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Электронный учебно-методический комплекс (ЭУМК) предназначен для студентов 1 курса исторического факультета специальности 1-21 03 02 «Регионоведение», 6-05-0222-02 «Регионоведение» и включает лексический минимум по изучаемым устным темам и краткий курс нормативной грамматики; творческие, исследовательские и тестовые задания для формирования иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык как средство профессионального и межличностного общения. ЭУМК может быть использован для самостоятельной и аудиторной работы.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Электронный учебно-методический комплекс (ЭУМК) с креативным компонентом по дисциплине «Иностранный язык (английский)» предназначен для студентов 1 курса исторического факультета специальности 1-21 03 02 «Регионоведение», 6-05-0222-02 «Регионоведение».

Данный учебно-методический комплекс носит практический характер и своей главной целью имеет оказание методической помощи студентам в освоении и систематизации учебного материала в процессе подготовки к итоговой аттестации по дисциплине «Иностранный язык (английский)», а также содействие формированию исследовательских и творческих навыков, способствующих всестороннему развитию языковой личности.

В результате освоения учебной дисциплины студент должен:

знать:

- особенности системы изучаемого иностранного языка в его лексическом и грамматическом аспектах;
- национально-культурную специфику стран соизучаемых языков, определяющую социокультурные нормы общения;
- прагматические аспекты использования иностранного языка и правила речевого этикета, позволяющие специалисту успешно осуществлять языковое общение в различных социальных контекстах и ситуациях.

уметь:

- вести коммуникацию в ситуациях профессионального и социокультурного общения в объеме, предусмотренном учебной программой;
- строить монологические высказывания и реализовывать диалогическое речевое взаимодействие в пределах предметно-тематического содержания учебной дисциплины, используя адекватные коммуникативные стратегии и речевые тактики;
- понимать устную монологическую и диалогическую речь в рамках изучаемых тем;
- переводить тексты с иностранного языка на родной, а также с родного на иностранный, пользуясь словарем;
- выполнять творческие задания с элементами эвристики (написание эссе, подготовка письменных докладов, презентаций, проектов, анализ информационных материалов и т.д.).

владеть:

- нормами устной и письменной речи изучаемого иностранного языка;
- навыками диалогического и монологического говорения в типичных ситуациях делового и бытового общения;
- навыками чтения и понимания профессионально-ориентированного учебного текста, извлечения из текста необходимой фактической и лингвистической информации.

ЭУМК включает четыре раздела: теоретический, практический, раздел контроля знаний и вспомогательный разделы.

В теоретическом разделе представлен лексический минимум по изучаемым в рамках учебной программы устным темам и краткий систематический курс нормативной грамматики, охватывающий морфологию и синтаксис.

Практический раздел включает устные и письменные задания для проведения аудиторных занятий и самостоятельной работы обучающихся по всем видам речевой деятельности (аудированию, говорению, чтению, письму), а также творческие и исследовательские задания, ориентированные на формирование навыков творческой деятельности. Представленные задания коммуникативно направлены и разнообразны.

Раздел контроля знаний содержит примеры заданий для управляемой самостоятельной работы студентов, примерные темы сочинений и эссе, а также примерный перечень коммуникативных ситуаций для подготовки к зачету.

Вспомогательный раздел включает учебно-программные материалы (структуру учебной дисциплины, содержание учебного материала, учебно-методическую карту дисциплины, список рекомендуемой литературы и электронных ресурсов).

Методическое построение учебного пособия учитывает такие программные принципы обучения иностранным языкам, как сочетание практической направленности с систематизацией языкового и речевого материала; взаимосвязанное обучение всем видам речевой деятельности; активизация познавательной и творческой деятельности учащихся; изучение иностранного языка в контексте культур его носителей. Отличительной чертой ЭУМК являются практическая ориентированность, акцент на формирование способности студента анализировать и синтезировать полученные знания на основе творческой переработки информации, использование инновационных технологий в обучении и мониторинге результатов обучения.

1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

1.1. Лексический минимум

1.1.1. Моя жизнь: вчера и сегодня

Life events: place of birth, to be born, to grow up, to be brought up, to start school, to finish/leave school, to enter/go to college/university, to graduate from college/university, to get a degree, to study/work hard, to fall in love, to be/get engaged (to sb), to be/get married (to sb), to be/get divorced, to be pregnant, to have children, to give birth to a baby, to get a job, to be offered a job, to start work, to make a career, to be a success, to set goals, to achieve one's goals.

College life: entrance exams, finals, full-time student, part-time /extramural student, dean, the dean's office, sub-dean, university teacher / lecturer, tutor, professor, rector/chancellor/principal, campus, dormitory/ dorm (Am.E.)/hall of residence (Br.E.)/ students hostel, monitor (of the group), student membership card, to attend lectures, to be absent from classes, to miss classes, to play truant (from school/university), to skip classes, to have a good excuse for (missing classes), postgraduate course (Master's, PhD), assignment, synopsis (pl -es), thesis (pl -es), course work/course paper, graduation project/paper/thesis, to swot, a swot, to crib, a crib, to cheat (in an exam, in a test), a cheat sheet, to cope with smth, to keep pace with (smb, the programme), to lag behind/fall behind /be behind smb, to catch up with (the other students) in smth, to be expelled (from), to give up one's studies, undergraduate, to graduate with honours, to get a free education, to pay a fee (for studies), scholarship, timetable.

Immediate family: a relative, parents, mother/mom/mommy, father/dad/daddy, child/children (pl), son, daughter, brother, sister, sibling; stepmother, stepfather, stepson, stepdaughter, stepbrother, stepsister; half-brother, half-sister; wife, husband, spouse.

Extended family: grandparents, grandfather/grandpa, grandmother/grandma/granny, grandchildren, grandson, granddaughter, great-grandparents, great-grandchildren, uncle, aunt, cousin, nephew, niece, second-cousin, father-in-law, mother-in-law, parents-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law.

Family-related vocabulary: a close-knit family, one-parent/single-parent family, to come from a (small big, large family), to be an only child, marriage, wedding, to be single, bachelor, widow, widower, boyfriend, girlfriend, to be sb's close/distant relation/relative; to bring up, to get on (well) with sb, to be close to sb, to take after sb.

1.1.2. У карты мира

Countries, nationalities (examples): Argentina – Argentinian, Australia – Australian, Austria – Austrian, Belarus – Belarusian, Brazil – Brazilian, Britain –

British, Canada – Canadian, China – Chinese, Denmark – Danish, Egypt – Egyptian, England – English, Finland – Finnish, France – French, Germany – German, Ireland – Irish, Israel – Israeli, Japan – Japanese, Mexico – Mexican, the Netherlands – Dutch, Poland – Polish, Portugal – Portuguese, Russia – Russian, Scotland – Scottish, Spain – Spanish, Sweden – Swedish, Turkey – Turkish, Vietnam – Vietnamese, the USA – American, Wales – Welsh.

General vocabulary: to be situated/located, to border on, to cover the territory of, to stretch from... to, in the north/west/south/east, in the heart of Europe, to consist of, population, densely populated, thinly populated, urban areas, rural areas, countryside.

The Republic of Belarus: sovereign state, independent state, to go back to, origins, to come into existence, official language, ethnic groups, national identity, revival of interest in Belarusian culture, historical heritage, racial/cultural/linguistic background, Catholic and Orthodox faith, population census, to protect the nation's historical heritage, to support the national culture, to promote arts, to build healthy moral values and ideals, to expand cross-cultural links.

Physical geography of Belarus: flat landscape, swamps, marshes, forested swamps, pine-covered, national reserve, aurochs (bison), continental climate, moderated climate, average temperatures; the Prypiat Marshes (Palesse), the Belavezhsky Forest (Puscha), the Naliboki Forest (Puscha), the Neman, the Western Dvina, the Dnieper, the Bug, the Prypiat, the Sozh, the Berezina, Lake Naroch, Lake Svitiav, the Braslav Lakes.

Manufacturing and Agriculture: plant, factory, to manufacture/produce, heavy-duty truck, tractor, engineering equipment, metal-cutting tools, consumer goods, bicycle, motorcycle, refrigerator, watches and clocks; crops, rye, barley, potatoes, sugar beetroots, flax.

1.1.3. Соединенное Королевство Великобритании и Северной Ирландии

Geographical names: the British Isles ['britɪʃ aɪlz], the Irish Sea, the English Channel, the Strait of Dover, the North Sea, the Atlantic Ocean, the Pennine Chain ['penaɪn tʃaɪn], the Cheviot Hills ['tʃi:vɪət hɪlz], the Highlands, the Midlands, the Lowlands, the Thames, the Severn, the River Avon, the Lake District.

Proper names: the United Kingdom of Great Britain and Northern Ireland (the UK), England, Scotland, Wales, Northern Ireland; London, Edinburgh, Cardiff, Belfast.

General vocabulary: island state, continent, to be separated from the continent, to be situated, to be washed by, to border on, population, official language, plain, valley, hill, mountain, river, lake, temperate climate, humid climate, changeable weather.

Political system: politics, policy, to carry out some policy, to run the country, political, politician, parliament, parliamentary, monarch, monarchy, constitution, constitutional monarchy, democracy, parliamentary republic, queen, king, duke, duchess; a bill (a proposed law), to sign the bills, to give royal assent, to receive/to be given royal assent, elected, legislative branch of power, executive branch of power, juridical branch of power, to vote/ voting, to elect/ election; the British Parliament, the House of Lords (upper house), the House of Commons (lower house), member of parliament (MP), government, the head of the government, the Prime Minister (PM); the Commonwealth of Nations.

1.1.4. История Соединенного Королевства Великобритании и Северной Ирландии

Tribes, indigenous peoples, the Celts |selts| (Br)/ |kelts| (Am), the Germanic tribes, the Anglo-Saxons, the Vikings |'vaɪkɪŋz|, the Iron Age, the Middle Ages, medieval, origins, to come into existence, to date/go back to, to settle, to invade, invasion, the Norman invasion, to conquer, conquest, the Norman conquest, to defeat, battle, to found a town/city, to be founded, military force, to reign, to predominate, to have a great influence on, to impose (one's way of life), to adopt (one's way of life/culture), feudal system, social differentiation, cultural differences, historical/cultural heritage, ruins, great epidemic of the plague, descendants.

1.1.5. Культура Великобритании

Visual Art: ceramics, drawing, painting, sculpture, design, crafts, photography, video, film-making, architecture.

Written Art: literature, novels, drama, short story, biography / autobiography, poetry.

Performing Art: dance, cinema, theater, ballet, concert, opera.

Painting: portrait, landscape, still-life picture, impressionism, expressionism, canvas, sketch, sitter.

Places and Events: museum, gallery, theater, cinema/ movies, exhibition.

Collocations: the sets were incredible/colorful/ elaborate/ lavish/ national/ traditional, Victorian costumes, a good cast, give a fantastic performance, to do a performance, to get a rave review, to publish a book, cinema is showing Steven Spielberg's latest film, what's on at the cinema / theater next weekend?

Literature: author, bestseller, biography, fairy tale, fiction, non-fiction, introduction, metaphor, mystery, myth, plot, poem, poetry, play, quotation, to quote, to review, setting, short story, storyteller, tale, title, verse, writing, literary, poetic.

British Values: Democracy (leadership and accountability, joint decision making, team meetings, the right to protest and petition, receiving and giving feedback), the Rule of Law (legislation, agreed ways of working, policies and procedures, codes of conduct), Individual Liberty (equality and Human Rights, personal development, privacy, choice, individuality), Respect and Tolerance (diversity, the importance of religion, traditions, cultural heritage and preferences, stereotyping, labelling and prejudice, tackling discrimination).

Holidays: public holidays, bank holidays, to celebrate, to congratulate, to commemorate, to honor, to have a festive meal, a family get-together.

Christmas Vocabulary: carol, chimney, Christmas, Christmas Eve, Christmas Tree, gifts, mistletoe, ornament, reindeer, Santa Claus, sleigh, stockings.

Easter Vocabulary: Easter Day, Easter bunny, Easter eggs, Easter egg hunt, resurrection, Easter basket, Easter Sunday, Good Friday, Last Supper, Palm Sunday, Lent, Hot Cross Buns, Maundy Thursday.

Valentine's Day: a valentine (card), Cupid, arrow, bouquet, date, heart-shaped, to exchange gifts.

April Fool's Day: April fool, fool, hoax, play a joke (on someone), practical joke, prank, prankster, spoof story.

Halloween: spirit, ghost, costume, bat, blood, bogeyman, witch, broom/ broomstick, coffin, creepy, scary, spooky, fangs, Grim Reaper, haunted, Jack O' Lantern, pumpkin, spell, to dress up in costumes, to go 'trick-or-treating'.

1.1.6. Роль иностранных языков сегодня

General vocabulary: mother tongue/ native language, official language, second language, native speakers, dialect, accent, a foreigner, to learn a language, to speak (a language) fluently, the knowledge/command of languages, to have a command of a foreign language, to be good at pronunciation/ grammar/ listening comprehension/ speaking, to do your best in learning the language, to master the language, to make a mistake, to apply one's knowledge of grammar and vocabulary in talking, to communicate with people, to travel abroad, to broaden the mind, to enrich culturally.

Aspects of English: vocabulary, phonetics, grammar, pronunciation; speaking, reading, writing.

English as a world language: an international language, the most used language, the most widespread language on the earth, lingua franca, international communication, to be the medium of instruction, development of international contacts, foreign partners, to occupy a special place, to be used in various spheres of life, the language of progressive science and technology, world's scientific literature, computer-literate, to seek advancement/ a new job, to stay current with the global changes, English-speaking countries, to be a vital key to (a good job), to be a must (English is a must).

1.1.7. Работа и жизнь: поиск баланса

General vocabulary: career, job, profession, trade, occupation, vocation, post/position, a regular job, employer, employee, commuter, to employ/to hire sb, to earn one's living, to run a firm/a business, to work as a ... (doctor), What do you do for a living?

Jobs: actor/actress, author/ess, astronaut, (chimney) sweep, (fashion) model, baker, barber, beautician, biologist, bricklayer, bus driver, butcher, carpenter, chef, cook, chemist, childcare assistant, coach, construction worker, cosmetician, customer adviser, dentist, doctor, surgeon, electrician, engineer, explorer, farmer, fashion designer, firefighter, fitness instructor, florist, gardener, glazier, graphic artist/designer, hairdresser, hairstylist, hunter, journalist, make-up artist, mechanic, miner, nurse, nursery-school teacher, painter, paramedic, physiotherapist, pilot, plumber, police officer, research scientist, roofer, secretary, shop assistant, singer, social worker, taxi driver, teacher, tiler, tour guide, truck driver, undertaker, vet, vocalist, waiter/waitress, zoologist.

Working hours, Pay: a full-time job, a part-time job, salary, wages, to work part time, to work full time, to be freelance, to work flexitime/to work flexible hours, to work nine-to-five/ to work regular hours, to work (in) shifts, to work overtime, to get a pay rise, wage cut, to be promoted, to be a workaholic, to be on/ take a holiday, to be on / take maternity leave, to be on / take sick leave.

Application: application, application form, apprentice, trainee, apprenticeship, CV (curriculum vitae)/ resume, job interview, skilled worker, to apply for a job, training, training course, vacancy.

Unemployment: to lose one's job, to be unemployed, to be out of work, to be on the dole, to fire/ sack/ dismiss sb, to give sb notice, to hand in one's notice, to resign, to quit, unemployment, unemployment benefit, dole money.

Key Skills, Related Terms: accuracy, adaptable, ambitious, articulate, assertive, attention to detail, to stay calm under pressure, can-do attitude, caring, collaboration, commitment, communication, compassion, competitive, comprehension, compromise, concentration, confidence, conscientious, considerate, cooperative, creative thinking, critical thinking, cultural awareness, curiosity, customer service skills, decision making, dedication, deductive skills, dependable, diplomacy, emotional intelligence, empathy, encouraging, enterprising, enthusiastic, entrepreneurial, ethical, experimentative, eye for detail, fair, flexible, focus, global awareness, graphical skills, helpful, honest, imaginative, improvisation, independent, influential, initiative, innovative, inquisitive, inspiring, intuitive, investigation, inventive, IT skills, kind, language skills, leadership, logical, love of learning, loyal, mathematical modeling, good memory, mindfulness, money management, motivating, multitasking, negotiation, networking, numeracy skills, observant, open minded, patience, perceptive, perseverance, perspective, persuasive, planning, positive attitude, positive role model, practical, proactive, problem solving, productive, professional, public speaking, realistic, reasoning, record keeping,

reliable, research, resilience, resourceful, respectful, responsible, risk taker, see the big picture, self-awareness, self-discipline, self-motivation, self-presentation, self-regulation, sense of humour, to share ideas, sociable, social responsibility, spontaneous, strategic, stamina, strong work ethic, supportive, team work, technical ability, tenacity, time management, thorough, trustworthy, tolerance, value diversity, vision, willing to embrace change, willing to try new things, spatial reasoning.

1.1.8. Отдых и досуг

Hobbies and leisure activities: hobby, leisure, pastime, interest, recreation, outdoor activities, indoor activities, collecting, gardening, cooking, baking, photography, painting, drawing, playing a musical instrument, singing, dancing, reading, writing, watching movies/TV shows, playing video games, traveling, hiking, camping, fishing, cycling, yoga, meditation, crafting, DIY (Do It Yourself) projects, volunteering, socializing, board games, puzzles, adventure sports, water sports, snow sports.

Spending free time: relax, take a rest, take a nap, visit relatives, enjoy oneself, go out to eat, do some housework, go to church, go shopping, go out with friends, hang out (with friends), stay at home, have a good time, have the time of one's life, go on holiday, get a suntan, go on excursions, visit museums, go sightseeing, lie on the beach, hire a car, go to a disco, go to a night club, play pool/ billiards, go to the zoo, go to the park, go to the circus, go to a concert, go to the ballet, go jogging, go hiking, paint, do gardening, swim in the pool, knit, play musical instruments, collect stamps/coins, sew, embroider, buy some souvenirs, "paint the town red!" (idiom).

Theatre/Cinema: entertainment, show, performance, ballet, concert, opera, variety show, tragedy, drama, musical comedy, choir (chorus), leading part (role), audience, spectator, to run, to be on, director, producer, conductor, playwright, usher, prompter, script, to act, full house, to entertain (guests), to enjoy oneself (have a good time), poster (bill-board), box-office, seating plan, to be all sold out, to be a success (to be a popular with the public), to be a failure.

Ball games: football, rugby, cricket, tennis, squash, hockey, baseball, basketball, volleyball.

Martial arts: judo, karate, kickboxing, boxing.

Extreme sports: paragliding, rock climbing, caving, mountaineering.

Water sports: swimming, diving, sailing, canoeing, windsurfing.

Other sport activities: jogging, keeping fit, horse-riding, hiking, skateboarding, gymnastics, athletics.

1.2. Грамматический минимум

1.2.1. Видовременные формы глагола. Активный залог

The Present Tenses

The Present Simple (Indefinite) Tense

FORMATION

Affirmative		Negative			Interrogative		
I you	work go	I you	do not	work go	do	I you	work? go?
he she it	works goes	he she it	does not		does	he she it	
we you they	work	we you they	do not		do	we you they	

In interrogative and negative sentences, the Present Simple tense takes the auxiliary *do* or *does* (for the 3rd person singular) with the exception of the verb *to be* which does not need an auxiliary.

What do you usually do at the weekend?

I don't want to go out tonight.

Where does he live?

He is not a doctor. He is an economist.

USAGE

The Present Simple (Indefinite) tense denotes:

1. **Habitual facts or repeated actions**, which are normally indicated by adverbials of frequency such as *often, always, usually, seldom, rarely, sometimes, never, generally, as a rule, every day (week, month, etc.), once a week (month, year, etc.)*.

He often works till midnight.

My brother plays football every day.

Are you often late for classes?

2. **Universal truths (laws of nature) and permanent characteristics, situations or states.**

Water boils at 100 degrees Celsius.

The sun sets in the west.

Do you like rainy weather?

3. **Present actions and states, going on at the moment of speech with the so-called *stative verbs*** which include:

a) verbs of sense perception: *see, hear, notice, taste, smell, etc.*

It smells like a hospital in here.

The meat tastes spicy.

I don't see anyone in the room. Where are they all?

b) verbs of mental activity: *understand, think, believe, remember, know, forget, mean, suppose, recognize, etc.*

Do you recognize me?

What does he mean?

Who do you think will win the game?

Do you know what he is speaking about?

c) verbs of feeling and emotions: *like, dislike, hate, love, wish, want, prefer, etc.*

I prefer dogs to cats.

Which of these dresses do you like best?

d) verbs of possession: *have, belong, own, possess, etc.*

Who does this car belong to?

They have a big new house.

4. Future actions

a) **for scheduled facts and events** such as flights, train arrivals, departures, itineraries which are worked out officially and are certain to take place.

The flight leaves at 2 p.m. (according to the timetable)

You arrive at Basel at 6.30 a.m. local time. (according to the itinerary)

b) **in subordinate clauses of time and condition** after the conjunctions *when, after, before, as soon as, until, if, in case, etc.*

When the water boils, I'll turn off the gas.

I'll join you as soon as I get a note from you.

You won't get slim if you eat too many sweets.

I'll tell you a secret if you promise to keep it.

The Present Continuous (Progressive) Tense

FORMATION

Affirmative			Negative			Interrogative		
I	am	working	I	am not	working	am	I	working?
you	are		you	are not		are	you	
he she it	is		he she it	is not		is	he she it	
we you they	are		we you they	are not		are	we you they	

The Present Continuous tense is formed with the help of *the auxiliary "be" in the appropriate form* and *the Present Participle of the main verb*.

NOTE:

When *-ing* is added to a verb there may be some changes in spelling:

a) final *-e* is omitted: *have – having; make – making;*

b) *ie* is replaced by *y*: *lie – lying; die – dying;*

c) the consonant following a short vowel is doubled: *put – putting; get – getting.*

USAGE

The Present Continuous tense denotes:

1. **An action happening now.** This may mean '*at the actual moment of speaking*' or '*over a period of time including the moment of speaking*'.

We are packing the things now and the kids are playing in their room.

Peter is still sleeping. Don't wake him up.

NOTE:

It may also have a broader sense and mean '*about the moment of speaking*'.

He is studying at Oxford. (Although he may be on vacation at the moment of speaking.)

He's teaching French and learning Greek. (He may not be doing either at the moment of speaking.)

The purpose of using the Present Continuous tense for actions which do not coincide with the moment of speech is to show that they have a limited duration. In other words, they are *temporary, not permanent* actions. As is seen from the examples above the Present moment (both in the narrower and broader senses) is indicated by *time adverbials* such as *at the moment, now, at present, just now, right now*, etc. When the duration over a period of time is meant, *adverbials* like *all the morning, all day, the whole night, still*, etc. are used.

2. **Pre-arranged future actions**, i.e., actions that have been planned or intended by the speaker.

My father is leaving for Rome tonight.

We are having a party on Saturday.

Nick is running a marathon next week.

3. **Actions of unusual frequency** with *adverbials of permanence and repetition* such as '*always, constantly*', etc. In these cases the Present Continuous gives an utterance an emotional coloring, mainly of a negative kind: *irritation, annoyance, reproach*, etc.

You are always finding fault with me. Why are you complaining all the time?

NOTE:

1. Compare with the Present Simple for future actions which is used in formal situations, when the action does not convey the speaker's plan.

Notice the difference in meaning:

She always worries about her children. (Present Simple with '*always*' is used to denote a regular habitual action.)

She is always worrying about trifles. (Present Continuous with '*always*' is used to express the speaker's irritation about smb's habit which he/she considers negative.)

2. Note that some of the *stative verbs* can be used in the Present Continuous form when the verb expresses *an activity (an event)*, *not a state*.

The soup smells delicious. (State). – *She is smelling the rose. (Activity)*

Kate looks wonderful today (State). – *She is looking at the sky. (Activity)*

The Present Perfect Tense

FORMATION

Affirmative			Negative			Interrogative		
I you	have	worked	I you	have not	worked	have	I you	worked?
he she it	has		he she it	has not		has	he she it	
we you they	have	come	we you they	have not	come	have	we you they	come?

The Present Perfect tense is formed with the help of *the auxiliary have/has* and *the Past Participle* of *the main verb*.

USAGE

The Present Perfect tense denotes:

1. **Completed past actions connected in their result with the present** either because of the actual evidence of the result or its importance for the present. The recent completion of an action is often expressed by the adverbials '*recently, lately, already*' in affirmative sentences and the adverbial '*yet*' in questions and negatives.

I've recently spoken to him on the phone.

Do you want some more coffee? – No, thanks, I've already had enough.

Has your younger brother left school yet?

She hasn't found the dog yet.

To show that something has happened very recently the adverbial *just* is used.

Mary has just gone out.

NOTE:

Just now, however, which means '*a moment ago*' is used with the Past Simple.

Mary went out just now.

There can be no adverbial in the sentence when the present evidence of the result of a completed past action is clear from the context.

I'm afraid I've forgotten my key.

My mother is angry because I've lost my watch.

The importance of a completed past action for the present stands out clearly in complex sentences with *superlative constructions, ordinal numerals* or '*the only*' in the principal clause.

It's the best salad I have eaten in this restaurant.

It's the second time I have seen this film.

This is the only place he's been to.

This is the first time I've felt really relaxed.

The Present Perfect for completed past actions is often used with *today, this morning, this week, this year*, etc. when these periods are not over.

I have written three letters this morning, (when it is still 'this morning')

NOTE:

It must be remembered that the Present Perfect is not used with 'definite past time' adverbials like *yesterday*, *last time*, *a year ago*, *the other day*, etc. These adverbials are used with the Past Simple which emphasizes the time of the event. Compare, e.g.:

Deborah has ironed your shirt, (emphasis on the result)

Deborah ironed your shirt yesterday morning. (emphasis on the time of the action)

2. Incomplete actions that started in the past, lasted over a period of time and are still taking place in the present. The Present Perfect in this meaning is typical of verbs not used in the continuous aspect but is not limited to them. The starting point of the action is expressed by an adverbial with '**since**' while an adverbial with '**for**' is used to denote a period of time. Such adverbs as *ever*, *never*, *lately*, *recently*, *always*, *often*, *all my life*, *so far*, etc. are also often used with the Present Perfect to denote incomplete past actions.

*They have been married **for** 20 years.*

*I've lived here **since** 1992.*

*Have you **ever** ridden a helicopter?*

*I have **never** tasted papaya.*

*She's been here **several times before**.*

The Present Perfect Continuous Tense

FORMATION

Affirmative			Negative			Interrogative		
I you	have	been working	I you	have not	been working	have	I you	been working?
he she it	has		he she it	has not		has	he she it	
we you they	have		we you they	have not		have	we you they	

The Present Perfect Continuous tense is formed with the help of *the auxiliary have/has been* and *the Present Participle of the main verb*.

USAGE

The Present Perfect Continuous (Progressive) tense denotes:

a) **an action which started in the past and has been in progress up to the present and including the present** *or*

b) **a past action of certain duration completed by the present moment** and having visible results or effects in the present.

Depending on whether the activity

a) **is still continuing at the moment of speech** *or*

b) has been completed by this time *the inclusive and exclusive meanings* of the given tense-form are distinguished.

He's been repairing his car for an hour already. (he is still doing it)

It has been raining since morning, (and it is still raining now)

Your jacket is torn again! You've been fighting. (but not fighting at the moment of speech)

To denote the period of time or the starting point of the action adverbials with 'for' and 'since' are normally used with these tense-forms.

NOTE:

The Present Perfect Continuous (Progressive) tense is similar to the Present Perfect Simple in showing connection between the past and present. But the Present Perfect Continuous tense is used for **more temporary** actions and situations **and emphasizes the duration** of the activity. The Present Perfect Simple is used for **more permanent** situations and expresses an idea of the completion of an action **emphasizing the result** of the action for the present.

*His parents **have lived** in London all their lives. (emphasizing the result)*

*I've **been living** in Sally's flat for the last month. (emphasizing the duration)*

Note the difference between the Present Perfect Continuous (Progressive) and the Present Perfect Simple tenses from the point of view of Russian-English translation:

*I'm hot. I've **been running** all the way. – Я бежал всю дорогу.*

*I've **run** all the distance to the finish fairly well. – Я пробежал всю дистанцию...*

*I've **been learning** irregular verbs all day. – Я учил ...*

*I've **learnt** irregular verbs (=I know them) – Я выучил...*

The Past Tenses

The Past Simple (Indefinite) Tense

FORMATION

Affirmative		Negative			Interrogative		
I		I				I	
you		you				you	
he	worked	he		work		he	work?
she		she				she	
it		it	did not		did	it	
we	came	we		come		we	come?
you		you				you	
they		they				they	

The Past Simple is formed by adding *-ed* to the stem for *regular verbs* and by changing the root vowel or in some other ways for *irregular verbs* which need to be memorized. The form of the Past Simple is the same for all persons.

USAGE

The Past Simple tense denotes:

1. **A single action or a state.** The reference of the action to the past is typically indicated by *time adverbials* such as *ago, last year (week, month), yesterday, the other day, in 1997, last (time), for five years, for a week*, etc.

Ann spent a lot of money on books yesterday.

It didn't rain last night.

When did you last go to the cinema?

She started learning the piano at the age of five.

NOTE:

When an adverbial denoting a period of time (*for five years, for a few minutes*, etc.) is used with the Past Simple emphasis is placed on the reference of the fact to the past, not on the duration of the activity.

They lived in Brest for five years before the war.

2. **A succession of single past actions.**

I entered the office, looked around and came up to the secretary.

3. **Habitual past actions or states.**

I often went cycling last summer.

The Past Continuous (Progressive) Tense

FORMATION

Affirmative			Negative			Interrogative		
I	was	working	I	was not	working	was	I	working?
you	were		you	were not		were	you	
he she it	was		he she it	was not		was	he she it	
we you they	were		we you they	were not		were	we you they	

The Past Continuous tense is formed with the help of *the auxiliary was/were* and *the Present Participle of the main verb*.

USAGE

The Past Continuous (Progressive) tense denotes:

1. **An action in progress at a definite moment or at a definite period of time in the past** indicated normally by adverbial modifiers such as '*at 5 p.m., at that time yesterday, from 2 to 3, between three and four, all the morning, the whole day*', etc.

At one o'clock she was having lunch.

What were you doing yesterday at seven p.m.?

It was raining the whole morning.

The moment in the past can also be expressed by the context or by an adverbial clause of time:

I looked out of the window. The sun was shining and the birds were singing.

When I came in, he was lying in bed.

Obviously, the action of the subordinate clause of time in such cases is simultaneous with that of the principal clause. However, the two actions are not always identical in character. One can be an action in progress (i.e., *a long action*) while the other may be an event (i.e., *a short action*) which 'interrupts' the activity going on at the given past moment:

*We **were going down** in the lift when it suddenly **stopped**.*

There can be situations with *two parallel past actions in progress*, which are both expressed by the Past Continuous or by the Past Simple tenses, or there may be a combination of the Past Continuous and the Past Simple. The two simultaneous actions in progress are normally linked by 'while'.

*Jane was cooking **while** I was laying the table.*

***While** we were packing (packed) the suitcases, Bill was talking (talked) to the travel agent.*

Note that when the two actions are not simultaneous, i.e. *when one action happened after the other*, the Past Simple is used for both the verbs:

*When Brenda **arrived**, I **was telephoning** Jim. (She arrived during my telephone call.)*

*When Brenda **arrived**, I **telephoned** Jim. (I telephoned after her arrival.)*

2. **A past action of unusual frequency** to convey a feeling of annoyance or irritation with adverbials of frequency like *always*, *constantly* (compare with a similar use of the Present Continuous).

*When he studied at school, he **was always making trouble**.*

The Past Perfect Tense

FORMATION

Affirmative			Negative			Interrogative		
I	had	worked broken	I	had not	worked broken		I	worked? broken?
you			you				you	
he she it			he she it			had	he she it	
we you they			we you they				we you they	

The Past Perfect Tense is formed with the auxiliary *had* and the *Past Participle of the main verb*.

USAGE

The Past Perfect tense denotes a past event (action or state) that happened before another past event. In other words, the Past Perfect Tense is used to denote an action in the distant past which is contrasted to another action which is less far

away in the past. This priority of one past action can be indicated by an adverbial phrase with the preposition 'by' or by a clause with the conjunctions *before, no sooner ... than, hardly ... when, scarcely ... when*. It may also become clear from the logical relations between the clauses or sentences in a context.

The letter had arrived by the end of the week.

Had they left before the trouble started?

They hadn't started eating by the time I arrived at the party.

Hardly had we put up a tent when it started to rain.

(or: We had hardly put up a tent when it started to rain.)

No sooner had he arrived than he was told to start back again.

NOTE:

When there is a simple succession of past actions (without their being contrasted in time) the Past Simple tense is used for each event.

*I **got** to the stadium at 7.15 and the game **started** at 7.30.*

*She **thanked** him for his hospitality. They **shook** hands and he **wished** her a pleasant journey.*

The Past Perfect Continuous Tense

FORMATION

Affirmative			Negative			Interrogative		
I	had been	working	I	had not been	been working	had	I	been working?
you			you				you	
he			he				he	
she	had been	working	she	had not been	been working	had	she	been working?
it			it				it	
we			we				we	
you	had been	working	you	had not been	been working	had	you	been working?
they			they				they	

The Past Perfect Continuous Tense is formed with the auxiliary *had been* and the *Present Participle* of the main verb.

USAGE

The Past Perfect Continuous is used to denote:

a) **actions or situations continuing over a period up to a specific time in the past** (inclusive meaning),

b) **past actions of certain duration which had visible results in the past** (exclusive meaning).

When she arrived, I had already been waiting for three hours.

I had been using the machine for some time before I realized there was no ink in it.

Paul's head ached because he had been sitting in the sun.

The Future Tenses

The Future Simple (Indefinite) Tense

FORMATION

Affirmative			Negative			Interrogative		
I	will	work	I	will not won't	work	Will	I	work?
you			you				you	
he			he				he	
she			she				she	
it	will	work	it	will not won't	work	Will	it	work?
we			we				we	
you			you				you	
they	will	work	they	will not won't	work	Will	they	work?

The Simple Future is an analytical form which is built up by means of the auxiliary verbs *shall* and *will* and the infinitive of the notional verb without the particle *to*.

NOTE:

In present-day English there is a tendency to use will for all the persons. The difference in the use of *shall* and *will* disappears altogether in spoken English where the contracted form 'll is used with all the persons: *I'll see him tomorrow. They'll see him soon.*

USAGE

The Simple Future is used to express:

1. **A predicted future action, a happening which is inevitable or out of anybody's control.** Reference to the future is either clear from the context or it may be indicated by adverbials of time such as *tomorrow, the day after tomorrow, in a week (month, year), next year, in 2050*, etc.

Next year I'll be 18.

It will be cold tomorrow.

In 100 years' time there will be a lot more people on our planet.

2. **An action which the speaker regards as possible, probable or likely to happen in the future.**

I'm sure he'll get better.

I don't think we'll go out tonight, we are too tired.

Ann will probably pass the exam, she's very diligent.

I think I will remain in love with you all my life.

3. **A spontaneous action, a decision made at the moment of speaking.**

That bag is heavy. I'll help you.

It looks like rain. I'll take the umbrella then.

What would you like to drink? – I'll take a coffee, please.

The Future Continuous Tense

FORMATION

Affirmative	Negative	Interrogative
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I you	will be 'll be	working	I you	will not be won't be	working	Will	I you	be working?
he she it			he she it				he she it	
we you they			we you they				we you they	

The Future Progressive Tense is an analytical form which is built up by means of *the auxiliary verb 'be'* in the Simple Future and *Participle I of the notional verb*.

USAGE

The Future Continuous Tense is used to express:

1. **An action in progress at a definite future moment or period of time in the future.** The given future moment at which the action takes place is usually indicated by an adverbial modifier or is clear from the context or situation.

I'll be working in the library at 10 tomorrow.

This time next week we'll be crossing the Pacific.

In an hour I'll be flying over the sea.

From 8 till 12 I'll be having classes.

2. **An anticipated (a matter-of-course) action which is supposed to take place in the future in the normal, natural course of events.**

I'll be passing the post-office, so I can send your letter.

I feel I'll be asking you the same question tomorrow.

The Future Perfect Tense

FORMATION

Affirmative			Negative			Interrogative		
I you	will have 'll have	gone	I you	will not have won't have	gone	Will	I you	have gone?
he she it			he she it				he she it	
we you they			we you they				we you they	

The Future Perfect Tense is an analytical form which is built up by means of the auxiliary verb *to have* in the Simple Future and *Participle II of the notional verb*.

NOTE

In the interrogative form the first auxiliary verb is placed before the subject.

Will she have read the book by that time?

In the negative form the negative particle '*not*' is placed after the first auxiliary.

She will not have read the book by that time.

USAGE

The Future Perfect Tense is used to express an action completed before a definite future moment which is usually indicated by an adverbial modifier of time (often with the preposition *by*).

