. Currency Exchange.

Business Trip Abroad

EXERCISES

1. Make up a story about Mr X' business trip using the following words and expressions:

знание языка
посылать за границу
запрос на командирование
специалистов за границу
командировка
длительная командировка
заграничная командировка
краткосрочная командировка
расходы по командировке
находиться в командировке
поехать в командировку
разрешение
разрешение на въезд (виза)
разрешение на выезд (виза)
давать разрешение
получать разрешение
истечение срока действия визы
срок действия визы
выдавать визу
запрашивать визу
получать визу
продлевать визу
анкета

оформление документов

заграничный паспорт
предъявлять паспорт
стажировка
стажировка студентов
поездка
служебная поездка
продолжительность поездки
цель поездки
вызов

language knowledge/proficiency
to send abroad
request for sending specialists
abroad
mission, business trip, assignment
long-term business trip
mission abroad
short-term business trip
travel(ling) expenses
to be on a mission
to make a business/a mission
permit, authorization, permission
entry visa
exit visa
to give/grant permission
to obtain/get permission
expiration of a visa
validity of a visa
to grant a visa
to apply for a visa
to obtain/get a visa
to extend a visa
questionnaire, (personnel department) form, personal history
official registration of documents/
papers, putting smb's papers
in order
passport (for travelling abroad)
to show/produce one's passport
training, study course
(professional) training of students
journey, trip
official trip, mission
duration of a journey/trip
purpose/aim of a journey/trip
call, summons

срок командировки
срок пребывания
таможня
служащий таможи
консульство
медицинский контроль
паспортный контроль
пункт таможенного контроля
прибытие в страну
прилет делегации
известить о прилете
пребывание за рубежом
дипломатический прием
отъезд

period/term of a mission
term of stay(ing)
customs office, the Customs
customs officer/official
consulate
medical control/examination
passport control
customs inspection place
arrival in the country
arrival of a delegation
to inform/notify of the arrival
stay(ing) abroad
diplomatic reception
departure, leaving

At the Airport

2. Tell the story about what Mr X was looking for and asking at the airport and in the plane. Use Indirect Speech.

Where is the Aeroflot office?

How do I call Aeroflot?

When should I be at the airport?

I would like to confirm
my (return) reservation.

Where is the information office?

Where is the ticket office?

I want a ticket on a plane
to ..., please, flight number

Is this a direct flight?

How long is the flight?

When does the plane get to ... ?

How much does the ticket cost?

Where is the waiting room?

Where is the cloak room?

I would like to check this.

Where do I claim my bags?

I would like to claim my bags, please
Porter, here are my bags
(baggage, hand luggage).

When (where) is the check-in?

When does boarding begin?

Show me my place, please.

Please bring me some water
(an airsickness pill)

When are we to land?

Где находится представительство
Аэрофлота?

Как позвонить в Аэрофлот?

Когда я должен быть
в аэропорту?

Я хотел бы подтвердить свой
(обратный) рейс.

Где находится справочное бюро?

Где находится касса?

Мне, пожалуйста, билет на
самолет до ... , рейс №

Этот рейс прямой?

Какова продолжительность
полета?

Когда самолет прибывает в ... ?

Сколько стоит билет?

Где находится зал ожидания?

Где здесь камера хранения?

Я хочу сдать это на хранение.

Где получают багаж?

Выдайте, пожалуйста, мой багаж.
Носильщик, вот мой багаж
(багаж, ручная кладь).

Когда (где) регистрация?

Когда начинается посадка?

Покажите мне мое место, пожа-
луйста.

Дайте мне, пожалуйста, воды
(таблетку от укачивания)

Когда мы должны приземлиться?

At the Railway Station

3. Tell the story about what Mr X was looking for and asking at the railway station and in the train. Use Indirect Speech.

Where is the terminal?
How do I get to the station?
Where is the schedule of trains?

Is there a (through) train to ... ?

How much does a ticket
in the international (first-class,
second-class) car to ... cost?

When does train No. ... leave (arrive)?

When does the train leave for ... ?

Please give me a ticket
(a return/round-trip ticket)
in the sleeping car to ...

From which platform ... ?

When does the train get in to ... ?

How do I get to platform No. ...
(to the snack bar,
to the newspaper stand)?

Is this carriage No. ... ?

Here is my ticket.

Please wake me an hour before
we arrive (at/in ...).
dining car
toilet

Please bring me a cup of tea
(one more pillow/blanket).

What is the next station?

Где находится вокзал?
Как проехать на вокзал?
Где находится расписание
поездов?

Есть ли поезд (прямого сообще-
ния) до ... ?

Сколько стоит билет в междуна-
родном (мягком, купейном)
вагоне до ... ?

Когда отходит (прибывает)
поезд № ... ?

Когда отправляется поезд на ... ?

Дайте, пожалуйста, билет
(туда и обратно)
в мягкий вагон до ...

От какой платформы ... ?

Когда поезд прибывает в ... ?

Как пройти на платформу № ...
(в буфет,
к газетному киоску)?

Это вагон № ... ?

Вот мой билет.

Разбудите меня, пожалуйста,
за час до прибытия (в ...).
вагон-ресторан
туалет

Принесите, пожалуйста, чашку
чая (еще одну подушку/одеяло).
Какая следующая станция?

4. Tell a story about travelling abroad you know from life, literature or films. Use the vocabulary of the lesson.

At the Hotel

5. Translate Mr X' words into English using the suggested expressions.

Я хотел бы ... остановиться
в гостинице
оформить проживание
в гостинице
забронировать/заказать
комнату заранее
снять (освободить) номер
в гостинице
аннулировать заказ
Забронируйте, пожалуйста,
номер (два номера) в ...

to put up/stop
at a hotel
to register
at a hotel
to reserve/book/engage
a room in advance
to check in (check out)

to cancel the reservation
to reserve a room (two rooms) in ...

| | |
|--------------------------------------------------------------------|--------------------------------------------------------------------|
| гостиница, отель | hotel [həv'tel] the Astoria the Metropol the Ritz (Hotel) |
| пансион кемпинг | boarding house camping site |
| Моя фамилия X. Что вы можете сказать о городских гостиницах? | last name to say of |
| Мне платить вперед или при отъезде? | to pay in advance or on departure |
| Сколько стоит номер в сутки? | the price per night |
| В гостинице есть ... удобства | conveniences [kən'vi:njənsɪz] |
| прием в стирку личных вещей | laundry service |
| кондиционирование воздуха | air-conditioning |
| электрический камин | electric fire |
| Какие еще удобства (средства обслуживания) есть в ...? | facilities [fə'sɪlɪtɪz] |
| Есть ли у вас ... танцевальный зал | ballroom |
| ресторан | restaurant ['restərɒnt] |
| плавательный бассейн | swimming pool |
| теннисный корт | tennis court |
| площадка для игры в гольф | golf course |
| бильярд? | billiards |
| Я хотел бы снять номер на ... | to book a room for |
| сутки/две недели. | a night/a fortnight |
| Я забронировал его | to reserve by ... |
| по электронной почте (телефону). | |
| Вот подтверждение. | the confirmation |
| Я хотел бы комнату с видом | overlooking the .../facing .../with |
| на море (площадь, в сад, на горы) | the view of ... |
| Этот номер мне (не) подходит. | to suit [sju:t] |
| Есть ли номер подешевле (лучше, потише)? | |
| Включает ли стоимость номера ... | to include |
| завтрак, | |
| обслуживание? | personal services |
| Где и когда у вас завтрак? | to be served |
| На каком этаже мой номер? | |
| Где находится ... | |
| бюро обслуживания | service bureau |
| обмен валюты | currency exchange |
| авиа- (железнодорожная) касса | the air (rail) ticket office |
| лифт? | |
| Дайте, пожалуйста, | |
| ключ от номера ... | the key to ... |
| Есть ли в номере ... | |
| кондиционер | an air-conditioner |
| телевизор/телефон/компьютер? | |
| Помогите мне, пожалуйста, | |
| заполнить бланк. | to fill in the form |

6. And now translate into English the reception clerk's replies.

К сожалению, у нас есть
в настоящий момент только ...

double rooms
single rooms
expensive rooms
a cheap back room
a room with no bath
to stay with smb

На какое время вы у нас
остановитесь?

Ваш номер на ... этаже.

Простите, сэр, но, заполняя
карточку прибытия,
вы пропустили колонку
(строку) для ...
имени гостя
фамилии
даты рождения
места рождения
постоянного адреса
подписи.

the arrival card

the column (the line)
the guest

Вот ваш ключ, сэр.

Если вам что-нибудь будет нужно,
нажмите кнопку звонка.

Вам могут
погладить костюм
почистить ботинки
постирать рубашку
принести обед в номер.

to press the button
You can have your ...
... pressed

К вашим услугам ...

портье
горничная

... is at your service.
porter
chambermaid

При гостинице есть ...

салон красоты
киоск канцелярских товаров
справочное бюро
парикмахерская
пункт обмена иностранной
валюты

On the premises of this hotel ...
a beauty parlour
stationery stall
information bureau
hairdresser's
foreign exchange desk

Когда вы выходите из гостиницы,
пожалуйста, не забывайте
оставлять ключ у нас.

to leave the key with ...

Currency Exchange

7. Translate these expressions into Russian.

Where is the nearest exchange office?
Where can I change foreign currency?

What are the operating hours of the bank (currency exchange office)?

Which window (counter) should I go to?

What is the rate of exchange for US dollars (pounds sterling)?

How much is the commission?

Where should I sign?

Please give me a receipt for the currency exchange.

Please note that I exchanged this amount of currency.

8. Describe one of the hotels of your home town/city.

9. Tell your own story (or a story you heard) about registration at a hotel and currency exchange.

10. Read the notice in the hotel and retell it in Reported Speech.

The euro enters circulation today (01.01.02) in the European Union, with the exception of Denmark, Sweden and the United Kingdom.

No need to worry excessively about prices, says Belgian National Bank.

Consumers should watch out for price rises as the euro comes in, but there is no real reason to be excessively worried that the introduction of the cash euro and euro-based pricing will be inflationary according to the Belgian National Bank (BNB).

LESSON 28

Topics: Formal and Informal Correspondence.
Invitations. Wishes. Business Talks.
Formal and Informal Correspondence.

EXERCISES

1. Read and translate the samples of formal and informal letters.

Letters of Invitation and Replies

Formal Letter of Invitation

Mr and Mrs John Alan Scott
request the pleasure of
Mr Vladimir N. Dneprovsky's
company at dinner on Wednesday,
December the sixth
at seven o'clock
1, Newton Street.
R.S.V.P.*

*R.S.V.P. (*фр.* Repondez, s'il vous plaît) — Ответьте, пожалуйста.

Acceptance

Mr Vladimir N. Dneprovsky
accepts with pleasure
Mr and Mrs John Alan Scott's
kind invitation for dinner
on Wednesday, December the sixth
at seven o'clock.

Refusal

Mr Vladimir N. Dneprovsky
much regrets that a previous engagement
prevents his accepting
Mr and Mrs John Alan Scott's
kind invitation for dinner
on Wednesday, December the sixth.

Informal Invitations for Dinners

Dear Mrs ...

Will you and Mr ... have dinner with us on Friday, the first of April, at eight o'clock?

It is a long time since we have had the pleasure of seeing you and we do hope that you will be able to come.

Sincerely yours

.....

Acceptance

Dear ...

Mr ... and I will be delighted to dine with you on Friday, the first of April, at eight o'clock. How very nice of you to invite us!

We are both looking forward with great pleasure to seeing you and Mr ... again.

Sincerely yours

.....

Refusal

Dear Mrs ...

I cannot tell you how sorry I am that we cannot dine with you on Friday, the first of April. Unfortunately, my husband is on a business mission now, and he will be back only on Sunday, too late for your dinner party. That is why we are unable to accept your kind invitation. It was very kind of you to ask us; and I know Mr ... will be as sorry as I am to miss an evening with you and Mr ...

Sincerely yours

.....

Congratulations

My dear N

I am so glad to find out that you really have got the rank of Principal and a new appointment. You thoroughly deserved to get both. I suppose that you will soon be leaving us. Well, you must come over here all the more frequently until you do go. With hearty good wishes.

Yours very sincerely

K

Reply to the Letter

My dear K

It was most kind of you to write me such a cordial letter. Of course, I feel as pleased as I can at the result of the whole affair. I won't be leaving England for another six weeks, so we'll often meet again. I must thank you most deeply for the great encouragement you have given me. I don't know what I should do without it.

Yours ever sincerely

N

Address

В уроке 25 вы познакомились с оформлением адреса внутри письма. Теперь об адресе на конверте. Обратный адрес должен быть указан в левом верхнем углу или на клапане конверта. Имя адресата пишется немного ниже центра конверта. В правом верхнем углу приклеивается марка.

John A Scott
1, Newton Street
Town of Mount Royal
Quebec, Canada, H3P 2T1

STAMP

Vladimir N. Dneprovsky
765, Moskovskaya Street
248000 Kaluga
Russia

2. Learn the expressions of certain traditional congratulations:

Merry Christmas!

Happy New Year!

Happy New Year and my very best wishes!

(The) Same to you!

May Day greetings to you!

Victory Day greetings to you!

3. Here are congratulations on other occasions. Invent and describe a scene of congratulating, using some of these expressions.

Congratulations on your success/
on your good luck!

С удачей!

Congratulations on your lucky win!
Happy birthday!

С выигрышем!

Поздравляю с днем рождения!

Many happy returns of the day!

I hear you've defended your thesis.
 Congratulations!
 You've finished school.
 Congratulations!
 You're a student now.
 Congratulations!
 I hear you've got your first pay wages.
 Congratulations!
 Welcome!
 Welcome home!
 I hear you've defended
 your graduation project/got
 your first degree. Congratulations!

С защитой диплома!
 С окончанием школы!
 С поступлением в институт!
 С первой зарплатой!
 С приездом! С прибытием!
 С возвращением!
 Ты, говорят, уже защитил
 диплом? Поздравляю!

4. Learn the expressions used when giving a present.

We'd like you to accept this very
 modest token of our esteem.

Примите наш скромный подарок
 в знак нашего уважения к вам.

Here's our little gift/present.

Прими(те) наш небольшой
 подарок.

And this is for you (from me/us).

(А) это вам в подарок
 (от меня, от нас).

And here's a little souvenir
 to remember me/us by.

Это вам на память.

And this is a little memento
 from me/us.

5. Make short poems with different wishes (see examples below). Don't forget to thank for kind wishes or to wish the same.

Wishes and Replies

I wish you ...
 With all my heart I wish you ...
 I wish you every success!
 I wish you (every) success
 in passing your examination!
 Good luck to you with your
 exam(ination)!

(Я) Желаю (вам, тебе) ...
 От (всего) сердца желаю ...
 Желаю вам больших успехов!
 Желаю тебе сдать экзамен!

With all my heart I wish
 you happiness/joy!
 I wish you the best of everything!

От всей души желаю тебе
 счастья!
 Желаю вам всего наилучшего!

On the occasion of ... I wish you ...

В связи с ... желаю ... !

For your birthday I wish you ... !

В день рождения желаю ... !

Желаю хорошо отдохнуть!

Have a good rest!

Желаю поскорее выздороветь!

Get well (and) soon!

Желаю счастливого пути!

Happy journey!

Удачи!

Долгих лет жизни!

Не робей!

Береги(те) себя!

Будь здоров!

Пусть сбудутся (все) ваши мечты!

И вам желаю того же!

И вам также счастья!

Надеюсь на это.

Будем надеяться на лучшее.

Хорошо бы ...

Хорошо бы, чтобы было так!

Да поможет вам Бог!

Good luck!

May you live on and on and on!

Don't be shy!/Courage!