*I think she'll have finished the project **by Monday**.*

***By the time** you get back Mike will have left.*

*You will have got my telegram **before this letter reaches you**.*

The Future Perfect Continuous (Progressive) Tense

FORMATION

Affirmative			Negative			Interrogative		
I	will have been	working	I	will not have been	working	Will	I	have been working...?
you			you				you	
he			he				he	
she			she				she	
it			it				it	
we			we				we	
you			you				you	
they			they				they	

The Future Perfect Continuous tense is formed with the *Future Perfect of the auxiliary verb 'to be'* and *Participle I of the notional verb*.

USAGE

The Future Perfect Continuous denotes actions lasting for a period of time up to or including a certain future moment. This future action can be indicated by an adverbial with the preposition '*by*' or by another future action.

By five o'clock I'll have been doing this task for two hours.

By the time he arrives in London Mike will have been driving for nearly five hours.

Other Means of Expressing Future Actions in English

I. The Present Continuous is used to express an action in the near future as planned, settled or arranged.

I'm leaving tonight.

Our friends are coming to lunch on Saturday.

II. The construction 'to be going + Infinitive' denotes somebody's plan or intention.

Bill is going to sell his car.

She's going to explain that tomorrow.

What are you going to do at Christmas?

III. **The Present Simple Tense** is used to denote scheduled facts and events such as *flights, train arrivals, departures, itineraries* which are worked out officially and are certain to take place.

The train leaves at 2 p.m.

What time does the film start?

1.2.2. Согласование времен

In English the tense of the verb in a subordinate clause (mainly, an object clause) depends on that of the verb in the principal clause. This adjustment of tense-forms is called **The Sequence of Tenses**.

The following are the rules of the Sequence of Tenses:

1. A present or future tense in the principal clause may be followed in the subordinate by any tense that is required by the sense.

His horoscope reads that he has just had a rather difficult financial period, but that this week he will be lucky with money matters. It reads that today is his most successful day.

They have informed us that hospitals and rescue services coped extremely well.

2. A past tense in the principal clause must be followed by a past tense in the subordinate clause. The choice of the type of a past tense depends on the time relations between the principal and the subordinate clause.

✓ ***If the action of the subordinate clause is simultaneous with the action of the principal clause the Past Simple or the Past Continuous is used in the subordinate clause:***

I didn't know you two were related to each other.

For a moment she didn't know where she was.

I was sure the children were sleeping and didn't hear us.

✓ ***If the action of the subordinate clause is prior to the action of the principal clause or lasted a certain time before the action of the principal clause, the Past Perfect or Past Perfect Continuous is used in the subordinate clause:***

I knew she had not played the piano for a long time.

We were aware that they had been building a garage since last summer.

✓ ***If the action of the subordinate clause refers to a future moment (a posterior action), a future tense-form is replaced by the so-called Future-in-the-Past (when the auxiliary 'will' changes to 'would').***

Susan's parents were happy that their daughter would marry into a good family.

I knew they would still be reading for the seminar when I came.

They were sure that they would have sold the house by the end of the year.

He informed us that by March 2015 he would have been working for the 2020 company for 10 years.

The required tense-form changes in the subordinate object clauses can be seen from the table below:

Present Simple	→	Past Simple
<i>They usually decorate the house themselves.</i>		<i>We knew they usually decorated the house themselves.</i>
Present Continuous (Progressive)	→	Past Continuous (Progressive)
<i>They are decorating the house.</i>		<i>We knew they were decorating the house.</i>
Present Perfect	→	Past Perfect
<i>They have decorated the house themselves.</i>		<i>She was proud they had decorated the house themselves.</i>
Present Perfect Continuous (Progressive)	→	Past Perfect Continuous (Progressive)
<i>They've been decorating the house for two weeks.</i>		<i>We knew they had been decorating the house for two weeks.</i>
Past Simple	→	Past Perfect
<i>They decorated the house last month.</i>		<i>They were glad that they had decorated the house the previous month.</i>
Past Continuous (Progressive)	→	Is generally unchanged or is replaced by Past Perfect Continuous (Progressive)
<i>William was whitewashing the ceiling at 5 o'clock.</i>		<i>We explained that he was whitewashing (had been whitewashing) the ceiling at 5 o'clock.</i>
Past Perfect	→	Past Perfect (i.e. remains unchanged)
<i>He had whitewashed the ceiling by the time I phoned.</i>		<i>William explained that he had whitewashed the ceiling by the time I phoned.</i>
Past Perfect Continuous (Progressive)	→	Past Perfect Continuous (Progressive) (i.e. remains unchanged)
<i>He had been whitewashing the ceiling for a couple of hours by the time she phoned.</i>		<i>He explained that he had been whitewashing the ceiling for a couple of hours by the time she phoned.</i>
Future Simple	→	Future Simple-in-the-Past
<i>He'll whitewash the ceiling tomorrow.</i>		<i>He promised he would whitewash the ceiling the following day but he didn't.</i>
Future Continuous (Progressive)	→	Future Continuous (Progressive)-in-the-Past
<i>They'll be whitewashing the ceiling at 5 o'clock.</i>		<i>They were sure that they would be whitewashing the ceiling at 5 o'clock.</i>
Future Perfect	→	Future Perfect-in-the-Past
<i>They'll have whitewashed the ceiling</i>		<i>We were sure that they would have</i>

<i>and papered the walls by 5 o'clock.</i>		<i>whitewashed the ceiling and papered the walls by 5 o'clock.</i>
Future Perfect Continuous (Progressive)	→	Future Perfect Continuous (Progressive)-in-the-Past
<i>They'll have been papering the walls for 3 hours by 5 o'clock.</i>		<i>We supposed that they would have been papering the walls for 3 hours by 5 o'clock.</i>

If the verb in the principal clause is in a past tense, alongside with the tense changes the following changes of adverbials and demonstrative pronouns take place:

today, tonight	→	that day, that night
here	→	there
now	→	then/at that time/right away/at the moment/ immediately
this, these	→	that, those
tonight/this evening	→	that night/evening
yesterday	→	the day before/the previous day
the day before yesterday	→	2 days before/previously
ago	→	before
2 years ago	→	2 years before/previously
last night, week, month, etc.	→	the night, week, etc., before/the previous night, week
tomorrow	→	the following/the next day/the day after
the day after tomorrow	→	in two days' time
next week/year, etc.	→	the following/the next week/year, etc.

Notes:

1. **If there are several subordinate clauses in a sentence the rule of the Sequence of Tenses is observed in all of them.**

He explained he was sure you were in.

She admitted that she knew what kind of person he was.

But when the reported sentence contains a time clause, the tenses of this clause do not change.

I'm sure she has been writing since she came home. → I was sure she had been writing since she came home.

I know that she left when it was getting dark. → I knew (that) she had left.

2. **The Sequence of Tenses may not be observed:**

✓ **if the object clause expresses general truth:**

The pupil knew that water consists/consisted of oxygen and hydrogen.

The teacher said that the sun sets/set in the west.

✓ **if the action in the object clause refers to what is (or was) believed to be a regular occurrence or existing fact:**

He asked the clerk what time the earliest train to Manchester starts/ started.

He explained to us very clearly how the computer works/worked.

✓ **when the point of reference for the past tense in the principal clause is the moment of speech (absolute time):**

I've just talked to Marilyn on the phone. — What did she say?

She said there was an earthquake here (there) yesterday (last Monday).

Compare:

Marilyn said on the phone last week that there had been an earthquake there the day before.

✓ **if the statement is still up to date when we report it:**

Angela wrote to me saying that her father owns (or owned) a supermarket.

✓ **in political language:**

The speaker stressed that poverty is one of the most important global issues.

Note, however, that we usually change the tense if the action in the principal clause is out of date or may be untrue.

Angela wrote to me years ago saying that her father owned a supermarket.

The Prime Minister claimed that the government had made the right decision.

3. When the action in the subordinate clause precedes the action in the principal clause but refers to a definite past moment or there is a succession of past events, the Past Simple is used.

I knew that his youngest son was born in 1960.

He told me that they decided to go to the pictures, got a 63 bus, and got off at the Elephant Castle as the pictures were just next door.

4. Modal verbs in subordinate object clauses usually remain unchanged, but there can also be a tense change to some of them. See the table below:

must	→	must (or had to)
have to	→	had to
needn't	→	needn't/didn't need to/didn't have to
can	→	could/would be able to (future reference)
may	→	might
shall	→	should (asking for advice)
will	→	would
would, could, might, should, ought	→	do not change

Examples:

She complains she must get up very early.	→	She complained she must (had to) get up very early.
He thinks that if I lend him the money he needn't go to the bank.	→	He thought that if I could lend him the money he needn't (didn't have to) go to the bank.
The notice says that people mustn't smoke inside the building.	→	The notice said that people mustn't smoke inside the building.
They think they may put up with our decision to move out.	→	They thought they might put up with our decision to move out.

He understands he has to rely on their promise to support him.	→	He understood he had to rely on their promise to support him.
My friend thinks I should get my hair cut.	→	My friend thought I should get my hair cut.
The teacher remarks that I ought to use a decent dictionary.	→	The teacher remarked that I ought to use a decent dictionary.
The client insists that he would like to see the manager.	→	The client insisted that he would like to see the manager

1.2.3. Страдательный залог


To form **the passive voice** we use the verb **to be** + **past participle**.

FORMATION

	ACTIVE VOICE	PASSIVE VOICE
Present Simple	<i>He delivers the letters.</i>	<i>The letters are delivered.</i>
Past Simple	<i>He delivered the letters.</i>	<i>The letters were delivered.</i>
Future Simple	<i>He will deliver the letters.</i>	<i>The letters will be delivered.</i>
Present Continuous	<i>He is delivering the letters.</i>	<i>The letters are being delivered.</i>
Past Continuous	<i>He was delivering the letters.</i>	<i>The letters were being delivered.</i>
Going to	<i>He is going to deliver the letters.</i>	<i>The letters are going to be delivered.</i>
Present Perfect	<i>He has delivered the letters.</i>	<i>The letters have been delivered.</i>
Past Perfect	<i>He had delivered the letters.</i>	<i>The letters had been delivered.</i>
Infinitive	<i>He has to deliver the letters.</i>	<i>The letters have to be delivered.</i>
Modals	<i>He must deliver the letters.</i>	<i>The letters must be delivered.</i>


Compare *active* and *passive*:

Tom showed me the way



I was shown the way by Tom

The doctor prescribed the medicine for John.



John was prescribed the medicine by the doctor

USAGE

We use the passive voice:

1. When the subject is unknown, we want to place more emphasis on the action:

My bag was stolen!

My house was broken into last night.

2. When the receiver of the action is more important:

The train was delayed. (It doesn't matter who caused the delay. The important point is that the train is late and now we have to wait)

The roads were destroyed by the typhoon. (The result is more important)

3. When the subject is obvious:

He was arrested at 6 am. (Only the police can arrest people)

The rubbish was collected this morning.

4 When the doer of the action is people in general:

It is accepted that you do not smoke indoors .

It was once thought that losing blood could cure diseases.

English is spoken all over the world.

NOTE

- To show WHO did the action or WHAT caused it, **by** is used:

The house was built by my grandfather.

The bridge was destroyed by fire.

Who was the novel written by?

- To show the instrument or tool, **with** is used:

The bread can be cut with a knife.

The window was broken with a stone.

Ссылка на обучающее видео по теме:

<https://learningapps.org/877338>

1.2.4. Имя существительное

Nouns are names of objects, i.e., things, human beings, animals, materials and abstract notions (*table, house, man, girl, dog, lion, snow, sugar, love, beauty*).

Nouns are names of objects, i.e., things, human beings, animals, materials and abstract notions (*table, house, man, girl, dog, lion, snow, sugar, love, beauty*).

Categories of Nouns:

1. **Proper names** – identify an absolutely unique person, place, or thing, *e.g.: John, London, the Thames*;
2. **Common nouns** – identify general people, places, or things, *e.g.: water, table, man, people*.

Common nouns are subdivided into:

- a) **Concrete nouns** – name objects that are physically tangible, that is, they can be seen or touched, or have some physical properties (*water, grass, boy*);
- b) **Abstract nouns** – name intangible things, such as concepts, ideas, feelings, characteristics, attributes, etc. (*information, love, time*).

Common nouns are also subdivided into:

- a) **Countable nouns** – denote objects that can be counted (*book, student, cat*);
- b) **Uncountable nouns** – denote objects that cannot be counted (*water, grass, information, love*).

Nouns have the grammatical categories of **number** and **case**.

The grammatical meaning of the category of number is expressed by the opposition of two grammatical number forms: **the singular form** and **the plural form**.

Plural form of nouns

➤ Main rules

Most English nouns form its plural by adding **-s** to the end of a word.

a dog ⇄ dogs

a table ⇄ tables

a door ⇄ doors

If a singular noun **ends in s, x, z, ch, sh**, we add **-es** to make a plural form.

an actress ⇄ actresses

a bus ⇄ buses

a birch ⇄ birches

a tax ⇄ taxes

a bush ⇄ bushes

If a word **ends in -y** and has **a consonant** before it, we make **an -ies ending**.

a city ⇄ cities

a baby ⇄ babies

a lady ⇄ ladies

a fly ⇄ flies

BUT! If a word **ends in -y** and has **a vowel** before it, we add **-s**.

a boy ⇄ boys

a day ⇄ days

a way ⇄ ways

If a word **ends in -f** or **-fe**, it is often replaced with **-ves**.

a wife ⇄ wives

a wolf ⇄ wolves

a leaf ⇄ leaves

BUT!

a) two forms are possible with:

a hoof ⇄ hoofs (hooves)

a scarf ⇄ scarfs (scarves)

a wharf ⇄ wharfs (wharves)

b) no change:

a belief ⇄ beliefs

a cliff ⇄ cliffs

a safe ⇄ safes

If a word **ends in -o**, we add **-es**.

a tomato ➞ tomatoes

a potato ➞ potatoes

a hero ➞ heroes

BUT!

a photo ➞ photos

a piano ➞ pianos

a radio ➞ radios

a kilo ➞ kilos

➤ **Irregular plurals**

man – men

woman – women

child – children

person – people

mouse – mice

louse – lice

foot – feet

tooth – teeth

goose – geese

ox – oxen

➤ Some nouns have **the same singular and plural form**:

one sheep – two sheep

a deer – two deer

a bison – five bison

a moose – three moose

a swine – several swine

a fish – two fish

a dozen – two dozen

an aircraft – two aircraft

a means – means

a series – two series

a species – many species

a corps [ko:r] – corps [ko:rz]

a headquarters – headquarters

a crossroads – crossroads

an alms – alms

a gallows – gallows

a barracks – barracks

➤ Some nouns are **only in the plural form**. For example:

jeans, trousers, pants, shorts, tights, pajamas, panties; scissors, pliers, pincers, glasses, spectacles, etc.

- Some uncountable nouns have the ending "s" in their form but are used **only in the singular**. For example:

news;

names of some games: billiards, dominoes, checkers, cards;

names of some diseases: measles, mumps;

scientific subjects: mathematics, physics, phonetics, linguistics, economics, politics.

If such nouns are in the function of the subject, the verb is used in the singular form:

No news is good news.

Billiards is an interesting game.

Measles is a serious disease.

Mathematics is his favorite subject.

The Possessive Case

The possessive case of nouns indicates ownership or possession.

To form the possessive, simply add ***an apostrophe (')*** and ***an 's'*** at the end of the noun. For example, "Maria's car" indicates that the car belongs to Maria.

It's important to note that the apostrophe and 's' is not added to plural nouns that already end in 's'. For example, "My parents' house".

Study more rules and examples:

singular noun: add 's	<i>Peter → Peter's; baby → baby's</i>
singular proper name ending in -s: add 's or an apostrophe (') only	<i>James → James's car/ James' car</i>
plural noun ending in -s: add an apostrophe (') only	<i>boys → boys' room; parents → parents' house</i>
irregular plural noun (not ending in -s): add 's	<i>men → men's clothes; children → children's toys</i>
one, somebody, everyone, each other, else, etc.: add 's	<i>one's house; somebody's house; nobody's house; everyone's rights; each other's ideas; somebody else's mistake</i>

There are cases of **separate possession** and **joint possession**. **Separate possession** refers to the possession of the subject by only one possessor. In that case we add 's to each of the possessors:

Pete's and Mary's houses (Pete and Mary have their own houses).

Joint possession refers to the possession of the same subject by several people. In that case we add 's to the latter one:

Pete and Mary's house is so huge. (One house belongs to Pete and Mary).

Noun + of + noun

We usually use the **of structure** (and not the possessive 's) in the following situations:

a) when we refer to inanimate things:

*the foot **of** the mountain, the name **of** the street*

b) when the noun is followed by a prepositional phrase or clause which defines it:

*Everyone heard the scream **of** the woman standing near the road.*

c) with long or complex phrases, even when we are referring to people:

*A man was sentenced to life imprisonment for the murder **of** an English tourist, Monica Cantwell.*

d) when we refer to a specific year or date:

*It was destroyed in the fire **of** 1666.*

e) in certain fixed expressions and titles:

*the head **of** the state, the President **of** the US, the Prince **of** Wales.*

1.2.5. Артикль

General rules

The indefinite article

The indefinite article **a** (if a word starts with a consonant sound) / **an** (if a word starts with a vowel sound) is normally used with countable singular nouns.

The indefinite article is used in the following cases:

1) to introduce an object/person which is new to the hearer and is mentioned in the context for the first time: *We read **a** story about **a** rich man. I bought **a** new computer.*

2) to refer to a representative of a certain class or type, not to a particular thing or person (=any, every): ***A** dog is **a** friendly animal. I am **an** optimist.*

3) in the meaning of 'one': ***An** hour will be enough for me. We go on holiday twice **a** year.*

4) with professions and jobs: *My brother is **an** engineer.*

5) with the verb *to have (got)*: *I **have** **a** family. We **have got** **a** nice house.*

6) in constructions like: *it's ..., there is..., this is... : **It's** **an** apple. **There is** **a** car in the street.*

7) in the constructions *it is a pity... What a shame...* etc. (with the nouns *pity, shame, relief, disgrace, pleasure, comfort, disappointment*).

8) with **abstract nouns** when they are modified by *peculiar, certain*: *There was **a peculiar** tension about her.*

9) with **abstract nouns** when a descriptive attribute is given which brings out a special aspect of the notion expressed by the noun: ***A dull** anger rose in his chest.*

10) with **names of materials** when they become countable nouns (their meaning is changed) to denote sort of materials and food (e.g., *a delicious Californian wine*), to denote a portion of some food or drink when you order in a café / restaurant but not in people's homes (e.g., *a salad, a Coke, etc.*), to denote an object made of some sort of material (e.g., *a glass of water, etc.*).

11) with an individual representative of the nation: *He is a Turk. Irina is married to an American.*

12) with nouns *school college, university, prison, jail, church, hospital, bed, etc.* when they denote concrete objects (buildings, institutions) according to the general rules: *Helen is working as a nurse at a hospital.*

The definite article

The definite article the can be used with singular or plural, countable or uncountable nouns with specified meanings (when it is clear which one is meant).

The definite article is used in the following cases:

1) if the noun has already been mentioned: *We read a story about a rich man. **The story** was fantastic!*

2) if the context or the situation makes the noun clear: *Will you open **the door**, please? Jane is in **the garden**.* (Often with an adverbial modifier of place to identify the exact place, e.g., *the corner, the table, the street, the river, the beach, etc.*)

3) with unique objects or notions such as *the Earth, the Milky Way, the equator, the world, etc.*: ***The moon** moves round **the Earth**.* BUT if these nouns are preceded by descriptive attributes, *a/an* may be used: *I was guided by **a full moon**.*

4) if the noun has a limiting attribute (we specify which things we mean in particular): *What is the name of **the woman who gave you this book**? These are **the photos that I made on holiday**. They didn't have **the money to buy the house**.*

5) to make general statements when the noun modified represents a whole class, not a typical representative: *Now **the horse** has been replaced by **the tractor**. When was **the telephone** invented?*

6) with collective nouns denoting social groups or classes, political parties, religious beliefs: *the aristocracy, the nobility, the police, the public, etc.*

7) with substantivized adjectives: *the blind, the poor, the rich, the young, the supernatural, the unknown, the inevitable, etc.*

8) with the nouns **the present, the past, the future, the singular, the plural**: *He told strange stories of **the past**. He thinks of buying a house **in the future**. BUT I hope **in future** (внпедь) you'll be more careful.*

9) with nationalities ending in **-ese, -sh, -ch, -ss** for generic reference: *the Japanese, the Dutch, the Swiss, etc. **The British** are a nation of newspaper readers.* The names of other nationalities can be used with the definite article and with no article. *(The) **Belarusians** are known for their hospitality.*

10) with names of languages when the names are followed by the noun 'language': *At the moment I'm mastering **the German language**.*

11) with a personal name when it has the plural form to indicate the whole family: ***The Browns** are a nice couple.*

The zero article

The zero article is used with uncountable and countable plural nouns. It is never used with countable singular nouns.

The zero article is used in the following cases:

1) with uncountable and countable plural nouns to make general statements: ***Money** makes the world go round. **Knowledge** is power. **Dogs** are friendly animals.*

2) with names of materials, even if modified by descriptive attributes: ***This is lead**, not **silver**. There is cold **juice** in the jug.*

3) with abstract nouns when a descriptive attribute is expressed by adjectives denoting degree, authenticity, historical periods, social and spiritual characteristics, etc.: *I think they achieved **perfect happiness**. They discussed **modern architecture**.* Descriptive attributes of the kind include adjectives denoting **degree or extent** (*perfect, great, complete, absolute, etc.*), **authenticity or reliability** (*true, authentic, false, etc.*), **time, often historical periods** (*contemporary, modern, ancient, daily, etc.*), **nationality** (*Russian, French, etc.*), **position or locality** (*outside, inside, inner, external, etc.*), **social and spiritual characteristics** (*public, moral, political, etc.*), **various genres or trends in art** (*dramatic, theatrical, classical, etc.*), **man's manner or behaviour** (*polite, formal, nervous, etc.*).

4) usually with names of meals: ***Dinner** is ready. I have coffee **for breakfast**.*

5) with names of nationalities for generic reference when the name of a nationality is followed by the word **people**: ***British people**.*

6) with names of languages: *I can speak **Italian**.*

7) with academic subjects: *She's doing a course in **economics**.*

8) With nouns *school, college, university, prison, jail, church, hospital, bed, etc.* when they lose their concrete meaning and denote activities associated with these places (the purpose they are used for): *Why aren't the children **at school** today? He was taken **to prison** for murder.*

9) with names of seasons in general statements (the definite article can also be used here): *The sun in **(the) summer** warms the skin, but **in (the) winter**, when it appears, warms the heart.*

10) with names of parts of the day

-in the function of a predicative: ***It was evening** when he decided to take a walk;*

-when they denote 'light' or 'darkness': *The sun set behind the hills and **night** came;*

-after the prepositions **after, at, before, by, past, towards, till, until**: *She always gets up **at dawn**;*

-when they are preceded by **the names of the days of the week** or the words **yesterday, tomorrow**: *It was Monday morning*;

-in some prepositional phrases: *all day, all night, from morning till night, day after day, night after night, day and night, etc.*

11) **festivals**: *Easter, Christmas, Carnival*.

12) generally with names of persons: *Jack is Kate's best friend*.

13) with names of members of a family, such as *Mother, Father, Aunt, Uncle, Grandmother, Grandfather, Baby, Nurse, Cook*, when they are treated as proper names be the members of that family: *I like when Mum and Dad are at home*.

14) With names of persons when they are preceded by a title or a rank: *Queen Elizabeth II, President Obama, etc. (BUT: the Queen, the President)*.

Articles with proper names and names of places

The zero article is used with the following names:

1) **continents**: *Europe, Asia, etc.* The zero article is used when names of continents are modified by 'northern', 'southern', 'western', 'eastern', 'central', 'south-west', etc.

2) **countries and states**: *Belarus, France, Italy, Wisconsin*;

3) **cities, town, villages**: *New-York, Rome, Paris, Minsk*;

4) **separate mountains and hills, separate islands**: *Ben Nevis, Everest, Cyprus*;

5) **lakes**: *Lake Baikal, Lake Ontario, etc.* **BUT** If the word 'lake' is not mentioned, the definite article is used: *We visited the Baikal*. – *We visited Lake Baikal*;

6) **bays, waterfalls**: *San Francisco Bay, Niagara Falls*;

7) **peninsulas and capes**: *Cape Horn, Labrador* (when the word 'peninsular' is not mentioned);

8) **streets, squares, parks**: *Oxford Street, Trafalgar Square, Hyde Park*;

9) **airports and railway stations**: *Heathrow (airport), Waterloo (station)*;

10) **bridges**: *Tower Bridge*;

11) **religious and official buildings consisting of a proper noun and a common noun**: *Westminster Abbey, Buckingham Palace, St. Paul's Cathedral*;

12) **universities, colleges**: *Oxford University, Merton College*;

13) **magazines and journals**: *New Scientist, Good Housekeeping*;

The definite article (the) is used with the following names:

1) **rivers, canals, streams, oceans, seas, and other sea features**: *the Thames, the Panama Canal, the North Sea, the Atlantic (ocean)*;

2) **mountain ranges and hill ranges**: *the Alps, the Rocky Mountains*;

3) **groups of islands**: *the Maldives, the Canary Islands*;

4) **deserts**: *the Sahara, the Gobi (Desert)*;

- 5) **provinces and some territories:** *the Crimea, the Caucasus, the Far East, the Lake District;*
- 6) **museums, galleries, theatres and cinemas:** *the Tate Gallery, the British Museum;*
- 7) **hotels, restaurants, clubs, pubs, shops:** *the Continental Hotel, the Ritz, the Central Department Store;*
- 8) **ships, trains:** *the Titanic, the Oriental Express;*
- 9) **newspapers:** *the Times, the Guardian;*
- 10) **organizations and political institutions:** *the FBI, the BBC, the Red Cross, the House of Commons, the BUT NATO, UNICEF, OPEC – these abbreviations are pronounced as one words.*

1.2.6. Местоимение

Personal pronouns.

The personal pronouns used as subject pronouns before verbs are ***I, you., he, she, it, we, they.*** Those used as object pronouns after verbs and prepositions are ***me, you, him, her, it, us, them.***

When we use a personal pronoun without a verb in a short response, we use the object form. We usually use the object form of the pronoun after ***as*** and ***than*** in comparisons.

*I'm feeling hungry. – **Me** too.*

*We don't have as much as **them**. Both of my brothers are older than **me**.*

Subject pronouns are sometimes used, but they sound very formal.

They are older than I.

We usually use ***it*** for an animal. We can use ***he*** and ***she*** when we think of the animal as having human qualities or a special personality, for example, when it's a pet or a character in a story.

*Pooh is a friendly bear. **He** enjoys eating, singing and playing with his friends.*

We use the combination ***he*** or ***she*** (rather than ***he***) when we are talking about a person who could be male or female. We often use a plural noun and ***they*** instead of he or she.

*By the age of two, **a child** can understand five times as many words as he or she can say.*

*By the age of two, **children** can understand five times as many words as they can say.*

Generic pronouns.

The generic pronouns are ***you, we, one and they.*** We use ***you*** for 'people in general, including the speaker. We use ***we*** (rather than ***I***) to make a statement of opinion more general and to include the reader/listener. The use of ***one*** for people in general⁵ is very formal and rarely used in modern English.

*When **we** think of cheese, we don't usually think of sheep, but as we saw in the last chapter, ...*

If **one** wishes to be a good parent, **one** should never lose **one's** temper with a young child.

In informal situations, we can use they to talk about other people in general or people in authority, instead of using a passive.

They say that an apple a day keeps the doctor away.

They should keep criminals in prison.

Possessive pronouns.

The possessive pronouns are **mine, yours, his, hers, ours and theirs**. We use them in place of possessive noun phrases (*Mary's room*) and in answer to questions with *Whose?*

*I couldn't work in Mary's room. **Hers** is even smaller than **yours** or **mine**.*

*Mary's parents have a computer too, but I think **theirs** is different from **ours**.*

*Whose bag is this? ~ I thought it was **yours**. It isn't **mine**.*

We use possessive pronouns in *of-phrases* (*of mine*) after noun phrases beginning with determiners or quantifiers (*a, some, etc.*). We can use this structure to talk about non-specific examples (*a painting of his*) rather than specific or unique examples (*his painting*).

*Was Erica a roommate **of yours**? I went hiking with some friends **of mine**.*

*Sam Piper is a successful artist. I read that a painting **of his** recently sold for over £10,000.*

Demonstrative pronouns

The demonstrative pronouns, or demonstratives, are **this, that, these and those**. We use **this/these** for things near or closely connected to the speaker and **that/those** for things further away.

*(Picking up a box and some letters at the post office) **This** is quite heavy. **These** look like bills.*

*(Pointing to the box and letters across a room) **That** must have books in it. **Those** are just bills.*

We can use **this/these** when we introduce people and **that/those** when we identify people.

*(Introducing people) **This** is Ann Thomas and **these** are her two sons, Nick and Jason.*

*(Identifying people in the distance) **That's** Mrs Parker and **those** are her two grandchildren.*

We also use demonstratives as determiners before nouns: **that** woman, **those** children.

We can use demonstratives to make a contrast between what is close in time (**this, these**) and what is further away in time (**that, those**).

*The next question is **this**: who will pay for it?*

***These** are the best days of your life, so enjoy them.*

*Jack and Sandy got married? – When did **that** happen?*

***Those** were the happiest days of my childhood.*

Indefinite pronouns

Someone and *something* are indefinite pronouns. Others are *anyone/anything*, *everyone/everything* and no *one/nothing*. We use them to talk about people and things in a very general way, usually because we can't or don't want to identify them more specifically.

Someone must have taken my book. Has *anyone* seen it? – *No one* took it.

The fire destroyed *everything*. We couldn't find *anything* afterwards. There was *nothing* left.

We can use *somebody*, *nobody*, etc. instead of *someone*, *no one*, etc. with no change in meaning.

After indefinite pronouns as subjects, we usually use singular verbs and plural pronouns.

Someone has been calling and saying *they* have to talk to you about their schedule.

If *anyone* calls, just take their number and say I'll call *them* back as soon as possible.

We usually use *someone/something* in positive sentences or questions expecting positive answers. We use any *one/anything* in sentences with negative elements or in open questions and when we mean 'it doesn't matter who or what'.

I was looking for *someone* who spoke Arabic.

Can I ask you *something* about the homework?

Can you see *anyone* outside?

I didn't say *anything*.

It isn't difficult, *anyone* can do it.

Jerry is really helpful, he'll do *anything* you ask him to.

Somewhere, *anywhere*, etc. are indefinite adverbs that we use to talk about places in a non-specific way.

Let's go *somewhere* different for lunch. – But there's *nowhere* within walking distance.

I've looked *everywhere* for my glasses, but I can't find them *anywhere*.

We can put adjectives and else after indefinite pronouns and adverbs.

Do you have *anything smaller*?

I think he's *someone important*.

Do you want *anything else*?

Reflexive pronouns

The reflexive pronouns, or reflexives, are *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves* and *themselves*. We use a reflexive pronoun instead of an object pronoun when the object is the same person or thing as the subject.

Be careful or *you'll* hurt *yourself*.

I'm afraid *I* might cut *myself*.

Reflexives have no possessive form. We use *my own*, etc. before nouns: *He has his own ideas*.

We can also use reflexives after most prepositions when the object of the preposition is the same as the subject. We use object pronouns (not reflexives) after prepositions of place such as **above**, **below**, **beside** and **near** and verbs such as **bring** and **take** plus **with**.

*Alice never buys anything **for herself**.*

*Carlos only thinks **about himself**.*

*Amy put the bag down **beside her**.*

*You should take an umbrella **with you**.*

We can also use reflexives for emphasis. We can use them after noun phrases and pronouns to emphasize a particular person or thing or after verb phrases to emphasize *without help*.

*This book was signed by the writer **herself**!*

*You **yourself** said that she was a great writer.*

*I repaired the flat tyre **myself**.*

We use reflexives after **by** to emphasize 'alone': *She lives by herself.*

There are some actions such as **shave** and **shower** that we usually describe without reflexives, but which we can describe with reflexives for special emphasis if, for example, the action is difficult.

Their father used to get up, shave, shower, get dressed and make breakfast for all of them.

*But since his accident, he can't shave **himself** or even dress **himself** without their help.*

Reciprocal pronouns

We can use the reciprocal pronouns **each other** and **one another** with no difference in meaning.

*The cat and the dog hate **each other/one another**.*

We use reciprocal pronouns instead of reflexives when the same action or feeling goes both ways between two or more people or things.

*The candidates described **each other**. (= Each one described the other one.)*

*The candidates described **themselves**. (= Each one described himself or herself.)*

We can use reciprocal pronouns after prepositions and as possessives.

*The two girls never argued **with one other**. They were always chatting **to each other**.*

*They even wore **each other's/one another's** clothes sometimes.*

We can use **each** as subject and the other(s) as object when the action of the verb goes both ways. When the action goes one way, we use **one** as subject and the other(s) as object.

*I asked the boys if they had broken the window and **each** blamed **the other**.*

*There are two buses at 5.30 and **one** always follows **the other** in case the first one gets full.*

Pronouns much/many, little/few

Much is used with uncountable nouns and **many** with countable nouns. These pronouns are normally used in questions or negative sentences. **Many** or **much** are often used in positive sentences after *too*, *so*, *how* or in formal English.

We haven't got much time.

Has she got many friends?

They have got so many pets!

Much work had been done before the peace treaty was signed. (formal)

"A few" is used with countable nouns. It means *some, a small number*. It has a positive meaning. **"Few"** has a negative meaning. **"Few"** means *not many, almost none*.

He asked a few questions.

He is not sociable. He has few friends.

"A little" is used with uncountable nouns. It means *some, a small amount*. **"Little"** has a negative meaning. It means *not much, almost none*.

She has got a little time so she can help you.

John has little knowledge of mathematics. He can't do the sums.

A lot (of) / lots (of) are used with countable or uncountable nouns and are normally used in positive sentences. **A lot of** can be used in questions or negative sentences in informal English.

We spent a lot of money.

A lot of people drive too fast.

Do you know a lot of people at this party?

1.2.7. Имя прилагательное. Наречие

Adjectives are words expressing properties and characteristics of living beings, things, substances (e.g. *kind, large, clever, new, fresh*, etc.). They perform two syntactical functions in a sentence: those of *an attribute* and of *a predicative*. In the function of an attribute an adjective is used before the noun it modifies. When it is used as a predicative it isn't followed by a noun.

*It was a very **amusing** story. (an attribute)*

*That **special** diet has worked miracles. (an attribute)*

*The film was **exciting**. (a predicative)*

*The day was **rainy**, but **warm**. (a predicative)*

Unlike adjectives in Russian/Belarusian, the English adjectives do not change their form to show number or gender.

a beautiful girl — beautiful girls

a handsome boy — handsome boys

Many adjectives are formed from nouns and verbs by adding different suffixes, the most common of which are the following:

-able/ible — comfortable, reliable, horrible

-ant/ent — elegant, intelligent

-al — musical, physical

-ive	— talkative, expensive
-ful	— useful, careful
-less	— penniless, careless
-ly	— friendly, lively
-ous	— famous, dangerous
-y	— windy, sleepy

Semantically adjectives are divided into *relative* and *qualitative*.

Qualitative adjectives describe such properties of a thing, living being or substance that can vary according to the degree of their manifestation.

hot — hotter — very hot

happy — happier — not so happy

difficult — more difficult — extremely difficult

Relative adjectives describe properties of an object, thing or substance relating to material (*a woolen sweater*), time (*a daily routine*), place (*a European country*), an aim (*a preparatory course*, etc.). Due to their constant nature these properties cannot be graded according to the degree of their manifestation.

The varying degrees of property shown by the *qualitative* adjectives are distinguished as **positive, comparative and superlative**.

The positive degree of comparison is used to show the equality (or absence of equality) in the degree of property between two people (things, substances). This meaning is expressed with the help of the basic form of the adjective and the following conjunctions: **as... as, not as... as, not so... as**.

*Exercise 6 is **as** easy **as** exercise 8.*

*My room **isn't as** tidy **as** yours.*

*Silver is **not so** expensive **as** gold.*

Note: the comparative construction with **as ... as** is widely used in word combinations and idioms such as ***as good as gold, as busy as a bee, as fit as a fiddle, as weak as a rat***, etc.

The comparative degree of adjectives is used to compare **two** people (groups of people), things or substances to show that one of them possesses a higher or a lower degree of property than the other. Adjectives in the comparative degree are formed by adding the suffix **-er** to the basic form (the synthetical form) or with the help of the pronouns **more/less** placed before the basic form of the adjective (the analytical form). To convey the meaning of inequality between the people, things or substances being compared the conjunction **than** is used.

*Nights are usually **colder than** days.*

*The armchair is **more comfortable than** the chair.*

The superlative degree serves to compare **more than two** people (groups of people), things, etc. and it denotes the highest degree of property within the given group. It is formed with the help of the suffix **-est** (the synthetical way) or the pronouns **most/ least** placed before the basic form of the adjective (the analytical

way). The adjective in the superlative degree is always preceded by the definite article.

*It's **the funniest** story I've ever heard.*

*Nick is **the fastest** player in the team.*

*Physics and mathematics are **the most** difficult subjects for me.*

There are some peculiarities of the formation of the comparative and superlative degrees of adjectives which concern the choice of the synthetical or analytical form as well as changes in the spelling of the adjectives. Spelling peculiarities in particular, include the following cases:

- 1) the letter **-y** at the end of an adjective changes into **-i**: dry — drier — the driest',
- 2) the final consonant preceded by a short vowel is doubled: big — bigger — the biggest.

Special Cases of the Formation of the Comparative and Superlative Degrees of Adjectives

Adjectives	The Comparative Degree	The Superlative Degree
Monosyllabic adjectives: <i>big, small, young</i>	<i>bigger smaller younger</i>	<i>the biggest the smallest the youngest</i>
Disyllabic adjectives ending in <i>-y, -er, -ow, -le, -some</i> : <i>busy, tender, narrow, simple, handsome</i>	<i>busier tenderer narrower simpler handsomer</i>	<i>the busiest the tenderest the narrowest the simplest the handsomest</i>
Disyllabic adjectives* with stress on the last syllable: <i>polite, remote, complete</i> *These disyllabic adjectives can form their comparative and superlative degrees in two ways (synthetically and analytically). <i>clever — cleverer — the cleverest</i> or <i>clever — more clever — the most/the least clever</i> .	<i>politer remoter completer</i>	<i>the politest the remotest the completest</i>
Disyllabic adjectives (with stress on the first syllable): <i>famous, modern, careful</i>	<i>more/less famous more/less modern more/less careful</i>	<i>the most/the least famous the most/the least modern the most/the least careful</i>
Polysyllabic adjectives: <i>difficult, expensive, exciting</i>	<i>more/less difficult more/less expensive more/less exciting</i>	<i>the most/the least difficult the most/the least</i>

		<i>expensive</i> the most/the least <i>exciting</i>
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A number of adjectives form their comparative and superlative degrees in an irregular way. Some of these adjectives have two forms which differ in meaning:

The Positive Degree	The Comparative Degree	The Superlative Degree
<i>good</i>	<i>better</i>	<i>the best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>many (much)</i>	<i>more</i>	<i>the most</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>far</i>	<i>farther</i> <i>further</i>	<i>the farthest</i> (for distance) <i>the furthest</i> (for time)
<i>near</i>	<i>nearer</i>	<i>the nearest</i> (for distance) <i>the next</i> (for time)
<i>late</i>	<i>later</i> <i>latter</i>	<i>the latest</i> (for order) <i>the last</i> (for time)
<i>old</i>	<i>older</i> <i>elder</i>	<i>the oldest</i> (for age) <i>the eldest</i> (for seniority, rather than age; used only attributively)

*Her accent is **the best** in the group.*

*What's **the latest** news?*

*What are your **further** plans ?*

*Nick was **the last** to be examined.*

*The weather is likely to change for **the worse** next week.*

Comparative adjectives can be modified by such intensifiers as ***much, far, still, a lot, a great deal, a little, a bit***, etc.

*There are **much** nicer shops in the town centre.*

*Russian is **far** more difficult **than** English.*

*Going by coach is **a bit** cheaper **than** going by train.*

*This area has become **a lot** noisier in the last few years.*

*The lake appeared **a little** deeper **than** we had expected.*

The superlative adjectives can be intensified by the adverbial phrase ***by far***.

*She is **by far** the cleverest girl I've ever met.*

Alongside with the comparative structures mentioned above there are some other constructions in English used for the same purpose:

✓ twice/three times, etc./half as + as:

*The movie wasn't **half as interesting as** the book.*

*Your new flat is **twice as big as** mine.*

✓ the same {age, height, weight, size, length, width, etc.):

*My cousin is **the same age as** me.*

*My shoes are **the same size as** yours.*

*Line AB is **not the same length as** line CD.*

✓ the comparative + the comparative:

***The longer** your essay is, **the better**.*

✓ comparative + and + comparative:

*The days are getting **shorter and shorter**.*

Some of these comparative constructions can also be used with adverbs.

*My father gets **twice as much** money as my mother.*

***The earlier** we leave, **the sooner** we come back.*

*They worked **harder and harder**.*

The adverb is a miscellaneous class of words denoting circumstances or characteristics which attend or modify actions, states or qualities.

According to their lexical meanings adverbs fall into various groups among which are:

✓ adverbs of time: *now, then, yesterday, lately, ago, tomorrow, before, suddenly, etc.*

*The meeting will be held **tomorrow**.*

*My brother left school two years **ago**.*

✓ adverbs of place and directions: *here, there, everywhere, around, upstairs, downstairs, inside, outside, etc.*

*There used to be a small bakery **here**.*

*Don't leave all your papers lying **around**.*

✓ adverbs of frequency: *often, always, rarely, ever, never, twice, etc.*

This method is *rarely* used in modern laboratories.

She repeated the task *twice* for them to remember it better.

✓ adverbs of manner: *well, badly, fast, slowly, deeply, happily, etc.*

*I was **deeply** impressed by the book.*

*Spread the butter **evenly** on the toast.*

✓ adverbs of degree: *very, quite, so, too, enough, much, rather, really, etc.*

*She looked **quite** happy.*

*I was **too** shy to ask someone for help.*

When adverbs modify verbs they act as adverbial modifiers of time, place, frequency, manner, degree.

*He was **badly** hurt. (adv. mod. of manner)*

*She **suddenly** burst into tears. (adv. mod. of time)*

*They've **always** spoken well of her. (adv. mod. of frequency)*

The children are playing upstairs. (adv. mod. of place)

*I'm **really** tired **today**. (adv. mod. of degree)*

When adverbs modify adjectives and other adverbs they are used in the function of adverbial modifiers of degree.

*A **very** cold wind was blowing, (adv. mod. of degree)*

*He was driving **rather** fast. (adv. mod. of degree)*

Most adverbs are invariable. But adverbs of manner change for degrees of comparison which are formed in the same way as adjectives.

Degrees of Comparison of Adverbs

Adverbs	The Positive Degree	The Comparative Degree	The Superlative Degree
Ending in -ly	<i>was carefully as was happily as not as/so happily as not as/so happily as</i>	<i>more carefully more happily</i>	<i>(the) most carefully (the) most happily</i>
Having the same form as adjectives	<i>as late as not as/so late as as early as not as/so early as</i>	<i>later earlier</i>	<i>(the) latest (the) earliest</i>
Having irregular formation	<i>as well as not so/as well as as badly as not as/so badly as as much as not as/so much as as little as not as/so little as as far as not as/so far as</i>	<i>better worse more less farther further</i>	<i>(the) best (the) worst (the) most (the) least (the) farthest furthest</i>

Some adverbs ending in **-ly** (*slowly, loudly, quickly*, etc.), and the adverb *often* car. form the degrees of comparison in two ways: in the synthetical way (with the help of **-er, -est**) and in the analytical way (with the help of the pronouns **more/most**).

*Why not walk a bit **slower**?*

*Why not walk a bit **more slowly**?*

*You should **oftener** speak English.*

*You should speak English **more often**.*

The superlative adverbs are not very typical of English; the most usable of them are *best, worst, most, least*. The definite article **the** is often dropped before superlative adverbs, especially in informal speech.

*Of all the children Max runs **(the) fastest**.*

*Which did you like **(the) best** — the music or the dancing?*

*The food I eat **(the) most** is pasta.*

Similar to adjectives such comparative constructions as *twice/three times*, etc.; *half as + as; the comparative + the comparative; comparative + and + comparative* are widely used with adverbs.

***The more** you read in English, **the better** you know the language.*

*The more money she gets, **the more** useless things she buys.*

1.2.8. Модальные глаголы

Modals are special verbs which behave very irregularly in English. We use modals when we are concerned with our relationship with someone else. We may, for example, ask for permission to do something; grant permission to someone; give or receive advice; make or respond to requests and offers; express different levels of politeness, etc.

Modal verbs have some specific grammatical features. For example:

1. Modals cannot be used as infinitives;
2. We do not use a to-infinitive after modals (except **have to**, **ought to**, **be to**, which are always followed by **to**);
3. Modals have no -ing form;
4. Modals have no -(e)s in the 3rd person singular;
5. Only one modal can be used in a single verb phrase.

Here are the main meanings of modal verbs:

Modal Verb	Meaning	Present/Future	Past
can	1. ability / possibility 2. informal permission 3. informal polite request 4. impossibility (negative)	1. <i>I can run fast.</i> 2. <i>You can use my car tomorrow.</i> 3. <i>Can I borrow your pen?</i> 4. <i>That can't be true!</i>	1. <i>I could run fast when I was a child, but now I can't.</i> 4. <i>That can't have been true!</i>
could	1. pass-ability 2. polite request 3. suggestion 4. less than 50% certainty 5. impossibility	2. <i>Could I borrow your pen?</i> 3. <i>I need help in math. You could talk to your teacher.</i> 4. <i>Where's John? He could be at home.</i> 5. <i>That couldn't be true! (negative only)</i>	1. <i>I could run fast when I was a child.</i> 3. <i>You could have talked to you teacher.</i> 4. <i>He could have been at home.</i> 5. <i>That couldn't have been true!</i>
to be able to	1. ability (=to manage)	1. <i>I am able to help you. I will be able to help you.</i>	1. <i>I was able to help him.</i>
may	1. polite	1. <i>May I borrow your</i>	

	request 2. formal permission 3. less than 50% certainty	<i>pen?</i> 2. <i>You may leave the room.</i> 3. <i>Where's John?</i> <i>He may be at the library.</i>	<i>3. He may have been at the library.</i>
might	1. less than 50% certainty 2. polite request (rare)	<i>1. Where's John?</i> <i>He might be at the library.</i> <i>2. Might I borrow your pen?</i>	<i>1. He might have been at the library.</i>
should	1. advisability 2. 90% certainty	<i>1. I should study tonight.</i> <i>2. She should do well on the test.</i> <i>(future only, not present)</i>	<i>1. I should have studied last night.</i> <i>2. She should have done well on the test.</i>
ought to	1. advisability 2. 90% certainty	<i>1. I ought to study tonight.</i> <i>2. She ought to do well on the test.</i> <i>(future only, not present)</i>	<i>1. I ought to have studied last night.</i> <i>2. She ought to have done well on the test.</i>
had better	1. advisability with threat of bad result	<i>1. You had better be on time, or I will leave without you.</i>	<i>(past form uncommon)</i>
be supposed	1. expectation	<i>1. Class is supposed to begin at 10.</i>	<i>1. Class was supposed to begin at 10.</i>
be to	1. strong expectation	<i>1. You are to be here at 9:00.</i>	<i>1. You were to be here at 9:00.</i>
must	1. strong necessity 2. prohibition (negative) 3. 95% certainty	<i>1. I must go to class today.</i> <i>2. You must not open that door.</i> <i>3. Mary isn't in class. She must be sick.</i> <i>(present only)</i>	<i>1. I had to go to class yesterday.</i> <i>3. Mary must have been sick yesterday.</i>
have to	1. necessity 2. lack of necessity (negative)	<i>1. I have to go to class today.</i> <i>2. I don't have to go to class today.</i>	<i>1. I had to go to class yesterday.</i> <i>2. I didn't have to go to class yesterday.</i>
have got	1. necessity	<i>1. I have got to class today.</i>	<i>1. I had got to class yesterday.</i>

will	1. 100% certainty 2. willingness 3. polite request	<i>1. He will be here at 6:00 (future only). 2. The phone's ringing. I'll get it. 3. Will you please pass the salt?</i>	
be going to	1. 100% certainty 2. definite plan	<i>1. He is going to be here at 6:00 (future only) 2. I'm going to paint my bedroom (future only)</i>	<i>2. I was going to paint my room but I didn't have time.</i>
would	1. polite request 2. preference 3. repeated action in the past	<i>1. Would you please pass the salt? I would rather go to the park than stay home.</i>	<i>2. I would rather have gone to the park. 3. When I was a child, I would visit my grandparents every weekend.</i>
used to	1. repeated action in the past		<i>1. I used to visit my grandparents every weekend.</i>
shall	1. polite question to make a suggestion 2. future with "I" or as a subject	<i>1. Shall I open the window? 2. I shall arrive at nine. (will=more common)</i>	

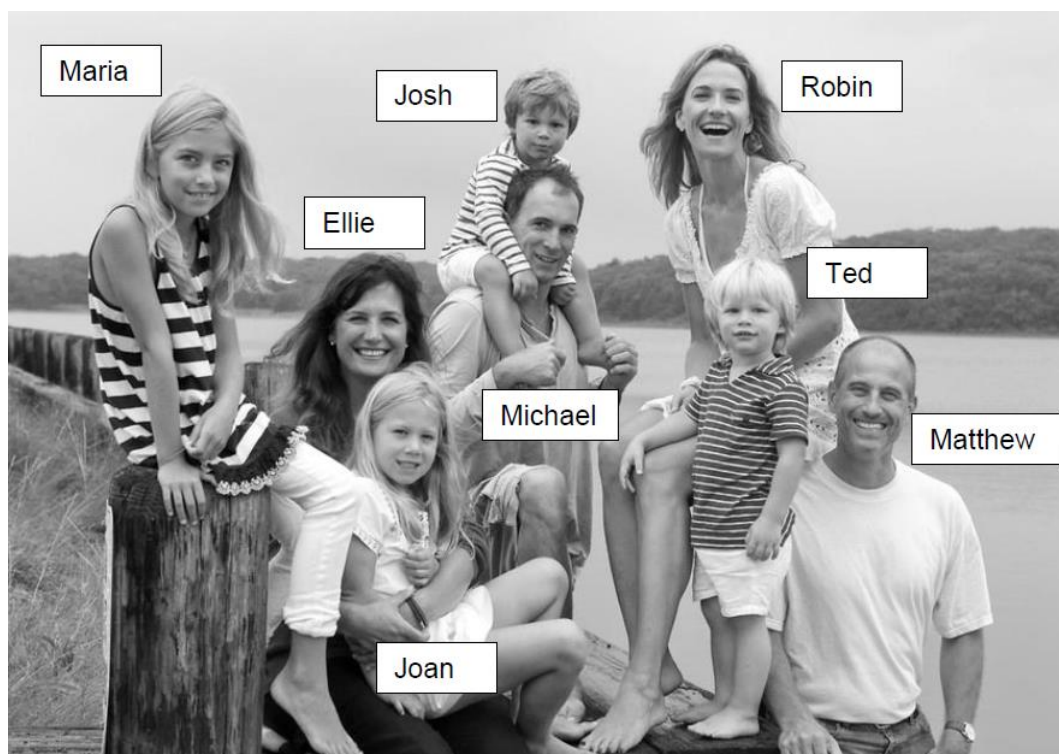
2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

2.1. Лексико-речевой практикум

2.1.1. Моя жизнь: вчера и сегодня

FAMILY

1. Look at the photos of the family and read the description. Complete the gaps with their relationship from the words in the box.



aunt	brother-in-law	cousin	father-in-law	grandchildren
grandparents	mother-in-law	nephew	niece	sister-in-law
son-in-law	uncle	wife		

Robin and Ellie are sisters. They are married and each has children. Ellie has a daughter, Joan and a son, Josh. Her husband's name is Michael. Robin has a daughter, Maria and a son, Ted. Her husband is called Matthew.

Joan is Mathew and Robin's _____.

Josh and Ted are _____.

Ellie is Maria's _____.

Ted is Michael and Ellie's _____.

Matthew is Josh's _____.

Robin is Matthew's _____.

Maria is Joan's _____.

Robin and Ellie are sisters, but Michael and Matthew are not brothers. Who are they?

Matthew is Michael's _____. Michael is Matthew's _____.
 Robin is Michael's _____. Ellie is Matthew's _____.



Margaret and Steven are Robin and Ellie's parents. They are Maria and Ted's _____, they are Josh and Joan's _____ as well. Both Matthew and Michael are their _____.

Steven is their _____ and Margaret is their _____. Robin and Ellie's children are their _____.

2. Say what relation is:

e.g. your mother's sister to you → aunt

your father's brother to you
 your mother's brother to you
 your sister's son to you
 your brother's daughter to you
 your aunt's son to you
 your aunt's daughter to you
 your sister's husband to you
 your brother's wife to you
 your husband's parents to you
 your sister's daughter to you
 your parents' parents to you
 your grandparents' parents to you
 your mother to your cousin
 your sister to your uncle
 your husband to your parents
 your sister to your children
 your husband's brother to your children

3. Complete the gaps with the words from the box.

to marry, to get married, to be married, got married, married, marriage

1. A: Are you_____?
B: No, I'm single.
2. A: Whatever happened to Ann?
B: She_____a man she met on holiday.
3. I'm never going to _____. I prefer being on my own.
4. I see Suzy is happy in her_____. She is _____to Mrs Johnson's son, isn't she?
5. Darling, I love you! Will you_____me?
6. We had a lovely wedding. We_____in spring. There were a lot of flowers.
7. Did you hear? James and Henrietta_____last week.
8. She_____to an architect. They_____last year.
9. They say, Alice's_____is a lucky one. When did she_____Robert?

4. Fill in the blanks with the right word 'born', 'birth', 'birthday'.

1. What's your place of_____?
2. When is your_____?
3. I was_____in Manchester.
4. She gave_____to a healthy boy.
5. Where was she_____?

5. Read the texts about three famous people.

a) Explain the meaning of the word combinations in bold.

Family relations

1) Marilyn Monroe was an **only child** from a **single-parent family**, but she lived with **foster parents** until she was seven, and then she **was adopted** by her mother's best friend. She **got married** at sixteen, and she **got divorced** three times.

2) Bill Clinton's father died before he was born. His mother, Virginia, had to find a way to support Bill. So she studied nursing, and Bill **was brought up** by his grandparents. When Bill was four, his mother **married** Roger Clinton, who became Bill's **stepfather**. Roger and Virginia had a son called Roger, who is Bill Clinton's **half-brother**.

3) John Lennon's ancestors were Irish immigrants who came to Liverpool. John was **an only child** in a **single-parent family**. When he was five, his mother gave John to her sister, Mimi, to look after, so he **was brought up** by his aunt. Lennon **got married** in 1962 to Cynthia, and **had a son**, Julian. Sadly, the marriage went wrong. The Lennons **got divorced** in 1968, and Julian **was brought up** by his mother. Lennon **remarried** in 1969, this time marrying Yoko Ono, who already had a daughter, Kyoko, **from a previous marriage**. John and Yoko **had a son** called Sean. Julian and Sean are **half-brothers**, and Julian and Kyoko are **stepbrother** and **stepsister**.

b) Find the English equivalents of the following words and expressions in the texts above.

- единственный ребенок
- неполная семья
- жениться на ком-либо, выйти замуж за кого-либо
- развестись
- жениться / выйти замуж повторно
- приёмные родители
- дочь от предыдущего брака
- сводный брат/сестра
- усыновить, удочерить/быть усыновлённым, удочерённой
- у него родился сын
- воспитывать кого-либо, присматривать за кем-либо/ быть воспитанным кем-либо

6. Say if the expressions mean the same or different. Write S (same) or D (different).

- 1) She's a single parent. | She's a foster parent D
- 2) He's an only child. | He hasn't got any brothers or sisters.
- 3) He's my half- brother. | He's my stepbrother.
- 4) He's my stepson. | He's my wife's son by her first marriage.
- 5) She was adopted as a baby. | She lived with foster parents as a baby.
- 6) She's my half-sister. | She's my mother's sister.
- 7) Our uncle supported us. | Our uncle brought us up.

ABOUT YOU

1. Complete the questions with proper words and answer them.

Where were you b_____?

Who were you b_____ up by?

Do you have any brothers or sisters, or are you an o_____ child?

Do you have any h_____ - brothers or – sisters?

Do you know anyone who is a s_____ parent? If so, who?

Do you know anyone who has recently got d_____?

2. Make a presentation of your family tree. Present it in class.

COLLEGE LIFE

1. Read the following essay paying special attention to the words and expressions in bold. Say whether you agree with the author or not.

College Life

The merry-go-round of **college life** is something that one never forgets. It's a fascinating, fantastic, fabulous experience, irrespective of the fact whether one is a **full-time** or a **part-time student**.

Who can forget the first day at the university when one turns from **an applicant** who has **passed entrance exams** into a **first-year student**? I did it! I **entered**, I **got into the university**! A solemn ceremony in front of the **university building** and serious people making speeches. Hey, lad, do you happen to know who they are? Who? The **rector, vice-rectors, deans, subdeans...** and what about those ladies? **Heads of departments** and **senior lecturers**? Okay. Some of them must be **professors**, some – **associate professors**, but, of course, all of them have **high academic degrees**. And where are our **lecturers** and **tutors**?

The **monitors** hand out **student membership cards** and **library cards** – one feels like a real person. First celebrations and then days of hard work. So many **classes**, so many **new subjects on the timetable**! The **curriculum** seems to be developed especially for geniuses. **Lectures, seminars** and **tutorials**. Home preparations; a real avalanche of **homework**.

If one cannot **cope with the work load of college** he or she immediately starts **lagging behind**. It is easier to **keep pace with** the programme than **to catch up with** it later. Everyone tries hard to be, or at least to look, **diligent**. First **tests** and **examination sessions**. The first **successes** and first **failures**: "I have passed!" or "**He has not given me a pass!**" Tears and smiles. And a long-awaited **vacation**.

The merry-go-round runs faster. **Assignments, essays, synopses, course papers...** "Professor, I have never **played truant**, I **had a good excuse for missing classes**". **Reading up for** exams. "No, professor, I have never **cheated** – no **cribs**! I just **crammed...**"

Junior students become **senior**. Still all of them are one family – **undergraduates**. **Student parties** in the student clubs. Meeting people and parting with people. "You know, Nora is going **to be expelled** and Dora is going **to graduate with honours**." **Graduation projects, finals...**

And finally, I've got a **degree in engineering**! It is over! It is over...

Or isn't it?..

A **postgraduate course**, a **thesis**, an **oral**, and a **Master's degree!**..

a) Find in the text words and expressions denoting:

- smb in his/her first year at college;
- a short piece of writing on one particular subject that is written by a student;
- a class, usually at college or university, where the teacher and the students discuss and study a particular topic or subject;

- a student at a university or college who has not yet taken his or her first degree;
- an exam in which you give spoken and not written answers;
- a long piece of written research done for a higher university degree, especially a PhD;
- a time when students do not go to school or university but are free to do what they want, such as travel or relax.

b) Give the English equivalents for the following word combinations:

1) поступить в университет; 2) раздавать студенческие билеты; 3) справляться с учебной нагрузкой; 4) прогуливать занятия; 5) иметь оправдание за пропуск занятий; 6) заканчивать университет с отличием; 7) быть исключённым; 8) идти в ногу с программой; 9) нагнать (учебную) программу; 10) прилежный студент.

➤ **Discussion**

1. How did you feel on your first day at university? What do you remember best?
2. What should one do to cope with the work load of college?
3. What are the consequences of playing truant?
4. Why do a number of students take a postgraduate course after their final year at university?

3. Work in pairs or groups. Make a list of advantages and disadvantages of being a university student.

4. Translate into English paying special attention to the active vocabulary (underlines words).

1. Студенты дневного отделения проводят больше времени за учебой, чем студенты-заочники.
2. Я сдал вступительные экзамены и поступил в университет. Я – первокурсник.
3. Мы справляемся с учебной нагрузкой, но это нелегко.
4. Я не хочу пропускать занятия чтобы не пришлось нагонять программу.
5. Сэм злостно прогуливал занятия и сейчас сильно отстаёт.
6. Я не рискую жульничать на экзамене, я предпочитаю вызубрить материал.
7. Что может быть оправданием за пропуск занятий?
8. Я хочу идти в ногу с программой и закончить университет с отличием.

**Творческие и исследовательские задания к разделу «2.1.1. Моя жизнь:
вчера и сегодня»**

1. Read the articles about current family trends in the UK and the USA. Compare them finding some similarities and differences. Say, if we witness the same trends in a Belarusian family.

FAMILY LIFE IN BRITAIN

On average, 2.4 people live as a family in one home in Britain. This number is smaller than in most other European countries. About 65% of people over the age of 65 live alone. When children grow up, they usually leave their parents' home for university or work. After they buy their own home, their parents do not usually come and live with them.

The family in Britain is changing. By the year 2020 there will be fewer married people than single people.

In the past, people got married and stayed married. Divorce was very difficult and took a long time. The only reason for a short marriage was usually the death of the husband or wife. But today people's views on marriage are changing. Many couples, mostly in their twenties or thirties, live together without getting married. About 60% of these couples do get married in the end.

People get married at an older age now and many women do not want to have children immediately. They prefer to do well at their jobs first. So they often decide not to have a baby until they are in their thirties, or even forties.

In the past, people married before they had children, but now about 40% of children in Britain are born to unmarried parents. The number of single-parent families in Britain is increasing. Single parents are usually divorced women (2/3) or women who have never been married (1/3). The government gives help to single parents, but money can still be a problem. And different studies show that, in general, children are happier and more successful in traditional two-parent families.

AMERICAN FAMILY TRENDS

The traditional American family consists of a husband, a wife and their children, but it is becoming less frequent. More people who are not legally married live together. More and more children are raised in single-parent families, by both poor women and women who work. Other people postpone marriage and childbirth. Among the educated more and more couples decide to have fewer children. Only African-Americans, Hispanics and other minorities have three, four or even five children.

There are families where the mother stays home, but for parents pursuing a career this is no longer possible. Some women resume work two or three months after their child was born. They turn to baby-sitters, or relatives and don't want to lose

their position. Two-income families reach a higher standard of living and provide for their kids better. That is the main reason for driving both parents to work while their children are still young.

American kids start socializing at a very early age. Young people rarely live with their parents. Usually after graduation from high school children move out of the family home. They might go to a university or get a job. In half of the cases they move out by the age of 21. Young people go to another state or cross the whole country in search of better educational opportunities or working conditions.

To reduce expenses young people frequently rent an apartment or a house. Usually two to five young people rent an apartment or a house together and share other expenses.

Families are scattered all around the country. However, they reunite on holidays like Christmas, Easter, or other special occasions like weddings and anniversaries. Many Americans get on a plane or drive a car to another state just to spend a day or two with their families.

While young people get married later in life, the divorce rate is increasing. Roughly 50% of all marriages in the United States now end in divorce. When divorce is inevitable, two questions are often raised: how fast and how much? The answer depends on geography. In California the waiting period occupies at least six months, in Nevada it means six weeks. In some other states the waiting period is much longer. The cheapest way to get a divorce is through the no-fault system. It means that two parties come to an agreement about the distribution of property. If there is no agreement the divorce will be very costly, up to \$25,000 and more.

2. Find information about a famous family you'd like to talk to (Belarusian or foreign). Make a presentation about their family tree in class.

3. Imagine you have to present the Belarusian State University in an international conference devoted to 'University life'. Make a presentation about social life at your university, reflecting events, meetings, workshops, competitions, celebrations, ceremonies, etc. which are held at the BSU. Say, which ones you have already taken part in and which ones you are planning/would like to participate in.

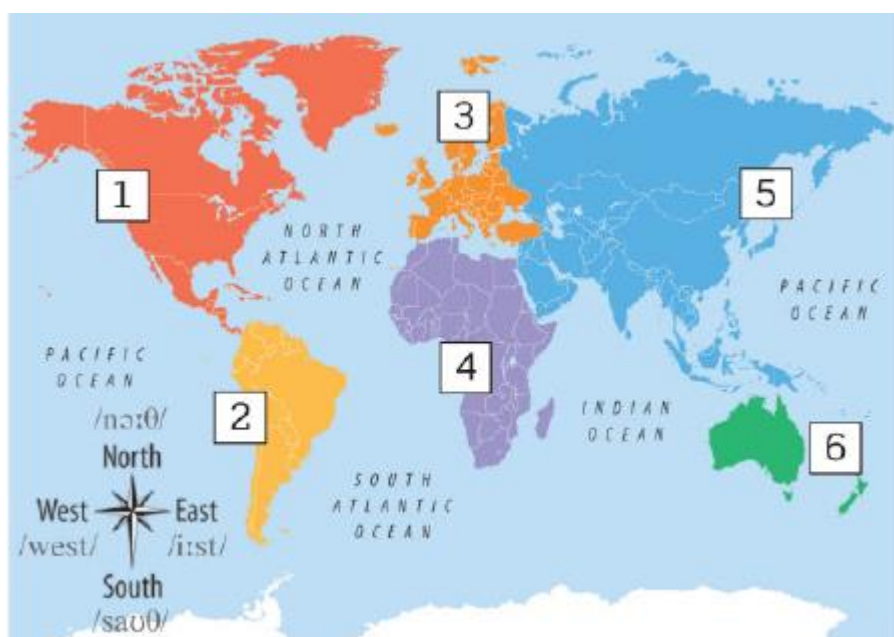
4. Say about how you feel about university life. Write an essay on the topic: "Being a student – how wonderful it is! Or isn't it?.." Point out which good and bad sides of being a student you see.

2.1.2. У карты мира

NATIONALITIES

1. Match the names and the continents in the map.

Continent	Adjective
Africa /'æfrɪkə/	African /'æfrɪkən/
Asia /'eɪzə/	Asian /'eɪzən/
Australia /ə'streɪliə/	Australian /ə'streɪliən/
Europe /'juərəp/	European /'juərə'piən/
1 North America	North American
South America	South American



2. Change the countries into nationalities and put them in the correct columns. The first four are done as an example.

-an	-ish	-ese	irregular
Mexican	English	Japanese	French

Mexico
England
Japan
France
Portugal
Switzerland
Spain

Germany
America
Australia
China
Hungary
Denmark
Sweden

Italy
Greece
Israel
Holland
Belgium
Ireland
Belarus

Russia
Latvia
Brazil
Poland
Norway
Turkey
Egypt

3. Match most typical combinations in your opinion. Discuss in small groups.

- | | |
|----------------|----------------|
| 1. French | a) cars |
| 2. Japanese | b) restaurants |
| 3. Italian | c) traditions |
| 4. German | d) smile |
| 5. American | e) technology |
| 6. Chinese | f) wines |
| 7. Brazilian | g) bullfights |
| 8. Spanish | h) coffee |
| 9. Swiss | i) tolerance |
| 10. Belarusian | j) cheese |

THE REPUBLIC OF BELARUS

➤ **Read the articles and do the tasks that follow.**

Part I

At the Crossroads of Europe

Belarus is a new state. Sovereign now after many years of being a part of powerful neighboring states. Geographically positioned in the center of Europe, between Russia, Poland, Lithuania, Latvia and Ukraine, Belarus has at time been in union with or a part of nearly each – the medieval Kievan Rus state, the Grand Duchy of Lithuania, Polish-Lithuanian Commonwealth, the Russian Empire, interwar Poland, and the Soviet Union.

As an independent and sovereign state, the Republic of Belarus came into existence at the end of 1991 after the disintegration of the Soviet Union.

Because of several historical issues, the country's name has had a large number of spelling variants in English over the years (Belorussia, Bielarus, White Russia, etc.). Belarus (with the adjective Belarusian) is the preferred spelling now.

The territory of the country is about 207 thousand square kilometers. According to the Census 2019, the total population is 9.5 million. The main nationalities include Belarusians (78%), Russians (13%), Poles (4%), Ukrainians (3%), Jews (1%).

Belarusian and Russian are official languages. Russian is widely spoken in urban areas, and Belarusian – in the countryside and among some of the intellectual elite in the cities.

Unfortunately, many ethnic Belarusians own comparative lack of concern for the Belarusian language and culture.

Nevertheless, a new sense of national identity and revival of interest in Belarusian culture are evident.

Although the Belarusians belong to the East Slavic ethnic group, there is a strong mixture of Baltic and Scandinavian elements in their racial, linguistic and cultural background.

Most Belarusians follow either the Orthodox or Catholic religion.

The capital of the republic is Minsk with a population of about one million and a half. There are five major centers besides Minsk: Gomel, Brest, Vitebsk, Grodno and Mogilev.

Find in the text the English equivalents to the following words and phrases:

- суверенное государство
- союз
- средневековый
- возникнуть, появиться, начать существование
- городская местность
- в сельской местности, в деревне, загородом
- расовая, языковая и культурная принадлежность (происхождение, фон)
- вера, религия
- православная религия
- перепись населения
- этническая группа
- интеллектуальная элита
- отсутствие интереса к чему-л
- чувство национального самосознания
- возрождение интереса к чему-л

Part II

Physical Geography. Manufacturing and Agriculture

The landscape is mostly flat. The highest point, Dziarzhynskaya Mountain, is only 345 metres above sea level. Elevated areas occupy about one-third of the republic's territory. Southern Belarus is made up of marshes, swamps and forests. The vast forested swamps are called the Prypiat Marshes (Palesse).

Belarus is a country of long rivers and numerous rivulets and lakes. The major rivers are the Berezina, the Dnieper, the Sozh, the Pripyat, the Neman, the Western Dvina, the Bug. Most lakes are in the north and northwest of Belarus. The largest lakes are Naroch and Svitsiaz.

Forests cover 40 percent of the country's surface. The best known are the Belavezha Forest (Puscha) and the Naliboki Forest. The reserve in Belavezha is the major home of the European bison (aurochs).

Belarus has a moderate continental climate. Average January temperature range from -4°C to -8 °C, but thaw days are frequent. In July the temperature is from +17 to +19°C. Rainfall is moderate, with its maximum from June to August.

Belarus is known for its heavy-duty trucks and tractors. Its plants and factories manufacture computers, engineering equipment, metal-cutting tools and such consumer goods as bicycles, clocks and watches, motorcycles, refrigerators etc.

The country's major crops include barley, flax, potatoes, rye and sugar beet. Farmers raise cattle and pigs.

Belarus is one of the UN founder-members. Our Republic participates in different international organizations.

Priority areas in the cultural policies include:

- Protecting the nation's historical heritage;
- Supporting the unique character of the national culture;
- Expanding cross-cultural links.

a) Find in the text the English equivalents to the following words and phrases:

- ландшафт, рельеф
- равнинный, плоский рельеф
- гора
- возвышенности
- выше уровня моря
- состоять из
- болото
- лес
- лесные болота
- покрывать ___% территории страны
- самый известный
- редкие животные
- заповедник
- зубр
- умеренный континентальный климат
- средние температуры

b) Answer the questions:

1. What is the landscape of Belarus like? What is the highest point?
2. Which part of the country is full of marshes?
3. What are the major rivers of Belarus?
4. How much territory is covered with forest?
5. What climate does the country have?
6. What does Belarus manufacture?

➤ **Video**

1. Follow the link and watch the video 'Belarus is a hospitable country' (<https://www.youtube.com/watch?v=0KnUph8PNFY&t=43s>).

2. Fill in the gaps with the expressions given:

a high standard of living	14th largest country
one-fifth	tourism
transit hub	9.5 million
in the heart of Europe	sports and healthy living
crime rate	industrial sector

Belarus is located _____ (1) and is the _____ (2) on the continent.

The population is _____ (3), with _____ (4) residing in Minsk.

The country boasts _____ (5) with full access to medical services, quality education, and a focus on _____ (6).

Belarus has a low _____ (7), making it an attractive and safe destination.

The country has a strong _____ (8), particularly in mechanical engineering, chemical industry, agriculture, and food production.

Belarus is a key _____ (9) between Western and Eastern Europe, with millions of people and tons of cargo passing through annually.

The country's natural beauty, including forests, rivers, lakes, and national parks, makes it ideal for outdoor and eco-friendly _____ (10).

3. Discuss in pairs or in small groups:

1. Did you know all the facts mentioned in the video? Which information appeared new for you?

2. Which facts would you add to talk about Belarus as a hospitable country?

Творческие и исследовательские задания к разделу «2.1.2. У карты мира»

1. Which countries and nationalities do you associate these things with? Discuss in small groups.

*Example: English football is the best in the world. – I don't agree. I think Portuguese football team is the best...
I love Italian food. – I prefer Indian...*

films	music	cars	gadgets	clothes	watches	chocolate
cheese	wine	perfume	make-up	universities	literature	science

2. You are to present a Belarusian town/city. Make sure you mention its location, natural features, famous places/attractions, some facts from history, what the place is known or famous for, etc. You should mention why this town/city attracts your particular interest and why you've made it the choice for your presentation.

2.1.3. Соединенное Королевство Великобритании и Северной Ирландии

GREAT BRITAIN

Find these places in the maps:

the British Isles ['brɪtɪʃ aɪləz]

the Irish Sea

the English Channel

the Strait of Dover

the North Sea

the Atlantic Ocean

the UK

England

Scotland

Wales

Northern Ireland



➤ **Read the articles about the UK and do the tasks that follow.**

Geographical position

The United Kingdom of Great Britain and Northern Ireland (the UK) is the official name of the state which is situated on the British Isles. This state is also called Great Britain after the main island with the same name. The UK consists of four countries, which are England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast.

The UK is an **island state**. The two main islands are Great Britain (where England, Scotland and Wales are situated) and Ireland (where Northern Ireland and the independent Irish Republic are situated). The two islands are separated by **the Irish Sea**. The UK is washed by **the Atlantic Ocean** in the north and **the North Sea** in the east.