Take care of yourself!

Keep well!/Stay healthy!

May (all) your dreams come true!

(The) Same to you!

I also wish you joy!

I hope so.

Let's hope for the best.

It would be fine ...

If only it were as you say!

God help you!

Examples:

My dear Bess, I wish you every ...

You've been so kind as to give me a lift, that you must receive a ...

On my day I've made some dishes and received some kind ...

I see you're going on vacations, so here are my ...

Happy New Year has been struck, may it bring to you good ... !

Let us have a pleasant rest: we shall hope for the ...

Now I wish the same to you: may your dreams come quickly ...

6. Write some invitation letters:

1) приглашение мистеру ... (Mr) и миссис ... (Mrs) на официальный обед в честь знаменитого писателя (in honour of a well-known writer);

2) полуофициальное приглашение на обед вашим знакомым (to your acquaintances Mr and Mrs ...);

3) неофициальное приглашение мистеру ... (Mr) позавтракать в «Макдоналдсе» (to have a lunch at the McDonald's);

4) короткое письмо другу с приглашением на день рождения (to a birthday dinner);

5) небольшое письмо N, состоящее из трех абзацев, с приглашением провести выходные (a weekend) у вас в деревне.

7. Write four responses to an invitation for dinner as if you were in the following situations:

1. Вы принимаете приглашение.

2. Вы не можете принять приглашение, потому что уезжаете в дом отдыха за несколько дней до указанной в приглашении даты (to a holiday centre).

3. Вы не можете принять приглашение, так как уже приглашены в другое место (because of a previous engagement).

4. Вы тоже хотели бы пригласить своих друзей в этот день, так как сами устраиваете званый обед (dinner-party).

Business Talks

8. Make up a dialogue between representatives of two different firms using the following words and expressions:

деловое свидание
договоренность/понимание
дать/получить полномочия
сделать что-л.
быть знакомым с ...
Мы имеем честь представлять ...
Этот документ должен идти
за подписью директора.
Какая сумма отводится
на эти цели?
Могли бы вы ввести нас в
курс дела относительно ... ?
У вас есть какие-нибудь
предложения?
Вас удовлетворяют наши
условия ... ?
Можем ли мы считать, что ... ?
Это надо обсудить.
Возможны варианты.
Я вам перезвоню
по этому вопросу.
нанести визит
На него можно положиться.
... назначен управляющим

appointment
understanding
to give/receive authority to do smth
to be familiar with ...
We have the honour to represent ...
This document must go over
the director's signature.
What amounts will be allowed
for the purpose?
Could you put us in the picture
about ... ?
Have you got any proposals
to make?
Are you happy with our terms
of ... ?
Can we take that ... ?
It's a matter for the discussion.
There may be alternatives.
I'll call you back concerning
the subject.
to pay a visit
He is a person you can rely on.
... appointed to be Manager

9. Imagine a telephone conversation between two managers and retell it using Indirect Speech.

Вчера мы получили телеграмму
этой фирмы.
Разрешите вам напомнить ...
обсудить (изменить)
создавшееся положение.
Нет причин для беспокойства.
Поясните свою мысль конкретнее.
Мы бы просили вас ...
Я в этом совершенно уверен.
стремиться к соглашению
Вы не пожалеете.
Что касается вашего
предложения ...
Я понимаю, что вы имеете в виду.
Это вам решать.
Здесь мы договорились.
Что мы будем делать дальше?
В конце концов...
обязательно

The cable of the firm reached
us yesterday.
May I remind you ...
to discuss (to improve)
the situation.
There is no reason to worry.
Would you be more specific, please.
We would request you to ...
I'm quite positive about it.
to seek agreement
You won't regret it.
Regarding your offer ...
I see your point.
It's up to you to decide.
We are with you here.
What do we do next?
In the end...
by all means

10. Translate into Russian the expressions on the left and react to the statements in a polite manner using the suggestions given on the right.

It goes contrary to our plans.
It's next to impossible.
I'm sorry to say no.
We are eager for lunch.
It was hard talks, but it's
all over now!
My secretary will fix you up
with all you need.
We've captured a big contract
to supply ...
We all have to adjust
to new situations.
Our arrangement will operate
immediately.
Perhaps we can settle for ...
May I trouble you
to consider our plan.

*Жаль, что ...
Не наша вина ...
Что поделаешь ...
Время прощаться.
(Благодарность за участие
в переговорах.)
Вы очень любезны.*

Какая удача!

Попытаемся ...

Всегда готовы помочь.

*Самой собой! Хорошо!
Сделаем все возможное!*

11. Read and learn some idioms you may hear during the talks with your foreign partners.

Лучше синица в руках,
чем журавль в небе.
брать быка за рога
открыть карты
витать в облаках
любой ценой
идти на компромисс
проще простого
поставить все на карту
по крайней мере
знать толк в чем-либо
найти общий язык с ...
Игра стоит свеч.
не откладывая дела в долгий ящик
стоять на своем
без сучка, без задоринки
ставить точки над i

A bird in the hand is worth
two in the bush.
to take the bull by the horns
to lay cards on the table
to be in the clouds
at all costs
to split the difference
easy as ABC
to put all one's eggs in one basket
at all events
to have an eye for something
to see eye to eye with ...
The game is worth the candle.
to let no grass grow under one's feet
to stand one's ground
without a hitch
to cross a "t" and dot an "i"

Gratitude

12. You meet a foreign delegation arrived in your home town. They bring many presents for representatives of your firm. Write the plot of a short play and act it out. Use the expressions of gratitude given below.

Спасибо!

Спасибо, да.
Спасибо, нет.

Thank you.

Yes, please.
No, thank you.

Спасибо вам за ...
Большое спасибо!

Спасибо, что навестили нас.

Спасибо за то, что не забываете нас.

Даже не знаю, как вас благодарить.

Я вам очень признателен.

Позвольте выразить вам нашу
благодарность.

Мы вам так благодарны!

Thank you for ...

Thank you so/very much.

Thanks a lot.

Thank you for coming to see us.

Thanks for the visit.

Thank you for remembering us.

Thank you for keeping in touch.

I don't know how to thank you.

Thank you. Much obliged.

I would like to express our
gratitude.

We are so grateful to you!

13. Think of and write a larger play on private business talks. Use the expressions of this lesson and previous ones.

14. Act as the Chairman at a press conference on the problems of studies and work abroad.

ПРИЛОЖЕНИЯ

Приложение 1

Список основных неправильных глаголов

| Infinitive | Значения | Past Simple | Participle II |
|-----------------|----------------------------|-----------------|---------------|
| be | быть | was, were | been |
| become [bɪ'kʌm] | становиться, делаться | became | become |
| begin | начинать | began | begun |
| bend | гнуть, сгибать(ся) | bent | bent |
| break [breɪk] | ломать, разбивать | broke | broken |
| bring | приносить, привозить | brought [brɔ:t] | brought |
| build [bɪld] | строить | built | built |
| burn | жечь | burnt | burnt |
| buy [baɪ] | покупать | bought [bɔ:t] | bought |
| catch | ловить, хватать | caught [kɔ:t] | caught |
| choose [tʃu:z] | выбирать | chose | chosen |
| come [kʌm] | приходить, приезжать | came | come |
| cost | стоить | cost | cost |
| cut | резать, разрезать | cut | cut |
| do [du:] | делать | did | done [dʌn] |
| draw [drɔ:] | тащить; рисовать | drew [dru:] | drawn [drɔ:n] |
| drink | пить | drank | drunk |
| eat | есть, кушать | ate [et] | eaten [i:tn] |
| fall | падать | fell | fallen |
| fight | бороться, сражаться | fought [fɔ:t] | fought |
| find | находить | found | found |
| fly | летать | flew | flown |
| forget | забывать | forgot | forgotten |
| forgive | прощать | forgave | forgiven |
| freeze | замерзать, замораживать | froze | frozen |
| get | получать, доставать | got | got |
| give | давать | gave | given |
| go | идти, ходить, ехать | went | gone |

| | | | |
|-----------|-----------------------------------------------------|--------------|--------------|
| grow | расти, | grew | grown |
| hang | становиться висеть, | hung | hung |
| have | вешать | had | had |
| hear | иметь | heard [hɜ:d] | heard |
| hide | слышать | hid | hidden |
| hold | прятать(ся) | held | held |
| keep | держатель; проводить (<i>собрание и т. д.</i>) | kept | kept |
| know | держатель, хранить | knew | known |
| lay | знать | laid | laid |
| lead | класть | led | led |
| leave | вести, | left | left |
| let | руководить оставлять, | let | let |
| lie [laɪ] | покидать | lay | lain |
| lose | позволять, | lost | lost |
| make | разрешать | made | made |
| mean | лежать | meant [ment] | meant |
| meet | терять | met | met |
| pay | делать, | paid [peɪd] | paid |
| put [pʊt] | заставлять | put | put |
| read | значить, | read [red] | read [red] |
| ride | подразумевать | rode | ridden |
| rise | встречать | rose | risen [rɪzn] |
| ring | платить | rang | rung |
| run | класть | ran | run |
| say | читать | said [sed] | said |
| see | ездить верхом | saw | seen |
| sell | подниматься, | sold | sold |
| send | восходить | sent | sent |
| set | звонить | set | set |
| shake | бежать | shook | shaken |
| shine | сказать | shone | shone |
| show | видеть | showed | shown |
| sing | продавать | sang | sung |
| sit | посылать | sat | sat |
| sleep | устанавливать | slept | slept |
| speak | трясти, | spoke | spoken |
| spend | колебать | spent | spent |
| | сиять, | | |
| | блестеть | | |
| | показывать | | |
| | петь | | |
| | сидеть | | |
| | спать | | |
| | говорить, | | |
| | разговаривать | | |
| | тратить, | | |
| | проводить (<i>время</i>) | | |

| | | | |
|------------|---------------------------------------|----------------|----------|
| spring | прыгать | sprang | sprung |
| stand | стоять | stood | stood |
| steal | воровать | stole | stolen |
| strike | ударять | struck | struck |
| take | брать | took | taken |
| teach | обучать, преподавать | taught [tɔ:t] | taught |
| tear [teə] | разрывать | tore | torn |
| tell | сказать, сообщать, рассказывать | told | told |
| think | думать | thought [θɔ:t] | thought |
| throw | бросать | threw | thrown |
| wake up | будить, пробуждаться | woke up | waked up |
| wear [weə] | носить, изнашивать | wore | worn |
| win | выигрывать, завоевывать | won [wʌn] | won |
| write | писать | wrote | written |

Приложение 2

Краткий справочник по словообразованию

Словообразование может происходить в английском языке следующими основными способами:

- без изменения слова;
- при помощи перемещения ударения;
- при помощи чередования звуков;
- при помощи аффиксации (добавления префиксов и суффиксов).

Образование нового слова без изменения слова

Многие слова являются различными частями речи, хотя внешне ничем друг от друга не отличаются:

- (to) *work* *работать* — *work* *работа*
 (to) *free* *освобождать* — *free* *свободный*

Перемещение ударения

В ряде слов перенос ударения является средством различения имен существительных и прилагательных, с одной стороны, и глаголов, с другой.

В существительных и прилагательных ударение падает на первую гласную, в глаголах — на вторую:

- запись* *record* — (to) *record* *записывать*
совершенный perfect — (to) *perfect* *совершенствовать*

Однако в ряде слов с двумя, тремя и более гласными между существительными и глаголами нет разницы:

command *n* — приказание; *v* приказывать

offer *n* — предложение; *v* предлагать

Чередование звуков

Некоторые слова, имеющие одинаковое написание, отличаются чередованием звуков, причем изменение звука влечет за собой изменение части речи:

house [s] дом — (to) **house** [z] вместиать

use [s] польза, использование — (to) **use** [z] употреблять,
использовать

Аффиксация

Значительная часть префиксов лишь меняет значение слова, но не меняет его принадлежности к той или иной части речи. Сравните:

(to) **arm** вооружать — (to) **rearm** перевооружать

но: **large** большой — (to) **enlarge** увеличивать

Суффиксы обычно служат для образования одной части речи от другой:

circle круг — (to) **circulate** циркулировать — **circulation** циркуляция

Наиболее употребительные суффиксы и префиксы

Продуктивные суффиксы (т. е. те, с помощью которых образуются новые слова) существительных:

-er, -or, -ist, -ian, -ician, -ion, -sion, -ing, -ness, -ity, -ism

to read — reader, to conduct — conductor

typist, librarian, Indian, musician, union, beginning, happiness, brevity, patriotism

Менее продуктивные или непродуктивные суффиксы:

-age, -ment, -ure, -ance, -ence, -dom, -hood, -ship, -th

package, department, departure, clearance, sentence, freedom, childhood, friendship, width

Наиболее продуктивные суффиксы прилагательных:

-able, -ible, -al, -y, -less, -ish, -ic, -ive

honourable, invisible, final, happy, careless, foolish, democratic, effective

Другие суффиксы прилагательных:

-ent, -ant, -ful, -ous, -ly

current, important, helpful, continuous, friendly

Суффиксы глаголов:

- ize (продуктивный) — (to)organize
- fy (малопродуктивный) (to) classify
- en (непродуктивный) (to) shorten

Суффиксы наречий:

- ly (наиболее продуктивный) — slowly
- ward(s) — afterwards

Префиксы:

с отрицательным значением: un-, dis-, de-, in-, il-, ir-,
im-, non-, mis-

unreasonable, (to) disagree, (to) decrease, insoluble, illegal, irrational,
impossible, non-standard, misunderstanding

с разным значением: anti-, co-, counter-, en-,
inter-, over-, post-, pro-, re-,
self-, semi-, sub, ultra-

anti-missile, cooperate, counterpart, enlarge, international,
(to) overcome, post-war, pro-American, (to) reform, self-acting, semi-
automatic, suburban, ultra-modern

Приложение 3

Перевод грамматических терминов и заданий к упражнениям

| | |
|--------------------------------------------|---------------------------------------------|
| Absolute constructions with participles | независимый причастный оборот |
| Act out the dialogue. | Разыграйте диалог. |
| Add the necessary words. | Добавьте необходимые слова. |
| Adverb | наречие |
| Alternative questions | альтернативные вопросы |
| Answer the questions. | Ответьте на вопросы. |
| Ask questions. | Задайте вопросы. |
| Complete the sentences given below. | Закончите предложения, приведенные ниже. |
| Complex object | сложное дополнение |
| Complex sentence | сложноподчиненное предложение |
| Composite sentence | сложное предложение |
| Compound sentence | сложносочиненное предложение |
| Conditional clause | условное предложение |
| Conjunction | союз |
| Define ... | Определите ... |
| Degrees of comparison of adjectives | степени сравнения прилагательных |
| Derivatives | производные |

Describe ...
Explain ...
Express the idea
in a different way.
Fill in ... where necessary.
Fill in the blanks.
Form ...
General questions
Gerund
Give the examples.
Imperative mood
Impersonal sentence
Indefinite personal sentence

Join ...
Make the nouns plural.

Make the sentences
interrogative.
Make the sentences negative.

Make up the examples
with the words.

Make up ... questions
on the text.

Memorize ...

Modal verb

Model

Negative

Noun

Numeral

Object

Open the brackets.

Participle

Passive voice

Plural form of the nouns

Possessive case

Predicate

Preposition

Pronoun

Put the sentences in the right
order to make a dialogue.

Put the words in the right order
to make sentences.

Question

Read and learn.

Read and translate.

Reported speech

Опишите ...

Объясните ...

Выразите мысль другими словами.

Подставьте ... где необходимо.

Заполните пропуски.

Образуйте ...

общие вопросы

герундий

Приведите примеры.

повелительное наклонение

безличное предложение

неопределенно-личное

предложение

Соедините ...