The UK is separated from the continent by **the English Channel** and **the Strait of Dover**. The Strait of Dover is the narrowest part of the English Channel. The nearest point to Europe is **Dover**, which is only thirty-two miles from France. Dover is one of the most ancient ports. If you cross the English Channel by ferry, you can see the white chalk **cliffs of Dover** and **Dover Castle**.

The flag of the United Kingdom is known as the Union Jack. It is so called because it combines the crosses of the three countries united under one Sovereign: the cross of St. George (the patron saint of England), the cross of St. Andrew (the patron saint of Scotland) and the cross of St. Patrick (the patron saint of Ireland).

Population, Nationalities, Language

More than 67 million people live in Britain. Many of them live in big industrial cities like London. Among the biggest cities of England are Manchester, Birmingham, Leeds, Liverpool; Edinburgh and Glasgow are the biggest cities of Scotland.

Everyone who was born in Britain is British. But the UK is inhabited by the English, the Scots, the Welsh, the Irish. People from England are English. People from Scotland, Wales and Northern Ireland are not English. They are Scottish (or the Scots), Welsh and Irish.

English is the official language of the UK. But some people speak Gaelic in western Scotland and Welsh in some parts of Wales. The Welsh are especially proud of their language. They like to speak Welsh, to sing songs in Welsh and when you travel you can see road signs in Welsh all over Wales. Although everyone in the UK speaks English, they all speak it differently. A Scottish person has to listen carefully if he wants to understand a Londoner or a Welsh person.

Answer the questions in small groups:

1. Why is the UK called an island state?
2. What parts does the UK consist of? What are their capitals?
3. What channel separates Great Britain from the continent?

4. What is the British flag called? Why?
5. What do we call people who were born in Britain? (In Scotland? In Wales? In Ireland?)
6. Which language is the official language of the UK? Do the people speak any other languages?
7. Do “British” and “English” mean the same?

Nature and Geographical Features

the Pennine Chain [ˈpenaɪn]
 the Cheviot Hills [ˈtʃiːviət]
 the Midlands – central parts of England

The surface of the British Isles varies very much. Geographically, the island of Great Britain is divided into two main regions: Lowland Britain (the Lowlands) and Highland Britain (the Highlands). **The Lowlands** include central, southern and eastern England. They have beautiful valleys and plains**.

The Highlands consist of Scotland, most of Wales, **the Pennines** and **the Lake District**. It is mountainous part of Britain, but the mountains are not very high. The highest mountain is Ben Nevis in Scotland (1343m).

Scotland is separated from England by **the Cheviot Hills**, running from east to west. The Pennine Chain extends (stretches) southward from the Cheviot Hills into **the Midlands**, plain regions with low hills and valleys.

There are a lot of rivers in Great Britain, but they are not very long. **The Severn** is the longest river, while **the Thames** is the deepest and the most important one. **The river Avon** is famous for the town of Stratford-on-Avon, the birthplace of Shakespeare. The swiftest river in the British Isles is **the Spey**. The swift rivers flowing down from the hills into valleys are called “dales”.

There is a district in Great Britain which is widely known for its association with the history of English literature and the name of William Wordsworth (1779-1859), the founder of the Lake School of poets. This district is called **the Lake District**.

Answer the questions basing on the information you have learnt.

1. What are the names for two types of landscape in Great Britain?
2. Where are the mountains in Britain?
3. Which is the highest point in the UK?
4. What river does London stand on?
5. What are the biggest British rivers?
6. Which river is associated with the name of Shakespeare?
7. What is one of the most picturesque places in England?

Climate

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influence the climate of the islands. The climate on the British Isles is temperate and humid. It is mild all the year round. It means that it's never too hot or too cold. Winters are extremely mild. Snow may come but it melts quickly. The winter temperature is between +3° and +7°. The coldest months are January and February, the warmest ones are July and August. The summer temperature is between +15° and +18°. It often rains. But the climate is not the same in all parts of the country. The western part is warmer than the east. It has also more rain. The North is colder than the South. There is much humidity in the air. It is well-known as a foggy country.

The English weather is so changeable that the English often say that they have no climate but only weather. They use the comparison "as changeable as the weather" of a person who often changes his mood or opinion about something. The weather is the favourite topic of conversation in the UK.

Answer the questions in small groups.

1. What is the British climate like?
2. What is the British weather like?

EXERCISES

1. Complete the sentences basing on the information from the articles.

1. ... is the official name of the state which is situated on the British Isles.
2. The capital of Great Britain is ...
3. The capital of Scotland is ...
4. The capital of Northern Ireland is ...
5. The capital of Wales is ...
6. Ireland and Great Britain are separated by ...
7. The UK is separated from the continent by ...
8. The UK is washed by... in the west.
9. The UK is washed by ... in the east.

2. Complete the following sentences making the right choice.

1. The Union Jack is ...
 - a) the flag of the UK
 - b) the flag of the USA
2. English is spoken ...
 - a) all over Britain
 - b) only in England
3. The UK is the official name of the country situated ...
 - a) on the island which is called Great Britain
 - b) on the British Isles
4. Edinburgh is the capital of ...

- a) Wales
- b) Scotland
- 5. The independent Irish Republic is situated ...
 - a) in Northern Ireland
 - b) on the smaller of the two biggest islands of the British Isles
- 6. Great Britain and Ireland are separated by ...
 - a) the North Sea
 - b) the Irish Sea
- 7. The nearest point to Europe is ...
 - a) the Strait of Dover
 - b) Dover
- 8. The UK is washed by the Atlantic Ocean in ...
 - a) the north
 - b) the west

**Творческие и исследовательские задания к разделу «2.1.3.
Соединенное Королевство Великобритании и Северной Ирландии»**

Match the famous places with their descriptions. Find additional information about them on the Internet, present in class.

E.g. Heathrow is the biggest airport in England.

The places of interest: the Lake District, Hadrian's Wall, Stonehenge, Land's End, Cambridge and Oxford, Heathrow, Greenwich, Liverpool, Stratford-upon-Avon.

Descriptions:

- 1. the biggest airport in England
- 2. a group of huge stones of pre-historic times
- 3. the fact it is the most westerly ['west(ə)lɪ] point in the country
- 4. the fact that it was built by Romans
- 5. its 12th century universities
- 6. its lakes and beautiful scenery
- 7. the fact that it is the home town of Beatles
- 8. the fact that it is Shakespeare's place of birth
- 9. Greenwich Observatory, the zero meridian of longitude passes through it.

2.1.4. История Соединенного Королевства Великобритании и Северной Ирландии

- **Read the articles about some periods of British history and do the tasks that follow.**

EARLY HISTORY

The Celts

According to the historical research, the first inhabitants of the British Isles probably came from the continent, which was joined to Britain with a strip of land. Then the British Isles were not isles but part of the continent now called Europe.

Between the 6th and the 3rd century B.C, the British Isles were invaded by Celtic tribes, who also came from Europe. This period is often referred to as *the Iron Age*, because the Celts brought with them new skills based on the working of iron. The introduction of the iron axe, for instance, opened up new possibilities, in particular for cultivating land.

The Celts had a patriarchal *clan society* based on common ownership of land. But after some time the clan and tribe chiefs started to accumulate wealth and then used their military force to rob other tribes and thus the social differentiation started to develop. Fortresses, which were tribal centres, were built on the hills and towns began to appear.

The first Celts were known as the Gaels [geɪlz]. Two centuries later came the Brytons who settled in the southern lands and pushed the Gaels to Wales, Scotland and Ireland and probably gave the name to the whole country. There became two dialects: the Gaelic, which was spoken in Caledonia (modern Scotland and Ireland), and the Brythonic, which was spoken in England and Wales.

***Celts** |selt| Br / |kelt| Am – the indigenous peoples of Central Europe

Answer the questions.

1. Where did the first inhabitants of the British Isles come from? What were they called?
2. Why is the Celtic period called the Iron Age?

The Roman period (43–410, AD)

In 55 BC the Roman emperor Julius Caesar and his army went to the British Isles the first time. But they didn't manage to conquer Britain and occupy the island then. Next year Caesar repeated his invasion and succeeded. As a result, Celtic chiefs promised to pay tributes to the Romans. However, soon Caesar left the country and never came back. In fact, Caesar did not conquer Britain and the promised tribute was not paid. The actual conquest took place 90 years later in 43 AD. The Emperor Claudius conquered the south-eastern territory of the country.

The Roman province of Britannia covered most of present day England and Wales. The Romans imposed their own way of life and culture, making use of the existing Celtic aristocracy to govern and encouraging this ruling class to adopt Roman dress and the Roman language (Latin). True to say, the Romans exerted an influence, without actually governing there.

The Celtic tribal chiefs recognized the Romans as their rulers, which cannot be said about the people. Their discontent caused by endless plunder and heavy taxations grew. Numerous revolts took place throughout that period.

Between the 3d and the 4th centuries the power of the Roman Empire gradually weakened. The end of the 4th century was the time when the Germanic tribes started to invade the west of the Roman Empire. The safety of Rome itself was in question, and in the year of 407 the Roman legions were recalled from Britain.

Thus, during almost 4 centuries Britain was one of the remote provinces of the Roman Empire. This long occupation naturally had a great influence on Britain, which is still visible to this day:

1. *Language.* Very few people could read or write in Britain before the Romans came. It was the Romans who brought writing and numbers to Britain. Nowadays you can find the marks of Roman influence in the English words of Latin origin. Among them are such words as school (schola), street (strata), port (porta), wall – (vallum), village (vicus), words “cheese” and “butter”, as well as the names of months. Another reminder of their presence is the place-names like Chester, Lancaster and Gloucester, which include variants of the Roman word castra (a military camp).

2. *Roads.* The Romans brought their impressive network of roads: they built first towns in Britain that were connected by Roman roads. These were made of gravel and were made so well that they exist till now.

3. *Towns.* The Romans built numerous towns in Britain. Even Londinium (London) was founded by the Romans. Remarkable, that in the Roman towns there were market places, temples and public baths. The houses had central heating and running water: the rich had water pipes in their houses and the poor took water from the public fountains.

4. *Roman Baths.* The Romans loved baths and they brought this tradition to Britain. Baths were not just places for washing the body; it was a kind of entertainment and besides a luxurious entertainment. A usual bath had mirrors along the walls and the ceiling was all in glass. The pool was made of rich marble and mosaics covered the floor. Nowadays there are some remains of such baths in Britain.

Answer the questions.

1. When was Britain conquered by the Romans?
2. How long did the occupation last?
3. What influence did the Romans have on Britain?

The Germanic Invasions (410 - 1066)

During the 5th century, a number of tribes from the north-western European mainland invaded and settled in large numbers. Two of these tribes were the Angles

and the Saxons. By the end of the 6th century they and their way of life predominated in nearly all of England and southern Scotland.

The Anglo-Saxons had little use for towns and cities. But they had a great effect on the countryside, where they introduced new farming methods and founded thousands of self-sufficient villages which formed the basis of English society for the next thousand or so years.

Britain experienced another wave of Germanic invasions in the 8th century. These invaders, known as Vikings, or Danes, came from Scandinavia. In the 9th century they conquered and settled the north and west of Scotland and some coastal regions of Ireland.

Over a period of time the relationships between the Anglo-Saxons and Danes were marked by hostility. However, the cultural differences between them were comparatively small. They led roughly the same way of life and spoke two varieties of the same Germanic tongue (which combined to form the basis of modern English). Moreover, the Danes soon converted to Christianity. These similarities made political unification easier, and by the end of the 10th century England was one kingdom with a Germanic culture throughout. Most of modern-day Scotland was also united by this time, at least in name, in a (Celtic) Gaelic kingdom.

Answer the questions.

1. Who are the Anglo-Saxons? When did they come to Britain?
2. Who are the Vikings? What part did they play in the British history?

MEDIEVAL HISTORY

The medieval period (1066 – 1485)

14th October 1066, this is one of the most famous dates in English history when the invading army from Normandy defeated the English at the Battle of Hastings. The battle was extremely bloody. At the end of it, most of the best warriors of England were dead, including their leader, King Harold. The Norman leader, Duke William of Normandy, was crowned king of England, establishing a new Anglo-Norman state. He is known in history as 'William the Conqueror'.

The Norman invasion of England brought Britain into the mainstream of western European culture. Previously most links had been with Scandinavia. Now only in Scotland did this link survive: the western islands (until the 13th century) and the northern islands (until the 15th century) remained under the control of Scandinavian kings.

King William imposed a strict feudal system in England. He gave lands to his Norman followers – the Norman soldiers who had been part of the invading army, and England became a strong, centralised country under military rule. William was a harsh ruler: he destroyed many villages to make sure the English people did not rebel. Castles appeared all over England to enforce Norman rule. The Normans'

power was absolute and the language of the new rulers, Norman-French, has had a lasting effect on the English language.

The strong system of government which the Normans introduced meant that the Anglo-Norman kingdom was easily the most powerful political force on the British Isles. Not surprisingly, therefore, the authority of the English monarch gradually extended to other parts of these islands in the next 250 years. By the end of the 13th century, a large part of eastern Ireland was controlled by Anglo-Norman lords in the name of the English king and the whole of Wales was under his direct rule. Scotland managed to remain politically independent in the medieval period, but had to fight occasional wars to do so.

The cultural story of this period is different. 250 years after the Norman Conquest, it was a Germanic language (Middle English) and not the Norman (French) language which became the dominant one in all classes of society in England.

As stated above, English society adopted the feudal system and there came a strict distinction between social classes. The most powerful individual in the country was the king. He owned most of the land, was the leader of the army and could demand that the people pay him taxes. He made the laws with the help of advisers – barons and lords, and lived in a castle with his closest followers, who made up the court. Apart from the king and the nobles, the greatest power in England in the Middle Ages was the Church.

Although the vast majority of the population could neither read nor write, the Middle Ages saw the beginning of an educational system in England. Monasteries were the leading centres of culture, and the Church was the first institution to set up schools, beginning in the 11th century. Oxford and Cambridge universities were established as early as the 13th century.

In modern terms, England in the Middle Ages was a developing country when compared to more economically advanced parts of Europe like Italy and Flanders. English merchants fostered trade, especially in wool and textiles, tended to live in towns. London, owing to its strategic position in the south of the country, became a busy trading centre.

Some important historical facts connected with the medieval period:

- In 1215 the richest and most powerful sections of English society – the aristocracy, the Church and the merchants – formed a coalition against the king and forced the king to sign a new agreement known as **Magna Carta**, or the Great Charter – an important symbol of political freedom and liberties. The document seriously limited royal power, obliged even king himself to come under the law, extended immunity of the nobles and freemen, guaranteed security of their possessions, guaranteed justice and good government.

- At the beginning of the Middle Ages, England and France were almost one country because many aristocrats owned land on both sides of the Channel while the king divided his time between both. However, following a number of wars England separated from France. Later, in 1337, the king of England Edward III, who wanted

to become King of France as well, declared war on France. This war is now called **the Hundred Years' War** because it lasted over a hundred years. The war ended in 1453 with the victory of France.

- One of the dark pages of the medieval history was a great epidemic of **the plague**, which started in France because of the ruin and famine of the war. The plague was brought over to England from France and was so infectious that there was no escape from it. People died within twenty-four hours. By the year 1348 one-third of England's population had perished.

- After the Hundred Years' War in 1453, there still was no peace in England. A feudal struggle broke out between the descendants of Edward III for the position of the monarch. The Lancasters, who supported the descendants of the Duke of Lancaster, had a red rose as their symbol, and the Yorkists, who supported the descendants of the Duke of York, had a white rose. That's why the war between them got the name of **the War of the Roses** (1455-1485). It ended when Henry VII (Tudor) defeated and killed Richard III (the king of York) and was proclaimed King of England. There followed an era of stability and strong government which was welcomed by those weakened and impoverished by decades of war.

1. Find the English equivalents in the text.

Армия захватчиков, нанести поражение/ победить кого-л; битва; феодальная система; жесткий правитель; платить налоги; купцы/ торговцы; центр торговли; подписать соглашение; ограничивать королевскую власть; гарантировать безопасность; объявит войну кому-либо; эпидемия чумы; потомки/ наследники.

2. Choose the correct answer to each question.

1. *What significant cultural shift did the Norman invasion bring to England?*

- It introduced England to western European culture.
- It strengthened ties with Scandinavian countries.
- It isolated England from Europe.

2. *Why was William the Conqueror known for being a harsh ruler?*

- He supported English rebellion against the Normans.
- He enacted popular reforms among the English peasants.
- He destroyed villages to prevent English uprisings.

3. *What system did King William impose on England after his conquest?*

- A federal government structure
- A strict feudal system
- A parliamentary democracy

4. *Which language became dominant in England 250 years after the Norman Conquest?*

- Middle English

- Norman-French
- Latin

5. *What was the significance of the Magna Carta in 1215?*

- It expanded the king's authority over religious matters.
- It limited royal power and established legal principles.
- It reinforced royal absolute power.

6. *What was the impact of the Hundred Years' War on England's territorial ambitions in France?*

- It unified France and England under one ruler.
- It led to England gaining more French territories.
- It ended with the victory of France, dashing England's ambitions.

7. *How did the plague affect England in the year 1348?*

- It strengthened England's population through immunity.
- One-third of England's population perished.
- It had little effect due to stringent quarantine measures.

8. *What was the primary reason for the War of the Roses (1455-1485)?*

- A feudal struggle over the English throne.
- A trade dispute among English merchants.
- A conflict between religious factions.

Творческие и исследовательские задания к разделу «2.1.4. История Соединенного Королевства Великобритании и Северной Ирландии»

Make a presentation about a historical figure of Great Britain. You can choose a person from any historical epoch, up to the end of the 20st century. Say why this person is important for the history of the country, give some facts about their biography, private and/or professional life, some interesting facts connected with them, etc. Explain why you chose this personality.

2.1.5. Культура Великобритании

BRITISH VALUES

➤ Before reading

Read the definitions of the word “values” from an online Cambridge Dictionary:

1. society's shared beliefs about what is good or bad and how people should act;
2. individual beliefs that motivate people to act one way or another. They serve as a guide for human behavior.

➤ **Read the article and do the tasks that follow.**

Fundamental British Values

They say different nations have different characters. Typically, British people are rather conservative and love familiar things and values. They've got a lot of culture behind them and they stick to their customs and traditions. They are said to be very reliable, both socially and professionally. They seem to be very punctual and always keep their word. You can call the British cold, but deep-down they are very warm and kind.

What are the Fundamental British Values? "Fundamental British values" are a set of social attitudes. These values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and Tolerance.

Democracy means a culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. Democracy is one of the main values which is present within the workplace (e.g. joint decision making, team meetings, receiving and giving feedback), as well as outside of work. One example of democracy would be the right to protest and petition. If you feel strongly about something and believe that protesting can make a difference, you are free to do so.

The rule of law is about having certain rules and laws to keep everyone happy, safe and secure. This could be, for example, certain health and safety regulations at work, or sticking to speed limit when driving.

Another British value is **Individual liberty**, which is the right of British citizens to make choices regarding the elements of their life that are outside of government control. This refers to freedom of speech and the right to make choices about their education, food, beliefs, opinions, work, family, etc.

Finally, the last value is **Mutual Respect** for, and **Tolerance** of, those with different faiths and beliefs. This presupposes understanding that we all don't share the same beliefs and values. Thus, respecting the values, ideas and beliefs of others whilst not imposing your own on others is important.

In 2014, these values were proclaimed by the UK Government as fundamental to British society in an attempt to create social unity and prevent extremism. They are promoted to students at schools and other educational establishments.

1. Choose the correct answers.

1. What are the Fundamental British Values?

- A. Democracy, the rule of law, individual liberty, and mutual respect and tolerance.
- B. Democracy, freedom of speech, individual liberty, and equality.
- C. Democracy, the rule of law, personal freedom, and respect for diversity.
- D. Democracy, the rule of law, individual rights, and cultural appreciation.

2. *According to the text, what does democracy mean?*
 - A. A system where the government makes all decisions.
 - B. A culture built upon freedom and equality.
 - C. A set of rules and regulations to keep everyone safe.
 - D. The right to protest and petition.
3. *What is the rule of law about?*
 - A. Giving individuals the right to make choices about their lives.
 - B. Having certain rules and laws to ensure safety and security.
 - C. Respecting and tolerating different faiths and beliefs.
 - D. Maintaining freedom of speech and expression.
4. *Which of the following is NOT mentioned as an example of individual liberty?*
 - A. Freedom of speech.
 - B. Right to make choices about education.
 - C. Right to choose one's beliefs and opinions.
 - D. Right to impose personal values on others.
5. *What is the final value mentioned in the text?*
 - A. Equality and fairness.
 - B. Cultural appreciation and diversity.
 - C. Respect for different faiths and beliefs.
 - D. Freedom of expression and creativity.

2. Answer the questions in small groups:

1. How does the author describe the character of British people?
2. What are the Fundamental British Values?
3. Can you give an example of democracy in the workplace?
4. What does *the rule of law* mean?
5. What is individual liberty in the context of British values?
6. What do mutual respect and tolerance refer to?
7. Why did the UK government design the Fundamental British Values?

3. Translate into English using the vocabulary from the article.

1. Говорят, британцы довольно консервативны и холодны. Но глубоко внутри они добрые.
2. Британцы пунктуальны и надежны, они держат свое слово.
3. Демократия – одна из фундаментальных британских ценностей. Она подразумевает культуру, основанную на свободе и равенстве.
4. Свобода личности относится к свободе слова и праву делать выбор относительно семьи, работы, образования, пищи, мнения и убеждений.
5. Взаимоуважение и толерантность предполагает уважение ценностей, верований и мнения других.

➤ Video

Watch the video “British customs and traditions” (<https://www.youtube.com/watch?v=wpjSpHgHU9g>) and do the following tasks.

1. Say if the statements are True or False. Correct the false ones:

1. Brits are obsessed with the weather.
2. It rarely rains in Britain.
3. The Brits always carry an umbrella with them.
4. Tea is the most popular drink in Great Britain.
5. Brits consume between 2 and 5 cups of tea per day.
6. Biscuits are often dunked in tea in Britain.
7. Beer is the number one alcoholic drink of choice in Britain.
8. Roast beef is a popular British dish.
9. Most households cook a Sunday roast every weekend.
10. Queuing is a common practice in Britain.
11. The Brits are not proud of the Royal Family.

2. Watch the video again and complete the gaps:

Brits are famous for their obsession with _____, always talking about it.
_____ is considered the best _____ in Great Britain, with people consuming 2-5 cups per day.

_____ is the number one _____, especially for working men.

Popular British dishes include _____, _____ and _____.

_____ is a very British way of life, with people waiting their turn and advocating for "first come, first served".

Approximately 250,000 people queued for over 24 hours to pay tribute to _____ after her passing.

Around 50% of Brits are proud of _____, while the other 50% are not so keen and talk about abolishing _____.

ART & CULTURE

➤ **Before reading**

- Are you interested in arts?
- Which types of arts are most interesting to you?
- Do you perform any form of art? (play a musical instrument/ paint/ dance/ play on stage/ write poems or music, etc.)

➤ **Read the articles and do the tasks that follow**

Cultural life in the UK – general overview

The cultural life of the UK is a mixture of English, Scottish, Welsh and Irish cultures with the predominance of English. Widespread changes in the United Kingdom's cultural life occurred after 1945. With the emergence of *the Beatles* in the 1960s Liverpool and London became world centres of popular and rock culture. In society in general there was a marked increase in leisure. There was governmental support of many kinds of contemporary creative and performing arts*.

Today, in general, the leisure of many British can be described in the following way. Saturday morning is a busy time for shopping, while Saturday afternoon is the time for sporting events such as football, cricket, tennis, golf, horse-racing, car and motor-cycle racing, boat-racing and others. Saturday evening is the best time for parties, dances, going to the cinema or theatre. Many people don't get up very early on Sunday morning, and they start this morning with reading a Sunday newspaper. Sunday dinner is traditionally the most important family meal of the week. The English weekend is also the occasion for countryside trips and for outdoor activities from fishing to mountaineering. One of English traditions is clubs, which is an association of people who like to meet together to relax and discuss things. These people can be upper-class men or men connected with the government and other powerful organizations. But there are also cultural clubs, which are organizations that join people of the same interests. Also, gardening is very popular in Britain. There are a lot of flower-shows and vegetable-shows with prizes for the best exhibits.

The arts in present-day Britain are flourishing, and present a varied and lively picture.

* *creative arts* – painting, drawing, sculpting, music, writing, poetry, dance, theater, photography

* *performing arts* – music, dance, and drama (исполнительское искусство)

Choose the correct option:

1. *What are the main cultures that contribute to the cultural life of the UK?*

- A. English, Scottish, Welsh, and Irish
- B. English, Scottish, and Welsh
- C. English, Scottish, and Irish
- D. English, Welsh, and Irish

2. *When did widespread changes in the UK's cultural life occur?*

- A. After 1960
- B. After 1945
- C. After 1970
- D. After 1950

3. *What became world centres of popular and rock culture in the 1960s?*

- A. Liverpool and Manchester
- B. London and Manchester
- C. Liverpool and London

D. London and Birmingham

4. *What is a popular leisure activity on Saturday afternoon?*

A. Shopping

B. Going to the cinema

C. Attending sporting events

D. Reading a newspaper

5. *What is traditionally the most important family meal of the week in the UK?*

A. Sunday breakfast

B. Sunday lunch

C. Sunday dinner

D. Sunday supper

6. *What are some outdoor activities that British people engage in during the weekend?*

A. Fishing and mountaineering

B. Tennis and golf

C. Boat-racing and car racing

D. Horse-racing and cricket

7. *What are cultural clubs in the UK?*

A. Associations of people who relax and discuss things

B. Organizations for upper-class men

C. Organizations for men connected with the government

D. Organizations for people with similar interests

Music

Listening to music is a very common leisure time activity in Britain. It should be said, Britain has made its great contribution to the development of music worldwide. In the 1960s, British artists had a great influence on the development of music in the modern 'pop' idiom. *The Beatles* and other British groups were responsible for several innovations which were then adopted by America and the rest of the pop world. The Beatles were followed by other successful rock groups and singers, including such names as Pink Floyd, the Rolling Stones, The Who, Elton John, Sting. Pop and rock music remain the most popular kinds of music in Britain, although jazz also has a large following. Since the 1960s, popular music in Britain has been an enormous and profitable industry. Although America dominates popular music in a number of ways, many trends with worldwide influence have come out of Britain (notably 'punk' in the 1970s).

The Theatre

The theatre has always been very strong in Britain. Its centre is, of course, London, where successful plays can sometimes run without a break for years and years. But every large town in the country also has its theatres. Even small towns often have 'repertory' theatres, where the same group of professional actors stages a different play every week. There are two national companies – *the National* which stages modern and classical plays and *the Royal Shakespeare company*, which is

performing in Stratford-upon-Avon and in London. London remains a leisure metropolis, having a lot of theatres of different kinds: Covent Garden, which is one of the most famous theatres for ballet; the Royal Opera House; the Theatre Royal, which is the largest in London and produces musicals; The Old Vic, which stages classical plays and opera and is famous for its Shakespearean productions; the Globe Theatre, and many others.

The Cinema

Cinema is extremely popular in Great Britain. In fact, it is one of the major leisure activities. In contrast to the theatre, however, cinema in Britain is generally regarded as not quite part of 'the arts' at all – it is simply entertainment. Partly for this reason, Britain is unique among the large European countries in giving almost no financial help to its film industry. In fact, Britain produces rather few films. Nowadays, films shown at cinemas in Britain are overwhelmingly American. Therefore, although cinema-going is a regular habit for a much larger number of people than is theatre-going, British film directors often have to go to Hollywood because the resources they need are not available in Britain.

Event cinema is becoming more and more popular in the UK. Event cinema, also known as *alternative content* or *live cinema*, involves broadcasting live or pre-recorded events in movie theaters, allowing audiences to see opera, ballet, concerts, musicals, and sports as if they were at the event itself. Thus, event cinema performances are a hybrid of traditional cinema (projected moving images on a cinema screen) and other elements of arts (theatrics, or watching live events from another part of the world). Most performances are transmitted live, although some are pre-recorded.

The range of content available through event cinema is diverse:

- theater productions
- opera and ballet events
- live music concerts from top artists
- stand-up comedy shows
- major sporting events like boxing matches or football games, etc.

Event Cinema was set up at the start of the century with rock concerts by Bon Jovi (2001), David Bowie (2003), and Robbie Williams (2005) bringing non-film audiences into cinemas that had newly installed digital equipment.

One key aspect of event cinema is its ability to offer audiences a 'best seat in the house' experience at a cheaper price of what they might pay at the actual venue. For example: a ticket to see a live Metropolitan Opera performance in New York could cost upwards of \$200. The same opera broadcast in cinemas could be priced at around \$20-\$30. This affordability coupled with high-definition visual and audio quality makes event cinema an attractive option for many.

Literature

Although they watch a lot of television, they are still enthusiastic readers. Reading is only slightly less popular as a free-time activity than listening to

music. In recent years, the BBC has conducted polls to find the country's most popular books. The Top Ten books were:

1. Lord of the Rings (J. R. R. Tolkien),
2. Pride and Prejudice (Jane Austen),
3. His Dark Materials (Philip Pullman),
4. The Hitchhiker's Guide to the Galaxy (Douglas Adams),
5. Harry Potter and the Goblet of Fire (J. K. Rowling),
6. To Kill a Mockingbird (Harper Lee),
7. Winnie the Pooh (A. A. Milne),
8. Nineteen Eighty-Four (George Orwell),
9. The Lion, the Witch and the Wardrobe ("Chronicles of Narnia") (C.S. Lewis),
10. Jane Eyre (Charlotte Bronte).

➤ **Discuss in small groups:**

1. What favourite arts of the British are mentioned in the article?
2. British musical bands played a significant role in the development of modern music round the world, didn't they?
3. What signifies that the theatre is very popular in Great Britain?
4. What is "event cinema"? Why is it popular?
5. Go on the site of Event cinema and find out which performances are on at the moment (<https://www.showcasecinemas.co.uk/event-cinema/>).

BRITISH HOLIDAYS

➤ **Before reading**

Think of traditional British holidays and customs. What British festivals do you know?

➤ **Read the articles and do the tasks that follow.**

Part I

Bank Holidays

The British love and honor their holidays and traditions: they took shape over the centuries and included pagan and Christian rituals, official state dates, musical and sporting events. Although the origin of the word 'holiday' is 'holy day', not all public holidays are connected with religious celebrations.

Public holidays in Britain were introduced in Victorian times as a way of the working classes getting some rest from the grind of unremitting work. British people

tend to call their public holidays ‘bank holidays’, because these are days on which banks are legally closed. All people in the UK have a day off and celebrate a national event. If the bank holiday falls on a Saturday or Sunday, then the government decree the following Monday as the holiday. **Bank holidays** are: New Year’s Day, Easter (preceded by Good Friday and followed by Easter Monday), May Day, Spring Bank holiday, Summer Bank holiday, Christmas and Boxing Day.

Public holidays are special occasions like Guy Fawkes Night, Mother’s Day, Father’s Day, Remembrance Day, Valentine’s Day, and others. People usually celebrate them but do not have a day off on these events, unless they fall on weekends.

Each holiday is good, but there are some of them that are really special and more popular than others.

New Year’s Day (December 31 – January 1) is a bank holiday. Like many nations around the world, British people celebrate it by hosting parties with their friends and families to await the countdown to the New Year. In Scotland they call it Hogmanay and celebrate it by having a party with friends and setting fireworks off. In many cities there are free celebrations that anyone can join.

Christmas (December 25) is the most important holiday for British families. This is the day that people spend with their families. There are many Christmas traditions, but the most important one is about presents. Family members prepare their gifts and put them under the Christmas tree. In the evening they sit down around the table and enjoy the meal. Then they watch the Monarch’s speech on the television as they deliver their traditional Christmas message to the people of the United Kingdom. After that, family eats the Christmas cake and goes to sleep. In the morning all the family members gather around the tree to find the presents that were prepared for them.

Boxing Day (December 26) is based on the tradition of giving gifts to poor people after celebrating Christmas. Nowadays it’s a tradition to give small presents to employees, as well as to all you love. The word “boxing” refers to gift boxes, and has nothing to do with the sport.

Easter is one of the main Christian holidays, popular in Britain and in many other countries. This popularity is associated with the original positive meaning – overcoming death and the resurrection of Jesus Christ from the dead. For Easter people go to church, color Easter eggs, go hunting for chocolate eggs. The tradition of hiding chocolate eggs in the garden or at home is especially loved by children: parents lay out treats around the house, and children in the morning look for sweets. Chocolate Easter Eggs have become a traditional Easter gift in Britain. **Good Friday** and **Easter Monday** are the days closely connected with Easter itself, all of them giving British people a four-day Easter ‘weekend’.

May Day, officially known as Early May Day Bank Holiday, is celebrated on the first Monday of May every year. It is a combination of two holidays in the UK:

1. an ancient celebration of the end of winter;

2. International Workers' Day, also known as Labour Day, is about workers' rights.

There are a lot of garlands, flowers, dances and games. A popular tradition on this day is Maypole dancing – people dancing in their best clothes round the *maypole* (a pole decorated with streamers around which a maypole dance takes place).

On **Spring** and **Summer Bank Holidays** all the offices are also closed, people don't go to work and enjoy themselves. It's time for going for picnics to the country and to the coast, as well as an occasion for big sports meetings.

1. Say if the statements are True or False:

1. All public holidays in the UK are connected with religious celebrations.
2. Bank holidays are the days when people in the UK have a day off and celebrate a national event.
3. Guy Fawkes Night is a bank holiday.
4. Mother's Day and Father's Day are public holidays in the UK.
5. The traditional celebration of Christmas is partying and going away from your family.
6. Boxing Day is based on the tradition of giving gifts to rich people after celebrating Christmas.
7. Easter is not a popular holiday in Britain.
8. May Day is celebrated on the first Monday of May every year.
9. Maypole dancing is a popular tradition on May Day.
10. Spring and Summer Bank Holidays are occasions for big sports meetings.

2. Answer the questions.

1. What are the two types of holidays in the United Kingdom?
2. Which holidays are considered bank holidays in the UK?
3. Why do people call public holidays 'bank' holidays?
4. Do people have a day off on all public holidays?
5. How do British people celebrate New Year's Day?
6. What are the most important Christmas traditions?
7. What is the tradition behind Boxing Day?
8. What are popular Easter activities in Britain?
9. Which holiday is associated with the end of winter and workers' rights?
10. What are traditional activities on May Day?

3. Choose the right word to complete the sentences.

1. Public holidays in Britain were introduced in _____ times.
a) ancient b) Victorian c) recent
2. If the bank holiday falls on Saturday or Sunday, the following _____ is decreed as the holiday.
a) Tuesday b) Friday c) Monday

3. On public holidays people need not to go to _____.
a) work b) church c) library
4. British call their public holidays 'bank holidays' because on these days banks are _____.
a) open b) closed c) welcome
5. On bank holidays it's not easy to find a _____ room at hotels in resort area.
a) spare b) expensive c) tidy
6. Public holidays which don't fall on the same day each year are called _____ holidays.
a) uncertain b) bank c) movable

Part II

Some other public holidays

Halloween (October 31) also known as All Hallows' Eve, or All Saints' Eve, is a yearly celebration observed in a number of countries on October 31. It is the time in the liturgical year dedicated to remembering the dead. On this day children will dress up in costumes and go 'trick or treating' around the neighborhood. "Trick or Treating" involves knocking on someone's door and saying 'Trick or Treat'. That person gives them a treat (usually sweets). Children enjoy the holiday because they go home with a bag of sweets!

Guy Fawkes Night (November 5) is a firework festival associated with the tradition of celebrating Guy Fawkes's failed attempt to blow up the Houses of Parliament in 1605. It is an annual event dedicated to bonfires, fireworks and celebrations.

Valentine's Day (February 14) is celebrated in many countries around the world, although it is not a public holiday in most of them. This day has a Catholic origin and is associated with romantic love. Nowadays, it's the day of anyone who is in love. On Valentine's Day people usually give to the person they love some sweets, a traditional heart-shaped card ("valentine") and say, "Be my Valentine".

Mother's Day is a holiday of mothers and grandmothers, a day of gratitude for everything that they did and are doing. Traditionally, children of all ages give gifts and postcards to their mothers, invite them to a cafe or do household chores for them, some mothers even get breakfast in bed.

There is also an official **Father's Day** (the third Sunday in June), when presents are traditionally given by children to their fathers.

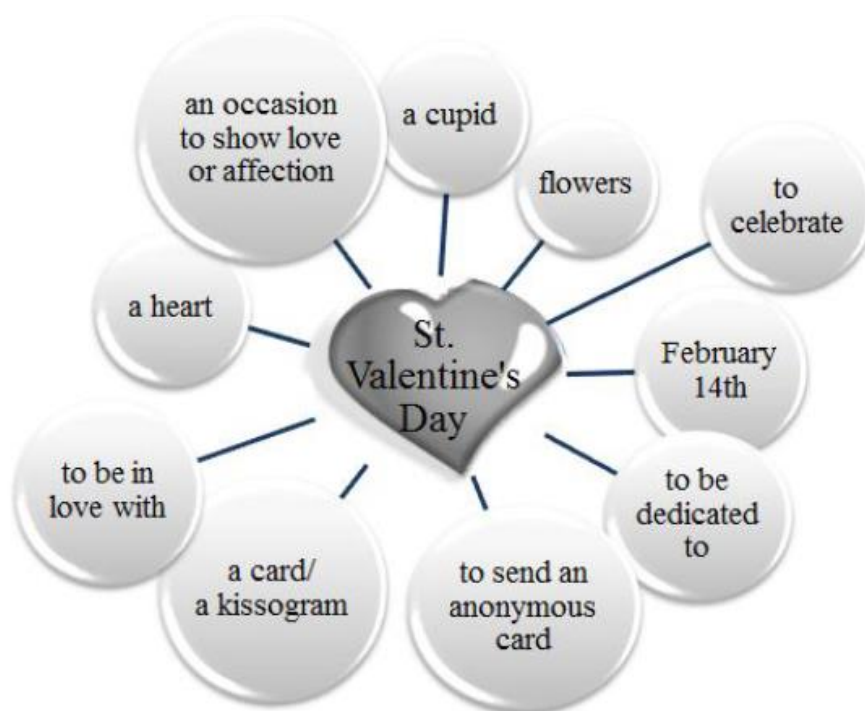
Remembrance Day (Poppy Day) is the day commemorating those who died fighting in the two world wars, with poppies being a symbol of mourning. On this

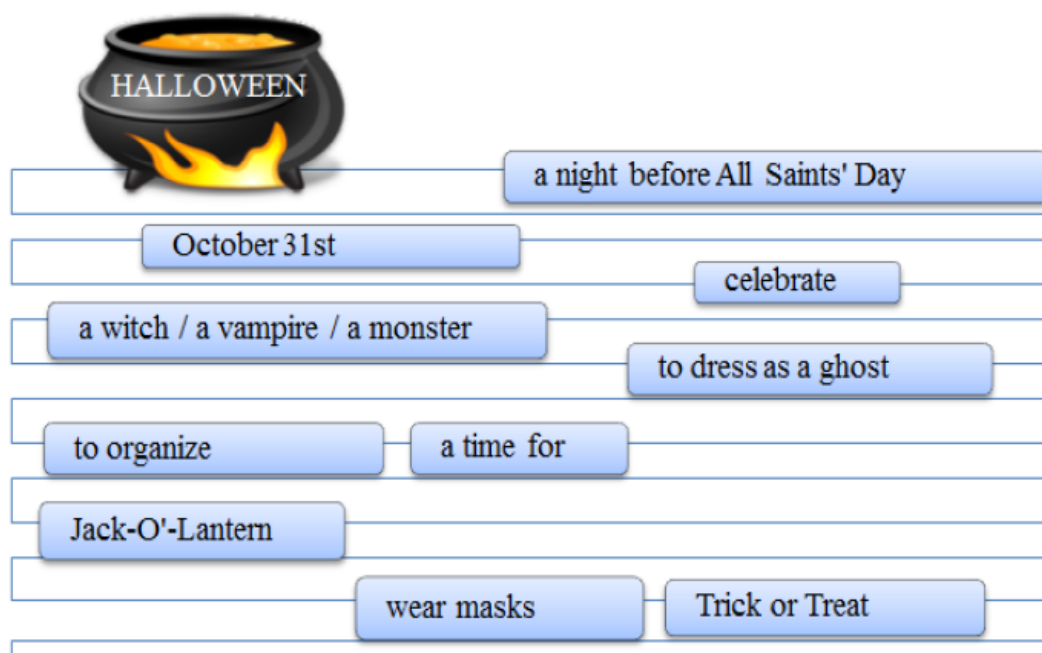
day laying wreaths at the tombs of soldiers takes place, as well as a two-minute silence is announced throughout the country.

1. Answer the questions.

1. What is the purpose of Halloween?
2. How do children celebrate Halloween?
3. What is Guy Fawkes Night associated with?
4. What activities are typically done on Guy Fawkes Night?
5. Who traditionally celebrates Valentine's Day?
6. What do people usually give to their loved ones on Valentine's Day?
7. How do people show gratitude to their mothers on Mother's Day?
8. What is the purpose of Remembrance Day?
9. Which of the holidays mentioned in both texts do we celebrate in Belarus?

2. Work in pairs. Choose one of the holidays below and say how people in the UK usually celebrate them. Use the words given.





Творческие и исследовательские задания к разделу «2.1.5. Культура Великобритании»

1. Write an e-mail to your British friend in response to his e-mail which ends like this:

... As you can see, there are a lot of different holidays in my native country, and my favourite is Christmas. What about Belarus? Are Belarusian holidays similar to the British ones? What is your favourite holiday? Why do you like it and how do you usually celebrate it?

Hope to hear from you soon,

Love,

Tom.

2. Search the Internet to see videos about annual British festivals and celebrations (as well as international festivals held in Britain). You might want to see, for example, about the Proms, the Edinburgh International Festival, the Eisteddfod Welsh Festival, Guy Fawkes Night, Burns Night, Remembrance Day, the Notting Hill Carnival, Pancake Day, the Glastonbury Festival of Contemporary Performing Arts, and numerous others.

Imagine that you are experiencing one festival or celebration in Britain. Write a short description to say what you're doing and how you're feeling. You can write about 200 words. Then read your essays in class and compare your descriptions.

3. Make a presentation about a cultural figure of Great Britain who you consider prominent. They may represent any type of arts – literature,

painting, music, drama, sculpture, etc., be either living or from previous times. Give information about the main life events, their talents/ achievements/ works. Give an outlook of their works (or one work with more details). Explain why this person is considered outstanding and why you chose them.

2.1.6. Роль иностранных языков сегодня

WHY LEARNING FOREIGN LANGUAGES IS IMPORTANT

1. Read the Czech proverb. Say if you agree with the idea.

Kolik jazyků znáš, tolikrát jsi člověkem.

You live a new life for every new language you speak.

If you know only one language, you live only once.

2. People choose to learn a foreign language for different reasons. What are yours?

AMBITIOUS REASONS

You want to work or study abroad, so knowing a foreign language is a must.

You want a prestigious job which involves contact with foreign partners or clients.

You know that people who use languages in their jobs earn around 8% more.

You want to make a career, get a promotion, go on foreign business trips.

PRACTICAL REASONS

When travelling abroad you don't want to look like a fool. You want to be able to find your way around, get the ticket, read the signs, go shopping without getting into trouble.

INTELLECTUAL REASONS

Learning a foreign language boosts your brain power. Your abilities in other subjects grow. It improves your memory.

When you learn a foreign language, you understand your native language better.

Knowing languages breaks barriers between cultures. You want to be culturally aware.

You enjoy the challenge of learning a particularly difficult foreign language. You are motivated by —I can do it!

COMMONPLACE REASONS

Everyone learns, or at least, imitates learning a language at school and university.

You do what everybody does.

Everyone learns a foreign language, but not everyone can speak it. You want to speak a foreign language fluently to outshine everyone around you.

ROMANTIC REASONS

You want to find the love of your life somewhere far away from your native country.

UNIQUE REASONS

You are a linguaphile or linguaholic or whatever. You are fascinated by languages and just enjoy learning them. The more languages you know – the better you feel.

3. Can you add some other reasons for learning a foreign language?

4. Discuss the questions in small groups:

- What are YOUR reasons for learning English?
- Do you have a lot of problems when learning English? What is the most difficult for you? What is the easiest?
- What learning activities do you like most of all? (reading, listening, speaking, working in pairs/groups, etc.)
- What do you think is more important – to speak with good grammar or to know a lot of words?
- Are you afraid of speaking a foreign language?
- Do you practise speaking English with people from other countries?
- Do you watch films with subtitles? Do you read and translate the lyrics of your favourite songs?
- Do you read any foreign Internet sites?
- How do you think learning a language can become more interesting and more useful?
- What other languages would you like to learn? Explain your choice.

ENGLISH AS A WORLD LANGUAGE

Read the article and do the tasks that follow.

Scientists have estimated that around 7,000 different languages are spoken now around the world (source: <http://www.ethnologue.com>). More than two thousand of the world's languages are spoken in Asia, while in Europe people speak just 260 languages. Some isolated countries have a variety of languages. Papua New Guinea, for example, has no less than 832 different languages!

The world's most widely spoken languages by number of native speakers and as a second language, according to figures from UNESCO (The United Nations' Educational, Scientific and Cultural Organization), are: Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German and French.

Thus, Mandarin Chinese is the largest language in the world, if you count only native speakers. If you count both native and non-native speakers, English is the largest. Mandarin is concentrated (in Asia), while English is spread out.

English occupies a special place, as it is a language spoken by many people and used in various spheres of life. English is very important for the development of international contacts. More and more contacts are established with the countries of Europe, with the USA and other English-speaking countries. Our foreign partners need specialists who have a command of one or more foreign languages and can speak them fluently.

A real professional can't do without knowing foreign languages, especially English as it is an international language. Hundreds and hundreds of books, magazines and newspapers are printed in English all over the world. Half of the world's scientific literature is written in English. It's the language of progressive science and technology, trade and cultural relations, commerce and business.

English is the language of international communication. Most of international business is conducted in English. It is one of the official languages of the United Nations Organization and other political organizations. It is the language of sports – the official language of the Olympics. English is also the language of pop-culture, tourism, markets, trade and the Internet. Eighty per cent of all computer texts, including all web sites, are stored in English. A lot of people speak English with their foreign friends, and people get introduced to each other most often in English. Thus, the English language seems to be the most convenient means of communication among people around the world.

English is a world language. As we stated above, it's the most widespread language on earth, and it is second only to Chinese in the number of people who speak it. It is the official language and is spoken as a *mother tongue* in the UK, the USA, Canada, Australia and New Zealand. English is also a second language of another 300 million people living in more than 60 countries. A lot of people speak English in India, Japan, China, Africa and many other countries.

In our country English is also very popular. It is studied at schools, colleges and universities. At the historical faculty the course of English runs for four years. During the course students read and listen to texts on their specialty, make up different topics and dialogues, learn professional vocabulary and study English grammar.

Learning a language is not easy. It's a long and slow process that takes a lot of time, effort and patience. But if you want to feel comfortable in the modern world, it's a must.

Facts:

- Over one billion people speak English. That's almost one fifth of the world's population.
- For over 400 million it's their first language.
- For the other 600 million it's either a second language or a foreign language.
- Half of the world's technical and scientific literature is in English.

- English is the medium for 80 per cent of the information stored in the world's computers.

1. Find in the text English equivalents of the following word combinations:

иностранный язык; официальный язык, родной язык, общаться с людьми; занимать особое место; использоваться в различных сферах жизни; развитие международных контактов; международное общение; говорить (на языке) бегло; знание языков; владеть иностранным языком; нельзя обойтись без; самый распространенный язык на земле; отнимать много времени и терпения; быть необходимостью (*быть обязательным*).

2. Make your own sentences using the word combinations from ex.1.

3. Answer the questions.

1. Why can't a real professional do without knowing foreign languages?
2. Which spheres of life is English popular in?
3. Why is English called the language of international communication?
4. Why is English called a world language?
5. Give examples of the countries where English is the official language.

THE BEST WAY TO LEARN A LANGUAGE

What is the best way to learn a language? This week we ask students from all over the world for their ideas.

Josef, Czech Republic

I think it's really hard to learn a language if you don't have anyone to talk to. I've joined a social networking site where I can chat in English to lots of other people like me. I'm more interested in using English to communicate than anything else, so I don't mind if my grammar isn't perfect.

Paolo, Portugal

I don't have time to go to an English class, but there's a great site on the internet which has classes in the form of podcasts. Every week, I download a few of these onto my phone, so that I can listen to the class when I'm going to and from work. I find the words and phrases that I have to listen to and repeat incredibly useful.

Marit, Norway

I'm a big fan of English pop music, so I spend a lot of time listening to different songs at home on my iPad. I've downloaded a new app that puts the lyrics on the screen and translates the song for you at the same time. I really enjoy learning English like this, and it's very good for my pronunciation, too.

Kiko, Japan

I can't afford to pay for one-to-one English classes, but I've found a great course online. I have to watch a short video, and then learn the grammar and vocabulary in it. If I have any questions, I can contact my online tutor who's very friendly. I'm really enjoying the course, and I've learnt a lot from it.

Luis, Spain

I love books, and in my opinion, you can learn a lot of new words by reading in English. My journey to university is quite long, so I usually read books on my e-reader. You can click on difficult words and get a translation, which is very helpful.

Gloria, Brazil

My favourite way to learn a language is to go to a language school and join a class. There are classes for many levels of English, whether you're a beginner or you've been learning for a long time. It's great when you have other students in the class and you can learn and practise together, and of course having a teacher to help you is really important. It's good to do your homework too!

1. Complete the sentences with the people's names.

- a. Marit thinks that listening to songs helps her pronunciation.
- b. _____ says that reading can improve your vocabulary.
- c. _____ has contact with an online teacher.
- d. _____ thinks that speaking is more important than grammar.
- e. _____ likes meeting and practising with other students.
- f. _____ practises English mostly by listening.

2. Find the English equivalents in the article:

- общаться (чатиться) на английском в социальной сети
- ходить на занятия по английскому
- загружать подкасты на телефон
- повторять слова и фразы
- находить что-либо невероятно полезным
- текст песни
- быть полезным для произношения
- не мочь позволить себе что-то (оплатить индивидуальные занятия)
- разные уровни знания английского
- делать домашнее задание

**3. Make a list of ways to learn a language mentioned in the article.
Can you add some more?**

4. Say which ways to learn a language are the best for you.

Творческие и исследовательские задания к разделу «2.1.6. Роль иностранных языков сегодня»

BRITISH ENGLISH VS AMERICAN ENGLISH

George Bernard Shaw said, *'The United States and Great Britain are two countries separated by a common language.'* Words that commonly mean one thing in the USA can mean something completely different in the UK.

a) Words with different meanings. Look at each word and two pictures showing different realia behind them. Tick the country where the word has the corresponding meaning. Go on the Internet or use a dictionary to check yourself.

JUMPER



the UK
the USA



the UK
the USA

TRAINERS



the UK
the USA



the UK
the USA

CHIPS



the UK
the USA



the UK
the USA

FOOTBALL



the UK
the USA



the UK
the USA

BRACES



the UK
the USA



the UK
the USA

b) Different words in British and American English can be used for the same item. Here are some examples. Provide the corresponding British word with the same meaning. Go on the Internet or use a dictionary if necessary.

American	British
cookie cell phone restroom movie movie theatre high school vacation garbage parking lot fries apartment stand in line check subway elevator sidewalk sneakers	

c) Search the Internet to provide some more examples of different British and American words with the same meaning.

d) Search the Internet to provide examples of grammar and spelling differences between British and American versions of English.

2.1.7. Работа и жизнь: поиск баланса

1. Match the jobs to their descriptions.

Firefighter	Astronaut	Waiter/Waitress	Doctor	Pilot	Teacher
Accountant	Flight attendant	Dentist	Mechanic	Secretary	Farmer
Veterinarian /Vet	Actor/Actress	Police officer	Chef	Butcher	

1. Someone who cuts meat.
2. Someone who brings out food at a restaurant.
3. Someone who helps sick patients.
4. Someone who flies airplanes.
5. Someone who helps passengers on an airplane.
6. Someone who specializes in teeth.
7. Someone who prepares financial information for a company.
8. Someone who educates students
9. Someone who fixes cars
10. Someone who harvests crops outdoors.
11. Someone who helps sick animals.
12. Someone who puts out fires.
13. Someone who catches criminals.
14. Someone who answers calls, makes appointments, and maintains paperwork.
15. Someone who explores outer space.
16. Someone who cooks food.
17. Someone who performs in movies.

2. Complete each sentence by using a word from the box. The words can be used more than once.

business	job	living	work	profession	vocation	trade	career	occupation	line
post/position									

1. Please state your age, address, and _____ in the space below.
2. Mark makes his _____ working as a journalist.
3. There are a lot more women in the legal _____ .
4. He was offered the _____ of ambassador in China.

5. The scandal destroyed his _____ in publishing. .
6. As a teacher she feels she has finally found her _____ .
7. The cost of _____ has risen greatly over the recent years.
8. I can't come out tonight. I've got too much _____ to do.
9. Stop interfering! This is none of your _____ .
10. Kate has a very good _____ in an international company.
11. I wish I had your _____ - it sounds really interesting
12. I didn't realize we were in the same _____ of business.
13. Most of the men worked in skilled _____ such as carpentry or printing.
14. There are still too many people without _____. They worked very hard and now they have their own _____.

3. Complete each sentence by using a word from the box.

employ - employer - employee - unemployed - employment - unemployment

1. We are _____ a new interpreter from September 1.
2. He is _____ at present and is job hunting.
3. We were _____ to do some seasonal job.
4. My _____ wouldn't like me to be late.
5. Office _____ are called white-collar workers.
6. Being a housewife is full-time _____.
7. _____ is a major social problem.
8. The _____ are on the dole in the United Kingdom.

4. a) Read the two job descriptions from an Internet page "Guess my job". Guess their jobs and match the descriptions to the pictures.



1 I only work **part-time** – four mornings a week. And I sometimes work overtime on Saturday mornings. I don't earn a big salary. It's a **temporary** or "temp" job and I only have a six-month **contract**. But the **working hours** suit me as I have young children. When they go to school, I would like to find a **permanent** job and work **full-time**. What I like most about my job is working in complete silence! The only noise you can hear is people turning pages and whispering.

2 I took a six-month **training course** at a technical college to meet the **qualifications** for the job and then I worked for a local company to get some **experience**. I worked long hours for a low salary and so I **quit** last year and became **self-employed**. I prefer working for myself. I don't work regular hours (sometimes people call me in the middle of the night) but you can earn a lot of money in this job, especially in the winter. If I'm lucky, I'll be able to **retire** when I'm 60!

b) Match the highlighted words from the texts and their definitions.

1. a written legal agreement ____ *contract* ____
2. the knowledge you get from doing a job _____
3. a series of classes to learn to do a job _____
4. the time you spend doing a job _____
5. working for yourself, not for a company _____
6. to stop working when you reach a certain age, e.g., 65 _____
7. left a job because you wanted to _____
8. lasting for a short time _____ (opposite _____)
9. for only a part of the day/week _____ (opposite _____)
10. the experience, skills, and knowledge you need for a job _____

5. Match the words from the two columns to make possible combinations. There may be various combinations.

full-time	boring	worker
demanding	office	job
blue-collar	brilliant	employment
white-collar	government	business
tough	part-time	career
frustrating	competitive	employee
factory	rewarding	position
hard	odd	work
seasonal	low-status	post
backbreaking	challenging	profession
high	flexitime	

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6. a) Study the expressions connected with work.

to work shift-work (nights one week, days next) to be freelance to be on flexi-time (flexible working hours) to work nine-to-five (regular day work)	hours of work
to get the sack (thrown out of your job) to be fired (more formal than “get the sack”; often used as a direct address: “You’re fired!”) to be dismissed (more formal than ‘be fired’) to be made redundant (thrown out, no longer needed) to be laid off (more informal than ‘made redundant’) to give up work (e.g. in order to study) to be on / take maternity leave (expecting a baby) to be on / take sick leave (illness) to take early retirement (retire at 55)	reasons for not working

b) Using the expressions say what you think has happened/is happening.

Example: I’m not working now, the baby’s due in 3 weeks. → She’s on maternity leave.

1. I lost my job. They had to make cutbacks.
2. He’s enjoying life on a pension, although he’s only 58.
3. One week it’s six-to-two, the next it’s nights.
4. I was late so often, I lost my job.
5. I get in at nine o’clock and go home at five.
6. They have made her General manager from next month!
7. Your trouble is that you are obsessed with work. You work too much.
8. Mike is sick. He can’t work, so he is staying home this week.
9. I’m lucky because I can choose my working hours.
10. I didn’t like my previous job at all, so I decided to leave it.

7. Translate into English:

1. Он на больничном.
2. Рита в декретном отпуске.
3. Майка сократили.
4. Его уволили.

5. Он уволился.
6. Он ушел на пенсию.
7. Он на пенсии.
8. Он безработный.
9. Я работаю на полную ставку.
10. Она работает на неполную ставку.
11. Мы работаем посменно.
12. У меня гибкий рабочий график.
13. Сэм – настоящий трудоголик.
14. Я хочу, чтобы меня повысили.
15. Сколько ты зарабатываешь?
16. Чем ты зарабатываешь на жизнь?
17. Чем ты занимаешься (по жизни)?
18. Я хочу сделать карьеру в журналистике.
19. В какой области бизнеса вы работаете?
20. Безработица – серьезная проблема.
21. Нас наняли выполнять сезонную работу.
22. Мой брат - преуспевающий внештатный журналист.
23. К сожалению, у меня нет постоянной работы.

8. a) Read the texts and say what these people like and don't like about their jobs.

Sally. I'm an office worker in an insurance company. It's a nine-to-five job with regular working hours. The work isn't very interesting, but I like to be able to go home at a reasonable time. We all have to clock in* and clock out* every day. In this company, even the managers have to, which is unusual!

***Note:** You also say *clock on* and *clock off*.

Ted. I'm in computer programming. There's a system of flexitime in my company, which means we can work when we want, within certain limits. We can start at any time before eleven, and finish as early as three, as long as we do enough hours each month. It's ideal for me as I have two young children.

Steve. I work in a car plant. I work shifts. I may be on the day shift one week and the night shift the next week. It's difficult changing from one shift to another. When I change shifts, I have problems changing to a new routine for sleeping and eating.

Liz. I'm a commercial artist in an advertising agency. I work in a big city, but I prefer living in the country, so I commute to work every day, like thousands of other commuters. Working from home using a computer and the Internet is becoming more and more popular, and the agency is introducing this: it's called teleworking or telecommuting. But I like going into the office and working with other people around me.

b) Discuss the questions in small groups:

1. Would you prefer to work regular (nine-to-five) hours or flexible hours?
2. Would you like to work shifts?
3. Is it ok for you to work night shifts?
4. Do you prefer to work from home or in the office?

9. Read about how people talk about their careers. What are their reasons why they chose their jobs?

1. My name is Martha Glass. I'm thirty-nine years old and I'm a doctor. I chose the medical profession because I wanted to help people and at the same time make good money. When I was younger I wanted to become a teacher or a nurse, but I soon realized there wasn't much money in either of those professions. My parents almost didn't help me, because they didn't want me to have a career at all. They wanted me to do what so many other girls did. They wanted me to become a secretary, marry the boss, have kids and stay at home. Well, I got married, and I had kids, but I have my career as well.

2. Hi. I'm Billy. I left school when I was sixteen. I didn't have any qualification. I just wanted to earn some money. I got a job in a factory. I didn't mind being a blue-collar worker. All I wanted was enough money to take my girlfriend out on a Saturday night. But then they got robots to do my job and I was out of work. I was out of work for sixteen months. It's terrible being unemployed. The days seem so long. I finally got a job as an unskilled worker, working for a builder. I'm twenty-five now. I suppose I should go to evening classes and get some extra training so that I can earn more money as a skilled worker can.

3. My name is George Rushton. I'm a businessman. I'm fifty years old and I've been working for the same company for twenty-five years. I think I've had a very successful career. I started work with the company as a poorly paid clerk. I was one of those nine-to-five white-collar office workers who spend all day with a pencil in one hand and a telephone in the other. I hated it. So I was transferred to sales and became one of the company's sales representatives. I travelled all over the country selling the company's products and became the most successful salesperson on the staff. In ten years I have been promoted to manager of the sales department. In another ten years I hope to retire with a good pension.

➤ Answer the questions:

- What do the members of your family do for a living?
- What are you planning to do for a living?
- If you could choose any job in the world, what would it be?

10. a) What are the most important factors for you in choosing a job? Choose 8 most important factors from the following list and put them in order of importance. Compare your list with that of your partner's.

Factors to consider:

- good salary or wages
- interesting and varied work, not boring and monotonous
- work which is useful to society
- good working conditions
- flexible hours
- opportunities to meet people
- friendly management and colleagues
- opportunities to travel
- living abroad
- long holidays
- job security
- good career prospects
- bossing people
- dealing with children
- involve the use of languages
- responsibility of your own
- getting on with your boss
- the chance of promotion
- wearing special uniform
- high-status
- require working indoors/outdoors
- another factor – what?

b) Describe what kind of job you'd like to have using the model. Share your opinions in class.

***Model:** It is important for me that my job is interesting and varied. I would like a job which involves dealing with people and provides a good salary...*

It is important for me that my job... I would like a job which...	is presupposes provides involves excludes	interesting good salary dealing with people etc.
It should (not)	involve/be	

WRITING A GOOD CV

When you're applying for a job, a great CV is essential. Find out what to include and what to avoid for the best chance of getting an interview.

What should you include in a CV?

This article mainly focuses on writing a UK-style CV. If you're applying for a job internationally, be aware that the standard length, format and tone can vary from country to country. It's a good idea to check the expected format in the country or company you're applying to.

Contact details

Make sure the potential employer has a way of contacting you. Include your full name, telephone number and email address.

Photo?

In many countries, employers expect to see a professional-looking photo on a CV. In others, like the UK, Canada and the USA, the law prohibits employers from asking for a photo, and it is better not to include one. Try to find out if it is usual to include a photo in the working environment you're applying to.

Education

List and date the most important qualifications you have obtained, starting with the most recent. You can also include any professional qualifications you have.

Work experience

List and date the jobs you've had and the companies you've worked for, starting with the most recent. It's usually enough to cover the last ten years of your work history. Include your job title, responsibilities and achievements in the job.

If you have a lot of work experience, give the job titles but be selective about which responsibilities and achievements you highlight. Reduce the detail about jobs that are less relevant to the role you're applying for and draw attention to the most important experience you bring.

Skills

These could include the languages you speak, the computer programs you can use well, the class type of your driving licence and any other professional skills you might have that are relevant to the job you're applying for.

Eight useful tips:

Before you start getting ready to list your qualifications and work experience, here are eight useful tips to think about.

1. Keep it short ... but not too short!

Your CV should be one to two sides of A4 paper. If you find you've got too much information, summarise and select the most relevant points. If it's shorter than a page, consider including more information about your skills and the responsibilities you had in your previous roles.

2. Use active verbs.

When you describe what you have achieved in previous jobs, use active verbs for a strong positive effect on the reader. For example, to make a change from *was responsible for*, use verbs like *led* or *managed* (*a team / a project*); *created* or *developed* (*a product / a positive atmosphere*); *delivered* (*results/training*); and *provided* (*support/training*).

3. Fill in the gaps.

Avoid leaving gaps in your employment history. If you were travelling the world, on maternity leave or looking after small children, include that in your CV.

4. Make sure it's up to date.

Always ensure your CV is up to date. Include your most recent experience at the top of each section.

5. Don't exaggerate or lie.

Your potential employer can easily check information about where you have studied and worked. Don't be tempted to lie or exaggerate about your expertise, because sooner or later this will be discovered and may result in you losing the job.

6. Spend time on the layout.

Make sure your CV is clear and easy to read. Use bullet points and appropriate spacing, keep your sentences short, line up your lists neatly and use a professional-looking font (e.g. Arial font size 12).

7. Check for mistakes.

Mistakes on a CV create a bad impression. Use spell check, reread your CV and ask someone else to check it for you too before you send it.

8. Include a cover letter.

When you send your CV to apply for a job, you should send it with a cover letter or email to introduce your application. The cover letter should show your personal interest in the role, highlight the skills and experience you bring and encourage the employer to read the attached CV.

Writing a good CV takes time and is hard work, but these tips and your effort will help you get the best possible start in your job search. Good luck!

Say if the statements are True or False:

1. It's always a good idea to include a photo.
2. When you list your work experience, you should put the first job you did first.
3. The longer your CV is, the better it is.
4. Using active verbs rather than passive structures helps to create a good impression.
5. It's better not to mention periods of time when you were not in paid work.
6. You should always tell the truth on your CV.
7. Presentation and small mistakes don't matter – it's the content that's important.
8. Cover letters are nice to have but not entirely necessary.

Творческие и исследовательские задания к разделу «2.1.7. Работа и жизнь: поиск баланса»

1. Write an essay “My ideal job”. Make sure it includes what kind of job it is, the activities / main tasks involved, supposed working hours and salary, whether it shall be easy to find such work or not, skills / abilities needed, whether you need any special qualifications, why you would like to do it.

2. Exchange your view points. Say which idea you support in each question. Explain your choice.

Is it better...

- to do a job you enjoy with a lower salary **OR** to do a well-paid job you don't enjoy?

- to do a job your parents think is best **OR** to do what YOU want to do?
- to start work straight after graduating **OR** to take a break after studies (e.g., to travel the world a bit)?
- to get a job while studying **OR** not to combine studies and work?

3. Imagine you are looking for a job and see such an advert:

The Olympic Committee is looking for dedicated, enthusiastic and energetic people to work in different areas for the forthcoming Olympic Games. There are vacancies in the following areas:

- Administration
- Hospitality and catering
- Translation and language services
- Medical support

All applicants must be appropriately qualified and a good level of English is essential. Send your CV and a covering letter (in English) to:

Job applications: The Olympic Committee, PO Box 2456

a) What jobs can one apply for?

b) Mehmet Bolat read this job advert and decided to apply. Read his CV and match the headings in the box with the corresponding sections (1-6).

ADDITIONAL INFORMATION	CARREER HISTORY	COMPUTER SKILLS
EDUCATION	PERSONAL INFORMATION	LANGUAGES

Mehmet Bolat

1 _____
 Address Alper Apt. Daire 3
 Turgut Ozal Caddesi Seyhan, Adana
 Telephone home: 0090 322 6587688
 mobile: 0090 535 9428190
 Nationality: Turkish
 Marital status: Single
 Date of birth: 12th September 1982
 Email: bolatmehmet@superonline.com.tr
 2 _____
 2019 – present: Physiotherapist at Rehabilitation Centre.

I work mainly with patients who need rehabilitation after an operation. In my free time, I also work as a physiotherapist for a local basketball team.

2006 – 2019: Junior physiotherapist at Oglezi Hospital.

3 _____

2001 – 2005 Degree in physiotherapy, University of Gaziantep

1997 – 2001 Atatürk High School, Adana

4 _____

English (level B2). I have a good level of written and spoken English.

I have been studying English at a private language school for the last three years.

German (fluent). My mother is German.

5 _____

Windows XP

6 _____

Full driving licence

Member of the university basketball team

c) Search for some more examples of CVs on the Internet. Write your CV in response to this job advert.

2.1.8. ОТДЫХ И ДОСУГ

➤ **Read the articles and do the tasks that follow**

The Use of Leisure

By the way in which a man uses his leisure his character can be told more surely in all probability than by the way he does his work. For most men work is necessity in order to make a living. Vast numbers of men have not even been able to choose what work they would do, but have been forced by economic necessity to take the first job that came their way. But in their leisure time they do what they really want to do and their real selves are reflected in their actions.

Some people are completely passive during leisure hours. If such people go out they go to some place of entertainment where no effort is required by them, a cinema or a dancing hall, and if the latter, they do not dance but simply sit and watch others dancing.

A different type of person hurries home from work full of eagerness to begin on some scheme which he has been planning for his leisure time. Perhaps his hobby is carpentry or model engineering, or gardening, or he might wish to write, or to study some subject in which he is interested. This is the creative type of character. For him, his leisure hours are full of promise and he can look back on them with satisfaction when he reviews what he has achieved in them.

Leisure should be refreshment; it should fill a man with fresh spirits to battle with the problems of life. Sometimes this freshness comes not from doing something, but by filling one's mind with fresh impressions or springs of beauty.

Many a man gets full value from his leisure by contemplating nature, listening to music, or reading books. By this sort of occupation he may not have made anything that he can show, but he has nonetheless recreated his own source of inspiration and made his own mind a richer treasure house. This is the true use of leisure.

1. Find in the text the equivalents to the following words and phrases:

1) досуг; 2) огромное количество; 3) свежие источники красоты; 4) садоводство; 5) полный стремления делать что-л; 6) место развлечения; 7) собственный источник вдохновения; 8) сокровищница; 9) творческая личность; 10) свое настоящее Я; 11) род занятий.

2. Answer the questions.

1. Why can a man's character be told by the way he uses his leisure?
2. What types of people are there by the way they spend their leisure?
3. What do passive people do during leisure hours?
4. How does a creative type of character spend his leisure time?
5. Why should leisure be refreshment?

➤ **Speaking**

1. What type of character are you? (rather active or passive?)
2. What is your favourite occupation in free time?

VOCABULARY EXERCISES

1. Here are some illustrations of what people can do in their free time. Pay attention to what you can PLAY, COLLECT or DO OUTDOORS.

Do you do any of these activities?

Things people play



cards



board games



chess



guitar



saxophone

musical instruments

Things people collect



stamps



coins



antiques

Outdoor activities



hiking



camping



rock climbing

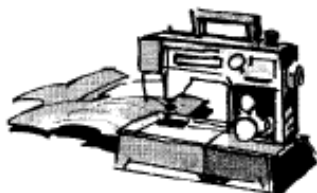


hunting



jogging

Creative hobbies



Caroline makes her own clothes. (= she makes clothes for herself; she doesn't buy them)



Barbara likes photography.



Brigit is mad about (= really likes) DIY. (DIY = do-it-yourself)

Note: With activities we can use different verbs – **play**, **go** and **do**:

*I often **go** camping in the summer.*

*I **do** aerobics to keep fit.*

*I **play** golf in the summer.*

2. Write *play* or *go*:

_____ football

_____ swimming

_____ golf

_____ ice-hockey

_____ walking

_____ volleyball

_____ ice-skating

_____ windsurfing

_____ sailing

_____ tennis

_____ dancing

_____ skiing

_____ fishing

_____ baseball

_____ climbing

3. Look at the pictures and identify the hobbies.

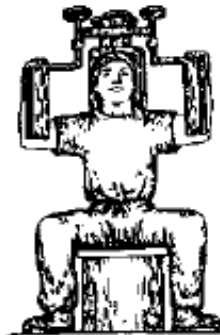
d) Say which hobbies are:

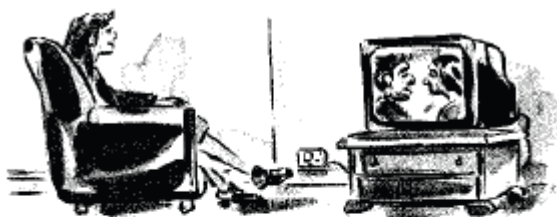
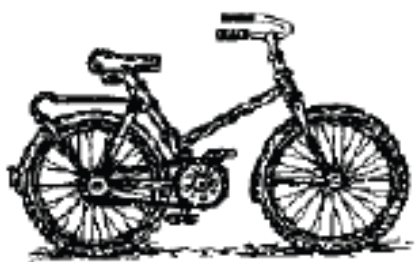
- most / less popular hobbies with children / older people
- traditional / old-fashioned / up-to-date hobbies
- expensive / cheap hobbies
- outdoor / indoor hobbies

e) Which hobby is:

- the most (least) suitable for young people?
- the most (least) suitable for old people?

- the most suitable for children?
- the most (least) suitable for men?
- the most (least) suitable for women?
- the most satisfying for everybody?
- the most active?
- the most dangerous?
- the most expensive?
- the funniest?
- the most time-consuming?
- the most interesting?
- the most boring?
- the noisiest?
- the cheapest?





11. Here are some people talking about their hobbies. Can you guess what the hobby is in each case?

1. I usually use colour, but sometimes you get a better effect with black and white. It really depends on the subject.

2. I really enjoy going round the shops and markets looking for a bargain.

3. I try to practise every day, but sometimes it's difficult because I don't like to disturb my neighbours too much. And one neighbour gets very angry if I play the same thing over and over again.

4. The great thing is you can do it when you like. I usually do it three or four times a week - either early in the morning, or after school. I only go for about 25 minutes but it really keeps me fit.

5. Obviously it saves me a lot of money; and in any case, I hate buying things in boutiques because so many things are badly made.

6. I joined a club because I wanted to get better, and I now play twice a week in the evenings. It has helped me a lot and I have a much better memory for all the different moves and strategies.

7. I think this is a very common hobby for people like me, who have a house but don't have much money. That's why I started, but now I think I do a better job than many professionals.

12. Complete these sentences with a suitable verb.

1. How often do you _____ jogging?
2. She _____ hiking because she wanted to get more exercise. Unfortunately, she didn't like it and she _____ it about six months later.
3. She has always _____ her own clothes; it's much cheaper than buying them.
4. He _____ old coins.
5. I _____ quite a lot of rock climbing when I'm on holiday.
6. I learnt to _____ the piano when I was at school.
7. I wanted to improve my chess, so I _____ a chess club.
8. I don't really _____ anything in my spare time.
9. He likes to _____ stamps and _____ photographs.
10. Do you like to be active in your spare time, or do you put your feet up and _____ .

➤ **Listening**

Part I
Choose a Holiday Course

1. **Read the online advert about four holiday courses.**



> Are you always bored in the holidays?

Choose one of our fantastic holiday courses - have fun, learn something new and make friends! All our courses are five days.

Course 1: Join a band
Do you love playing music, but you haven't got anyone to play with? This course is for you! Bring a musical instrument ... your guitar, your violin ... or just your voice! Meet other musicians and start a band. Learn how to make music together.