Образуйте множественное число
существительных.

Сделайте предложения
вопросительными.

Сделайте предложения
отрицательными.

Составьте примеры со словами.

Составьте ... вопросов по тексту.

Запомните ...

модальный глагол

образец

отрицательный

существительное

числительное

дополнение

Раскройте скобки.

причастие

страдательный залог

множественное число

существительных

притяжательный падеж

сказуемое

предлог

местоимение

Расставьте предложения в нужном
порядке, чтобы получился
диалог.

Расставьте слова в нужном
порядке, чтобы получились
предложения.

вопрос

Прочитайте и запомните.

Прочитайте и переведите.

косвенная речь

Sequence of tenses
 Speak on/about ...
 Special questions
 Subject
 Subjunctive mood
 Tag questions
 Verb
 Think of ...
 Transform the sentences
 according to the model.
 Transform ...
 Translate.
 Use ... in the appropriate form.

согласование времен
 Расскажите о ...
 специальные вопросы
 подлежащее
 условное наклонение
 разделительные вопросы
 глагол
 Придумайте ...
 Преобразуйте предложения
 в соответствии с образцом.
 Преобразуйте ...
 Переведите.
 Используйте ... в соответствующей
 форме.

Приложение 4

Список некоторых географических названий и собственных имен

| | |
|-----------------------------|--------------------------|
| Alaska | [ə'ləskə] |
| Altai (the) | [æl'tai] |
| America | [ə'merikə] |
| Appalachian Mountains (the) | [æpə'lætʃɪən 'maʊntɪnz] |
| Arctic Ocean (the) | [ɑ:ktɪk 'əʊʃən] |
| Asia | [eɪʃə] |
| Auckland | [ɔ:klənd] |
| Australia | [ɔ:streɪlə] |
| Australian | [ɔ:streɪhən] |
| Baikal (the) | [baɪ'kɑ:l] |
| Baltic Sea (the) | [bɔ:ltɪk 'si:] |
| Belarus | [belə'rʊs] |
| Ben Nevis | [ben 'neɪvɪs] |
| British Isles (the) | [brɪtɪʃ 'aɪlə] |
| Bronx (the) | [brɒŋks] |
| Brooklyn | [ˈbrʊklɪn] |
| Cambridge | [ˈkeɪmbɪdʒ] |
| Canada | [ˈkænədə] |
| Canberra | [ˈkænbərə] |
| Caspian Sea (the) | [kæspɪən 'si:] |
| Colorado (the) | [kələ'rɑ:dəʊ] |
| Commonwealth | [ˈkɒmənwelθ] |
| Cordillera (the) | [kɑ:drɪ'ljærə] |
| District of Columbia (the) | [ˈdɪstrɪkt əv kə'lambɪə] |
| English | [ˈɪŋɡlɪʃ] |
| English Channel (the) | [ˈɪŋɡlɪʃ 'tʃænl] |
| Eton | [i:tn] |
| Europe | [ˈju:ərəp] |
| European | [ˌjuərə'piən] |

| | |
|----------------------|--------------------------|
| Florida | [ˈflɒrɪdə] |
| France | [frɑ:ns] |
| French | [frentʃ] |
| German | [ˈdʒɜ:mən] |
| Germany | [ˈdʒɜ:məni] |
| Great Britain | [ˌɡrett ˈbrɪtn] |
| Gulf of Mexico (the) | [ˌɡʌlf əv ˈmeksɪkəv] |
| Gulf Stream | [ˌɡʌlf stri:m] |
| Hague (the) | [heɪg] |
| Harvard | [ˈhɑ:vəd] |
| Hawaii | [həˈwaɪ] |
| Highlands (the) | [ˈhaɪləndz] |
| Hudson (the) | [ˈhʌdsən] |
| Hyde Park | [haɪd ˈpɑ:k] |
| Indian Ocean (the) | [ˈɪndiən ˈəʊʃən] |
| Ireland | [ˈaɪələnd] |
| Irish | [ˈaɪərɪʃ] |
| Irish Republic (the) | [ˌaɪərɪʃ rɪˈpʌblɪk] |
| Irish Sea (the) | [ˌaɪərɪʃ ˈsi:] |
| Jamestown | [ˈdʒeɪmztaʊn] |
| Kremlin (the) | [ˈkremlɪn] |
| Lake Eire (the) | [leɪk ˈeɪrɪ] |
| Lake Huron (the) | [leɪk ˈhjuərən] |
| Lake Michigan (the) | [leɪk ˈmɪʃɪɡən] |
| Lake Ontario (the) | [leɪk ɒnˈteərɪəv] |
| Lake Superior (the) | [leɪk sjuːˈpiəriə] |
| Lena (the) | [ˈleɪnə] |
| London | [ˈlʌndən] |
| Manhattan | [ˌmæn ˈhætn] |
| Maori | [ˈmaʊrɪ] |
| Mexico | [ˈmeksɪkəv] |
| Mississippi (the) | [ˌmɪsɪˈsɪpi] |
| Montreal | [ˌmɒntri ˈɔ:l] |
| Moscow | [ˈmɒskəv] |
| Moskva River (the) | [ˌmɒsˈkvaː ˈrɪvə] |
| Nelson Column (the) | [ˌnelzən ˈkɒləm] |
| New York | [njuː ˈjɔ:k] |
| New Zealand | [njuː ˈzi:lənd] |
| Northern Ireland | [ˌnɔ:ðən ˈaɪələnd] |
| Ob (the) | [əv] |
| Ohio (the) | [əvˈhaɪəv] |
| Ottawa | [ˈɒtəwə] |
| Oxford | [ˈɒksfəd] |
| Pacific Ocean (the) | [pəˈsɪfɪk ˈəʊʃən] |
| Petrograd | [ˌpetrəˈɡræd] |
| Piccadilly | [ˌpɪkəˈdɪli] |
| Poland | [ˈpəʊlənd] |
| Polynesian Islands | [ˌpɒlɪˈni:ziən ˈaɪləndz] |
| Potomac River (the) | [pəˈtəʊmæk ˈrɪvə] |
| Quebec | [kwɪˈbek] |
| Queens | [kwɪ:nz] |

| | |
|----------------------------|---------------------------|
| Queensland | [ˈkwɪːnzlənd] |
| Regent's Park | [ˈrɪːdʒənts ˈpɑːk] |
| Rhode Island | [ˈraʊd ˌaɪlənd] |
| Russia | [ˈrʌʃə] |
| Scotland | [ˈskɒtlənd] |
| Scottish | [ˈskɒtɪʃ] |
| Severn (the) | [ˈsevən] |
| Siberia | [saɪ ˈbɪəriə] |
| St James's Park | [sənt ˈdʒeɪmzɪz ˈpɑːk] |
| St Paul's Cathedral | [sənt ˈpɔːlz kə ˈθiːdrəl] |
| St Petersburg | [sənt ˈpiːtəzbuːg] |
| Staten Island | [ˈstætn ˌaɪlənd] |
| Statue of Liberty (the) | [ˈstætʃuː əv ˈlɪbəti] |
| Straits of Dover (the) | [ˈstreɪts əv ˈdəʊvə] |
| Sydney | [ˈsɪdni] |
| Tasmania | [tæz ˈmeɪniə] |
| Thames (the) | [temz] |
| Toronto | [tə ˈrɒntəʊ] |
| Ukraine | [juː ˈkreɪn] |
| United Kingdom | [juː ˈnaɪtɪd ˈkɪŋdəm] |
| of Great Britain | əv ˈɡreɪt ˈbrɪtn |
| and Northern Ireland (the) | ənd ˈnɔːðən ˈaɪələnd] |
| Urals (the) | [ˈjʊərəlz] |
| Versailles | [veə ˈsaɪ] |
| Victoria | [vɪk ˈtɔːriə] |
| Virginia | [və ˈdʒɪniə] |
| Volga (the) | [ˈvɒlgə] |
| Wales | [weɪlz] |
| Washington | [ˈwɒʃɪŋtən] |
| Wellington | [ˈwelɪŋtən] |
| Welsh | [welʃ] |
| Westminster Abbey | [ˈwestmɪnstər ˈæbi] |
| Yenisei (the) | [ˌjenɪ ˈseɪ] |

Приложение 5

Национальные гимны и патриотические песни

The Anthem of Great Britain

God Save the Queen

God save our gracious Queen,
 Long live our noble Queen,
 God save the Queen!
 Send her victorious,
 Happy and glorious,
 Long to reign over us;
 God save the Queen!

O Lord our God arise,
 Scatter her enemies
 And make them fall;
 Confound their politics,
 Frustrate their knavish tricks,
 On thee our hopes we fix,
 Oh, save us all!

Thy choicest gifts in store
On her be pleased to pour;
Long may she reign;
May she defend our laws,
And ever give us cause
To sing with heart and voice,
God save the Queen!
Not in this land alone,
But be God's mercies known,
From shore to shore!
Lord make the nations see,

That men should brothers be,
And form one family,
The wide world over.
From every latent foe,
From the assassin's blow,
God save the Queen!
O'er her thine arm extend,
For Britain's sake defend,
Our mother, prince, and friend,
God save the Queen!

Rule, Britannia

When Britain first, at heaven's command,
Arose from out the azure main,
Arose, arose, arose from out the azure main.
This was the charter, the charter of the land,
And guardian angels sang the strain.

Refrain: Rule, Britannia! Britannia, rule the waves.
Britons never, never, never shall be slaves.

The nations not so blest as thee,
Must in their turn to tyrants fall,
Must in their turn, must in their turn, to tyrants fall,
While thou shalt flourish, shall flourish great and free,
The dread and envy of them all.

Refrain

Still more majestic shalt thou rise,
More dreadful from each foreign stroke.
More dreadful, more dreadful, from each foreign stroke.
As the loud blast that tears the skies,
Serves but to root thy native oak.

Refrain

Thee haughty tyrants ne'er shall tame,
All their attempts to bend thee down,
All their attempts, all their attempts to bend thee down,
Will but arouse thy generous flame.
But work their woe and thy renown.

Refrain

To thee belongs the rural reign,
Thy cities shall with commerce shine,
Thy cities shall, thy cities shall with commerce shine.
All thine shall be the subject main,
And every shore it circles thine.

Refrain

The muses still, with freedom found,
Shall to thy happy coast repair,
Shall to thy happy coast, thy happy coasts repair,
Best isle of beauty, with matchless beauty crowned,
And manly hearts to guard the fair.

Refrain

The Anthem of the USA

The Star-Spangled Banner

Oh! say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watched were so gallantly streaming?

And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still here.
Oh! say, does the star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen thro' the mist of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?

Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream.
'Tis the star-spangled banner. Oh! long may it wave,
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore,
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.

No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave,
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

Oh! thus be it ever when freemen shall stand
Between their loved home and the war's desolation,
Blest with vict'ry and peace, may the Heav'n-rescued land
Praise the Pow'r that hath made and preserved us a nation.

Then conquer we must, when our cause it is just,
And this be our mott, "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

The Anthem of Australia

Waltzing Matilda

Once a jolly swagman camped by a billabong,
Under the shade of a coolibah tree,
And he sang as he looked at the old billy boiling,
Who'll come a-waltzing Matilda with me?

Who'll come a-waltzing Matilda my darling,
Who'll come a-waltzing Matilda with me?
Waltzing Matilda and leading a waterbag,
Who'll come a-waltzing Matilda with me?

Down came the jumbuck to drink at the water-hole,
Up jumped the swagman and grabbed him with glee,
And he sang as he put him away in his tucker-bag,
You'll come a-waltzing Matilda with me.

Who'll come a-waltzing Matilda my darling,
Who'll come a-waltzing Matilda with me?
Waltzing Matilda and leading a waterbag,
Who'll come a-waltzing Matilda with me?

Up came the Squatter a-riding his thoroughbred,
Up came Troopers — one, two and three,
Whose is that jumbuck you've got in the tucker-bag,
You'll come a-waltzing Matilda with me.

Who'll come a-waltzing Matilda my darling,
Who'll come a-waltzing Matilda with me?
Waltzing Matilda and leading a waterbag,
Who'll come a-waltzing Matilda with me?

The swagman he up and he jumped in the water-hole,
Drowning himself by the coolibah tree,
And his ghost may be heard as it sings by the billabong,
Who'll come a-waltzing Matilda with me?

Who'll come a-waltzing Matilda my darling,
Who'll come a-waltzing Matilda with me?
Waltzing Matilda and leading a waterbag,
Who'll come a-waltzing Matilda with me?

VOCABULARY

A

| | |
|------------------------------------------------------|--------------------------------------|
| above [ə'baʊ] <i>prep</i> | над |
| abroad [ə'brɔ:d] <i>adv</i> | за границей |
| abuse [ə'bjuz] <i>v</i> | плохо обращаться |
| accept [ək'sept] <i>v</i> | принимать, соглашаться |
| accession [ək'seʃən] <i>n</i> | вступление |
| acclaim [ək'kleɪm] <i>v</i> | одобрять, провозглашать |
| accommodation [ə kɒmə'deɪʃən] <i>n</i> | размещение |
| achieve [ə'tʃi:v] <i>v</i> | достигать |
| activity [æk'trɪvɪ] <i>n</i> | деятельность |
| add [æd] <i>v</i> | складывать |
| addition [ə'dɪʃən] <i>n</i> | сложение |
| administration [əd mɪnɪ'streɪʃən] <i>n</i> | управление, руководство |
| admission [əd'mɪʃən] <i>n</i> | прием |
| adopt [ə'dɒpt] <i>v</i> | принимать |
| advantage [əd'vɑ:ntɪdʒ] <i>n</i> | преимущество |
| adventure [əd'ventʃə] <i>n</i> | приключение |
| affect [ə'fekt] <i>v</i> | влиять |
| after [ɑ:ftə] <i>adv</i> | после |
| afternoon [ɑ:ftə'nu:n] <i>n</i> | день, время после полудня |
| ago [ə'gəʊ] <i>adv</i> | (тому) назад |
| agriculture ['ægrɪ,kʌltʃə] <i>n</i> | сельское хозяйство |
| aim [eɪm] <i>n</i> | цель |
| air [eə] <i>n</i> | воздух |
| aircraft ['eəkra:ft] <i>n</i> | самолет |
| already [ɔ:l'reɪdɪ] <i>adv</i> | уже |
| alteration [ɔ:l'tə'reɪʃən] <i>n</i> | изменение, перемена |
| among [ə'mʌŋ] <i>prep</i> | среди |
| analytical [ænə'lɪtɪkəl] <i>a</i> | аналитический |
| ancient ['eɪnfənt] <i>a</i> | древний |
| any ['eni] <i>pron</i> | какой-нибудь |
| anybody ['eniɒdɪ] <i>pron</i> | кто-то, кто угодно, никто |
| anything ['eniθɪŋ] <i>pron</i> | что-нибудь, что угодно, ничего |
| anywhere ['eniweə] <i>pron</i> | где-то, где угодно, нигде |
| apartment [ə'pɑ:tmənt] <i>n</i> | квартира |
| apartment house [ə'pɑ:tmənt 'haʊs] | жилой многоквартирный |
| appearance [ə'piərəns] <i>n</i> | дом |
| appetizer ['æpɪtaɪzə] <i>n</i> | внешность закуска |

apple ['æpəl] *n*
 apply [ə'plai] *v*
 appoint [ə'pɔɪnt] *v*
 approve [ə'pru:v] *v*
 April ['eɪprəl] *n*
 arctic ['ɑ:ktɪk] *a*
 area ['eəriə] *n*

aristocrat [ə'ristəkræt] *n*
 arrange [ə'reɪndʒ] *v*

ask [ɑ:sk] *v*
 aspire [ə'spaɪə] *v*
 assembly [ə'sembli] *n*
 assess [ə'ses] *v*
 assessment [ə'sesmənt] *n*
 assistance [ə'sɪstəns] *n*
 at [æt] *prep*
 ate (*past om eat*) [et, eɪt]
 athlete ['æθli:t] *n*

atmospheric [ˌætmə'sferɪk] *a*
 attempt [ə'tempt] *n*
 attend [ə'tend] *v*
 attitude ['ætɪtju:d] *n*
 attraction [ə'trækʃən] *n*
 attractive [ə'træktɪv] *a*
 August ['ɔ:gəst] *n*
 aunt [ɑ:nt] *n*
 authority [ɔ:'θɔ:rtɪ] *n*

autumn ['ɔ:təm] *n*
 available [ə'veɪləbəl] *a*

average ['ævərɪdʒ] *a*
 award [ə'wɔ:d] *n*
 aware [ə'weə] *a*

яблоко
 применяться
 назначать
 одобрять
 апрель
 арктический
 район,
 область
 аристократ
 располагать,
 устраивать
 спрашивать
 стремиться
 собрание
 оценивать
 оценка
 помощь
 у, в, за