Course 2: Picture perfect
This course teaches you how to take fantastic photographs using modern digital cameras. But it's not just photography ... we also help you with your painting skills. Use your photos to paint personal pictures of people and scenery.

Course 3: Plain sailing

All you need to know about sailing. Don't bring equipment; we have everything you need. We take you to a beautiful area – only a 30-minute drive – and we sail in every type of weather. You learn to sail in groups of five ... so you make friends, too!

Course 4: A taste of Italy

Do you like Italian food? Do you want to learn how to prepare it? This course shows you how to make three simple tasty dishes. We have all the ingredients for delicious traditional Italian food. Have an amazing dinner party for your friends at the end of the course!

2. Which course is good for people who:

- a. want to meet new people?
- b. like singing?
- c. love cooking?
- d. like art?
- e. like to be in the open air?
- f. love the sea?
- g. like eating with friends?
- h. play a musical instrument?

3. These four people want to do a holiday course. Listen to them talking about their likes and dislikes (<https://eduhist.bsu.by/mod/resource/view.php?id=35810>). What do you think is the best course for each person? Work in groups of 3 or 4 and decide on holiday courses for each of them. Make sure you explain your choice.

Lucy, 28, Australia

Juan, 20, Spain

Cassia, 22, Brazil

Tom, 35, Great Britain.

4. Which of these holiday courses would you choose for yourself? Why?

Part II

Eye on the World

1. Listen to how people in Japan like to spend their free time (<https://eduhist.bsu.by/mod/resource/view.php?id=35809>). Write each free-time activity you hear.

Top 10 free time activities:

1. ...
2. ...
3. ...

2. Make a list of your own top ten free-time activities.

3. Make a top ten list of free-time activities in Belarus.

Творческие и исследовательские задания к разделу «2.1.8. Отдых и досуг»

Leisure survey

a) Read the results of the leisure survey and answer the questions.

1 Where was the survey?

2 What is it about?

LEISURE TIME SURVEY OF YOUNG ADULTS IN THE UK

In our online poll, we asked 1,000 young adults aged between 16 and 24 'How do you spend your free time?' Here are the results:

- ¹ _____ percent of young adults use the internet every day.
- The most popular leisure activity is going to the cinema: ² _____ percent say it is their favourite evening activity.
- 82 percent of people say they watch TV for more than ³ _____ hours a week, but only ⁴ _____ percent listen to the radio.
- 38 percent of young people watch live music, but only ⁵ _____ percent can play a musical instrument.
- Only ⁶ _____ percent of young adults play sport. Football, swimming and cycling are the most popular sports.

b) Try to guess where the numbers in the box go in the survey.

10	23	30	32	42	87
----	----	----	----	----	----

c) Listen to a radio news report about the results of the survey and check your guesses (<https://eduhist.bsu.by/mod/resource/view.php?id=35812>).

d) Make a survey about leisure activities of young people (aged between 16 and 20) in Belarus. Write about how young people of Belarus spend their leisure time. Point out how you personally spend your free time. Compare the results of your survey with the UK.

2.2. Грамматический практикум

2.2.1. Видовременные формы глагола. Активный залог

1. Insert appropriate present forms of the verb 'to be'.

A: Hi, Alex. How (1) _____ you?

B: Hello David. I (2) _____ fine and how (3) _____ you?

A: I (4) _____ fine.

B: How (5) _____ your sister? Where (6) _____ she now?

A: She (7) _____ in London. She (8) _____ learning English there.

B: Really? That (9) _____ wonderful! How about your parents?

A: They (10) _____ fine too. They (11) _____ in Cyprus now.

B: (12) _____ you busy tonight?

A: Not really, why?

B: We (13) _____ having a party. Would you like to come?

A: I'd love to.

B: Then come to our place at 7:00 p.m.

2. Fill in '*is, are, He is, She is, I am, They are*'.

1. How _____ your mum? — _____ fine, thanks.

2. How _____ your parents? — _____ OK.

3. How _____ you? — _____ very well, thank you.

4. How _____ your uncle? — _____ fine, thanks.

5. How _____ your children? — _____ OK.

6. How _____ Liz? — _____ fine, thanks.

7. How _____ your brother? — _____ very well, thank you.

3. Ask GENERAL questions (Yes/No-questions) to the sentences:

1. Paul is from France.

2. My father is a doctor.

3. Helen is 25.

4. His name is David.

5. The weather is nice today.

6. It is warm.

7. They are keen on football.
8. I am interested in music.
9. We are thirsty.
10. Kate is afraid of big spiders.

4. Ask SPECIAL questions to the sentences:

e.g. His name is John. (What...) → What is his name?

1. Her last name is Simpson. (What...)
2. It is a mobile. (What...)
3. They are from Ireland. (Where...)
4. My parents are in the office now. (Where...)
5. We are thirty years old. (How old...)
6. Helen is afraid of snakes. (What...)
7. David is interested in playing sport. (What...)
8. I am a singer. (What...)
9. I am late. (Why...)
10. My favourite sport is tennis. (What...)

5. Translate into English:

1. Вы студенты? – Да.
2. Откуда ты родом?
3. Они из Италии? – Да.
4. Линда врач? – Нет.
5. Сколько вам лет? – Мне 18.
6. Как ваша фамилия? Какой ваш номер телефона?
7. Ты женат? – Да.
8. Я не из России, я из Беларуси.
9. Он не из Англии, он из Австралии.
10. Сколько лет вашему другу? – Ему 20.
11. Кто вы по профессии? – Я доктор.
12. Ваш муж юрист? – Нет.
13. Твоя сестра студентка? – Да.
14. Вы актер? – Да.
17. Он из Японии? – Нет, он из Китая.
18. Ты увлекаешься чтением? – Нет.
19. Ты хорошо разбираешься в истории? – Да.
20. Вы из Испании? – Нет.

6. Complete the sentences with the Present Simple form of the verb in brackets. Make them positive (+) or negative (-).

1. Werugby at University (play +)
2. Wefootball (play -)
3. Theyin Brazil (live +)
4. Theyin Spain (live -)
5. Ia sister (have +)
6. Ia brother (have -).
7. I.....to work by bus (go +).
8. Ito work by car (go -).
9. Iin a flat (live +).
10. I in a house (live -).
11. Welong hours (work +).
12. Wein an office (work -).
13. Nickwith his family (live +).
14. Hewith friends (live -).
15. Paula car (have +)
16. Hea motorbike (have -)
17. Helenhome for lunch (go +)
18. Kateto school (go -).

7. Choose the correct sentence in each column.

a)

I am not smoke.

I don't smoke.

I not smoke.

b)

She drinks a lot of tea.

She drink a lot of tea.

She is drink a lot of tea.

c)

My brother haves a car.

My brother is have a car.

My brother has a car.

d)

Do you go to work by bus?

Does you go to work by bus?

Is you go to work by bus?

e)

Do he go to the cinema?

Is he go to the cinema?

Does he go to the cinema?

f)

Do you like ice-cream? - Yes, I am.

Do you like ice-cream? - Yes, I like.

Do you like ice-cream? - Yes, I do.

g)

Where do they usually walk?

Where are they usually walk?

Where does they usually walk?

h)

What do your father do?

What does your father do?

What is your father do?

i)

On Saturday I doesn't go out.

On Saturday I don't go out.

On Saturday I am not go out.

j)

He doesn't play tennis.

He isn't play tennis.

He don't play tennis.

8. Use the verbs in Present Simple.

A. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living room. We (to watch) TV and (to talk).

B. 1. My sister (to get) up at eight o'clock. She (to be) a schoolgirl. She (to go) to school in the afternoon. She (not to take) a shower in the morning, she (to take) a shower in the evening. 2. Jane (to be) a student. She (to be) fond of sports. She (to do) her morning exercises every day. For breakfast she (to have) two eggs, a sandwich and a cup of tea. After breakfast she (to go) to university. She (not to drive), she (to go) to university by metro. 7. Nick always (to do) his homework in the library. He (not to do) it at home. 8. She (to speak) French well, but she (not to speak) German.

9. Write questions to the sentences (general and special).

E.g. She studies at university. (Where)

→ *Does she study at university? (general)*

→ *Where does she study? (special)*

1. He likes coffee. (What)
2. Mike visits his parents on Fridays. (When)/ (What)
3. My father works in a hospital. (Where)
4. They study economics. (What)
5. Jane has breakfast at home. (Where)

6. Peter goes to the gym at the weekend. (When) / (What)
7. My friends live in the country. (Where)
8. Daniel washes his car every month. (How often)
9. My hobby is reading. (What)
10. My cousin lives in Vitebsk. (Where)
11. She is tired. (Why)
12. George teaches Spanish at university. (What)

10. Fill in 'am/is/are' or 'do /does' in the positive or negative form.

1.you from Spain? – Yes, I...
2.you live in Spain? – Yes, I ...
3.your brother a police officer? – Yes, he ...
4.your brother work in a hospital? – Yes, he...
5.you happy? – Yes, we...
6.you on holiday? – No, we...
7.you hungry? – No, I...
8.you married? – No, I...
9.you get up early? – Yes, I ...
10.you often work late? – No, I ...
11.you work on Saturdays? – Yes, I ...
12.your son a student? – Yes, he ...
13.your daughter study economics? – No, she ...
14.your wife busy now? – No, she ...

11. Look at the picture and ask questions with your partner about what the family are doing at the moment. Use the Present Continuous form.

e.g.: Mrs Black / sit? → Is Mrs Black sitting? – No, she isn't.

1. Mrs Black / stand?
2. Mrs Black / wear shoes?
3. Mrs Black / dance?
4. Mrs Black / smile?
5. Mr Black / sit on the floor?
6. Mr Black / cook?
7. Mr Black / watch TV?
8. Mr Black / read?
9. Kate / speak on the phone?
10. Kate / read?
11. Kate / have dinner?
12. Kate / drink cola?



12. Use the verbs in brackets in the Present Simple or Present Continuous forms.

1. His father (not to watch) TV at the moment. He (to sleep) because he (to be) tired. 2. Pat (not to cook) dinner at the moment. She (to talk) on the phone. She (to cook) dinner every Monday. 3. I (not to drink) coffee now. I (to write) an English exercise. 4. I (not to drink) coffee in the evening. I (to drink) coffee in the morning. 5. Your friend (to do) his homework now? 6. Your friend (to go) to school in the morning? 7. Look! The baby (to sleep). 8. The baby always (to sleep) after dinner. 9. My grandmother (not to work). She is on pension. 10. My father (not to sleep) now. He (to work) in the garden. 11. I usually (to get) up at seven o'clock in the morning. 12. What your sister (to do) now? — She (to wash) her face and hands. 13. When you usually (to come) home from school? — I (to come) at three o'clock. 14. Where your cousin (to work)? — He (to work) at a hospital. 15. Your sister (to study) at college? — No, she (to go) to school. 16. My cousin (to go) to school every day. 17. My mother (not to play) the piano now. She (to play) the piano in the morning. 18. When you (to listen) to the news on the radio? 19. Who (to make) breakfast for you now? 20. You (to read) a magazine and (to think) about your holiday at the moment? 21. They (to be) good dancers but they (not to go) to discos very often. 22. What she (to talk) about right now?

13. Choose the correct form of the verbs – Present Simple or Past Simple.

1. Yesterday Nick *works/ worked* late.
2. I usually *do /did* my homework myself, but yesterday evening my mother *helps / helped* me.
3. My grandfather often *visits / visited* us.
4. My younger sister *plays /played* with her toys yesterday evening.
5. We often *invite /invited* our relatives, and we *invite /invited* them last week-end.

6. Last week Terry and Jack went to the cinema, they *like /liked* the film a lot.
7. I *start / started* to learn English two years ago.
8. *Do /Did* you help your mother about the house last night? – Yes, I *do /did*. I *wash /washed* the dishes.
9. We had a party a week ago. We *dance /danced* a lot.
10. - What *do /did* you usually do on Sundays? – I *visit / visited* my grandparents. – What *do /did* you do last week-end? – My father and I *wash/washed* our car.

14. Rewrite the following sentences in the negative form.

*Model: We won a lottery last month. – We **didn't win** a lottery last month.*

1. Ted **worked** late last night.
2. I **came** home early yesterday.
3. She **found** a wallet in the street.
4. Two years ago my family **lived** in London.
5. We **lost** the match.
6. I **prepared** the report last week.
7. John **brought** some fruit.
8. My mum **cooked** a cake for the holiday.
9. Helen **bought** a new TV set last week.
10. They **built** that house 5 years ago.
11. You **played** the piano beautifully last night.
12. You **knew** all the answers.
13. They **were** late for classes yesterday.
14. John **went** on holiday two days ago.
15. Kate **studied** chemistry at university.
16. She **did** her homework quickly.
17. We **wanted** to spend the holiday in Spain.
18. They **gave** me a present.

15. Ask questions to the sentences in the Past Simple.

*Model: They **finished** late last night. (What time...?) → What time did they finish?*

1. They **left** early. (Did.....?)
2. We **walked** in the park on Saturday. (Where?)
3. Jimmy **played** with his friends. (What.....?)
4. Jim **came back** early. (What time.....?)
5. We **went** to Greece last year. (Where.....?)

6. They **flew** to New York. (Did?)
7. Sam **washed** his car last week. (Who.....?)
8. I **had** a big lunch. (What.....for lunch?)
9. Jane **drank** champagne yesterday. (Why?)
10. We **ate** a lot at the party. (Where?)
11. Tom **bought** a new car. (What.....?)
12. We **won** a lottery. (How much.....?)
13. I **enjoyed** the party a lot. (Why.....?)
14. I **got up** late this morning. (What time.....?)
15. We **decided** to spend the holiday in Italy. (Where.....?)

16. Steve and Adam are brothers, but they are very different. Steve is a very lazy person, he never does anything useful. Adam is very hardworking and helpful. How do you think, what Steve and Adam did / didn't do yesterday?

***Model:** I think, Steve didn't go to work, but Adam went to work.*

- go to work
- stay home
- wash his car
- use the Internet
- help his wife about the house
- call his friends
- clean the house
- wash the dishes
- watch TV
- listen to music
- relax
- work in the garden
- play video games
- do something useful

17. Use the verbs in brackets in the Past Simple or Past Continuous forms.

1. Lucy broke (break) her arm last week. It (happen) when she (paint) her room. She..... (fall) off the ladder.
2. The train (arrive) at the station and Paula (get) off. Two friends of hers, Jon and Rachel, (wait) to meet her.
3. Yesterday Sue(walk) along the road when she.....(meet) James. He..... (go) to the station to catch a train and he(carry) a bag. They..... (stop) to talk for a few minutes.
4. I (meet) a man in a pub once and he (tell) me this story. A friend of his..... (work) on his car one morning. This friend (have) a large dog. Before he..... (start) work, he had put the dog in the car and closed the

door. Well, he was under his car, (work) busily, when suddenly he (hear) a mechanical noise, and the car (start) to move forward. He (jump) up, but too late — the car (roll) slowly down the hill, and the dog (sit) at the wheel as if it (drive). Finally, it (come) to rest in a neighbour's garden.

5. When I (go) shopping, I (see) my friend. I..... (say) 'Hello!' and we..... (start) talking. While we (talk), a car (run into) a man on a bike. When we (see) the accident, I (phone) for an ambulance. While I (wait) for the ambulance, a policeman (arrive). He..... (ask) us some questions. The ambulance (come), while I (talk) to the policeman. The ambulance (take) the man to hospital and we (go) to a cafe for a cup of coffee. While we (drink) our coffee, we (discuss) the accident.

18. Use the verbs in brackets in the Past Simple or Past Continuous forms.

1. Peter (stay) at a seaside hotel on holiday when he (meet) his friend.
2. While I (have) lunch the sun (come) out again.
3. Who ... you (talk to) on the telephone when I came?
4. While Mary (read) the letter she (notice) many spelling mistakes.
5. She (go) to bed when suddenly she (see) a mouse.
6. We (sit) down to dinner when the doorbell (ring).
7. Mary's grandfather (hurt) his back while he (dig) in the vegetable garden yesterday.
8. While he (sleep), the doctor (arrive).
9. What ... she (wear) when you (see) her at the party?
10. What... she (want) when she (visit) you yesterday?
11. Somebody (knock) on the front door while I (have) breakfast.
12. How much money ... you (spend) last Christmas?
13. My father (give) me money and I (spend) it all in one day.
14. Peter (not/feel) very well, so he (consult) his doctor.
15. Where ...you (live) at this time last year?
16. Peter (not/look) at me as he (speak).
17. When the ambulance (arrive), the patient (sleep) like a child.
18. I (read) when he (call).
19. They (wait) for the bus when I (see) them.
20. What ...you (do) when you (see) them?

19. Put the adverbs in the correct place in the sentence.

1. Have you finished the report? (yet)
2. I've been to Australia. (never)
3. Tom has called. (just)
4. Has Tony lived in London? (ever)
5. We have done everything we planned. (already)

6. Jack hasn't given us the CD back. (yet)
7. Have you been to China? (ever)
8. Chris has visited his sister. (already)
9. Harry hasn't prepared for his trip. (yet)
10. Has Mary met Peter? (ever)
11. I have already done my homework. (already)
12. Mike has been to Rome. (several times)
13. We have been on holiday this year. (already)
14. Peter has washed his car. (just).
15. I have been to Spain. (never)
16. I have wanted to play the violin. (always)
17. Tom hasn't arrived. (yet).

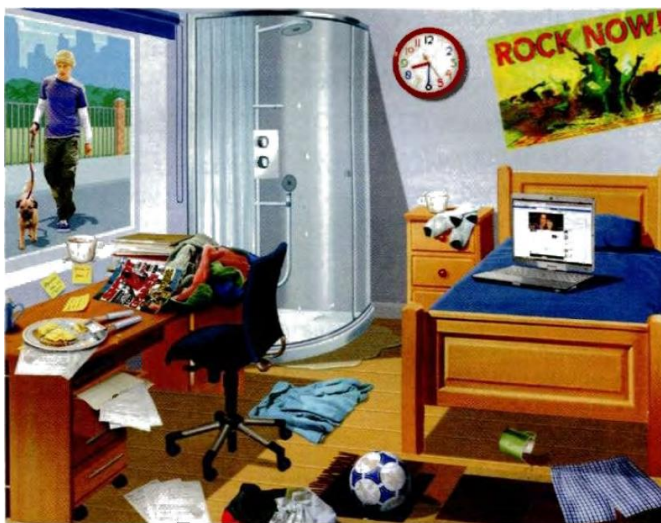
20. Write the sentences or questions in the Present Perfect using *already*, *just*, or *yet*.

e.g. he / arrive (already) → He has already arrived.

1. I / have/ breakfast (just)
2. You/ finish your homework? (yet)
3. The film/ start (already)
4. I/ not meet/ his girlfriend (yet)
5. They/ get married (just)
6. You are too late. He / go home (already)
7. You / speak to him? (yet)
8. I / not read his new book (yet)

21. Look at the picture of Max's room. Say which things from the list below he has already done, and which he hasn't done yet.

Model: *He has already made the bed.*



- make the bed
- wash up his coffee cups

- tidy his desk
- pick up his towel
- take the dog for a walk
- turn off his computer
- put his clothes in the cupboard
- have a shower
- have breakfast

22. Work with a partner. Find out if your partner has ever done these things. Ask ‘Have you ever...?’

Model: Have you ever jumped with a parachute? – Yes, I have / No, I haven’t.

- jump with a parachute
- fly in a helicopter
- travel abroad
- live in a foreign country
- cook for a lot of people
- ride an elephant /a camel
- sing a karaoke
- act on stage
- dive with an aqualung
- speak in public
- win a competition
- cheat in an exam
- fail an exam
- do an extreme sport
- write poems

23. Choose the correct sentence in each pair.

1. I saw Ryan yesterday.
I’ve seen Ryan yesterday.
2. Did you ever eat Chinese food?
Have you ever eaten Chinese food?
3. Tara won 5000 pounds last month.
Tara has won 5000 pounds last month.
4. I’ve never drunk champagne.
I’ve never drank champagne.
5. Sam has ever been to America.
Sam has never been to America.
6. Has your sister has the baby yet?
Has your sister had the baby yet?

7. I haven't done my homework yet.
I have done my homework yet.
8. Did she just bought a car?
Has she just bought a car?
9. Kate's not here. She went to Paris.
Kate's not here. She has gone to Paris.
10. You have met him when you were six.
You met him when you were six.
11. When have you been to France?
When were you in France?
12. Did you visit Pete last night?
Have you visited Pete last night?

24. Make up the dialogues like in the model. Use the Present Perfect and Past Simple.

Model:

- | | |
|--------------------------------|---|
| - Have you ever /be/ to Paris? | → - Have you ever been to Paris? |
| - Yes | - Yes, I have. |
| - When /you/ go there? | - When did you go there? |
| - I / go there/ last year. | - I went there last year. |

1.
 - Have you ever /see/ an elephant?
 - Yes
 - Where / you/ see it?
 - I / at the zoo.
2.
 - Have you ever /see/ a famous person?
 - Yes
 - Who /you / see?
 - I / see/ Brad Pit!
3.
 - Have you ever /take/ a driving test?
 - Yes
 - When /you/ take it?
 - I / take it / 2 years ago.
4.
 - Have you ever /lose/ money?
 - Yes
 - How much / you / lose?
 - I / lose / 300\$.
- 5.

- Have you ever /find/ anything in the street?
- Yes
- What / you/ find?
- I / find / a purse.
- 6.
- Have you ever /drive/ a Rolls Royce?
- Yes
- Really? When / you / drive it?
- I / drive it / some years ago.

25. Use the verbs in brackets in the Present Perfect Continuous form.

1. Will that music never stop? It (play) for two hours.
2. Turn the TV set off. The children (watch) it since morning.
3. Mary is learning to play the piano. She (practice) since breakfast time.
4. He (live) in the USA for many years but he still can't speak English properly.
5. I need a holiday. I (work) too hard for a long time.
6. Please, wake up Peter. He (sleep) for ten hours.
7. We (travel) for three days but we are still only halfway to London.
8. I (learn) English for many years.
9. How long ... he (read) this book?
10. Since when ... they (work) on the project?
11. She (study) medicine for 10 years.
12. He (read) in his room since early morning.
13. We (travel) for 2 years now.
14. They (drive) since 10 am.
15. Harry (write) the article since yesterday.
16. The kids (do) their homework since 4 pm.
17. Molly (cook) dinner for 3 hours.
18. I (exercise) since morning, I'm very tired.

26. Complete the sentences with 'for' or 'since'.

1. He has been playing computer games _____ years.
2. They have been writing the report _____ early morning
3. Kate has been sleeping _____ 12 hours.
4. They have been going to the movies every weekend _____ 5 years.
5. She has been driving _____ she was 18.
6. Eric and Tina have been studying together _____ Tuesday.
7. We have been living in this house _____ 10 years.
8. I have been jogging in the park _____ 9 a.m.
9. We have been talking on the phone _____ 3 hours.
10. That man has been standing there _____ five o'clock.

27. Answer the questions according to the example.

Model: *What are you doing? (cook) — I am cooking. I have been cooking for an hour.*

1. What are you doing? (write a letter)
..... a letter.
..... for twenty minutes.
2. What are you doing? (clean the kitchen)
..... the kitchen.
..... it for two hours.
3. What are you doing? (wait for him)
..... for him.
..... for him for ten minutes.
4. What are you doing? (learn new words)
..... new words.
..... them for thirty minutes.
5. What are you doing? (do a crossword puzzle)
..... a crossword puzzle.
..... it for fifteen minutes.

28. Choose the correct alternative – a) or b).

1. a) Ouch! I've cut my finger!
b) Ouch! I have been cutting my finger!
2. – Why are your clothes wet?
a) – I've washed my car.
b) – I've been washing my car.
3. – Wow! Your car is sparkling!
a) You've washed your car.
b) You've been washing your car.
4. The garden looks nicer.
a) Nick has planted a new tree there.
b) Nick has been working in the garden.
5. Sally hasn't done her homework yet.
a) She has been washing the dishes.
b) She has washed the dishes.
6. Your hands are white.
a) Have you cooked?
b) Have you been cooking?
7. We are tired.
a) We have walked too fast.
b) We have been walking too fast.
8. He is out of breath.
a) He has run.
b) He has been running.

9. I am free now.
 - a) I have done the homework.
 - b) I have been doing the homework.
10. The glass is empty.
 - a) Somebody has drunk the water.
 - b) Somebody has been drinking the water.

29. Use the verbs in brackets in the Present Simple, Present Continuous, Present Perfect or Present Perfect Continuous forms.

1. This man (to be) a writer. He (to write) books. He (to write) books since he was a young man. He already (to write) eight books. 2. What you (to do) here since morning? 3. Lena is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture. Now they (to cook) dinner together. 4. He (to run) now. He (to run) for ten minutes without any rest. 5. What they (to do) now? — They (to work) in the reading room. They (to work) there for three hours already. 6. Where he (to be) now? — He (to be) in the garden. He (to play) volleyball with his friends. They (to play) since breakfast time. 7. I (to live) in St. Petersburg. I (to live) in St. Petersburg since 1990. 8. This is the factory where my father (to work). He (to work) here for fifteen years. 9. You (to find) your notebook? — No! I still (to look) for it. I already (to look) for it for two hours, but (not yet to find) it. 10. You (to play) with a ball for three hours already. Go home and do your homework. 11. Wake up! You (to sleep) for ten hours already. 12. I (to wait) for a letter from my cousin for a month already, but (not yet to receive) it. 13. She already (to do) her homework for two hours; but she (not yet to do) half of it. 14. I (to wait) for you since two o'clock. 15. What you (to do)? — I (to read). I (to read) for two hours already. I already (to read) sixty pages. 16. It is difficult for me to speak about this opera as I (not to hear) it. 17. I just (to receive) a letter from my granny, but I (not yet to receive) any letters from my parents. 18. The weather (to be) fine today. The sun (to shine) ever since we got up. 19. Every day I (to wind) up my watch at 10 o'clock in the evening. 20. Come along, Henry, what you (to do) now? I (to wait) for you a long time. 21. Where your gloves (to be)? — I (to put) them into my pocket. 22. I (to stay) with some American friends in Chicago. I (to stay) with them for two weeks now. I (to have) a great time here. I (to take) the opportunity to improve my English. I already (to see) the towering skyscrapers of Chicago which are reflected in the rippling water of Lake Michigan. I just (to take) a picture of Chicago's Sears Tower which (to rise) 1,707 feet and (to provide) a panoramic view from the skydeck. 23. I (to go) to give that cat some food. I (to be) sure it (to starve). — But Jane already (to feed) the cat. You needn't do it.

30. Use the verbs in brackets in the Past Perfect form.

1. The movie was based on true events that (happen) 8 years before.
2. I washed the floor after the builders (leave).

3. When we arrived, the show (already/start).
4. Carla (not/be) to a rock concert before last night.
5. We couldn't get a room in a hotel because we (not/book) in advance.
6. The flowers died because I (not/water) them.
7. He told me he (learn) the poem by heart.
8. Larry couldn't use a computer because he (never/have) one before.
9. Dan couldn't drive because he (lose) his car keys.
10. By the time we got to the cinema, Paul (buy) the tickets.
11. Marta (get) a job before she moved to Berlin.
12. After he (publish) his book, I read his poems.
13. I watched a movie after I (take) a shower.
14. The teacher understood that Nick (not/do) his homework.
15. He (eat) all the sweets before they had dinner.
16. Kelly (clean) the house before she invited the guests.
17. I (book) a table before we arrived at the restaurant.
18. Lenny told me he (buy) new sneakers the day before.
19. The ambulance arrived after the accident (happen).
20. I (meet) your brother before we both entered university

31. Translate into English paying attention to the use of Past Perfect tense.

1. Он не пришел на вечеринку, потому что мы его не пригласили.
2. К тому времени, как мы вышли из дома, дождь прекратился.
3. Когда он пришел, урок уже начался.
4. Он поел после того, как завершил работу.
5. Почтальон дала мне письмо только после того, как я сказал ей свое имя.
6. Я понял, что уже читал эту книгу раньше.
7. Когда я вошел в класс, учитель уже объяснил новое правило.
8. Он не видел своего друга два дня и думал, что тот заболел.
9. Я никогда не летал на самолете до того, потому сильно волновался.
10. Перед тем, как уйти, Сэм проверил все сумки.

32. Ask questions with 'How long...?' and answer them like in the example.

Model: ... it been snowing when you went out? (for an hour) → How long had it been raining before you went out? – It had been raining for an hour.

- 1 ... it been snowing when you left the old house? (for 4 hours)
- 2 ... Eton been working before he retired? (for 20 years)
- 3 ... Mike been living there when Janet moved in? (for a fortnight)
- 4 ... they been studying German before they finally went to Berlin? (for 5 years)
- 5 ...the authors been working on the novel before they sent it to a publisher? (for 2 years).

6 ... Pele been playing football before he took part in that championship? (for 6 years)

7 ... the students been listening to the dialog before they could understand the basic meaning? (for an hour)

8 ... the children been playing before the granny called them? (for an hour)

9. ... you been waiting before Nick came? (for 2 hours)

10. ... it been knocking at the door before they finally opened? (for 10 minutes)

33. Use the verbs in brackets in one of the past tenses.

1. Yesterday afternoon Sharon (go)..... to the station to meet Paul. When she (get)..... there, Paul (already/wait)..... for her.

2. When I got home, Bill (lie) on the sofa. The television was on but he (not/watch)..... it. He (be asleep)..... and (snore)..... loudly. I (turn)..... the television off and just then he (wake up).....

3. Last night I (lie)in bed and (read)..... a book when suddenly I (hear)... a noise. I (get up)..... to see what it was but I (not/see).....anything, so I (go)back to bed.

4. I (meet)..... George and Linda yesterday as I (walk)..... through the park. They (go).....to a café for a drink and (invite)..... me to join them but I (must)..... meet a friend and (not/have)time.

34. Use the verbs in brackets in the Past Simple, Past Continuous or Past Perfect forms.

1. There (to be) two men in the room. One of them (to write) something while the other (to read) a newspaper. 2. He (not to tell) me that he (to receive) a telegram from her. 3. I (to ask) him if he (to know) where she (to live). I (to say) I (not to know) her address. 4. He (to ask) me if I (can) give him your address. 5. She (to say) that he (to give) her the wrong address. 6. I (to ask) him where he (to put) my letter. 7. He (to tell) us that they (to spend) all the money. 8. I (to sit) in an armchair and (to think) of my coming trip across the North Sea when the door suddenly (to open) and an old friend of mine whom I (not to see) for a very long time (to enter) the room. 9. She (to come) to see us just at the time when we (to have) dinner. It (to be) the first time I (to see) her. 10. I (to see) him just as he (to leave) the hotel. 11. I (not to see) him before we (to meet) at the con-cert. 12. He (to leave) the house before I (to have) time to ask him anything. 13. After spending several days in Paris he (to feel) lonely and (to want) to return home. 14.1 (to think) he already (to go) home. 15. I (to find) the old man in the garden. He (to talk) to some children who (to stand) around listening to him. 16. He (to speak) a language we never (to hear) before. 17. He (to tell) me he (to learn) it from the newspaper. 18. He (to enter) the room, (to take) something from the desk and (to go) out.

35. Read the sentences in column A and decide what to do. Use 'I think I'll...' and the ideas in column B.

e.g. It's raining. → I think I'll stay home.

A.

- 1 It's hot in this room.
- 2 I'm hungry.
- 3 My flat is in a mess.
- 4 I haven't got any money
- 5 I want some new glasses.
- 6 I'm cold.
- 7 I've just missed my bus.
- 8 There's a good film on TV.
- 9 My watch is broken.
- 10 It's Sally's birthday next week.

B.

- go to the optician's
- open a window
- buy a new one
- turn on the heating
- watch it
- take a taxi home
- get something to eat.
- go to the bank
- tidy it
- buy her a present

36. Choose the proper tense form to talk about the future.

1. She _____(go) to the store after work so she can't see you.
 - is going
 - will go
2. I _____(go) to the park tomorrow if I have free time.
 - will go
 - am going
3. My friends are coming around tonight. We _____(have) dinner together.
 - are having
 - will have
4. My friends _____(meet) at the library at 8 o'clock. We have just arranged about it.
 - are meeting
 - will meet
5. I hope he _____(do) his homework tonight. He has to get a good mark.
 - is doing
 - will do
6. _____(do) anything tomorrow evening?
 - Are you doing
 - Will you do
7. I can't come to your party as I _____(meet) my boss on Friday.
 - am meeting
 - will meet
8. I'm sure she _____(pass) her driving test. She was studying really hard.
 - is passing
 - will pass

9. I think our team ____ (win) the game. We are in our best form now.

- is winning
- will win

10. We _____ (have) a conference next Monday. I am so nervous about it.

- are having
- will have

37. Use the verbs in brackets in the proper tense form.

Ann: Hello, Kate. I am so glad you (to come) at last. Where you (to spend) the morning?

Kate: I (to be) in the bookstore choosing new books in English.

Ann: It (to rain) still? It (to be) rather dark in the room.

Kate: No, the rain (to stop), but the wind (to blow). On my way to your place I (to meet) Mary. You (to know) her?

Ann: Of course I (to know) her. I (to know) her since childhood. When we (to be) children, we often (to play) together. Where you (to meet) her? I (not to see) her for a long time. What she (to look) like?

Kate: She (not to change) a bit. She (to go) to the library when I (to meet) her.

Ann: What she (to tell) you?

Kate: She (to tell) me she recently (to return) from a very interesting trip and that she (to travel) a lot and (to see) many interesting things. She (to want) to see all her friends soon.

Ann: Oh, then she (to come) to see me, too, I (to think).

Kate: Yes, that (to be) a pleasant meeting, I (to be) sure. But what (to be) the time? My watch (to stop) and I (not to know) the exact time.

Ann: It (to be) ten minutes to three.

Kate: Oh, then let's begin working at once. At four o'clock I must go. My mother (to wait) for me at the metro station at a quarter past four.

38. Use the verbs in brackets in the proper tense form.

A. My wife and I (live) in our present house in the country for five years. We (move) here after our second child (be) born. We (live) in town for ten years, and then (decide) that as soon as we could afford it we (move) away from the smoke and the noise of the city centre, which we finally (do) in 1985. We never (regret) it. We (be) reminded of the wisdom of our decision every morning when we (draw) the curtains to see open fields stretching before us. When the children (have) breakfast they (rush) outside to play which they (do) whatever the weather.

B. Dear Ann,

I (receive) your letter about two weeks ago and (try) to find time to write you back ever since. I (be) very busy lately. For the past two weeks I (have) four tests, and I (have) another test next week. In addition, a friend (stay) with me since last Thursday. She (be) fond of sightseeing, so we (spend) a lot of time visiting some of

the interesting places here. Between showing her the city and studying for my exams, I barely (have) enough time to breathe.

Right now it (be) 3 a.m. and I (sit) here for five hours doing my studying. My friend's plane (leave) at 6.05, so I (decide) not to go to bed. That's why I (write) to you at such an early hour in the day. I (get) a little sleepy, but I would rather stay up. I (take) a nap after I (get) back from taking her to the airport.

How you (get) along? How your classes (go)? Please, write soon.

Love, Mary.

39. Use the verbs in brackets in the proper tense form.

1. Look, it (to get) late. I (to miss) the train if I (not to hurry).
2. Yesterday Tom and Janice (to go) to the zoo. They (to have) an adventure there. While they (to walk) by the giraffe, it (to begin) to chew Janice's hat.
3. Look here, Mike. Why you (to watch) TV instead of studying? If you (to have) your exam tomorrow, you will definitely fail it. Don't say I (not to warn) you.
4. Last night when I (to have) a shower, the lights (to go out). I (to have) to ask for help. Luckily, my parents (to be) at home.
5. – You (to fix) the computer? – Not yet. But I (to do) it when I (to have) some free time.
6. Yesterday when we (to drive) on the motorway late at night we (to see) a terrible accident.
7. – What you (to do) here? – I (to wait) for my friend. We (to go) to the cinema.
8. I'm tired of this weather. As soon as spring (to come), I (to play) tennis and jog in the park.
9. While I (to make) dinner last night, some oil (to catch) fire. I (to call) the firemen immediately. Luckily, everything (to end) well.
10. – When you train (to leave)? – In 20 minutes.
11. I (to fly) to Manchester tomorrow. My friend Mike (to meet) me at the airport.
12. Last year we (to go) on an adventure holiday near lake Michigan. We (to sleep) in tents, (to go) fishing or canoeing. We (to spend) a great time there.
13. Close the window. It (to rain). I'm afraid I (to catch) a cold.
14. As soon as I (to get) home tonight, I (to give) you a call.
15. – What you (to do) this weekend?
 - I (not to know).
 - Let's go to the cinema. There is a new film about war.
 - I already (to see) it. I (to see) it last week.
16. Carol and Jack (to be) married. They (to meet) at school and (to get) married 2 years ago.

40. Use the verbs in brackets in the proper tense form.

- A. You (look)..... tired, Polly. You (sleep) well last night?
B. No, not really. There (be) an accident at home last night.
A. Oh, what (happen)?
B. Tim (break)_ his leg.
A. Oh, no! How he (do)_____ that?
B. Well, I (have)_ a bath when the phone (ring). Tim (run) downstairs to answer the phone but he (slip) and (fall)
A. Oh, no.
B. Oh, yes. When I (reach) the hall he (lie) on the floor screaming. It was terrible!
A. So what you (do)?
B. I (call) dad at once and (phone) for an ambulance.
A. And your mum?
B. Oh, she (teach) an evening class at college and she (not/know) anything about it.
A. What a terrible evening! Poor you!

Творческие и исследовательские задания к теме «2.2.1. Видовременные формы глагола. Активный залог»

1. Analyze discourse: read the story. Some verbs are not in the correct tense. Cross them out and write the correct form of the verbs.

It was a strange night, there seemed to be a chill in the air. I decided to make a delicious vegetable soup, my mom's recipe, but when I tried to turn on my oven, I had noticed that the gas had been cut off. It has been very strange, however, I didn't care.

I was in the living room and choosing what film I would like to watch, when I feel a bit cold. I had gone up to the attic to turn on my heater, but it didn't work. What was happening?

When I went back down, I saw my phone's line was cut off. I decided to take my cellphone and had rung up my neighbor, Mr. Paul, a police officer in that area. He picks up and looks at me through the window and said slowly: "Don't move".

Suddenly, I was hearing a loud noise that sounded like a gun firing, and it was! Mr. Paul had fired at Manny Buffalo, a wanted robber!

The shot scared the robber and he had run away. I was relieved that nightmare will be over. Luckily, the police had caught the robber recently.

2. Watch the video «Our teachers - My daily routine» where some teachers talk about their regular daily routine (<https://www.youtube.com/watch?v=Kq0CQhCZ2jk>).

a) Put down the questions they answer. Take notes about their daily routines. Say what the speakers have in common.

b) Answer the questions from the video to talk about your daily routine.

b) Choose a job from the list (or think of another one) and imagine what their daily routine may be like. Describe it:

a doctor, a nanny, a lawyer, a bus driver, a librarian, a builder, a football couch.

3. What things have you done in life? Finish the sentences about your life experience using the Present Perfect. Compare your experience with your groupmates.

I havemany times.

Luckily, I haveonly once.

Unfortunately, I haveonly once.

I have never, but I'd love to.

I have never..... and I'm not going to.

4. Look at the pictures illustrating different emotions. Think of what may have caused these emotions. Answer the question *What has just happened?* about each picture.

Example: I think the man in picture 6 has just won a lottery.



1. _____



2. _____



3. _____



7. _____



8. _____



9. _____



4. _____



5. _____



6. _____



10. _____



11. _____



12. _____

5. The sixteen pictures make up two stories in the past. Work in pairs or in small groups and decide which pictures belong to which story. Afterwards put them in the right order. Then choose the story you like best and write a composition telling the story. Try to use the Past Simple, Past Continuous, Past Perfect and Past Perfect Continuous tenses and ways of linking ideas.



2.2.2. Согласование времен

1. Read the sentences and translate them into Russian bearing in mind the rules of the sequence of tenses.

1. We did not know where our friends went every evening. 2. We did not know where our friends had gone. 3. She said that her best friend was a doctor. 4. She said that her best friend had been a doctor. 5. I didn't know that you worked a bank. 6. I didn't know that you had worked at a hospital. 7. I knew that you were ill. 8. I knew that you had been ill. 9. We found that she left home at eight o'clock every morning. 10. We found that she had left home at eight o'clock that morning. 11. When he learnt that his son always received excellent marks in all the subjects at school, he was very pleased. 12. When he learnt that his son had received an excellent mark at school, he was very pleased.

2. Choose the correct verb form in brackets.

1. He says he (will come, would come) to the station to see me off.
2. He said he (will come, would come) to the station to see me off.
3. My friend asked me who (is playing, was playing) the piano in the sitting room.
4. I was sure he (posted, had posted) the letter.
5. I am sure he (posted, had posted) the letter.
6. I think the weather (will be, would be) fine next week. I hope it (will not change, would not change) for the worse.
7. I knew that he (is, was) a very clever man.
8. I want to know what he (has bought, had bought) for her birthday.
9. I asked my sister to tell me what she (has seen, had seen) at the museum.
10. He said he (is staying, was staying) at the Ritz Hotel.
11. They realized that they (lost, had lost) their way in the dark.
12. He asked me where I (study, studied).
13. I thought that I (will finish, would finish) my work at that time.
14. He says he (works, worked) at school two years ago.
15. Victor said he (is, was) very busy.
16. Now, being of old age, Sarah thinks her school years (were, had been) the happiest.
17. I knew that my sister (has/had) a problem.
18. I know that my sister (has/had) a problem.
19. I knew that my sister (will have/would have/had) a problem soon.
20. He said he (lived/has lived/had lived) in Moscow since 2005.
21. She asks me if the flight (has been cancelled/had been cancelled).
22. She asked me if the flight (had been cancelled/was cancelled).
23. Nobody knew what (will happen/would happen) next.
24. Mike said that he (didn't meet/hadn't met) Helen since they parted.
25. Kelly said that she (didn't want/doesn't want/hadn't wanted) to wear her hat.
26. We didn't expect that he (showed/will show/would show) us the film.

3. Use the following sentences as subordinate object clauses of complex sentences. Start with the phrase in brackets. Bear in mind the rule of the sequence of tenses.

Model: *They are leaving. (I knew) → I knew they were leaving.*

1. You will fall and break your leg. (I was afraid)
2. My friend has never been to Washington. (I knew)
3. She never drinks milk. (I was told)
4. He is a very talented singer. (We were told)
5. They live a happy life. (She knew)
6. The children are playing in the yard. (She thought)
7. Her friend will come to see her. (She hoped)

8. Father has repaired his bicycle. (He thought)
9. She knows English very well. (I supposed)
10. Our sportsmen will win the game. (We were sure)
11. He does not know German at all. (I found out)
12. She made no mistakes in her dictation. (She was glad)
13. He works at his English hard. (I knew)
14. She dances better than anybody else. (I was told)
15. My cousin has received a very interesting offer from his firm. (I learnt)
16. She will come to stay with us. (My aunt wrote in her letter)
17. He is painting a new picture. (We heard)
18. His new picture will be a masterpiece. (We were sure)

4. Use the verbs in brackets in the right tense form.

1. I knew they (to wait) for me at the metro station and I decided to hurry.
2. I didn't know that he already (to find) the job.
3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her.
4. He says that he (to know) the laws of the country.
5. Sofie understood why Lanny (not to come) the previous evening.
6. She asked me whether I (to remember) the legend about a faithful lion.
7. He understood that the soldiers (to arrest) that guy.
8. He could not understand why people (not to want) to take water from that well.
9. I suppose they (to send) us the answer as soon as they know it.
10. He said he (to leave) the next morning.
11. She says she already (to find) the book.
12. He stopped and listened: the clock (to strike) five.
13. She said she (can) not tell me the right time, her watch (to be) wrong.
14. I asked my neighbour if he ever (to travel) by air before.
15. The policeman stopped George and asked where he (to run) so early.
16. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.
17. Bob said he usually (go to bed) before midnight.
18. I wondered why Sam (leave) without saying a word.
19. Jane said she (can't afford) to buy a new car.
20. I hoped he (call) me soon.

5. Complete the gaps using the verbs in the right tense form.

1. Mary: I've seen this movie before.
Mary said she that movie before.
2. She has been to England twice.
I knew she to England twice.

3. He has to work hard.

He says he work hard.

4. Lucy: I will invite all my friends.

Lucy said that she all her friends.

5. Kate: I saw Tom this morning.

Kate says she Tom this morning.

6. She bought a new car.

I heard she a new car.

7. The kids are playing in the yard.

He said the kids in the yard.

8. Vicky: I've never met a celebrity.

Vicky mentioned that she a celebrity.

9. She is living in Greece.

She said she in Greece.

10. Mom: I will call you soon.

Mom said that she me soon.

11. He has to work hard.

He said he work hard.

12. They haven't applied for University yet.

They told me that they for University yet.

13. Harry: I will write to you.

Harry said that he to me.

14. They are sunbathing.

I saw they .

15. Ken: We are working together.

Ken says they together.

16. Bruce: I will move to Japan.

Bruce says that he to Japan

17. He's passed the exam.

He said he the exam.

18. Nancy: We are meeting in Red Square.

Nancy said that they in Red Square.

19. Jane: I can do it for you

Jane said that she do it for me.

20. He has to work hard.

He said he work hard.

6. Change the verb in the principal clause into a past tense and make the necessary changes in the subordinate clause.

Model: John says he has just arrived → John said he had just arrived.

A. 1. My uncle says he has just come back from the Caucasus. 2. He says he has spent a fortnight in the Caucasus. 3. He says it did him a lot of good. 4. He says he feels better now. 5. He says his wife and he spent most of their time on the beach. 6. He says they did a lot of sightseeing. 7. He says he has a good camera. 8. He says he took many photographs while travelling in the Caucasus. 9. He says he will come to see us next Sunday. 10. He says he will bring and show us the photographs he took during his stay in the Caucasus.

B. 1. Mike says he is sure Ann and Kate will be excellent guides. 2. He says they have made good progress in English. 3. Oleg says that in a day or two several English students will pay a visit to their school and he will probably have to act as an interpreter. 4. Ann says she has just met Nancy in the street. 5. She says Nancy told her a lot of interesting news. 6. Nick says he is going to the hotel to see his friends, who have just arrived in Moscow. 7. He says they have not been there for a long time. 8. He says they were friends at school. 9. He says he will take them to the theatre on Sunday. 10. They say they will text him a message when they return home.

7. Fill in the gaps in the sentences using the suitable verb form in the right column of the table.

1. She said that she at home then. She said that she late the day before.	had been was
2. He said that he free the next day. They said that they busy that day.	were would be
3. He said that they on holiday the week before. John said that she at the meeting the following Monday.	had been would be
4. Mom said that Jack at school that morning. They told us that they at the cinema on Saturday.	was had been
5. He told me that I early that night. The teacher said that the children outside then.	were was

8. Translate the sentences into English.

1. Я знал, что она работает на заводе, что у нее есть муж и двое детей.
2. Он полагал, что раньше его друг учился в университете.
3. Мы решили на прошлой неделе, что будущим летом мы все поедем в Москву.
4. Сестра сказала, что хочет повидать нас.
5. Я знала, что она очень занята.
6. Никто не знал, что вы ждете здесь. Пойдемте в дом.

7. Секретарь не заметил, что директор с кем-то разговаривает.
8. Лина сказала, что она дарит нам эту картину.
9. Она думала, что мы никогда не видели ее картины.
10. Все мы знали, что они уже поженились.
11. Они были уверены, что закрыли дверь на ключ.
12. Мы не знали кто победит.
13. Я был уверен, что ему понравилась эта пьеса.
14. Марк надеялся, что сдаст экзамен хорошо.
15. Я был уверен, что он будет выдающимся артистом.
16. В прошлом году они думали, что никогда не будут хорошо читать по-английски.
17. Я знал, что моя сестра изучает французский язык, и думал, что она поедет в Париж.
18. Мы не думали, что он так рассердится.
19. Ученый был уверен, что найдет решение проблемы.
20. Он пообещал, что бросит курить.
21. Джон написал родителям, что живёт в общежитии, у него своя комната.
22. Друзья позвонили нам из Рима и пожаловались, что там слишком жарко и шумно, и что они скоро вернутся домой.
23. Томас предупредил нас, что его мать не очень хорошо слышит.
24. Я пытался объяснить всем, что мне пора идти домой, но меня уговаривали остаться.
25. Мы знали, что Мартин недавно вернулся из Швеции, где он изучал шведский язык.

2.2.3. Страдательный залог

1. Choose the correct alternative, active or passive.

1. This house *built/ was built* last year.
2. The window *is breaking/ is broken*.
3. The post *delivers/ is delivered* every morning. The postman *delivers/ is delivered* it.
4. Bread *sells/ is sold* at the bakery.
5. Not everyone *eats/ is eaten* meat.
6. Water *uses/ is used* by people every day.
7. Breakfast *serves/ is served* at 8 a.m. at this hotel.
8. Mike *invited/ was invited* to the party.
9. Many important questions *discussed/ were discussed* at the conference.
10. Kate *gave/ was given* a new job and *sent/was sent* on a business trip.
11. The news programme *is watched / watch* by millions of people every day.
12. The Mona Lisa *painted / was painted* by Leonardo da Vinci.

13. The new cinema *will build / will be built* next year.
14. New pop groups *are much spoken / much speak* about among teenagers.
15. Alexander Pushkin's first poem wrote / *was written* when he was fourteen.
16. The letters *sent / will be sent* by post tomorrow.
17. The translation *was finished / were finished* two hours ago.
18. London *visited / is visited* by hundreds of tourists every year.
19. The dinner *be / will be* ready in an hour.
20. The dogs *took out / were taken out* three times yesterday.

2. Translate the sentences into Russian.

1. Breakfast was cooked by our mother.
2. The new rule was explained to us at the English lesson.
3. The story was written by Chekhov.
4. Yesterday the sports centre was visited by lots of people.
5. This sports game is often played at P.E. lessons.
6. The ball was thrown over the fence.
7. The boxer was knocked down.
8. I was born in Minsk.
9. They will be trained by a famous coach.
10. I will be sent to the competition tomorrow.

3. Choose the correct alternative, active or passive.

Nothing seems to be more American than baseball. Its tradition is clean and clear. People think that Abner Doubleday *invented/was invented* baseball in 1839 at Cooperstown, New York. They are mistaken, however, because baseball *didn't invent/wasn't invented* by Abner Doubleday. Moreover, there is no evidence to show that Doubleday ever *saw / was seen* a baseball game in his life. Unfortunately, most fans today still believe this myth of the game's origin. Fortunately, the sport's beginnings are much more interesting and varied than those that most people believe. In fact, of all popular American sports, only basketball *developed/was developed* by an individual. A man called James Naismith *assigned/was assigned* to create a co-educational, recreational sport and so he *produced/was produced* basketball. The truth is, baseball *imported/was imported* into America from England in a simple form. Many people *played/were played* cricket in the 19th century America and later, they picked up the game of baseball for recreation, because it did not have many rules. Until about 1860, cricket matches *attracted/ were attracted* large crowds, but baseball contests *watched/were watched* by only a few spectators, mostly women and children. In time, however, the combination of the two sports produced the beginning of baseball, as we know it today.

4. Write sentences from these words in Simple Passive. Some of the sentences are questions.

Model: (the mail / deliver / every day) → The mail is delivered every day.

(the mail / deliver / yesterday) → The mail was delivered yesterday.

Sentences 1-7 are present:

- 1 the office / clean / every day
- 2 how often / these rooms / clean?
- 3 glass / make / from sand
- 4 the windows / clean / every two weeks
- 5 this room / not / use / very much
- 6 we / allow / to park here?
- 7 how / this word / pronounce?

Sentences 8-15 are past:

- 8 the office / clean / yesterday
- 9 the house / paint / last month
- 10 my phone / steal / a few days ago
- 11 three people / injure / in the accident
- 12 when / this bridge / build?
- 13 I / not / wake up / by the noise
- 14 how / these windows / break?
- 15 you / invite / to Jon's party last week?

5. Use the verbs in brackets in the Present, Past or Future Simple Passive form.

1. My question (to answer) yesterday. 2. Hockey (to play) in winter. 3. Mushrooms (to gather) in autumn. 4. Many houses (to burn) during the Great Fire of London. 5. His new book (to finish) next year. 6. Flowers (to sell) in shops and in the streets. 7. St. Petersburg (to found) in 1703. 8. Bread (to eat) every day. 9. The letter (to receive) yesterday. 10. Nick (to send) to Moscow next week. 11. I (to ask) at the lesson yesterday. 12. I (to give) a very interesting book at the library last Friday. 13. Many houses (to build) in our town every year. 14. This work (to do) tomorrow. 15. This text (to translate) at the last lesson. 16. These trees (to plant) last autumn. 17. Many interesting games always (to play) at our PT lessons. 18. This bone (to give) to my dog tomorrow. 19. We (to invite) to a concert last Saturday. 20. Lost time never (to find) again. 21. Rome (not to build) in a day.

6. Translate into English using Present Simple Active or Present Simple Passive.

1. Я всегда хвалю моих друзей. 2. Меня всегда хвалят дома. 3. Он каждый день рассказывает нам что-нибудь интересное. 4. Ему каждый день рассказывают новости. 5. Мы часто вспоминаем вас. 6. Меня часто приглашают

в кино. 7. Майк часто приглашает Риту в кино. 8. Где хранят старые письма? 9. Где вы покупаете хлеб? 10. Почему вы всегда забываете эти правила?

7. Translate into English using Past Simple Active or Past Simple Passive.

1. Я посоветовал другу поступить в университет. 2. Мне посоветовали поступить в спортивную секцию. 3. Я показал доктору рану. 4. Меня показали доктору. 5. Я дал своей собаке мяч. 6. Питеру дали первый приз. 7. Вчера я попросил учителя помочь мне. 8. Вчера меня попросили помочь однокласснику. 9. Прошлым летом я научил сестру кататься на велосипеде. 10. Прошлым летом меня научили плавать.

8. Translate into English using Future Simple Active or Future Simple Passive.

1. Новые книги купят завтра. 2. Мы купим продукты вечером. 3. Мишу попросят рассказать о своем путешествии. 4. Завтра принесут новый фильм. 5. Завтра я принесу билеты. 6. Мой друг поможет мне с математикой. 7. Майклу помогут с немецким. 8. Когда отправят посылку? 9. Мы напишем тест на следующей неделе. 10. Когда проверят наши сочинения?

9. These things are (not) being done at the moment. Write sentences in Present Continuous Passive.

1. Look at that! A new supermarket in this street. (build)
2. Your car will be ready soon. It just (wash)
3. You can't see the horses, they now. (feed)
4. The exercises by the teacher at the moment (not to check)
5. Wait a minute please. The dinner for you. (prepare)
6. Because of the fire the children at their classrooms. (not to teach)
7. I can't use my PC. A new operating system on it. (install)
8. Christmas is coming and much more goods in shops. (display)
9. The birds by the children. (to watch)
10. He by the doctor now (not to examine)
11. The apartment at the moment? (to clean)
12. Our car now. It's in the garage. (not to fix)

10. These things were (not) being done at a particular time in the past. Write sentences in Past Continuous Passive.

1. It was really noisy on the beach. A new hotel next to it. (build)
2. I couldn't use my car because it (service)
3. When we entered the lion pavilion, the lions just (feed)
4. We had to take a detour because the road surface (repair)
5. The kitchen was in a mess. Meals for thirty diners (cook)
6. My PC slowed down when the new update on it. (install)

7. When the garages caught fire, our cars there. (to fix)
8. It was 10 o'clock and new orders anymore. (not to take)
9. I couldn't cross the road because the snow from it. (clear)
10. Harry forgot that the interview at three o'clock. (to hold)

11. These things have been done recently. Write sentences in Present Perfect Passive.

Our house has finally been renovated. There are many changes:

- ✓ The old roof (repair)
- ✓ Some inner walls (move)
- ✓ All the windows (replace)
- ✓ All the inner doors (repaint)
- ✓ A new exterior door (buy)
- ✓ A new bathroom (build)
- ✓ Central heating (install)
- ✓ Exterior walls (insulate)
- ✓ New plumbing systems (use)
- ✓ New floors (lay)

12. Transform these sentences from Active voice to Passive voice.

Model: Shakespeare wrote 'Romeo and Juliet'. → 'Romeo and Juliet' was written by Shakespeare.

1. We often invite our relatives to dinner on Sundays.
2. Popov invented radio in Russia.
3. Look! Someone has already opened all your letters.
4. Nobody has used this room for ages.
5. We will give you the keys tomorrow.
6. Someone is interviewing Dr Johnson at the moment.
7. The police caught a bank robber last night.
8. Sorry, we don't allow dogs in our safari park.
9. The postman will leave my parcel by the door.
10. Every four years people elect a new president in the USA.
11. My mum has made a delicious cherry pie for dinner.
12. George didn't repair my clock.
13. Wait a little, my neighbor is telling an interesting story.
14. My son can write some more articles about football.
15. You must clean your bedroom tonight.
16. At twelve o'clock the workers were loading the trucks.
17. They will show this film on TV.
18. They are building a new concert hall in our street.
19. When I came home, they had eaten the sweets.
20. They often speak of him.

13. Use the verbs in brackets in the correct form, active or passive.

- 1) The letters (type) at the moment.
- 2) Guernica (paint) by Picasso.
- 3) The parcel (not/deliver) yet.
- 4) Alpha Romeo cars (make) in Italy.
- 5) The thief (arrest) late last night.
- 6) The announcement (make) tomorrow.
- 7) This house (build) by my grandfather over sixty years ago.
- 8) At one time, the entire world(rule) by dinosaurs. Some dinosaurs (walk) on their hind legs and (stand) as tall as palm trees.
- 9) Disneyland is a world famous amusement park in Southern California. It (visit) by more than ten million people every year.
- 10) Many of us take water for granted in our daily lives, but people who live in the desert (not use) water carelessly. To them, each drop is precious.
- 11) I (not agree) with people who say space exploration is a waste of money.
- 12) Do you really think that we (invade) by creatures from outer space in the near future?
- 13). Most insects (live) for less than a year.
- 14) By now all the applicants (already, accept) by our university

14. Here is an emergency news bulletin. Use the verbs in brackets in the correct form, active or passive.

Good evening ladies and gentlemen. I (be) Charles Trump. I (report) from BBC news headquarters.

Earlier this evening an earthquake hit Cairo, Egypt. Many people (kill), many more (injure) and much of the city (destroy). Emergency teams (already/set up) all over the city. They (help) the injured. Firemen and local people (dig) in the wreckage as many people (still/trap). We (expect) a special, in-depth report from our reporters at any moment. As soon as we (hear) from them we will release another news bulletin. Anyone who (wish) to enquire about family or friends should ring the following emergency numbers - 010 888 for information.

We (be back) with the special bulletin.

A BBC special news team (leave) for Cairo immediately.

15. Translate into English.

1. Наш офис убирают три раза в неделю.
2. Его часто спрашивают о жизни в Китае.
3. В комнате чисто. Здесь убрали.

4. Я могу воспользоваться ксероксом? – Не сейчас. На нем сейчас работают.
5. В Беларуси показывают много зарубежных программ.
6. Нас пригласили на свадьбу, но мы не пошли.
7. На прошлой неделе у Питера украли сумку.
8. Когда был изобретен телефон?
9. Почему ты без машины? – Ее чинят.
10. Не входи в здание, там сейчас убирают.
11. Я родился в Минске. А ты где родился?
12. Актера спросили о его планах на будущее.
13. Ты слышал? Риту повысили по службе.
14. Кто написал эту книгу?
15. Мальчику не разрешили купаться в реке.
16. Эти книги используются для работы?
17. Холодильник только что починили.
18. Нас встретят на станции?
19. Их будут обучать английскому языку.
20. Когда чинили компьютер, кто-то постучал в дверь.
21. Эти документы просмотрены. Их можно отправлять.
22. Вас пригласят в зал и расскажут обо всех изменениях.
23. Эту статью должна прочитать вся группа.
24. Вчера нас послали в лабораторию.
25. Статья должна быть переведена к пяти часам.

Творческие и исследовательские задания к теме «2.2.3. Страдательный залог»

WOMEN INVENTORS

a) Look at the photos. Which six things do you think were invented by women?



- | | |
|-----------------------|-----------------------|
| 1. a dishwasher | 6. solar panels |
| 2. disposable nappies | 7. a washing machine |
| 3. windscreen wipers | 8. video entry phones |
| 4. lipstick | 9. nylon stockings |
| 5. a life raft | |

b) Watch the video and check your ideas
(<https://www.youtube.com/watch?v=2ZqX-3vxnEw>).

c) Discuss in class: which of the inventions mentioned do you think are the most important? Which ones could you live without?

A DOG'S TALE

a) Follow the link and watch the video
(<https://www.youtube.com/watch?v=FJobBwJaAow>). **Say which information in the sentences below is incorrect:**

1. Last Sunday the friends watched a romantic comedy.
2. The ghost in the film killed everybody.
3. After the film they decided to have a pizza.
4. The house was built about a hundred and fifty years ago.
5. David told a frightening story about a ghost of a woman.
6. The next morning Mat looked very fresh and active.

b) Watch the video again and note down all the passive forms you hear. There are eight of them.

c) Work in small groups of 3 or 4, retell the story of the dog ghost telling it in turns sentence by sentence.

2.2.4. Имя существительное

- 1. Divide the following words into two columns: countable and uncountable nouns.**

Bread, milk, apple, cheese, banana, lemon, water, bottle (of water), coffee, time, furniture, cake, salt, newspaper, paper, flower, man, vase, sugar, beer, air, jacket, hat, thing, hat, school, box, love, idea, leaf, food, computer, blood, job, work, language, street, country, baggage, traffic, weather, window, knowledge, advice.

- 2. Write the following nouns in the plural form. Mind the spelling while making changes.**

Book, computer, key, chair, picture, page, bus, watch, kiss, wish, match, diary, cherry, baby, fly, day, leaf, knife, tooth, foot, sheep, man, child, woman, goose, mouse, ox, wife, lorry, boy, day, box, potato, hero, radio, piano, city.

3. Rewrite these sentences in the plural making necessary changes.

Model: *There is a book on the shelf. → There are books on the shelves.*

1. It is a picture.
2. He is a businessman.
3. The box is on the table.
4. His tooth is aching.
5. She is a shop assistant.
6. The boy is playing in the park.
7. This child is 5 years old.
8. He is a nice person.
9. This house is old.
10. Look at that goose!
11. There is an empty glass on the table.
12. Your mouse is so pretty!

4. Choose the correct option.

- 1 I'm going to buy some new *shoe/shoes*.
- 2 Mark has brown *eye/eyes*.
- 3 Paula has short black *hair/hairs*.
- 4 The tour guide gave us some *information/informations* about the city.
- 5 We're going to buy some new *chair/chairs*.
- 6 We're going to buy some new *furniture/furnitures*.
- 7 It's hard to find a *work/job* at the moment.
- 8 We had *wonderful weather / a wonderful weather* when we were on holiday.
- 9 There is a new *building / buildings* in the city center.
- 10 It's autumn. The ground is covered with *leafs/leaves*.

5. Choose the correct form of the verb, the singular or the plural.

1. There *is/are* plenty of food. There *is/are* a lot of bread and milk.
2. Physics *was/were* my best subject at school.
3. Fortunately the news *wasn't/weren't* as bad as we had expected.
4. The police *want/wants* to interview me about the robbery.
5. Three days *isn't/aren't* long enough for a good holiday.
6. The trousers you bought *doesn't/don't* fit you. *They are/It is* too short for you.
7. Can I take your glasses? Mine *isn't/aren't* good enough.
8. Fifty dollars *is/are* too much to pay for these trousers.
9. The doctor and his assistant *have/has* already finished their work today.
10. Economics *is/are* a difficult subject to learn.
11. What *is/are* the news?
12. All his clothes *is/are* dirty.

6. Translate the following collocations into Russian.

Kate's glasses, a woman's name, the singer's voice, the artist's work, my grandfather's watch, my mom's purse, my brother's computer, Alice's phone, Jane's dog, Henry's apartment, Ted's hat, our sons' room, Mary and Peter's house, Kate's and John's cars.

7. Choose the correct option of the possessive case of nouns.

1. This is *Charlie's* / *Charlies'* bag.
2. This is my *uncles'* / *uncle's* house.
3. These *girls'* / *girl's* flowers are beautiful.
4. The *mens'* / *men's* cars are parked there.
5. There are *womens'* / *women's* dresses in this shop.
6. All *students'* / *student's* classes are canceled.
7. My *dad's* / *dads'* sister is my aunt.
8. *Cathy's* / *Cathys'* work is the best.
9. My *grandfather's* / *grand'sfather* room is upstairs.
10. That *cats'* / *cat's* eyes are green.

8. Make the possessive case of the nouns.

Model: *This is (bike, Mike) → Mike's bike*

1. We are in (restaurant, Nick)
2. She reads (poems, Pushkin)
3. Tony liked (photo, his friend)
4. Today I'm wearing (jeans, my sister)
5. (house, Susan) is very large.
6. I am using (laptop, Lisa)
7. The (answer, student) is brilliant.
8. We're meeting in (house, Jack).

9. Choose the correct option.

1. Do you like *Jane's cats* / *cat's Jane*?
2. I drive *my mother's car* / *my car's mother*.
3. Amelia is *my wife's sister* / *my sister's wife*.
4. This is *my flat's friend* / *my friend's flat*.
5. He is *Daniel's brother* / *brother's Daniel*.
6. He works for *his father's company* / *his company's father*.
7. She's *the wife's policeman* / *the policeman's wife*.
8. Don't do *your sister's homework* / *your homework's sister*!

10. Rewrite the sentences using the possessive case of the nouns.

Model: *This house belongs to Mr. Smith. → This is Mr. Smith's house.*

1. This kite belongs to that boy.

2. This bike belongs to Polly.
3. Those shirts belong to Emily.
4. These dresses belong to the girls.
5. This flat belongs to Jerry.
6. These shoes belong to the dancers.
7. This is the car of my dad.
8. He touched the tail of the cat.

Творческие и исследовательские задания к теме «2.2.4. Имя существительное»

1. Find the odd word in each chain of the nouns. Explain your choice.

e.g.: meat – tea – onions – butter ('onions' is a countable noun)

- 1) food – wine – juice – vegetables
- 2) trousers – glasses – news – scissors
- 3) idea – advice – knowledge – research
- 4) mice – men – goats – geese
- 5) water – potato – milk – bread
- 6) police – work – weather – furniture
- 7) ox – sheep – deer – swine
- 8) crossroads – spices – means – species

2. Look at the 's in these sentences. Analyze these forms. Write letter A if 's denotes possessive case, B – if it denotes the verb 'is'.

e.g. Peter's a nice man. → B ('s stands for 'is' in this sentence)

- 1 My brother's house is big.
- 2 His name's Jack.
- 3 Phillip's brother is an actor.
- 4 My son's wife is an actress.
- 5 His brother's very clever.
- 6 Helen's children are students.
- 7 Our mother's 50 next week.
- 9 Their father's an engineer.
- 10 Their father's car is new
- 11 Jane's husband is from Peru

3. Read the text about the Iglesias family.



Julio Iglesias is from Spain. He was the world's number one Spanish singer in the 1970s and 1980s, with songs like *Begin the Beguine*. He is now the father of a famous family, with eight children. His wife is a Dutch model called Miranda Rijnsburger. They have five children together.

Julio Iglesias also has three children – two sons and a daughter – from his marriage in the 1970s to actress Isabel Preysler, and they are now famous, too.

Julio Iglesias and Isabel Preysler's daughter, Chabeli, is a journalist in Washington. Chabeli's son, Alejandro, and her daughter, Sofia, are young children.

Julio Iglesias's sons are Julio Junior and Enrique. Julio Junior is a model, actor and singer. His songs are in English and Spanish. And his wife is Belgian model Charisse Verhaert.

Enrique Iglesias is also a famous singer. His home is in Miami, Florida, USA. And his wife is Russian tennis star Anna Kurnikova. They have three children.

Write if the statements below are true (T) or false (F).

- 1 Julio Iglesias's wife is called Miranda Rijnsburger.
- 2 Julio Iglesias is Chabeli's father
3. Isabel is Sofia's cousin.
- 4 Chabeli is Enrique's mother
- 5 Julio Junior is Isabel's brother.
6. Sofia is Enrique's niece.
- 7 Charisse is Julio Junior's wife.
- 8 Julio Junior is Sofia's nephew.
- 9 Chabeli's brothers are Julio Junior and Enrique.
- 10 Enrique's wife is Russian.

4. Look at the chart and find 8 words in the plural form. They may be only across (not down), either from left to right or from right to left.

S N E R D L I H C
 T N L E A V E S V
 O I N I T O I I J
 R W O M E N V P Z
 I T J S P E E H S
 E W O L V E S B I
 S P O R T S M E N
 F H E L P O E P R
 J Q Y M E U C P U

2.2.5. Артикль

1. Insert articles where necessary.

1. It's ... hat. It's ... big hat. It's ... big black hat.
2. It's ... picture. ... picture is nice.
3. It's ... map. It's ... big map. It's ... my map.
4. It's ... boy. It is ... little boy. He is clever.
5. It's ... jacket. It's ... nice jacket. It's ... nice fashionable jacket. ... jacket is big.
6. It's ... plan. It's ... clever plan. It's ... Billy's plan.
7. Mike is ...businessman. He is ... clever businessman. He is ... clever and talented businessman.
8. Mr Black is ... scientist. – Is he ... talented scientist? – Yes, he is. He is ... very talented scientist.
9. What's Mrs Thatcher? Is she ... shop assistant? – No, she isn't. She is ... actress. – Is she ... nice actress? – Yes, she is. She is ... very popular.
10. There isapple on plate. There are alsosome pears.apple is juicy,pears are not.
11. We have two children, ...boy and ...a girl.boy is ten, andgirl is three. They are ...clever nice children.
12. Where arechildren? – They must be ingarden.
13.most children likechocolate.
14. Many men do sports.
15. I don't likepotatoes very much.

16. I likesweets, especially ...chocolate. I often eatchocolate for ...breakfast. And I always drinktea with ...sugar. I usually put three spoons ofsugar intomy cup oftea. But I practically don't eat salt.
17. Do you like ...milk?
18. Please, putmilk intofridge after lunch.
19. I likesoups.
20.soup is really nice. – Yes, my mother is really good at cooking....soups.
21. Look! There iscat on the chair!cat is fat and funny!
22. Let's go to.....bed, I'm tired. – I'm tired, too. I need holiday. – But you've just been on ...holiday! – Right. But isn't itgood idea to go onholiday twiceyear?

2. Insert articles where necessary.

We are in (1)... Scotland. Its capital is (2)... Edinburgh. It is one of (3)... most beautiful cities in (4)... Great Britain. There are (5)... many places of interest here. (6)... monument to (7)... Walter Scott is in (8)... centre of (9)... city. (10) ... National Gallery of Scotland is also situated in (11)... centre. There is (12)... fine collection of (13)... pictures in (14)... gallery. (15)... Glasgow is (16) ... greatest city in (17)... Scotland. Scotland is (18) ... land of (19)... lakes. They are called “Lochs” there. Let us go now to (20)... Loch Lomond. What (21)... beautiful lake it is!

3. Identify and correct the mistakes in the use of articles.

1. Who cooks dinner in the your family?
2. Next to the window there is door.
3. We don't go to school on the Sunday.
4. There is a new bakery at corner of our street.
5. There is a cheese on the plate.
6. My aunt and my uncle are a teachers.
7. My friend's flat is a very spacious.
8. After the breakfast I go to school.
9. What did you have for lunch at the school on Wednesday?
10. We have good library at home.
11. She is a honest woman.
12. He went to an university.
13. I found the pen on a floor.
14. I need an advice.
15. The water is necessary for life.

4. Insert articles where necessary.

A. Moving to.... United States was most exciting thing I have ever done. I moved last year to New York.New York is exciting city, full of

adventure. In fact, I saw famous actor on street yesterday! Today, I have job interview at financial company. Company has offices all over world. I'm not sure that I have skills to get hired. I hope so.Company's office is on Main Street. That's same street my friend works on. If I get hired, I could meet him after work for drinks. That would be great. He's from Scotland. He works 8 hours day, 5 days week.

B. When I drive to work, usually.... highways are really busy. If there's.... accident during.... rush hour, it can be.... chaos on the roads.

I don't watch TV. I get news from Internet. I don't often go to cinema, either. I'm interested in finance. I heard....Euro is losing value, compared to....US dollar.

C. I like.... Japan. Crime is infrequent there. When I fly toJapan, I usually fly to....Narita Airport. The last time I was in Japan, I climbed....Mount Fuji. It was fun. I am tall. Japanese are generally shorter than I am.

5. Complete the conversations with the proper articles.

1.

A I think ___ men are more interested in football than ___ women.

B Hey! I'm ___ girl and I really like ___ football!

A Do you?

B Yes, my father was ___ professional footballer when he was young.

A Oh really? There's ___ good match on next Saturday. Would you like to come?

B Sure. If you pay for ___ tickets!

2.

A What do you use your iPad for?

B Well, I have a lot of ___ books. I love ___ reading.

A Me too. I'm reading ___ book by John le Carre at the moment.

B Really? What's it called?

A It's called *Tinker, Tailor, Soldier, Spy*.

B What's it about?

A It's about ___ spies, and the Cold War. There was ___ film of it, and it was also on ___ TV some years ago.

3.

In a café:

A Hello. What can I get you?

B I'd like ___ mineral water and ___ bacon sandwich, please.

A Would you like ___ sandwich hot or cold?

B Hot, please. And can I have ___ glass, please?

A Of course. Would you like me to close ___ window?

B No, I'm fine thanks. It isn't cold.