спортсмен,
 атлет
 атмосферный
 попытка
 посещать
 отношение
 достопримечательность
 привлекательный
 август
 тетя
 власть,
 администрация
 осень
 годный,
 доступный
 средний
 награда
 знающий,
 подготовленный

В

bacon ['beɪkən] *n*
 bad [bæd] *a*
 banana [bə'nɑ:nə] *n*
 bases (*pl. om basis*) ['beɪsɪz]
 basis (*n, pl -es*) ['beɪsɪs]

bathroom ['bɑ:θru(:)m] *n*
 be (*was/were, been*) [bi:] *v*
 be fond of [fɒnd]
 beautiful ['bjʊ:tɪfəl] *a*

ветчина
 плохой
 банан
 база,
 основа
 ванная комната
 быть
 увлекаться чем-л.
 прекрасный

bedroom ['bedru(:)m] *n*
 beef [bi:f] *n*
 been (*p. p. om be*) [bi(:)n]
 beetroot ['bi:tru:t] *n*
 before [bi'fɔ:] *adv*
 behaviour [bi'heivɪə] *n*
 behind [bi'haind] *prep*
 belong [bi'lon] *v*
 benchmark ['bentʃma:k] *n*

best (*superl. om good*) [best]
 better (*compar. om good*) ['betə]
 between [bi'twi:n] *prep*
 beyond [bi'jɒnd] *adv*
 biscuit ['biskɪt] *n*

blinds [blaɪndz] *n, pl*
 boil [bɔɪl] *v*
 book [bʊk] *v*

booking office ['bʊkɪŋ ɒfɪs]
 bookworm ['bʊkwɜ:m] *n*
 border ['bɔ:də] *v*
 borough ['bʌrə] *n*
 bought (*past u p. p. om buy*)
 [bɔ:t]

boundary ['baʊndəri] *n*
 bowling ['bɔʊlɪŋ] *n*
 box [bɒks] *n*
 box-office ['bɒks ɒfɪs] *a*

boyfriend ['bɔɪfrend] *n*
 break [breɪk] *n*
 broadcast (broadcast)
 ['brɔ:dkɑ:st] *v*

broad-shouldered
 [brɔ:d'ʃəʊldəd] *a*
 brother ['brʌðə] *n*
 brother-in-law ['brʌðər ɪn ˌlɔ:] *n*

brunch [brʌntʃ] *n*

brush [brʌʃ] *v*
 brush one's hair
 built-in [ˌbɪlt'm] *a*
 bus [bʌs] *n*
 butcher's ['bʊtʃəz] *n*
 butter ['bʌtə] *n*
 buy (bought) [baɪ] *v*
 by [baɪ] *prep*

спальня
 говядина

свекла
 раньше
 поведение
 позади
 принадлежать
 исходные данные
 (для сравнения)

между
 вне, выше, дальше
 печенье,
 крекер
 жалюзи
 варить
 бронировать,
 заказывать
 билетная касса
 книжный червь
 граничить
 район

граница
 боулинг
 коробка
 кассовый,
 коммерческий
 друг
 перемена
 транслировать,
 передавать
 по радио/телевидению
 широкоплечий

брат
 зять,
 шурин,
 деверь,
 свояк
 обед;
 поздний завтрак
 причесывать
 причесываться
 встроенный
 автобус
 мясной отдел
 масло
 покупать
 у, около, к

С

cabbage ['kæbɪdʒ] *n*
cafeteria [kæfi'tɪəriə] *n*
cake [keɪk] *n*

call [kɔ:l] *n*
call [kɔ:l] *v*

call back ['kɔ:l 'bæk] *v*
came (*past om come*) [keɪm]
camera ['kæməɾə] *n*
canteen [kæn'ti:n] *n*
capital ['kæpɪtl] *n*
car [kɑ:] *n*
career [kə'riə] *n*

careful ['keəfəl] *a*
careless ['keəlis] *a*
carpet ['kɑ:pɪt] *n*
carrot ['kærət] *n*
carry out ['kæri 'aut] *v*
catch cold ['kætʃ 'kəʊld]
catching ['kætʃɪŋ] *a*
cater for ['keɪtə] *v*
cathedral [kə'θi:drəl] *n*
caution ['kɔ:ʃən] *n*
celebrity [si'lebrɪti] *n*
centre ['sentə] *n*
certificate [sə'tɪfɪkət] *n*

chain [tʃeɪn] *n*
change [tʃeɪndʒ] *v*
channel [tʃænl] *n*
chaotic [keɪ'ɒtɪk] *a*
chat [tʃæt] *v*
cheese [tʃi:z] *n*
chemist's ['kemɪsts] *n*
child (*n, pl children*) [tʃaɪld]
children (*pl om child*) ['tʃɪldrən]
chimes [tʃaɪmz] *n, pl*
chocolate ['tʃɒklɪt] *n*
circulation [sɜ:kju'leɪʃən] *n*

citizen ['sɪtɪzən] *n*
city ['sɪti] *n*

claim [kleɪm] *v*

clay [kleɪ] *n*
clean [kli:n] *a*

капуста
 кафе
 пирог,
 торт,
 пирожное
 звонок
 звать,
 называть
 перезванивать

фотоаппарат
 столовая
 столица
 автомобиль
 карьера,
 профессия
 аккуратный
 беспечный
 ковер
 морковь
 выполнять
 простудиться
 заразный
 заботиться
 собор
 осторожность
 знаменитость
 центр
 свидетельство,
 удостоверение,
 аттестат
 (*горная*) цепь
 менять
 канал
 хаотичный
 болтать
 сыр
 аптека
 ребенок
 куранты
 шоколад
 распространение,
 тираж
 гражданин
 город,
 большой город
 требовать;
 иметь право
 глина
 чистый

clean [kli:n] *v*

coach [kəʊtʃ] *n*

coal [kəʊl] *n*

coast [kəʊst] *n*

code [kəʊd] *n*

codify ['kəʊdɪfaɪ] *v*

coin [kɔɪn] *n*

collect [kə'lekt] *v*

collect call [kə'lekt 'kɔ:l]

college ['kɒlɪdʒ] *n*

come (came, come) [kʌm] *v*

comfortable ['kʌmfətəbəl] *a*

commercial [kə'mɜ:ʃəl] *a*

community [kə'mju:nɪti] *n*

Commonwealth

of Independent States (CIS)
['kɒmənwelθ əv ɪndɪ'pendənt
'sterts]

complain [kəm'pleɪn] *v*

complication [ˌkɒmplɪ'keɪʃən] *n*

composer [kəm'pəʊzə] *n*

comprehensive school

[ˌkɒmpri'hensɪv 'sku:l]

comprise [kəm'praɪz] *v*

compulsory [kəm'pʌlsəri] *n*

conceive [kən'si:v] *v*

concentrate ['kɒnsəntreɪt] *v*

concern [kən'sɜ:n] *n*

conduct [kən'dʌkt] *v*

confectionery [kən'fekʃənəri] *n*

connote [kə'nəʊt] *v*

conscience ['kɒnʃəns] *n*

consider [kən'sɪdə] *n*

consist [kən'sɪst] *v*

constant ['kɒnstənt] *a*

constantly ['kɒnstəntli] *adv*

constitutional [ˌkɒnstɪ'tju:ʃənəl] *a*

consult [kən'sʌlt] *v*

continent ['kɒntɪnənt] *n*

convenient [kən'vi:nɪənt] *a*

convention [kən'venʃən] *n*

cook [kʊk] *n*

cook [kʊk] *v*

copybook ['kɒpɪbʊk] *n*

чистить,

убирать

тренер

каменный уголь

побережье

код

систематизировать

монета

собирать,

коллекционировать

звонок с переадресацией оплаты

училище,

колледж

идти,

приходить

удобный

коммерческий

общество

Содружество Независимых

Государств (СНГ)

жаловаться

осложнение

композитор

единая средняя школа

включать;

состоять из

обязательный

задумывать

сосредоточивать

отношение,

забота

вести

кондитерский отдел

означать

сознание,

совесть

рассматривать,

учитывать

состоять

постоянный

непрерывно

конституционный

приходить на прием

континент

удобный

договор,

конвенция

повар

готовить

тетрадь

corner ['kɔ:nə] *n*
 correct [kə'rekt] *v*
 correspondence [ˌkɒrɪ'spɒndəns] *n*
 cost (cost) [kɒst] *v*
 cough [kɒf] *n*
 counter ['kaʊntə] *n*

course I [kɔ:s] *n*
 course II [kɔ:s] *n*
 cousin ['kʌzən] *n*

cover ['kʌvə] *v*

cream [kri:m] *n*
 create [kri'eɪt] *v*

creche [kreɪʃ] *n*
 credit test ['kredɪt 'test]
 crises (*pl om crisis*) ['kraɪsɪz]
 crisis (*n, pl crises*) ['kraɪsɪs] *n*
 crossroads ['krɒsrəʊdz] *n*
 cucumber ['kju:kʌmbə] *n*
 cure [kjʊə] *v*
 current ['kʌrənt] *a*

curriculum [kə'ɪkju:ləm] *n*

curtain [kɜ:tn] *n*

daily ['deɪli] *a*
 dairy ['deəri] *n*
 data (*pl om datum*) ['deɪtə]
 datum (*n, pl -a*) ['deɪtəm]
 day off [ˌdeɪ 'ɒf] *n*
 dean [di:n] *n*
 December [dɪ'sembə] *n*
 deer [diə] *n*
 deliver [dɪ'livə] *v*
 delivery [dɪ'livəri] *n*
 demand [dɪ'ma:nd] *n*

dentist ['dentɪst] *n*
 deny [dɪ'naɪ] *v*
 deprivation [ˌdeprɪ'veɪʃən] *n*
 design [dɪ'zaɪn] *v*
 destination [ˌdestɪ'neɪʃən] *n*
 detective story [dɪ'tektɪv 'stɔ:ri]
 dial ['daɪəl] *v*
 did (*past om do*) [dɪd]
 difficult ['dɪfɪkəlt] *a*

угол
 исправлять
 переписка
 стоить
 кашель
 стойка бара;
 прилавок
 курс (обучения, лекций)
 блюдо
 двоюродный брат/
 двоюродная сестра
 покрывать,
 занимать
 сливки
 творить,
 создавать
 детские ясли
 зачет
 кризис
 перекресток
 огурец
 лечить
 текущий,
 современный
 курс обучения;
 расписание
 штора

D

ежедневный
 молочные продукты

данная величина
 выходной день
 декан
 декабрь
 олень
 доставлять
 доставка
 требование,
 запрос
 зубной врач
 отрицать
 лишение
 проект
 место назначения
 детектив
 набирать номер

сложный

dignity ['digniti] *n*
diploma [di'pləmə] *n*
direct [di'rekt]/[daɪ'rekt] *a*
disadvantage [disəd'vɑ:ntidʒ] *n*
discuss [dis'kʌs] *v*
disease [di'zi:z] *n*
dish [dɪʃ] *n*
dive [daɪv] *v*
divide [di'vaɪd] *v*
do (did, done) [du:] *v*
do the make up [ˌmeɪk 'ʌp]
doctor ['dɒktə] *n*
documentary [ˌdɒkjʊ'mentəri] *n*
dominate ['dɒmneɪt] *v*
done (*p. p. om do*) [dʌn]
downstairs [ˌdaʊn'steəz] *adv*

draft [dra:ft] *n*

draft [dra:ft] *v*
dramatically [drə'mætikəli] *adv*

drank (*past om drink*) [dræŋk]
dress [dres] *n*
dress [dres] *v*
drink [drɪŋk] *n*
drink (drank, drunk) [drɪŋk] *v*
drive (drove, driven) [draɪv] *v*
driven (*p. p. om drive*) ['drɪvən]
drove (*past om drive*) [drəʊv]
drunk (*past om drink*) [drʌŋk]
due to [dju:]
during ['djʊərɪŋ] *prep*

east [i:st] *n*
eastern ['i:stən] *a*
easy ['i:zi] *a*
eat (ate, eaten) [i:t] *v*
eaten (*p. p. om eat*) [i:tn]
edition [ɪ'dɪʃən] *n*

editor ['edɪtə] *n*
education [ˌedʒu'keɪʃən] *n*
effect [ɪ'fekt] *n*
eight [eɪt] *num*
eighteen [eɪ'ti:n] *num*
eighteenth [eɪ'ti:nθ] *num*
eighth [eɪtθ] *num*
eightieth [ˈeɪtiθ] *num*
eighty ['eɪti] *num*

достойнство
 диплом
 прямой
 недостаток
 обсуждать
 болезнь
 блюдо
 нырять
 делить
 делать
 делать макияж
 врач
 документальный фильм
 преобладать

вниз по лестнице;
 на первом этаже
 план,
 черновик
 составлять проект
 ярко,
 наглядно

платье
 одеваться
 напиток
 пить
 вести машину

благодаря чему-либо
 во время, в течение

Е

восток
 восточный
 легкий
 есть

издание,
 выпуск
 редактор
 образование
 воздействие
 восемь
 восемнадцать
 восемнадцатый
 восьмой
 восьмидесятый
 восемьдесят

elbow ['elbəʊ] *n*
elect [ɪ'lekt] *v*
elementary school
[ˌeli'mentəri'sku:l]
eleven [ɪ'levən] *num*
eleventh [ɪ'levənθ] *num*
eliminate [ɪ'lɪmɪneɪt] *v*

emergency [ɪ'mɜːdʒənsi] *n*
emphasis [ˈemfəsɪs] *n*
empire [ˈempaɪə] *n*
energetic [ˌenə'dʒetɪk] *a*
enjoy [ɪn'dʒɔɪ] *v*

ensemble [ɑːn'sɑːmbəl] *n*
ensure [ɪnʃʊə] *v*
enter [ˈentə] *v*
entertain [ˌentə'teɪn] *v*
entertainment [ˌentə'teɪnmənt] *n*
entrance [ˈentrəns] *n*
entrance exam [ˈentrəns ɪgˌzæm]
equal [ˈiːkwəl] *a*
eradication [ɪˌrædɪ'keɪʃən] *n*
establish [ɪ'stæblɪʃ] *v*
establishment [ɪ'stæblɪʃmənt] *n*

even [ˈiːvən] *a*
evening [ˈiːvɪnɪŋ] *n*
ever [ˈevə] *adv*
every [ˈevri] *a*
examine [ɪgˌzæmɪn] *v*

excellent [ˈeksələnt] *a*
exchange [ɪks'tʃeɪndʒ] *v*
exercise [ˈeksəsaɪz] *n*
exhibit [ɪgˌzɪbɪt] *v*

exotic [ɪgˌzɒtɪk] *a*
expensive [ɪk'spensɪv] *a*
experience [ɪk'spɪəriəns] *n*
exploitation [ˌeksplɔɪ'teɪʃən] *n*
extend [ɪk'stend] *v*

eye [aɪ] *n*

face [feɪs] *n*
facility [fə'sɪlɪti] *n*
fail [feɪl] *v*
fairy tale [ˈfeəri teɪl] *n*

локоть
выбирать
начальная школа

одиннадцать
одиннадцатый
устранять,
исключать
чрезвычайное происшествие
подчеркивание
империя
энергичный
любить,
увлекаться
ансамбль
обеспечивать
поступать
развлекать
развлечение
вход
вступительный экзамен
равный
искоренение
учреждать
учреждение,
заведение
четный
вечер
всегда, когда-нибудь
каждый
осматривать,
обследовать
отличный
обмениваться
упражнение
экспонировать,
выставлять
экзотический
дорогой
опыт
эксплуатация
продолжаться,
расширяться
глаз

F

лицо
оборудование,
приспособление
проваливаться на экзамене
сказка

fall [fɔ:l] *v*
fall behind [ˈfɔ:l br'haɪnd]
fan [fæn] *n*
fantasy [ˈfæntəsi] *n*

far (farther, farthest) [fɑ:] *a*
farther (*compar. om far*) [ˈfɑ:ðə]
farthest (*superl. om far*) [ˈfɑ:ðɪst]
fascinating [ˈfæsmɪnɪtɪŋ] *a*
fast food [ˈfɑ:st ˈfu:d]
father [ˈfɑ:ðə] *n*
father-in-law [ˈfɑ:ðər ɪn ˌlɔ:] *n*
features [ˈfi:tʃəz] *n, pl*
February [ˈfebruəri] *n*
federation [ˌfedə'reɪʃən] *n*
fever [ˈfi:və] *n*

fiction [ˈfɪkʃən] *n*
fifteen [ˈfɪfˈti:n] *num*
fifteenth [ˈfɪfˈti:nθ] *num*
fifth [fɪθ] *num*
fiftieth [ˈfɪftiθ] *num*
fifty [ˈfɪfti] *num*
film [fɪlm] *n*

first [fɜ:st] *num*
five [faɪv] *num*
fizzy [ˈfɪzi] *a*
floor [flɔ:] *n*
flu [flu:] *n*
fog [fɒg] *n*
fond [fɒnd] *a*
football [ˈfʊtbɔ:l] *n*
forerunner [ˈfɔ:ˌrʌnə] *n*
fork [fɔ:k] *n*
form [fɔ:m] *n*
formally [ˈfɔ:məli] *adv*
formulate [ˈfɔ:mjuleɪt] *v*

fortieth [ˈfɔ:tiəθ] *num*
fortress [ˈfɔ:trɪs] *n*
fortune [ˈfɔ:tʃən] *n*

forty [ˈfɔ:ti] *num*
foster [ˈfɒstə] *v*
found [faʊnd] *v*
foundation [ˌfaʊnˈdeɪʃən] *n*
four [fɔ:] *num*
fourteen [ˌfɔ:ˈti:n] *num*
fourteenth [ˌfɔ:ˈti:nθ] *num*
fourth [fɔ:θ] *num*
frame [freɪm] *n*
freckle [ˈfrekəl] *n*

падать
отставать
болельщик
фэнтези,
фантастика
далекий

очаровательный
несложные блюда
отец
свекор/тесть
черты лица
февраль
федерация
жар,
лихорадочное состояние
художественная литература
пятнадцать
пятнадцатый
пятый
пятидесятый
пятьдесят
фильм;
фотоплёнка
первый
пять
газированный
этаж
грипп
туман
любящий
футбол
предшественник
вилка
форма
официально
формулировать,
разработать (*план*)
сороковой
крепость
богатство;
удача
сорок
способствовать развитию
основывать
основание
четыре
четырнадцать
четырнадцатый
четвертый
рамка
веснушка

free [fri:] *a*
 free of charge ['fri: əv 'tʃɑ:dʒ]
 freedom ['fri:dəm] *n*
 freshman year ['freʃmən jɪə]
 friendly ['frendli] *a*
 from [frɒm] *prep*
 fruit [fru:t] *n*
 fruitful ['fru:tʃəl] *a*
 full [fʊl] *a*
 furniture ['fɜ:nitʃə] *n*
 further (*compar. om far*) ['fɜ:ðə]
 furthest (*superl. om far*) ['fɜ:ðəst]
 fuss [fʌs] *n*

свободный
 бесплатный
 свобода
 первый (младший) курс
 дружеский
 от, из
 фрукты
 плодотворный
 полный
 мебель

суета,
 беспокойство

G

gave (*past om give*) [gəv]
 geese (*pl om goose*) [gi:s]
 get up ['get 'ʌp]
 girlfriend ['gɜ:lfrænd] *n*
 give (*gave, given*) [gɪv] *v*

give a lift ['gɪv ə 'lɪft]
 given (*p. p. om give*) ['gɪvən]
 glass [glɑ:s] *n*

glittery ['glɪtəri] *a*
 global ['gləʊbəl] *a*
 go (*went, gone*) [gəʊ] *v*

go in for sports ['gəʊ 'ɪn fə 'spɔ:ts]
 go skating [gəʊ 'sketɪŋ]
 go skiing [gəʊ 'ski:ɪŋ]
 go surfing [gəʊ 'sɜ:fɪŋ]
 go swimming [gəʊ 'swɪmɪŋ]
 go to a disco [gəʊ tu ə 'diskəʊ]
 golf course ['gɒlf kɔ:s]
 gone (*p. p. om go*) [ɡɒn]
 goodbye [ɡʊd'baɪ] *int*
 good-looking [ɡʊd 'lʊkɪŋ] *a*
 good-natured [ɡʊd 'neɪtʃəd] *a*
 goose (*n, pl geese*) [ɡu:s]
 government ['ɡʌvənmənt] *n*
 governor ['ɡʌvənə] *n*
 graduate ['ɡrædʒuət] *v*
 grandfather ['ɡrænd fɑ:ðə] *n*
 grandmother ['ɡræn mʌðə] *n*
 grocery store ['ɡrəʊsəri stɔ:]
 groundwork ['ɡraʊndwɜ:k] *n*
 group [ɡru:p] *n*
 guardian ['ɡɑ:dɪən] *n*

вставлять
 подруга
 давать,
 отдавать
 подвозить на машине

стакан,
 бокал
 сверкающий, блестящий
 всемирный
 идти,
 уходить
 заниматься спортом
 кататься на коньках
 кататься на лыжах
 заниматься серфингом
 заниматься плаванием
 ходить на дискотеки
 поле для гольфа

до свидания
 симпатичный
 добродушный
 гусь
 правительство
 губернатор
 заканчивать учебное заведение
 дедушка
 бабушка
 продовольственный магазин
 основа
 группа
 опекун

guidance ['gaɪdəns] *n*
gym [dʒɪm] *n*

руководство
спортивный зал

Н

had (*past u p. p. om have*) [hæd]
hair [heə] *n*
haircut ['heəkʌt] *n*
hairdo ['heədu:] *n*
hall [hɔ:l] *n*

handle [hændl] *v*
handset ['hændset] *n*
handsome ['hænsəm] *a*
hard [hɑ:d] *a*
hard [hɑ:d] *adv*

harmful ['hɑ:mfəl] *a*

harmonious [hɑ:'məʊniəs] *a*
harmoniously [hɑ:'məʊniəsli] *adv*
has (3-е л. ед. ч. наст. времени глаг.)

have [hæv] *v*
have (**has**, **had**) [hæv] *v*
have breakfast [hæv 'brekfəst]/
have dinner [hæv 'dɪnə]/
have supper [hæv 'sʌpə]

he [hi:] *pron*
headache ['hedəʃk] *n*
heading ['hedɪŋ] *n*
health [helθ] *n*
health care [helθ 'keə]
healthy ['helθi] *a*
hear (**heard**) [hiə] *v*
heard (*past u p. p. om hear*) [hɜ:d] *v*

heavy ['hevi] *a*
hello [hə'ləʊ] *int*
help [help] *v*
helping ['helpɪŋ] *n*
her [hɜ:] *pron*
hers [hɜ:z] *pron*
herself [hə'self] *pron*
high school ['haɪ sku:l]
highlight ['haɪlaɪt] *v*

him [hɪm] *pron*
himself [hɪm'self] *pron*
his (*коес. над. om he*) [hɪz] *pron*
holiday centre ['hɒlɪdi sentə]
homelessness ['həʊmlɪsnɪs] *n*
homework ['həʊmwɜ:k] *n*
hostel ['hɒstl] *n*

волосы
стрижка
прическа
прихожая;
зал
обращаться
телефонная трубка
красивый (*о мужчине*)
трудный
настойчиво,
упорно
вредный,
пагубный
гармоничный
гармонично

иметь
завтракать/
обедать/
ужинать
он
головная боль
заглавие
здоровье
здравоохранение
здоровый
слышать

тяжелый
привет
помогать
порция
ее
ее
себя, себе, собой
средняя школа (*амер.*)
ярко освещать;
выдвигать на первый план
его
себя, себе, собой
его
дом отдыха
беспризорность
домашнее задание
общежитие

house-warming party
 ['haus wɔ:ming 'pɑ:ti]
 hundred ['hʌndrəd] *num*
 hundredth ['hʌndrədθ] *num*

новоселье

сто
 сотый

I [aɪ] *pron*
 ill [ɪl] *a*

immediate [ɪ'mi:diət] *a*
 implementation
 [ˌɪmplɪmən'teɪʃən] *n*
 imply [ɪm'plai] *v*
 improve [ɪm'pru:v] *v*
 in [ɪn] *prep*
 increase [ɪn'kri:s] *v*
 incredible [ɪn'kredəbəl] *a*
 independence [ˌɪndɪ'pendəns] *n*
 independent [ˌɪndɪ'pendənt] *a*
 influence ['ɪnfluəns] *n*
 informative [ɪn'fɔ:mətrɪv] *a*
 inhabitant [ɪn'hæbɪtənt] *n*
 inherent [ɪn'hɪərənt] *a*

input ['ɪnpʊt] *n*
 inseparable [ɪn'sepərəbəl] *a*
 insert [ɪn'sɜ:t] *v*
 inspect [ɪn'spekt] *v*

interesting ['ɪntrɪstɪŋ] *a*
 international [ˌɪntə'næʃənəl] *a*
 interpretation [ˌɪntɜ:pri'teɪʃən] *n*
 introduce [ˌɪntrə'dju:s] *v*

invader [ɪn'veɪdə] *n*
 involve [ɪn'vɒlv] *v*

iron ['aɪən] *n*
 island ['aɪlənd] *n*
 isle [aɪl] *n*
 issue ['ɪʃu:] *n*

it [ɪt] *pron*
 its [ɪts] *pron*
 itself [ɪt'self] *pron*

I

я
 больной,
 нездоровый
 немедленный
 осуществление

подразумевать
 улучшать
 в

увеличивать
 невероятный
 независимость
 независимый
 влияние
 содержательный
 житель
 свойственный,
 врожденный

вклад
 неотделимый
 вставлять
 изучать,

осматривать
 интересный
 международный
 толкование
 представлять,

знакомить
 захватчик
 включать,
 подразумевать

железо
 остров
 остров
 выпуск,
 издание
 он, она, оно
 его, ее, свой
 себя, себе, собой

J

January ['dʒænjʊəri] *n*
 jog [dʒɒg] *v*

январь
 заниматься бегом

journey ['dʒɜ:nɪ] *n*
 July [dʒʊ'laɪ] *n*
 June [dʒu:n] *n*
 junior year ['dʒu:niə ʒiə]
 just [dʒʌst] *adv*
 juvenile ['dʒu:vənail] *a*

путешествие
 июль
 июнь
 предпоследний курс
 только что, недавно
 несовершеннолетний

К

keen [ki:n] *a*
 keep record [ki:p 'rekɔ:d]
 kingdom ['kɪŋdəm] *n*
 kitchen ['kɪtʃɪn] *n*
 knew (*past om know*) [nju:]
 knife (*pl knives*) [naɪf] *n*
 knight [naɪt] *v*
 knock [nɒk] *v*
 knock down [nɒk 'daʊn] *v*
 know (*knew, known*) [nəʊ] *v*
 known (*p. p. om know*) [nəʊn]

увлекающийся
 вести запись
 королевство
 кухня

нож
 посвящать в рыцари
 стучать
 сбивать
 знать

L

laid (*past u p. p. om lay*) [leɪd]
 lake [leɪk] *n*
 landscape ['lændskeɪp] *n*

озеро
 пейзаж,
 ландшафт
 последний
 накрывать,
 класть
 глава,
 руководитель
 лист

last [la:st] *a*
 lay (laid) [leɪ] *v*

забывать,
 оставлять
 покидать,
 оставлять

leader ['li:də] *n*

левый

leaf (*n, pl leaves*) [li:f]
 least (*superl. om little*) [li:st]
 leave (something) behind
 ['li:v bi'haɪnd]
 leave (left) [li:v] *v*

свободное время
 лимонад
 одалживать

leaves (*n, pl. om leaf*) [li:vz]
 left [left] *a*
 left (*past u p. p. om leave*) [left]
 leisure ['leɪʒə] *n*
 lemonade [ˌlemə'neɪd] *n*
 lend [lend] *n*
 less (*compar. om little*) [les]
 letter ['letə] *n*
 like cooking [laɪk 'kʊkɪŋ]
 listen ['lɪsən] *v*
 little (less, least) [lɪtl] *a*
 local ['ləʊkəl] *a*
 locate [ləʊ'keɪt] *v*

письмо
 любить готовить
 слушать
 маленький
 местный
 располагаться

loci (*pl om locus*) ['ləusai]
 locus (*n, pl loci*) ['ləukəs]
 long-distance call
 [ˌlɒŋ'dɪstəns 'kɔ:l]
 long-legged [ˌlɒŋ'legɪd] *a*
 look [lʊk] *v*
 look like [ˌlʊk 'laɪk]
 look through [ˌlʊk 'θru:] *v*
 love story ['lʌv stɔ:ri]
 luggage ['lʌgɪdʒ] *n*
 lunch ['lʌntʃ] *n*

местоположение
 междугородный звонок

длинноногий
 смотреть
 быть похожим
 просматривать
 любовный роман
 багаж
 ленч, второй завтрак

М

made (*past u p. p. om make*) [meɪd]
 magazine [ˌmæɡə'zi:n] *n*
 main [meɪn] *a*
 main course [ˌmeɪn'kɔ:s]
 majority [mə'dʒɔ:riti] *n*
 make (made) [meɪk] *v*
 make friends [ˌmeɪk 'frendz]
 man (*n, pl men*) [mæn]

many (more, most) ['meni] *a*
 map [mæp] *n*
 March [mɑ:tʃ] *n*
 match [mætʃ] *v*

matter ['mætə] *v*
 May [meɪ] *n*
 me (*косв. над. om I*) [mi:] *pron*
 meat course [ˌmi:t 'kɔ:s]
 medicine ['medsən] *n*

medieval [ˌmedi'i:vəl] *a*
 meet (met) [mi:t] *v*
 member [ˌmembə] *n*
 men (*pl om man*) [men]
 mention ['menʃən] *v*
 message ['mesɪdʒ] *n*
 met (*past u p. p. om met*) [met]
 metropolis [mi'trɒpəlɪs] *n*
 mice (*pl om mouse*) [maɪs]
 middle [mɪdl] *n*
 mild [maɪld] *a*

milk [mɪlk] *n*
 mine [maɪn] *pron*
 mineral ['mɪnərəl] *a*
 mock [mɒk] *v*
 monarch ['mɒnək] *n*
 monarchy ['mɒnəki] *n*

журнал
 основной
 главное блюдо
 большинство
 делать
 стать друзьями
 человек,
 мужчина
 много
 карта
 март
 подходить по цвету,
 гармонизировать
 значить
 май
 меня
 второе (блюдо)
 лекарство;
 медицина
 средневековый
 встречать
 член

упоминать
 сообщение

крупный город

середина
 мягкий,
 умеренный
 молоко
 мой, моя, мое, мои
 минеральный
 подшучивать
 монарх
 монархия

| | |
|---------------------------------------------------------|--------------------|
| money ['mʌni] <i>n</i> | деньги |
| monitor ['mɒnɪtə] <i>v</i> | контролировать |
| month [mʌnθ] <i>n</i> | месяц |
| more (<i>compar. om much, many</i>) [mɔ:] | |
| morning ['mɔ:nɪŋ] <i>n</i> | утро |
| most (<i>superl. om much, many</i>) [məʊst] | |
| mother ['mʌðə] <i>n</i> | мать |
| mother-in-law ['mʌðər ɪn lɔ:] <i>n</i> | теща/свекровь |
| mouse (<i>n, pl mice</i>) [maʊs] | мышь |
| much (<i>more, most</i>) [mʌtʃ] <i>a</i> | много |
| multiply ['mʌltɪplaɪ] <i>v</i> | умножать |
| musical ['mju:zɪkəl] <i>n</i> | мюзикл |
| mutual ['mjʊ:tʃʊəl] <i>a</i> | взаимный |
| my [maɪ] <i>pron</i> | мой, моя, мое, мои |
| myself [maɪ'self] <i>pron</i> | себя, себе, собой |

N

| | |
|----------------------------------------------------|---------------------------------------------|
| name [neɪm] <i>n</i> | имя |
| napkin ['næpkɪn] <i>n</i> | салфетка |
| narrow ['nærəʊ] <i>a</i> | узкий |
| native ['neɪtɪv] <i>a</i> | местный |
| natural ['nætʃərəl] <i>a</i> | природный |
| nearby ['niəbaɪ] <i>adv</i> | неподалеку |
| neglect [nɪ'glekt] <i>v</i> | пренебрегать |
| nephew ['nefju:] <i>n</i> | племянник |
| nervous ['nɜ:vəs] <i>a</i> | нервный, волнующийся |
| never ['nevə] <i>adv</i> | никогда |
| new [nju:] <i>a</i> | новый |
| newspaper ['nju:s.peɪpə] <i>n</i> | газета |
| next [nekst] <i>a</i> | следующий |
| nickel ['nɪkəl] <i>n</i> | никель |
| niece [ni:s] <i>n</i> | племянница |
| night [naɪt] <i>n</i> | ночь |
| nine [naɪn] <i>num</i> | девять |
| nineteen [naɪn'ti:n] <i>num</i> | девятнадцать |
| nineteenth [naɪn'ti:nθ] <i>num</i> | девятнадцатый |
| ninetieth [naɪntiəθ] <i>num</i> | девяностый |
| ninety ['naɪnti] <i>num</i> | девяносто |
| ninth [naɪnθ] <i>num</i> | девятый |
| no [nəʊ] <i>part</i> | нет; никакой |
| nobody ['nəʊbɒdi] <i>pron</i> | никто |
| non-negotiable [ˌnɒn nɪ'ɡəʊʃiəbəl] <i>a</i> | недействительный, не подлежащий передаче |
| north [nɔ:θ] <i>n</i> | север |
| northern ['nɔ:ðən] <i>a</i> | северный |
| nose [nəʊz] <i>n</i> | нос |
| notes [nəʊts] <i>n, pl</i> | записи, заметки |

nothing ['nʌθɪŋ] *pron*
 November [nəʊ'vembə] *n*
 now [naʊ] *adv*
 nowhere ['naʊweə] *adv*
 nurse [nɜ:s] *n*
 nursery school ['nɜ:səri ,sku:l]

ничего
 ноябрь
 сейчас
 нигде
 медсестра,
 няня
 детский сад

O

o'clock [ə'klɒk] *adv*
 objective [əb'dʒektɪv] *n*
 obligation [ˌɒblɪ'geɪʃən] *n*
 oblige [ə'blaɪdʒ] *v*
 obtain [əb'teɪn] *v*
 occasionally [ə'keɪzənəli] *adv*
 ocean ['əʊʃən] *n*
 October [ɒk'təvə] *n*
 odd [ɒd] *a*
 often ['ɒfən] *adv*
 oil [ɔɪl] *n*
 old [əʊld] *a*
 on [ɒn] *prep*
 on friendly terms
 [ən 'frendli 'tɜ:mz]
 one [wʌn] *num*
 opposition [ˌɒpə'zɪʃən] *n*
 our [aʊə] *pron*
 ours [aʊəz] *pron*
 ourselves [aʊə'selvz] *pron*
 overflow ['əʊvəfləʊ] *n*
 own [əʊn] *a*
 ox (*n, pl oxen*) [ɒks]
 oxen (*pl om ox*) ['ɒksən]

час
 цель,
 задача
 обязательство,
 соглашение
 обязывать
 получать,
 приобретать
 время от времени
 океан
 октябрь
 нечетный
 часто
 нефть
 старый
 на
 (быть) в дружеских отношениях

один
 оппозиция
 наш
 наш, наша, наше, наши
 себя, себе, собой
 избыток
 собственный
 бык

P

package ['pækɪdʒ] *n*
 paint [peɪnt] *v*
 parcel ['pɑ:səl] *n*
 park [pɑ:k] *n*
 parliament ['pɑ:ləmənt] *n*
 participate [pɑ:'tɪsɪpeɪt] *v*
 pass [pɑ:s] *v*
 patient ['peɪʃənt] *n*
 peach [pi:tʃ] *n*

посылка
 красить
 пакет,
 почтовое отправление
 парк
 парламент
 участвовать
 пройти,
 сдать (экзамен)
 пациент
 персик

| | |
|-------------------------------------------------------------|--------------------------------------------|
| pear [peə] <i>n</i> | груша |
| peel [pi:l] <i>v</i> | очищать от кожуры, чистить |
| pepper box ['pepə bɒks] | перечница |
| period ['piəriəd] <i>n</i> | урок, занятие |
| permanent ['pɜ:mənənt] <i>a</i> | постоянный |
| petroleum [pi'trəʊliəm] <i>n</i> | бензин, нефть |
| phenomena (<i>pl om phenomenon</i>) [fi'nɒmɪnə] | явление, |
| phenomenon (<i>n, pl -a</i>) [fi'nɒmɪnən] | феномен |
| physically fit [ˌfɪzɪkli 'fɪt] | в хорошей физической форме |
| pick up [ˈpɪk ʌp] <i>v</i> | снимать трубку |
| picturesque [ˌpɪktʃə'resk] <i>a</i> | живописный |
| pin [pɪn] <i>n</i> | кегля |
| place of interest [ˌpleɪs əv 'ɪntrɪst] | достопримечательности |
| plain [pleɪn] <i>a</i> | некрасивый, обычный |
| plane [pleɪn] <i>n</i> | самолет |
| play [pleɪ] <i>v</i> | играть |
| playgroup ['pleɪgru:p] <i>n</i> | игровая группа для детей 2 — 5 лет |
| pledge [pledʒ] <i>v</i> | давать торжественное обещание; заверять |
| plum [plʌm] <i>n</i> | слива |
| point [pɔɪnt] <i>n</i> | очко; точка |
| population [ˌpɒpjʊ'leɪʃən] <i>n</i> | население |
| pork [pɔ:k] <i>n</i> | свинина |
| post [pəʊst] <i>n</i> | почта |
| post [pəʊst] <i>v</i> | отправлять |
| postgraduate [ˌpəʊst'grædʒuɪt] <i>n</i> | выпускник; аспирант |
| postgraduate course [ˌpəʊst'grædʒuɪt ˌkɔ:s] | аспирантура |
| potato [pə'teɪtəʊ] <i>n</i> | картофель |
| poverty ['pɒvəti] <i>n</i> | бедность, нищета |
| power ['paʊə] <i>n</i> | сила; держава |
| prescribe [pri'skraɪb] <i>v</i> | выписывать (<i>лекарство</i>) |
| preserve [pri'zɜ:v] <i>v</i> | хранить |
| prevent [pri'vent] <i>v</i> | предотвращать, препятствовать |
| previously ['pri:vɪəslɪ] <i>adv</i> | раньше, прежде |
| primary ['praɪməri] <i>a</i> | начальный |
| primary school ['praɪməri ˌsku:l] | начальная школа |
| private ['praɪvɪt] <i>a</i> | частный |
| progress ['prɒɡres] <i>n</i> | успехи, прогресс |
| prominence ['prɒmɪnəns] <i>n</i> | известность |

prominent ['prominənt] *a*
promote [prə'məut] *v*

prosperity [prɒ'sperɪti] *n*

prosperous ['prosperəs] *a*

provide [prə'vaɪd] *v*

public pay phone ['pʌblɪk 'peɪ fəʊn]

publish ['pʌblɪʃ] *v*

punishment ['pʌnɪʃmənt] *n*

pursue [pə'sju:] *v*

put on (clothes) ['put 'ɒn] *v*

выдающийся
способствовать,
продвигать,
поощрять
процветание,
успех
преуспевающий
обеспечивать
платный телефон-автомат
публиковать
наказание
заниматься (музыкой, живописью и т. д.)
одеваться

Q

quality ['kwɒləti] *n*

quick [kwɪk] *a*

качество
быстрый

R

radii (*pl om radius*) ['reɪdɪaɪ]

radius (*n, pl radii, radiuses*) ['reɪdɪəs]

railway ['reɪlweɪ] *n*

rapid ['ræpɪd] *a*

rate [reɪt] *n*

радиус
железная дорога
быстрый
плата,
тариф,
уровень
утверждение;
ратификация
утверждать,
ратифицировать

ratification [ˌrætɪfɪ'keɪʃən] *n*

ratify ['rætɪfaɪ] *v*

read (*past u p. p. om read*) [red]

read (read) [ri:d] *v*

reception [ri'sepʃən] *n*

recipe ['resɪpi] *n*

reconstruction [ˌri:kən'strʌkʃən] *n*

читать
прием
рецепт
восстановление,
реконструкция
выздоровливать
сокращать
иметь отношение,
ссылаться
рассматривать,
иметь отношение
журнал регистрации посещаемости
правильный
регулярно
отношение
надежный
замечательный;
знаменитый

recover [rɪ'kʌvə] *v*

reduce [rɪ'dju:s] *v*

refer [rɪ'fɜ:] *v*

regard [rɪ'gɑ:d] *v*

register ['redʒɪstə] *n*

regular ['regjʊlə] *a*

regularly ['regjʊləli] *adv*

relation [rɪ'leɪʃən] *n*

reliable [rɪ'laɪəbəl] *a*

remarkable [rɪ'mɑ:kəbəl] *a*

remember [rɪ'membə] *v*
repairs [rɪ'peəz] *n*
represent [reprɪ'zent] *v*

representative [ˌreprɪ'zentətɪv] *n*
republic [rɪ'pʌblɪk] *n*
research [rɪ'sɜ:tʃ] *n*

resemble [rɪ'zembəl] *v*

resident ['rezɪdənt] *n*
resort [rɪ'zɔ:t] *n*
resource [rɪ'sɔ:s] *n*
responsibility [rɪ'spɒnsə'bɪlɪtɪ] *n*

responsible [rɪ'spɒnsəbəl] *a*
restaurant ['restərɒnt] *n*
résumé ['rezju:meɪ] *n*

rice [raɪs] *n*
right [raɪt] *a*

river ['rɪvə] *n*
romantic [rəʊ'mæntɪk] *a*
room [ru(:)m] *n*

route [ru:t] *n*
rule [ru:l] *n*
ruler ['ru:lə] *n*
runway ['ranweɪ] *n*

помнить
ремонт
представлять,
обозначать
представитель
республика
научно-исследовательская работа;
исследование
походить,
напоминать
житель
курорт
ресурс
ответственность,
обязанность
ответственный
ресторан
краткая автобиография (*представляе-
мая кандидатом на должность*)
рис
правильный,
правый
река
романтический
комната,
место
маршрут
правило
правитель
дорожка

S

said (*past u p. p. om say*) [sed]
saltcellar ['sɔ:lt,selə] *n*
save [seɪv] *v*

saw (*past om see*) [sɔ:]
say (said) [seɪ] *v*

scholarship ['skɒləʃɪp] *n*
science fiction [ˌsaɪəns 'fɪkʃən]
score [skɔ:] *n*
seat [si:t] *n*
second ['sekənd] *num*
secondary ['sekəndəri] *a*
security [sɪ'kjʊərɪtɪ] *n*
see (saw, seen) [si:] *v*
seen (*p. p. om see*) [si:n]
seminar ['semɪnɑ:] *n*
senior year ['si:nɪə ˌjɪə]
sensational [sen'seɪʃənəl] *a*

солонка
экономить,
спасать
говорить,
сказать
стипендия
научная фантастика
счет
место заседания
второй
среднее (*образование*)
безопасность
видеть
семинар
последний курс (*амер.*)
сенсационный

separate ['sepərit] *a*
 September [sep'tembə] *n*
 sequel ['si:kwal] *n*
 serious ['siəriəs] *a*
 settlement ['setlmənt] *n*
 seven ['sevən] *num*
 seventeen [ˌsevən'ti:n] *num*
 seventeenth [ˌsevən'ti:nθ] *num*
 seventh ['sevənθ] *num*
 seventieth [ˌsevəntiθ] *num*
 seventy ['sevənti] *num*
 shave [ʃeɪv] *v*
 she [ʃi:] *pron*
 sheep [ʃi:p] *n*
 shop assistant [ˈʃɒp ə'sistənt]

sick [sɪk] *a*
 sick leave [ˈsɪk li:v]

sister ['sɪstə] *n*
 sister-in-law [ˈsɪstər ɪn ˌlɔ:] *n*
 sitting room [ˈsɪtɪŋ ru(:)m]
 six [sɪks] *num*
 sixteen [ˌsɪk'sti:n] *num*
 sixteenth [ˌsɪk'sti:nθ] *num*
 sixth [sɪksθ] *num*
 sixtieth [ˌsɪkstɪθ] *num*
 sixty ['sɪksti] *num*
 size [saɪz] *n*
 sketch [sketʃ] *n*

skyscraper ['skaɪˌskreɪpə] *n*
 slender ['slendə] *a*
 slim [slɪm] *a*
 slow [sləʊ] *a*
 sneeze [sni:z] *v*
 snub [snʌb] *a*
 sociable [ˈsəʊʃiəbəl] *a*
 some [səm] *pron*
 somebody [ˈsʌmbədi] *pron*
 something [ˈsʌmθɪŋ] *pron*
 sometimes [ˈsʌmtaɪmz] *adv*
 somewhere [ˈsʌmweə] *pron*
 soon [su:n] *adv*
 sophomore year [ˈsɒfəmə: jɪə]
 sore [sɔ:] *a*
 sour cream [ˈsaʊə ˌkri:m]
 south [saʊθ] *n*
 southern [ˈsʌðən] *a*
 space [speɪs] *n*

spare [speə] *n*
 speak (spoke, spoken) [spi:k] *v*

отдельный
 сентябрь
 продолжение (*книги или фильма*)
 серьезный
 поселение
 семь
 семнадцать
 семнадцатый
 седьмой
 семидесятый
 семьдесят
 бриться
 она
 овца
 продавец,
 продавщица
 больной
 больничный лист;
 отпуск по болезни
 сестра
 невестка/золовка/свояченица
 гостиная
 шесть
 шестнадцать
 шестнадцатый
 шестой
 шестидесятый
 шестьдесят
 размер
 эскиз,
 набросок
 небоскреб
 стройный
 худощавый
 медленный
 чихать
 курносый
 общительный
 какой-нибудь, какой-то
 кто-то
 что-нибудь
 иногда
 где-то
 скоро
 второй курс (*амер.*)
 больной
 сметана
 юг
 южный
 пространство,
 площадь
 резерв
 говорить

specific [spi'sɪfɪk] *a*
spell out ['spel 'aʊt] *v*

spend (spent) [spend] *v*
spent (*past u p. p. om spend*) [spent]
spice [spaɪs] *n*

spicy ['spaɪsi] *a*

spoke (*past om speak*) [spəʊk]
spoken (*p. p. om speak*) ['spəʊkən]
spoon [spu:n] *n*
spring [sprɪŋ] *n*
stadium ['steɪdiəm] *n*
start [stɑ:t] *v*
state [steɪt] *n*

stew [stju:] *v*
still [stɪl] *a*

still life [stɪl 'laɪf]
stock [stɒk] *n*
stock exchange ['stɒk ɪks,tʃeɪndʒ]
straight [streɪt] *a*
strike [straɪk] *v*

strong [strɒŋ] *a*
student ['stju:dənt] *n*

subject ['sʌbdʒekt] *n*
subsidiary [səb'sɪdiəri] *a*

subtract [səb'trækt] *v*
subway ['sʌbweɪ] *n*
succeed [sək'si:d] *v*
sudden [sʌdn] *a*
summer ['sʌmə] *n*
sunbathe ['sʌnbeɪð] *v*
supermarket ['sju:pə'mɑ:kɪt] *n*

supplement ['sʌplɪmənt] *n*
survival [sə'vaɪvəl] *n*
sweet [swi:t] *n*
switch off [swɪtʃ 'ɒf] *v*
switch on [swɪtʃ 'ɒn] *v*
symptom ['sɪmptəm] *n*

специфический
разъяснять;
точно объяснять
тратить

специя,
пряность
приправленный специями,
пряный

ложка
весна
стадион
начинать
штат,
государство
тушить
неподвижный,
спокойный
натюрморт
запас
фондовая биржа
прямой
сбивать;
«сбито» (*в боулинге*)

сильный
студент,
студентка,
учащийся
предмет
вспомогательный,
дополнительный
вычитать
метро
преуспевать
внезапный
лето
загорать
супермаркет,
магазин самообслуживания
приложение
выживание
сладкое
выключать
включать
симптом

Т

take (took, taken) [teɪk] *v*
take a shower ['teɪk ə 'ʃaʊə]

брать
принимать душ

| | |
|-------------------------------------------------------------|------------------------------------------|
| take part in | принимать участие в ... |
| take pictures [ˌteɪk ˈpɪktʃəz] | фотографировать |
| take trouble [ˌteɪk ˈtrʌbl] | волноваться, заботиться |
| taken (<i>p. p. om take</i>) [teɪkən] | |
| target [ˈtɑːɡɪt] <i>n</i> | цель |
| teeth (<i>pl om tooth</i>) [tiːθ] | |
| telephone number [ˈtelɪfəʊn ˈnʌmbə] | номер телефона |
| tell (told) [tel] <i>v</i> | говорить, рассказывать |
| temperature [ˈtempərətʃə] <i>n</i> | температура |
| ten [ten] <i>num</i> | десять |
| tendency [ˈtendənsi] <i>n</i> | тенденция |
| tent [tent] <i>n</i> | палатка |
| tenth [tenθ] <i>num</i> | десятый |
| term [tɜːm] <i>n</i> | срок, период, семестр, четверть |
| term of studying [ˈtɜːm əv ˈstʌdɪŋ] | срок обучения |
| terrific [təˈrɪfɪk] <i>a</i> | потрясающий |
| territory [ˈterɪtəri] <i>n</i> | территория |
| textbook [ˈtekstbʊk] <i>n</i> | учебник |
| that [ðæt] <i>pron</i> | тот |
| theatre-lover [ˈθiətə ˈlʌvə] <i>n</i> | театрал |
| their [ðeə] <i>pron</i> | их |
| theirs [ðeəz] <i>pron</i> | их |
| them (<i>косв. пад. om they</i>) [ðem] <i>pron</i> | их |
| themselves [ðəmˈselvz] <i>pron</i> | себя, себе, собой |
| these [ðiːz] <i>pron</i> | эти |
| they [ðiː] <i>pron</i> | они |
| think (thought) [θɪŋk] <i>v</i> | думать |
| third [θɜːd] <i>num</i> | третий |
| thirteen [ˈθɜːtiːn] <i>num</i> | тринадцать |
| thirteenth [ˈθɜːtiːnθ] <i>num</i> | тринадцатый |
| thirtieth [ˈθɜːtiθ] <i>num</i> | тридцатый |
| thirty [ˈθɜːti] <i>num</i> | тридцать |
| this [ðɪs] <i>pron</i> | этот |
| those [ðəʊz] <i>pron</i> | те |
| thought (<i>past u p. p. om think</i>) [θɔːt] | |
| thousand [ˈθaʊzənd] <i>num</i> | тысяча |
| three [θriː] <i>num</i> | три |
| throat [ˈθrəʊt] <i>n</i> | горло |
| tile [taɪl] <i>n</i> | кафельная плитка |
| till [tɪl] <i>adv</i> | до тех пор |
| time [taɪm] <i>n</i> | время |
| tip [tɪp] <i>n</i> | чаевые |
| tiresome [ˈtaɪəsəm] <i>a</i> | утомительный |
| to [tuː] <i>prep</i> | к, по направлению, в |
| token [ˈtəʊkən] <i>n</i> | жетон |
| told (<i>past u p. p. om tell</i>) [təʊld] | |
| toll [təʊl] <i>n</i> | жетон |
| tomorrow [təˈmɒrəʊ] <i>adv</i> | завтра |

took (*past om take*) [tʊk]
 tooth (*n, pl teeth*) [tu:θ]
 top [tɒp] *n*
 tower ['taʊə] *n*
 track [træk] *v*
 trade [treɪd] *a*
 train [treɪn] *n*
 training centre [ˌtreɪnɪŋ 'sentə]
 transaction [træn'zækʃən] *n*
 transition [træn'zɪʃən] *n*
 translate [træns'leɪt] *v*
 travel ['trævəl] *v*
 treaty ['tri:ti] *n*

tribute ['tribjʊt] *n*

trip [trɪp] *n*

tropical ['trɒpɪkəl] *a*
 true [tru:] *a*
 try [traɪ] *n*
 twelfth [twelfθ] *num*
 twelve [twelv] *num*
 twentieth ['twentiθ] *num*
 twenty ['twenti] *num*
 two [tu:] *num*

unanimously [ju:'nænɪməsli] *adv*
 uncle ['ʌŋkəl] *n*
 uncomfortable [ʌn'kʌmfətəbəl] *a*
 undergo (*underwent, undergone*)
 [ˌʌndə'gəʊ] *v*
 undergone (*p. p. om undergo*)
 [ˌʌndə'gɒn]
 understand (*understood*)
 [ˌʌndə'stænd] *v*
 understood
 (*past u p. p. om understand*)
 [ˌʌndə'stʌd]
 undertake (*undertook, undertaken*)
 [ˌʌndə'teɪk] *v*
 undertaken (*p. p. om undertake*)
 [ˌʌndə'teɪkən]
 undertook (*past om undertake*)
 [ˌʌndə'tʊk]
 underwent (*past or undergo*)
 [ˌʌndə'went]
 unemployment [ˌʌnɪm'plɔɪmənt] *n*
 uniform ['ju:nɪfɔ:m] *n*

зуб
 вершина
 башня
 отслеживать
 торговый
 поезд
 спортивный центр
 ведение (*дел*)
 переход
 переводить
 путешествовать
 соглашение,
 договор
 дань,
 честь
 небольшое путешествие,
 поход,
 экскурсия
 тропический
 верный
 попытка
 двенадцатый
 двенадцать
 двадцатый
 двадцать
 два

U

единодушно
 дядя
 неудобный
 испытывать,
 подвергаться

 понимать

 предпринимать

 безработница
 форма

union ['ju:niən] *n*
unique [ju:'ni:k] *a*
unshakeable [ʌn'seikəbəl] *a*
unsurpassed [ʌnsə'pɑ:st] *a*
until [ʌn'til] *prep*
unwell [ʌn'wel] *a*
upbringing ['ʌpbriŋɪŋ] *n*
upstairs [ʌp'steəz] *adv*

urgency ['ɜ:dʒənsi] *n*

usual ['ju:ʒvəl] *a*
usually ['ju:ʒvəli] *adv*

vast [vɑ:st] *a*
veal [vi:l] *v*
vegetable ['vedʒɪtəbəl] *n*
vehicle ['vi:kəl] *n*
venture ['ventʃə] *n*
view [vju:] *n*
viewer ['vju:ə] *n*

violate ['viəleɪt] *v*
vision ['vɪʒən] *n*

visionary ['vɪʒənəri] *a*

visit museums [vɪzɪt mju:'ziəmz]
vocational [vəʊ'keɪʃənəl] *a*
vote [vəʊt] *n*
vote [vəʊt] *v*
voucher ['vaʊtʃə] *n*

wallpaper ['wɔ:l,peɪpə] *n*
want [wɒnt] *v*
wardrobe ['wɔ:drəʊb] *n*
warfare ['wɔ:feə] *n*
was (1-е и 3-е л. ед. ч.
прош. времени от be) [wɒz]
wash [wɒʃ] *v*
watch [wɒʃ] *v*

watch TV [wɒʃ ,ti: 'vi:]
water ['wɔ:tə] *n*
watercolour ['wɔ:tə,kʌlə] *n*
we [wi:] *pron*
weak [wi:k] *a*

союз
 уникальный
 непоколебимый
 непревзойденный
 пока не
 нездоровый
 воспитание
 вверх по лестнице;
 на верхнем этаже
 срочность;
 крайняя необходимость
 обычный
 обычно

V

обширный
 телятина
 овощ
 наземное транспортное средство
 предприятие
 вид
 зритель,
 наблюдатель
 нарушать
 видение,
 представление
 нереальный,
 призрачный
 ходить в музеи
 профессиональный
 голос
 голосовать
 путевка

W

обои
 хотеть
 платяной шкаф
 боевые действия

мыть
 смотреть,
 наблюдать
 смотреть телевизор
 вода
 акварель
 мы
 слабый

wealth [welθ] *n*
 well [wel] *adv*
 well-to-do [ˌwel.təˈduː] *a*
 went (*past om go*) [went]
 were (1, 2 и 3-е л. мн. ч. *прош. времени om be*) [wɜː]
 west [west] *n*
 western [ˈwestən] *a*
 which [wɪtʃ] *pron*
 whitewash [ˈwaɪtwɒʃ] *v*
 who [huː] *pron*
 whom [huːm] *pron*
 whose [huːz] *pron*
 wildlife [ˈwaɪldlaɪf] *n*
 winner [ˈwɪnə] *n*
 winter [ˈwɪntə] *n*
 woman (*n, pl women*) [ˈwʊmən]
 women (*pl om woman*) [ˈwɪmɪn]
 working [ˈwɜːkɪŋ] *a*
 workshop [ˈwɜːkʃɒp] *n*
 worse (*compar. om bad*) [wɜːs]
 worst (*superl. om bad*) [wɜːst]
 write (*wrote, written*) [raɪt] *v*
 written (*p. p. om write*) [rɪtn]
 wrong [rɒŋ] *a*
 wrote (*past om write*) [rəʊt]

богатство
 хорошо
 состоятельный

запад
 западный
 который
 белить
 кто
 кого
 чей
 живая природа
 победитель
 зима
 женщина

рабочий (*день*)
 мастерская

писать

неправильный

Y

yesterday [ˈjestədi] *adv*
 yet [jet] *adv*
 yogurt [ˈjɒɡət] *n*
 you [juː] *pron*
 young [jʌŋ] *a*
 your [jɔː] *pron*
 yours [jɔːz] *pron*
 yourself [jəˈself] *pron*
 yourselves [jəˈselvz] *pron*

вчера
 еще (нет)
 йогурт
 ты, вы
 молодой
 твой, твоя, твое, твои,
 ваш, ваша, ваше, ваши
 твой, твоя, твое, твои,
 ваш, ваша, ваше, ваши
 себя, себе, собой
 себя, себе, собой

СОДЕРЖАНИЕ

| | |
|--------------------------|---|
| Предисловие | 3 |
| Английский алфавит | 6 |

I. ВВОДНО-КОРРЕКТИВНЫЙ ФОНЕТИЧЕСКИЙ КУРС

| | |
|-----------------------------------------------------------------------------------------------|----|
| Введение | 7 |
| Органы речи | 7 |
| Фонетическая транскрипция | 8 |
| Знаки международной фонетической транскрипции | 8 |
| Основные особенности английского произношения | 9 |
| Гласные звуки | 9 |
| Согласные звуки | 9 |
| Словесное ударение | 10 |
| Фразовое ударение | 10 |
| Редукция гласных звуков | 10 |
| Интонация | 10 |
| Основные интонационные контуры английского предложения | 11 |
| Интонация вопросов | 11 |
| УРОК 1. Гласные переднего ряда. Согласные | 14 |
| Гласные переднего ряда | 14 |
| Согласные | 14 |
| Шумные смычные | 15 |
| Шумные шелевые | 15 |
| Сонанты | 16 |
| Носовые | 16 |
| Шелевые | 16 |
| <i>Упражнения</i> | 17 |
| <i>Text: The Whites</i> | 18 |
| <i>Домашнее задание</i> | 20 |
| УРОК 2. Гласные заднего ряда. Особенности произношения некоторых звуко сочетаний | 21 |
| Гласные заднего ряда | 21 |
| Гласные заднего продвинутого вперед ряда | 21 |
| Особенности произношения некоторых звуко сочетаний | 22 |
| <i>Упражнения</i> | 23 |
| <i>Text: The Whites (продолжение)</i> | 25 |
| <i>Домашнее задание</i> | 27 |
| УРОК 3. Дифтонги. Сочетание трех гласных звуков | 28 |
| Дифтонги | 28 |
| Сочетания трех гласных звуков | 29 |
| <i>Упражнения</i> | 29 |
| <i>Text 1: Grandmother's Week</i> | 33 |
| Vocabulary (Слова к тексту) | 34 |
| <i>Text 2: Good Traditions Year by Year</i> | 34 |
| Vocabulary | 35 |
| <i>Домашнее задание (Home Task)</i> | 35 |
| УРОК 4. Согласные. Гласные в разных типах слога | 36 |
| Правила чтения согласных букв | 36 |
| 1. Согласные буквы, имеющие два варианта чтения | 36 |
| 2. Чтение сочетаний согласных букв | 37 |
| 3. Сочетания согласных букв, имеющие два варианта чтения | 37 |
| 4. Сочетание <i>ch</i> , имеющее три варианта чтения | 38 |
| Правила чтения гласных в разных типах слога | 38 |
| 5. Варианты чтения гласных букв в соответствии с четырьмя типами слога | 38 |
| <i>Упражнения</i> | 39 |

| | |
|-----------------------------------------------------------------------------------------------|----|
| 6. Чтение сочетаний гласных букв под ударением | 40 |
| 7. Чтение сочетаний гласных букв с буквой <i>r</i> | 41 |
| Topic: Visiting Card (Визитная карточка) | 42 |
| Названия образовательных и воспитательных учреждений | 44 |
| Образец визитной карточки | 45 |
| Образец удостоверения личности | 45 |
| Home Task | 46 |
| УРОК 5. Сочетания гласных букв с согласными. Гласные буквы | |
| в неударных слогах | 48 |
| Сочетания гласных букв с согласными | 48 |
| Чтение гласных букв в неударных слогах | 49 |
| Редукция гласных | 49 |
| Редуцированные и полные формы служебных слов, местоимений и вспомогательных глаголов | 50 |
| Topic: Etiquette | 52 |
| Благодарность | 52 |
| Извинение | 53 |
| Привлечение внимания | 53 |
| Вопросы о состоянии дел | 53 |
| Прием гостей | 53 |
| Home Task | 54 |
| ТЕСТ I | 55 |

II. ОСНОВЫ ПРАКТИЧЕСКОЙ ГРАММАТИКИ

| | |
|-------------------------------------------------------------------------------|----|
| УРОК 6. Существительное. Прилагательное. Глагол. Система | |
| глагольных форм. Повествовательное предложение | 60 |
| Существительное | 60 |
| 1. Употребление артикля | 60 |
| 2. Образование множественного числа существительных | 64 |
| Существительные, образующие множественное число не по общему правилу | 65 |
| 3. Притяжательный падеж существительных | 66 |
| Прилагательное | 67 |
| Образование степеней сравнения | 67 |
| Глагол | 68 |
| Основные глагольные формы | 68 |
| Спряжение глаголов в настоящем времени | 70 |
| Система глагольных времен | 71 |
| Text: My Working Day | 75 |
| Active Words and Word Combinations | 76 |
| Exercises | 77 |
| The Plural Form of the Nouns | 77 |
| The Possessive Case | 77 |
| Degrees of Comparison of Adjectives | 78 |
| The Verb | 79 |
| УРОК 7. Местоимение. Наречие. Предлог | 83 |
| Местоимение | 83 |
| Указательные местоимения | 84 |
| Вопросительно-относительные местоимения | 84 |
| Неопределенные местоимения | 85 |
| Наречие | 85 |
| Степени сравнения наречий | 86 |
| Место наречий в предложении | 86 |
| Предлог | 87 |
| Text: Speaking About Friends | 89 |
| Active Words and Word Combinations | 90 |
| Exercises | 91 |
| Pronouns | 91 |
| Adverbs | 92 |

| | |
|------------------------------------------------------------------------------------------------|-----|
| Prepositions | 93 |
| Vocabulary | 93 |
| УРОК 8. Типы вопросов. Отрицательные предложения | 94 |
| Типы вопросов | 94 |
| Общие вопросы | 94 |
| Специальные вопросы | 95 |
| Вопросы к подлежащему | 95 |
| Альтернативные вопросы | 96 |
| Разделительные вопросы | 96 |
| Отрицательные предложения | 96 |
| Text: Choosing a Present. Hobbies | 99 |
| Active Words and Word Combinations | 100 |
| Exercises | 100 |
| Questions | 100 |
| (a) General Questions | 100 |
| (b) Alternative Questions | 101 |
| (c) Special Questions | 101 |
| (d) Questions to the Subject | 101 |
| (e) Tag questions | 101 |
| Negative Sentences | 103 |
| Vocabulary | 103 |
| УРОК 9. Числительное. Причастие. Герундий | 105 |
| Числительное | 105 |
| Некоторые особенности употребления числительных | 107 |
| Дробные числа (простые и десятичные) | 107 |
| Причастие | 108 |
| Герундий | 109 |
| Образование герундия и его форм | 110 |
| Text: Getting Ready for a Party. Cooking. Shopping | 111 |
| In the Supermarket | 112 |
| Shopping in the USA | 113 |
| Sales Tax | 113 |
| Active Words and Word Combinations | 114 |
| Exercises | 114 |
| Numerals | 114 |
| Participle I, Participle II | 116 |
| The Forms of Participle I | 116 |
| Gerund | 117 |
| The Forms of the Gerund | 117 |
| Vocabulary | 118 |
| УРОК 10. Неопределенно-личные и безличные предложения. Оборот <i>there is</i> | 120 |
| Неопределенно-личные предложения | 120 |
| Безличные предложения | 120 |
| Оборот <i>there is</i> и его формы | 121 |
| Texts: At Table | 122 |
| Restaurants in the USA | 123 |
| Eating Habits in the USA | 124 |
| Active Words and Word Combinations | 124 |
| Exercises | 125 |
| Indefinite Personal Sentences | 125 |
| Impersonal Sentences | 125 |
| Vocabulary | 126 |
| УРОК 11. Пассивный залог | 128 |
| Пассивный залог | 128 |
| Формы глагола в пассивном залоге | 128 |
| Texts: My House Is My Fortress | 132 |
| Houses in the USA | 133 |
| Active Words and Word Combinations | 134 |

| | |
|----------------------------------------------------------------------------------|-----|
| <i>Exercises</i> | 134 |
| The Passive Voice | 134 |
| Vocabulary | 136 |
| УРОК 12. Условные предложения | 138 |
| Условные предложения | 138 |
| Text: Travelling. Transport | 140 |
| On Travelling | 141 |
| Active Words and Word Combinations | 142 |
| <i>Exercises</i> | 142 |
| Conditional Clauses | 142 |
| Vocabulary | 145 |
| УРОК 13. Повелительное наклонение. Сослагательное наклонение | 147 |
| Повелительное наклонение | 147 |
| Сослагательное наклонение | 148 |
| Образование сослагательного наклонения | 148 |
| Употребление сослагательного наклонения | 149 |
| Text: A Visit to a Doctor | 151 |
| Active Words and Word Combinations | 152 |
| <i>Exercises</i> | 152 |
| The Imperative Mood | 153 |
| Vocabulary | 154 |
| УРОК 14. Согласование времен. Косвенная речь | 157 |
| Согласование времен | 157 |
| Косвенная речь | 158 |
| Сообщение | 158 |
| Вопрос | 158 |
| Просьба или приказ | 159 |
| Text: A Telephone Conversation | 160 |
| How to Use the Telephone in the USA | 161 |
| Calls to the Commonwealth of Independent States | 161 |
| Rates for Long-distance and Toll Calls | 161 |
| Toll-free Calls | 161 |
| Using a Coin-operated Telephone | 161 |
| Local Telephone Calls | 162 |
| Long-distance Telephone Calls | 162 |
| Short-distance Telephone Calls | 162 |
| Collect Telephone Calls | 162 |
| Active Words and Word Combinations | 162 |
| <i>Exercises</i> | 163 |
| Sequence of Tenses | 163 |
| Reported Speech | 164 |
| Vocabulary | 165 |
| УРОК 15. Сложное дополнение. Конструкции с инфинитивом и причастием | 167 |
| Сложное дополнение | 167 |
| Конструкции с причастием | 168 |
| Независимый причастный оборот | 168 |
| Texts: Sending a Letter | 169 |
| The Internet | 170 |
| Active Words and Word Combinations | 171 |
| <i>Exercises</i> | 171 |
| Complex Object with the Infinitive | 171 |
| Complex Object with the Participle | 172 |
| Absolute Constructions with Participles | 172 |
| Vocabulary | 173 |
| УРОК 16. Сложные предложения | 176 |
| Сложносочиненные предложения | 176 |
| Сложноподчиненные предложения | 176 |
| Основные типы придаточных предложений | 176 |

| | |
|------------------------------------------|-----|
| <i>Text: Sports</i> | 179 |
| Going in for Sports in the USA | 181 |
| Active Words and Word Combinations | 181 |
| <i>Exercises</i> | 182 |
| Composite Sentences | 182 |
| Vocabulary | 183 |

УРОК 17. Модальные глаголы. Глаголы, способные выступать в модальном значении

| | |
|------------------------------------------------------------|-----|
| Модальные глаголы | 189 |
| Значение и употребление модальных глаголов | 185 |
| Can | 186 |
| May | 186 |
| Must | 187 |
| Ought (to) | 187 |
| Need | 188 |
| Глаголы, способные выступать в модальном значении | 189 |
| Shall | 189 |
| Will | 189 |
| Should | 189 |
| Would | 190 |
| To be | 190 |
| To have | 191 |
| Замена недостающих форм некоторых модальных глаголов | 191 |
| <i>Text: At My College</i> | 192 |
| Active Words and Word Combinations | 193 |
| <i>Exercises</i> | 194 |
| Modal Verbs | 194 |
| Vocabulary | 196 |
| A Day at School | 196 |
| TEST II | 198 |

III. СТРАНОВЕДЕНИЕ. КУЛЬТУРА

| | |
|-------------------------------------------------------------------------------|-----|
| LESSON 18. Topic: Countries | 201 |
| <i>Text 1: Russia</i> | 201 |
| <i>Exercises</i> | 202 |
| <i>Text 2: The United Kingdom of Great Britain and Northern Ireland</i> | 203 |
| <i>Exercises</i> | 205 |
| <i>Text 3: The United States of America</i> | 206 |
| <i>Exercises</i> | 207 |
| <i>Text 4: Canada, Australia, New Zealand</i> | 209 |
| <i>Exercises</i> | 210 |
| Active Words and Word Combinations | 211 |
| LESSON 19. Topic: Cities | 213 |
| <i>Text 1: Moscow</i> | 213 |
| <i>Exercises</i> | 214 |
| <i>Text 2: London</i> | 215 |
| <i>Exercises</i> | 216 |
| <i>Text 3: Washington, DC</i> | 217 |
| <i>Exercises</i> | 218 |
| <i>Text 4: New York</i> | 219 |
| <i>Exercises</i> | 220 |
| Active Words and Word Combinations | 221 |
| LESSON 20. Topic: Art | 223 |
| <i>Text 1: Andrew Lloyd Webber</i> | 223 |
| <i>Exercises</i> | 224 |
| <i>Text 2: Joseph Mallord William Turner (1775—1851)</i> | 224 |
| <i>Exercises</i> | 225 |
| <i>Text 3: Alan Alexander Milne (1882—1956)</i> | 226 |

| | |
|-----------------------------------------------------------|-----|
| <i>Lines Written by a Bear of Very Little Brain</i> | 227 |
| <i>Exercises</i> | 227 |
| <i>Text 4: Lewis Carroll (1832—1898)</i> | 227 |
| <i>The Jabberwocky</i> | 228 |
| <i>Exercises</i> | 229 |
| Active Words and Word Combinations | 229 |
| LESSON 21. Topic: Man and Society | 231 |
| <i>Text 1: British Mass Media</i> | 231 |
| Newspapers | 231 |
| Radio and Television | 231 |
| <i>Exercises</i> | 232 |
| <i>Text 2: The United Nations Organization</i> | 233 |
| Human Rights | 234 |
| <i>Exercises</i> | 234 |
| Active Words and Word Combinations | 235 |
| TEST III | 237 |

IV. ПРОФЕССИОНАЛЬНАЯ ДЕЯТЕЛЬНОСТЬ СПЕЦИАЛИСТА

| | |
|----------------------------------------------------------------------------|-----|
| LESSON 22. Topic: Education | 241 |
| <i>Text 1: Education in Russia</i> | 241 |
| <i>Exercises</i> | 242 |
| <i>Text 2: Schools in the United Kingdom</i> | 243 |
| <i>Exercises</i> | 244 |
| <i>Text 3: Education in the United States</i> | 246 |
| <i>Exercises</i> | 247 |
| LESSON 23. Topic: My Future Activities | 248 |
| <i>Text 1: Teacher's Profession</i> | 248 |
| <i>Exercises</i> | 249 |
| <i>Text 2: Reform in the System of Secondary Education in Russia</i> | 250 |
| <i>Exercises</i> | 251 |
| LESSON 24. Topic: The Rights of the Child | 252 |
| <i>Text: The Convention on the Rights of the Child</i> | 252 |
| <i>Exercises</i> | 253 |
| Active Words and Word Combinations | 258 |
| ADDITIONAL TEXTS FOR READING AND DISCUSSING | 260 |
| (1) The Whipping Boy | 260 |
| (2) Tom Sawyer at School | 261 |
| (3) Arriving at Lowood Institution | 262 |

V. ДЕЛОВОЙ АНГЛИЙСКИЙ

| | |
|---------------------------------------------------------------|-----|
| LESSON 25. Topic 1: Preparation for Studies Abroad. | |
| Topic 2: Correspondence with the Chosen University. | 266 |
| Preparation for Studies Abroad | 266 |
| Образцы составления и оформления документов и писем | 267 |
| Personal Statement | 267 |
| <i>Exercises</i> | 268 |
| Correspondence with the Chosen University | 268 |
| Request for Application Materials (Письмо-запрос) | 269 |
| <i>Exercises</i> | 270 |
| Covering Letter (Сопроводительное письмо) | 270 |
| <i>Exercises</i> | 270 |
| Acceptance and Refusal (Прием и отклонение предложений) | 271 |
| <i>Exercises</i> | 272 |
| LESSON 26. Topic 1: Searching for a Job Abroad. | |
| Topic 2: Drawing up and Filling in Documents. | 273 |
| Searching for a Job Abroad | 273 |
| (1) | 273 |

| | |
|-------------------------------------------|-----|
| <i>Exercises</i> | 273 |
| (2) | 274 |
| <i>Exercises</i> | 274 |
| (3) | 274 |
| <i>Exercises</i> | 275 |
| Drawing up and Filling in Documents | 275 |
| (1) | 275 |
| <i>Exercises</i> | 276 |
| (2) | 276 |
| <i>Exercises</i> | 276 |
| (3) | 277 |
| <i>Exercises</i> | 277 |

| | |
|--------------------------------------------------------------------------------------------------------------------------------|-----|
| LESSON 27. Topics: Business Trip Abroad. At the Airport. At the Railway Station. At the Hotel. Currency Exchange. | 279 |
| Business Trip Abroad | 279 |
| <i>Exercises</i> | 279 |
| At the Airport | 280 |
| At the Railway Station | 281 |
| At the Hotel | 281 |
| Currency Exchange | 283 |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----|
| LESSON 28. Topics: Formal and Informal Correspondence. Invitations. Wishes. Business Talks. Formal and Informal Correspondence. | 285 |
| <i>Exercises</i> | 285 |
| Letters of Invitation and Replies | 285 |
| Formal Letter of Invitation | 285 |
| Acceptance | 285 |
| Refusal | 285 |
| Informal Invitations for Dinners | 286 |
| Acceptance | 286 |
| Refusal | 286 |
| Congratulations | 286 |
| Reply to the Letter | 287 |
| Address | 287 |
| Wishes and Replies | 288 |
| Business Talks | 290 |
| Gratitude | 291 |

ПРИЛОЖЕНИЯ

| | |
|---------------------------------------------------------------------------------|-----|
| Приложение 1. Список основных неправильных глаголов | 293 |
| Приложение 2. Краткий справочник по словообразованию | 295 |
| Образование нового слова без изменения слова | 295 |
| Перемещение ударения | 295 |
| Чередование звуков | 296 |
| Аффиксация | 296 |
| Наиболее употребительные суффиксы и префиксы | 296 |
| Приложение 3. Перевод грамматических терминов и заданий к упражнениям | 297 |
| Приложение 4. Список некоторых географических названий и собственных имен | 299 |
| Приложение 5. Национальные гимны и патриотические песни | 301 |
| The Anthem of Great Britain | 301 |
| God Save the Queen | 301 |
| Rule, Britannia | 302 |
| The Anthem of the USA | 303 |
| The Star-Spangled Banner | 303 |
| The Anthem of Australia | 304 |
| Waltzing Matilda | 304 |

| | |
|-------------------------|-----|
| VOCABULARY | 305 |
|-------------------------|-----|