6. Read the story and fill in the gaps with articles where necessary.

Once there lived ... man who was very fond of ... gold. He used to say, "While I have my gold, I am ... happiest man in ... world." And so all his life he saved ... money. One day he was travelling in ... desert of ... North Africa. He lost his way. He had no ... food or ... water. He was almost dying of ... hunger. He was so weak that he could not walk, he could only crawl. ... heat was terrible. There were only ... stones and ... sand around. Just then he saw ... bag lying on ... sand. He hoped that he would find ... food in it and ... water, too. He crawled up to ... bag and opened it. He saw that ... bag was full of ... gold. What is ... use of ... gold to ... hungry man in ... desert? He left ... bag on ... hot sand, crying bitterly, "I am ... most unhappy man in ... world."

7. Read the story and fill in the gaps with articles where necessary.

Three men came to ... New York for ... holiday. They came to ... very large hotel and took ... room there. Their room was on ... forty-fifth floor. In ... evening ... friends went to ... theatre and came back to ... hotel very late. "I am very sorry," said ... clerk of ... hotel, "but ... lifts do not work tonight. If you don't want to walk up to your room, we shall make ... beds for you in ... hall." "No, no," said one of ... friends, "no, thank you. We don't want to sleep in ... hall. We shall walk up to our room." Then he turned to his friends and said, "It is not easy to walk up to ... forty-fifth floor, but we shall make it easier. On ... way to ... room I shall tell you some jokes; then you, Andy, will sing us some songs; then you, Peter, will tell us some interesting stories." So they began walking up to their room. Tom told them many jokes; Andy sang some songs. At last they came to ... thirty-sixth floor. They were tired and decided to have ... rest. "Well," said Tom, "now it is your turn, Peter. After all ... jokes, I would like to hear ... sad story. Tell us ... long and interesting story with ... sad end." "... story which I am going to tell you," said Peter, "is sad enough. We left ... key to our room in ... hall."

8. Use correct articles with the names of places.

1. ... Thames is ... short river. 2. ... Russia is washed by ... Arctic Ocean in ... north. 3. ... Europe is ... continent. 4. ... Europe and ... America are separated by ... Atlantic Ocean. 5. Is ... Asia ... island or ... continent? 6. This is ... map of ... world. Can you read ... map? What can you see on ... map? What ... colour are ... valleys on ... map? 7. ... Philippines are situated to ... southeast of ... Asia. 8. ... Irish Sea is between ... Great Britain and ... Ireland. 9. ... Shetland Islands are situated to ... north of ... Great Britain. 10. ... USA is ... largest country in ... America. 11. Columbus, who discovered ... America, was ... native of ... Genoa. 12. ... Rome is ... ancient town. 13. ... Ireland, ... Scotland and ... Wales are parts of ... United Kingdom. 14. What is ... name of ... ocean between ... America and ... Asia? — ... Pacific.

9. Use correct articles with the names of places.

1. United States is a large country in North America.
2. Canada is located in North America.
3. Amazon Rainforest is located in South America.
4. Australia is famous for its unique wildlife.
5. Sahara Desert is the largest hot desert in the world.
6. Tokyo is the capital city of Japan.
7. Himalayas are a mountain range in Asia.
8. Paris is known as the "City of Light".
9. Pacific Ocean is the largest ocean on Earth.
10. Egypt is home to the pyramids of Giza.
11. Nile River is the longest river in Africa.
12. Brazil is the largest country in South America.
13. Philippines is an archipelago in Southeast Asia.
14. New York City is often called "The Big Apple".
15. Netherlands is known for its tulip fields and windmills.
16. English Channel separates England from France
17. Congo River is one of the longest rivers in Africa.
18. Cape Town is a major city in South Africa.
19. United Kingdom consists of England, Scotland, Wales, and Northern Ireland.
20. Rome is famous for its ancient ruins and monuments.

10. Answer these geography questions using the map and the prompts in the box. Use 'the' if necessary. Sentences 1 and 2 are examples.



Alps	Amazon	Andes	Asia	Atlantic	Bahamas	Bangkok	Cairo
Jamaica	Kenya	Red Sea	Rhine	Sweden	United States		

- 1 *Cairo*is the capital of Egypt.
- 2 *The Atlantic* .. is between Africa and America.
- 3 is a country in northern Europe.
- 4 is a river in South America.
- 5 is the largest continent in the world.
- 6is the largest ocean.
- 7 is a river in Europe.
- 8 is a country in East Africa.
- 9 is between Canada and Mexico.
- 10are mountains in South America.
- 11is the capital of Thailand. Pacific
- 12are mountains in central Europe.
- 13is between Saudi Arabia and Africa.
- 14is an island in the Caribbean.
- 15are a group of islands near Florida.

Творческие и исследовательские задания к теме «2.2.5. Артикль»

1. Song “Sk8er boi”

a) Read the lyrics of the song “Sk8er Boi” (pronounced “skater boy”) by the Canadian singer-songwriter Avril Lavigne. Fill in the gaps with articles where necessary.

b) Listen to the song and check yourself (<https://www.youtube.com/watch?v=TIy3n2b7V9k>). Analyze and explain the use of articles in these contexts.

Sk8er Boi

He was ___boy, she was___girl
 Can I make it any more obvious?
 He was ___punk, she did ___ballet
 What more can I say?
 He wanted her, she'd never tell
 Secretly, she wanted him as well
 But all of her friends stuck up their
 nose

And they had___problem with his
 baggy clothes

He was___skater boy, she said, "See
 you later, boy"
 He wasn't good enough for her
 She had ___pretty face, but her head
 was up in___space
 She needed to come back down to
 ___Earth.

Five years from now, she sits at ___home
 Feeding ___baby, she's all alone
 She turns on TV, guess who she sees?
 Skater boy rocking up MTV
 She calls up her friends, they already know
 And they've all got tickets to see his show
 She tags along and stands in ___crowd
 Looks up at ___man that she turned down
 He was ___skater boy, she said, "See you later, boy"
 He wasn't good enough for her
 Now he's ___superstar, slamming on his guitar
 Does your pretty face see what he's worth? (Repeat)
 Sorry, ___girl, but you missed out

Well, tough luck, that boy's ___mine now
 We are more than just ___good friends
 This is how ___story ends.
 Too bad that you couldn't see
 See ___man that boy could be
 There is more than meets ___eye
 I see ___soul that is inside.
 He's just ___boy, and I'm just ___girl
 Can I make it any more obvious?
 We are in love, haven't you heard
 How we rock each other's world?
 I'm with ___skater boy
 I said, "See you later, boy"
 I'll be backstage after ___show
 I'll be at our studio
 Singing ___song we wrote
 About ___girl you used to know
 (Repeat)

2. Work in small groups of 3 or 4 and analyze the lyrics of any song or poem in English. Group the cases of using the articles and make your presentations to the class. Provide the full texts of the song/poem to make it possible to discuss the possible using of articles in different context.

2.2.6. Местоимение

1. Complete the sentences with object pronouns.

e.g. I don't know that woman. Do you know her?

- 1 I don't know those girls. Do you know ____?
- 2 I don't know that man. Do you know ____?
- 3 I don't know those people. Do you know ____?
- 4 I don't know David's wife. Do you know ____?
- 5 I don't know Mr Stevens. Do you know ____?
- 6 I don't know Sarah's parents. Do you know ____?
- 7 I don't know the woman in the black coat. Do you know ____?
- 8 I don't know the answer. Do you know ____?
- 9 I can't see those buildings. Do you see ____?
- 10 Hello, do you recognize ____? – Sorry, I don't recognize ____.

2. Complete the sentences with subject or object pronouns as in the model.

Model: I want to see her, but she doesn't want so see me.

1. **They** want to see **me**, but..... don't want to see.....
2. **She** wants to see **him**, but..... doesn't want to see.....
3. **We** want to see **them**, but..... don't want to see.....
4. **He** wants to see **us**, but..... don't want to see.....
5. **They** want to see **her**, but..... doesn't want to see.....
6. I want to see **them**, but..... don't want to see.....
7. **You** want to see **her**, but..... doesn't want to see.....

3. Complete the sentences with object pronouns.

e.g. We are not enjoying the party. It is awful!

- 1 It's a great song. I love ____
- 2 We can't speak Italian very well. Can you help ____?
- 3 The phone's ringing! Can you answer ____?
- 4 I often call Ellie, but she hardly ever calls ____
- 5 Can you go to the boss's office? She wants to see ____
- 6 Where are my keys? I can't find ____
- 7 Hello again! Do you remember ____? My name's Matt.
- 8 Lorna's in love with Nick, but he isn't in love with ____
- 9 Is Kate's boyfriend nice? I don't know ____
- 10 I don't like these shoes. Do you like ____?
- 11 We don't know this city. Can you tell ____ some places to visit?
- 12 This bar's very noisy. I really don't like ____
- 13 My sister works in Germany. I don't see ____ very often.
- 14 I'm free tonight. Do you want to come to the cinema with ____?
- 15 This exercise is very difficult. I can't do ____
- 16 Your bank manager called. He needs to speak to ____
- 17 My husband gets home late, but I always have dinner with ____.
- 18 George and Nora are really nice. I like ____
- 19 You have a message from Alice. Please call ____ on her mobile.
- 20 Our neighbours are very unfriendly. They never speak to ____

4. Insert possessive pronouns.

1. What's job? – I am a teacher.
2. What's ... job? – He is a doctor.
3. What's ... job? – She is a shop assistant.
4. What are ... jobs? – They are economists.
5. Is thisbag? – Yes, it is my bag.
6. Is this Mike's car? – Yes, it is ...car.

7. Is this ... house? – No, it isn't our house.
8. Is this Elisabeth's plan? – Yes, it is. It is ... plan.
9. Is this your son's notebook? – Yes, it is ...notebook.
10. Is this your daughter's flat? – Yes, it is ...flat.
11. Is this Nick and Sheila's child? – Yes, it is ...child.
12. Is Sam your son? – Yes, he is ...son.

5. Insert reflexive pronouns.

Model: *She is pleased with herself.*

1. I am angry with _____.
2. He fell down and hurt _____.
3. Tell me more about _____.
4. She believes in _____.
5. We are sure of _____.
6. They did everything _____.
7. Did you translate the text _____?
8. I saw everything _____.
9. The knife was sharp, and she cut _____.
10. They introduced _____.
11. Can you do many things _____?
12. Does your friend Nick often talk to you about _____?
13. Did your mother buy anything for _____ last week?
14. Are you always sure of _____?
15. Can a little child take care of _____?
16. Do you believe in _____?
17. Did the students answer all the questions _____?
18. Did you make the dress _____?
19. Children, you can't do that _____.
20. He lives alone, so he often speaks to_____.

6. Answer the questions. Say that the people did these things themselves.

Model: *Who bought that book for him? → He bought it himself.*

1. Who cooked your breakfast this morning?
2. Who helped them to translate the text?
3. Who helped the little girl to dress?
4. Who helped you to find the way?
5. Who cleaned your classroom?
6. Who washes her clothes?
7. Who broke his tape-recorder?
8. Who built their house?
9. Who helped her to do maths?

10. Who planted the garden in front of their house?

7. Choose the correct pronoun.

1. Bob is one of (*our, us, ours*) best pupils. 2. It isn't (*my, mine*) bag. I've left (*my, me, mine*) at home. 3. I've just waxed the floor. Don't walk on (*itself, it, its*) yet. 4. Let (*they, them, their*) read the story again. 5. Will you tell (*we, us, our*) about Great Britain? 6. Is this Mary's scarf? No, it is (*me, my, mine*). 7. (*Your, you, yours*) house is not far from (*our, us, ours*). 8. Whose cigarettes are these? They may be (*our, ours*) cigarettes. Oh, yes, they are (*our, ours*). 9. (*Our, ours*) car is faster than (*their, theirs*). 10. A friend of (*you, yours, your*) came to see (*we, us, ours*) yesterday. 11. We know (*they, them, theirs*) very well and both Peter and Nell know (*we, us, ours*). 12. You can do it without (*mine, my, me*) help but not without (*they, their, theirs*). 13. He couldn't lend me the dictionary because it wasn't (*he, him, his*). 14. She is writing a letter to an old friend of (*her, hers, she*). 15. This suitcase isn't (*us, our, ours*). There's somebody's name on it. 16. This is not (*my, mine, me*) car. (*My, Mine, Me*) is a 1995 model. 17. Could you help me sort out these things? I cannot tell which are (*your, you, yours*) and which are (*we, our, ours*). 18. (*You, your, yours*) ticket is on the table and where is (*her, she, hers*). 19. She first looked at the title of the story and then at (*her, she, hers*). 20. Can I borrow (*your, yours, you*) umbrella? - I'm sorry, it isn't (*me, my, mine*). 21. I'm sorry, but he's busy. Do you mind waiting for (*he, him, his*)? 22. Who told you about it? - A friend of (*you, your, yours*). 23. Don't ask for help. Do it (*you, yourself*). 24. Did he enjoy (*him, his, himself*) at the party? 25. Jill had lived by (*itself, herself, her*) before (*her, hers*) marriage, but now she was happy with her husband in (*their, theirs*) new house which (*her, hers*) husband had built (*him, himself, itself*).

8. Complete using personal, possessive and reflexive pronouns.

1. There can be no doubt that Shakespeare ... wrote this play. 2. We were in the park on ... own. 3. My roommate and I have to share a bookshelf. She keeps... books on the top two shelves, and I keep ... on the bottom two shelves. 4. Just between you and ..., I think Tom is going to lose ... job. 5. Our house is almost the same as our neighbours' house. The only difference is that... is grey and ... is white. 6. Jason has only ... to blame for the mistake he made. 7. Your cassette player sounds better than 8. My washing machine can switch ... off. 9. The children arranged the party by ... 10. Mrs Collins is better now. I saw ... down town yesterday. 11. Romeo and Juliet killed

9. Complete with 'some', 'any' or 'no'.

1. There are ... pictures in the book. 2. Are there ... new students in your group? 3. There are ... old houses in our street. 4. Are there ... English textbooks on the desks? — Yes, there are 5. Are there ... maps on the walls? — No, there aren't 6. I need ... sugar, ... flour, ... eggs, ... butter and ... milk to make a cake. 7. We haven't got ... milk. We can't make an omelette. 8. Bob always likes ... sugar in his

coffee. 9. Poor Oliver was hungry. He wanted ... bread. 10. He has got ... money. He can't spend his holidays in Switzerland and stay at luxury hotels. 11. There are ... flowers here in winter. It's very cold. 12. I can see ... children in the yard. 13. Dinner was not yet ready, so she gave the children ... bread and butter because they were hungry. 14. Do you want ... milk in your coffee? 15. Have you got ... time to spare? I'd like to ask you ... questions. 16. Is there ... cheese on the plate? 17. There is ... tea in the cup: the cup is empty. 18. There are ... buses today and I can't go shopping. 19. Please don't offer me ... chips. I don't want 20. Will there be ... concerts at the club next month?

10. Complete with 'some', 'any' or 'no'.

1. I'll lend you ... tie except the red one. 2. I haven't got... money on me. 3. Do you learn ... foreign languages? 4. ... people don't need an alarm clock in the morning. 5. Both the girls have ... relatives here. 6. John gave me ... good advice, but I didn't take ... notice. 7. I didn't get... letters yesterday. 8.... books are lying on the table, but there are... magazines there. 9. We haven't got ... time left. 10. I asked all the students in the class, but none of them answered ... of the questions. 11. He couldn't find ... books on geography at the local library. 12.... time ago I read about it in a magazine. 13. He wants ... more pudding. You can take it away. 14. There isn't... milk in the fridge but there is ... cream. 15. Most people like Tom but... don't. 16.... people are early risers. 17. What book shall I take? – ... you like. 18. The race will be held in ... weather. 19. I went to the manager to get ... information. 20. Go and ask him for ... paper. I haven't got ... in my desk. 21. There isn't ... white bread at the baker's. 22. Have ... more jam. It's very good indeed. – No, thank you. I don't want... . 23. ... time ago I came across this photo in an old magazine. 24. There aren't... matches left. We must buy25. Tomorrow there'll be a little free time to do ... shopping, but today there isn't... moment to spare for ... other business. 26. I'll sort out these old letters and throw ... away. 27. In ... countries military service is compulsory. 28. Phone me ... time you like tomorrow. I'll be at home all day. 29. I like ... water sports, but not all of them. 30.... news is good news.

11. Complete the following sentences with *something*, *anything*, *nothing* or *everything*.

1. She has to go to the supermarket. There isn't ... in the fridge. 2. I've had a terrible day. ... went wrong. 3. The young man is very upset. There is ... wrong with his car. 4. His grandparents like doing ... : cooking, playing board games, going to museums, visiting their friends. 5. She never says ... nice about her neighbours. 6. What do you want to drink? — I'm not thirsty. 7. Nobody told me ... about his problem. I could do ... to help him. 8. My husband taught his son ... he knows. 9. We've got ... to eat. We've got only ... to drink. 10. The student didn't understand ... because she heard

12. Complete the following sentences with *somebody, anybody, nobody* or *everybody*.

1. Don't tell ... about it. It's a secret. 2. Life is tough! ... has problems. 3. ... has eaten all the ice cream. That's terrible! ... will be able to have it for dessert tonight. 4. ... knows that water is necessary for life. 5. You must find ... who can help you. 6. I am not a perfectionist. ... is perfect in this world. 7. Is there ... in the office? 8. ... needs good friends. A friend in need is a friend indeed. 9. Has ... in this group got a dictionary? 10. ... left a bag in our classroom yesterday. 11. The question was so difficult that ... could answer it. 12. Is there ... here who knows French?

13. Complete the following sentences with *somewhere, anywhere, nowhere* or *everywhere*.

1. I can't find my book I have looked all over the house. 2. Johnny lives ... near Chicago. 3. It so happened that he had ... to go to. 4. I cannot find my glasses I always put them ... and then look for them for hours. 5. Do you live ... near them? 6. Is it ... in Russia? – Yes, it's ... in Russia. 7. Where are you going? – I am not going 8. I put my dictionary ... yesterday and now I can't find it – Of course, that is because you always leave your books 9. You must go ... next summer. 10. Did you go ... on Sunday?

14. Complete the following sentences with *someone (somebody), anyone (anybody), something, anything, nobody (no one), nothing, somewhere, anywhere, nowhere*.

1. It's too dark here. I can't see 2. Can I do ... for you? 3. They went... at all during the holiday. 4. It was very disappointing. Absolutely ... happened. 5. I want to tell you 6. Did you turn the oven off? I think I can smell... burning. 7. It was quiet in the room.... said anything. 8. Has ... seen Paul today? 9. Was there ... interesting in the paper yesterday? 10. ... likes to stay in town on a hot day. 11. Everyone was listening to the guide. ... said anything. 12. Speak louder. I don't hear 13. Is ... going to see the house today? 14. Are you going ... today? - No, I am not going... today. I am too tired. 15.... understood the rule and the teacher had to explain it again. 16. I know ... at all. 17. I can't add ... to what I've said. 18. There is ... waiting for you in the lobby. 19. I don't want... to eat. 20. He looked at my pictures but didn't say 21. The accident looked serious. Fortunately ... was injured. 22. That's a very easy question. ... can answer it. 23. There is ... interesting at his exhibition. 24. I don't think there is ... in the office. 25. I am bored. I'd like to go ... tonight. 26. I left the house without saying ... to her. 27. He's lazy. He never does 28. She's standing over there, near the bookshop. I think she is waiting for ... - 29. I can't find my watch I've looked all over the house. 30. The bus was completely empty. There wasn't... on it. 31. It's a stupid idea. Ask ... and they will tell you. 32. I don't know ... who speaks Chinese.

15. Translate into English.

1. Ты кого-нибудь видел? – Никого.
2. Я ничего не делаю сейчас.
3. Я хочу что-нибудь поесть.
4. Мы никуда не ездили.
5. Мы собираемся поехать куда-нибудь, где весело.
6. Мари с кем-то разговаривает.
7. Кто-то сказал мне новости.
8. Я никого не вижу здесь.
9. Мы хотим сделать что-нибудь интересное.
10. Ты что-нибудь хочешь?
11. Я не был голодный, потому я ничего не ел.
12. Я кое-что потерял.
13. Ты что-то ищешь? – Ничего.
14. Роман хочет тебе что-то сказать.
15. Все хотели получить автограф артиста.
16. Все, что у меня есть, принадлежит тебе.
17. В доме есть кто-нибудь? – Там никого нет.
18. На следующий день мой брат знал всех в команде.
19. В вашей библиотеке есть какие-нибудь книги Джека Лондона?
20. Кто-нибудь видел Кейт? Мы ее везде искали, но не можем нигде найти ее.
21. Никто ничего не знает об этой женщине. Она всегда сидит на скамейке и читает книгу.
22. На столе лежит что-то круглое. Что это такое?
23. В городе много парков. Везде деревья и цветы.
24. В той комнате кто-то есть, я вижу тень.
25. Анна живет где-то в этом районе.
26. Я никого не знаю в этом городе.
27. Кто-нибудь хочет прогуляться в саду?
28. Тем летом мы слышали эту песню повсюду.
29. Мне кажется, под столом что-то есть.
30. Если вы захотите с кем-нибудь пообщаться или куда-нибудь сходить, позвоните мне.

16. Fill in *many*, *much*, or *a lot of*.

1. We haven't got ... money.
2. She has ... free time, she's retired.
3. There is ... salt in the soup.
4. I haven't got ... time now. I have so ... work to do!
5. They drink ... coffee. – Yes, they drink too ... coffee.
6. We eat sugar.

7. Have you got ... time?
8. Has he got ... money in the bank?
9. Is therebutter on the plate?
10. Howmilk is there in the fridge?
11. She ate so ... dessert that she is in bed today with a stomachache.
12. There is not too ... space in my flat.
13. There are ... teachers at our school, and ... of them are women.
14. George drank so ... wine, and he smoked so ... cigarettes that he has a terrible headache today.
15. Mary must not eat too ... salt because she has problems with her blood pressure.
16. There are ... new pictures in this room.
17. ... of her advice was useful.
18. He had ... pairs of socks. I wonder why so
19. Please don't put ... pepper on the meat.
20. ... of their conversation was about the university.

17. Fill in the gaps with *little* or *few*.

1. I drink ... coffee. I don't like it.
2. He has got ... friends. I think he's lonely.
3. There is too ... soup in my plate. Give me some more, please.
4. Tom was the son of poor parents and had very ... clothes.
5. The Smiths have ... money. They aren't rich.
6. There are very ... scholarships for students in this university.
7. There is too ...light in the room.
8. There are very ...books on the bookshelf.
9. They havetime left.
10. There are ... mistakes in your test.
11. There isfurniture in their living-room.
12. They came back from the wood very sad because they had found very ... mushrooms.
13. There are very ... people I know in this town.
14. Have they got much money? – No, they haven't. They have ... money.
15. Is there much butter on the plate? – No, there is ...
16. There are ... cookies in the box. I should have bought more.

18. Insert *much*, *many*, *a lot of*, *little*, *few*.

1. My brother is a young teacher. He spends ...time preparing for his classes.
2. I know veryabout this writer. It's his first book I am reading.
3. Have you got ... questions?
4. Congratulations, Alice! There aremistakes in your test.
5. Oh, Tom, that's a shame! You have somistakes in your dictation again!
6. She has sobooks, but she is not fond of reading.

7. We have verytime, Ted. Please, hurry up!
8. There isfurniture in this bed-room, it's almost empty.
9. Have you got ... work tonight? – No, not ... – Lucky you are! I've got!
10. There are ...apples on the plate. There are alsobananas.
11. Is there ... sugar left? – No, there isn't ... sugar. But there issalt.
12. Can you lend me some money, Bella? – I haven't got ... money on me, sorry. Actually, I have very ...money.
13. Robert wrote so ... e-mails that he's never going to write an e-mail again.
14. His father earned ... money, but he enjoyed his job, anyway.
15. She ate so ... ice cream that she's going to have a sore throat.
16. Does your sister read ... ? – Yes, she does. And your brother? – Oh, he doesn't. He has so ... books, but he reads very
17. These students always ask ... questions at the lesson. They want to know everything.
18. Fred is very busy at his job. He has ... time for other things.

19. Translate into English

A.

1. Зимой на улице много снега.
2. Я люблю, когда в пицце много сыра.
3. У меня масса времени.
4. У Джека так много денег!
5. В супе слишком много соли, я не могу его есть.
6. На представлении было много людей.
7. На столе было много апельсинов и яблок.
8. Во дворе много детей?
9. На улице много машин?
10. У меня к вам много вопросов.

B. Мало домов, мало чая, мало чашек, мало яблок, мало окон, мало света, мало бумаги, мало кофе, мало статей, мало радости, мало деревьев, мало травы, мало детей, мало игрушек, мало столов, мало мяса, мало сока, мало книг, мало цветов, мало соли, мало друзей, мало одежды, мало информации, мало знаний.

20. Insert *little/ a little, few/ a few*.

1. I havemoney, so we can go to the cinema.
2. I havemoney, so we can't buy a car.
3. Give meapples, please.
4. He has veryfriends here, he's new.
5. Have you gottime for me now? I've gotquestions to you. – Sorry, I've gottime at the moment. There are people waiting for me.
6. We must hurry up! We have time and plenty of work!
7. This town is not interesting to visit, so tourists come here.
8. Jill has got too.....patience to be a teacher.

9. Would you like some milk in your coffee? – Yes, please.
10. He is not busy today, he has to do.
11. The city is modern. There are very old buildings.
12. We can't make a cake. We've gotflour.

21. Some of these sentences need "a". Put "a" where necessary.

1. She's lucky. She has got few problems.
2. Things are not going so well for her. She has few problems.
3. Can you lend me few dollars?
4. I can't answer you at the moment. I need little time to think.
5. There is little traffic, the streets are nearly empty.
6. There are few cars in the street, it's nearly empty.
7. Is the cafe empty? – No, there are few people there.
8. I don't know much Spanish – only few words.
9. Your test is wonderful – you've got only few mistakes.
10. Are you busy tonight? – Not really, I've got little work to do.
11. Are you free on Saturday? – I'm afraid, not. I've got little work to do.
12. Oh, there is little milk left! We shall go and buy some.
13. The soup is quite good, but there is too little salt in it.

Творческие и исследовательские задания к разделу «2.2.6. Местоимение»

SONG

a) Listen to the song "If You Love Somebody, Set Them Free" by the English singer Sting (<https://www.youtube.com/watch?v=LSGI3d4KOMk>). Complete the gaps in the lyrics below with the missing pronouns. Use the prompts from the right column opposite each verse.

If you need _____ Call _____ name If you want _____ You can do the same If you want to keep _____ precious You got to lock it up and throw away the key If you want to hold onto _____ possession Don't even think about _____	someone somebody something your my me
<i>Chorus</i> If you love _____ If you love _____ If you love _____ If you love _____, Set _____ free	someone (x2) somebody (x2) them

If it's a mirror you want Just look into _____ eyes Or a whipping boy _____ to despise Or a prisoner in the dark Tied up in chains you just can't see Or a beast in a gilded cage That's all _____ people ever want to be	some someone my
<i>Chorus</i>	
You can't control an independent heart Can't tear the one you love apart Forever conditioned to believe that we can't live We can't live here and be happy with less So _____ riches So _____ souls With _____ we see that we want to possess	everything many (x2)
If you need _____ Call _____ name If you want _____ You can do the same If you want to keep _____ precious You got to lock it up and throw away the key If you want to hold onto _____ possession Don't even think about _____	someone somebody something your my me
<i>Chorus</i>	

b) Analyze the use of pronouns in these contexts. Group them according to their type. Make sure you also include all the personal pronouns which were not omitted from the lyrics.

2.2.7. Имя прилагательное. Наречие

1. Make adverbs from the following adjectives.

bad dangerous careful easy cheap fast good hard loud polite beautiful
 incredible fashionable casual perfect healthy nice kind noisy quiet slow

2. Choose the correct word – adjective or adverb.

1. He always does his homework (quick, quickly).
2. Her homework is usually (good, well).
3. He writes (correct, correctly).
4. He speaks English (good, well).
5. The boys played (quiet/quietly).
6. My little sister draws (good/well).
7. Mr. Slow is a bad worker. He works (slow and bad, slowly and badly).
8. He never speaks (angry, angrily).
9. He never says (angry, angrily) words.
10. Silvia has a strong voice. She always sings (loud, loudly).
11. My cousin is a very (beautiful, beautifully) girl.
12. He is also (good, well) at literature and history.
13. She's always very (polite, politely).
14. When she steps on somebody's foot, she says, "I'm (terrible, terribly) sorry."
15. I try not to go to bed (late, lately).
16. They make (great, greatly) progress with their studies.
17. He behaves (good, well).
18. His essays are usually (good, well).
19. It's not (easy, easily) to play football.
20. Fast food is incredibly (unhealthy, unhealthily).

3. Fill in the words in brackets as adjective or adverb.

- 1) The bus driver wasinjured. (serious)
- 2) Kevin looked at her (warm)
- 3) This hamburger tastes (awful)
- 4) Bewith this glass of milk. It's hot. (careful)
- 5) Robin looks What's the matter with him? (sad)
- 6) Jack isupset about losing his keys. (terrible)
- 7) This steak smells (good)
- 8) Our basketball team playedlast Friday. (bad)
- 9) Don't speak so I can't understand you. (fast)
- 10) Mariaopened her present. (slow)
- 11) He ...left the room. (quick)
- 12) Mandy is agirl. (pretty)
- 13) The class isloud today. (terrible)
- 14) Max is a ... singer. (good)
- 15) You can open this tin..... (easy)
- 16) It's a day today. (terrible)
- 17) She sings (good)
- 18) Jack is adriver. (careless)
- 19) He drives the car (careless)
- 20) The dog barks (loud)

4. Complete each sentence using the words from the table in the correct adjective or adverb forms.

careful	complete	continuous	financial	fluent
happy	nervous	perfect	quick	special

1. Our holiday was too short. The time passed very ...
2. Tom doesn't take risks when he's driving. He's always ...
3. Sally works She never seems to stop.
4. Alice and Stan are very ... married.
5. Monica's English is very ... although she makes a lot of mistakes.
6. I cooked this meal ... for you, so I hope you like it.
7. Everything was very quiet. There was ... silence.
8. I tried on the shoes and they fitted me
9. Do you usually feel ... before examinations?
10. I'd like to buy a car but it's ... impossible for me at the moment.

5. Choose the correct word.

- 1 - He works
hardly
hard
- 2 - He looked at the picture
closely
close
- 3 - They do any work.
hardly
hard
- 4 - She always speaks of her children.
high
highly
- 5 - It's supposed to be a secret, but it is known.
widely
wide
- 6 - The dentist asked her to open her mouth
widely
wide
- 7 - That idiot crashed into us!
near
nearly
- 8 - He always comes
late
lately

9 - She's been coming here every day

late

lately

10 - Pensioners can travel on local buses.

free

freely

11 - He lives quite.....

nearly

near

12 – In some countries you can't speakabout religion.

free

freely

6. Translate into English.

1. Игорь – хороший футболист. Он хорошо играет в футбол.
2. Ты выглядишь уставшим. Ты пошел спать поздно вчера? – Нет, но я встал рано.
3. Салли выглядит симпатично.
4. Джейн красиво поет. У нее красивый голос.
5. Я не могу ждать терпеливо. Я нетерпеливый человек.
6. Какие шумные дети! Они играют очень шумно.
7. Пирог вкусно пахнет.
8. Ты все делаешь очень медленно. Почему ты такой медлительный?
9. Начальник посмотрел на нас зло. Он был очень зол.
10. Стив неосторожный водитель. Он слишком быстро ездит.
11. Они тихонько вошли в комнату.
12. Пожалуйста, тише!
13. Посмотри! Этот котенок такой смешной!
14. Мы усердно учились весь семестр и сдали экзамены успешно.
15. – Давай выйдем погуляем сегодня. – Звучит интересно.
16. Пожалуйста, относись к Кейти дружелюбно.
17. Я покупаю продукты ежедневно.
18. Я высоко ценю вашу помощь.
19. Я всегда стараюсь одеваться красиво.
20. Тед тщательно обыскал комнату, но кольцо не нашел.
21. Нам было холодно.
22. Бабушка тепло посмотрела на внука.
23. Ты повел себя трусливо.
24. Она осторожно взяла ребенка и положила его на кровать.
25. Команда плохо сыграла в полуфинале. Вообще, они не плохая команда.
26. Какой симпатичный ребёнок!

7. Complete the gaps with the expression *as ... as...* or *not as ... as ...* using the adjectives provided.

1. This pear is ... that one. (hard)
2. This horse is ... that one. (strong)
3. These trousers are ... those ones. (expensive)
4. She is ... she looks. (not / old)
5. The town center was ... usual. (not / crowded)
6. I'm sorry I'm late. I got here ... I could. (fast)
7. I'm quite tall, but you are taller. I'm ... you. (not / tall)
8. Rome is ... Athens. It was built later. (not / old)
9. My room is bigger than yours. Your room is ... mine. (not / big)
10. I'm ... he is. He is much taller than me. (not / tall)
11. My car is ... yours. You can drive faster. (not / fast)
12. I'm ... my sister. We were both born in 1990. (old)
13. She sings ... her sister. They are both really good singers. (well)
14. This curtain is ... the other one. (long)
15. She is ... her brother. She is slimmer. (not / fat)
16. The film was ... I expected. I really enjoyed it. (interesting)
17. This exercise is ... the other one. It's very simple. (easy)
18. His computer was ... mine. We paid the same price. (cheap)

8. Give the comparative and superlative of the following adjectives.

Model: fast – faster – the fastest

interesting – more interesting – the most interesting

Polite, good, strong, beautiful, important, wide, difficult, easy, slow, bad, happy, patient, dangerous, fortunate, small, large, expensive, clever, comfortable, rich.

9. Write sentences using comparative adjectives and adverbs.

Model: He's / happy / his wife → He's happier than his wife.

- 1 Surfing is / exciting / fishing
- 2 Spain is / hot / France
- 3 The sandwiches are / expensive / the drinks
- 4 David speaks Italian / good / Kim
- 5 Sydney is / far from London / Delhi
- 6 He's / tall / brother
- 7 Claire works / hard / Sally
- 8 The traffic at 8.30 is / bad / the traffic at 9.30
- 10 Harry writes / quickly / Paul

10. Complete the sentences using a comparative form. The first sentence is an example.

- 1 Helen's car isn't very big. She wants a *bigger* one.

- 2 My job isn't very interesting. I want to do something
- 3 You're not very tall. Your brother is
- 4 David doesn't work very hard. I work
- 5 My chair isn't very comfortable. Yours is
- 6 Your idea isn't very good. My idea is
- 7 These flowers aren't very nice. The blue ones are....
- 8 My bag isn't very heavy. Your bag is
- 9 I'm not very interested in art. I'm in history.
- 10 It isn't very warm today. It was yesterday.
- 11 These tomatoes don't taste very good. The other ones tasted
- 12 Britain isn't very big. France is
- 13 London isn't very beautiful. Paris is
- 14 This knife isn't very sharp. Have you got a one?
- 15 People today aren't very polite. In the past they were....
- 16 The weather isn't too bad today. Often it is much.....

11. Work with your partner. Ask and answer these questions using comparative degree of adjectives. Make sure you give full answers.

Model: Which is (cheap) ____, gold or plastic? → Which is cheaper, gold or plastic? – Plastic is cheaper.

1. Which city is (big) ____, Minsk or Tokyo?
2. Which is (cold) ____, Africa or Siberia?
3. Which is (noisy) ____, life in the country or life in a city?
4. Which is (exciting) ____, life in the country or life in a city?
5. Which is (expensive) ____, gold or plastic?
6. Which is (cheap) ____, travelling by coach or by plane?
7. Which is (comfortable) ____ for you, travelling by car or travelling by train?
8. Which holiday is (good) ____ for you, at sea or in the mountains?
9. Which is (interesting) ____ for you, reading or watching TV?
10. Which is (interesting) ____ for you, doing sport or dancing?
11. Which is (easy) ____ for you in learning English – reading or listening comprehension?
12. Which is (difficult) ____ for you in learning English – learning grammar or speaking?

12. Use the adjectives in brackets in the superlative form.

In our class, Sarah is (tall) → *the tallest*. She always stands at the back during our group photos. Mark is (small), but he's also (fast) runner. During our race yesterday, he was the first to reach the finish line. Lisa is (good) singer in our class. Everyone loves listening to her songs. Timmy is (bad) at math, but he's (funny). He always makes us laugh with his jokes. Kate has (big) backpack. She can fit all her

books and stationery in it. Natalie has (long) hair. It almost reaches her waist. Ben has (hot) lunch. His mom always packs him spicy food. Jack is (strong). He can lift (heavy) weights in our gym class. And finally, Anna has (nice) smile. It brightens up everyone's day.

13. Complete the sentences using a superlative.

- 1 This building is very old. It's the oldest building in the town.
- 2 It was a very happy day. It was..... of my life.
- 3 It's a very good film. It's..... I've ever seen.
- 4 She's a very popular singer. She's..... in the country.
- 5 It was a very bad mistake. It was..... I've ever made.
- 6 It's a very pretty village. It's..... I've ever seen.
- 7 It was a very cold day. It was..... of the year.
- 8 He's a very boring person. He's..... I've ever met.
2. The sunset was very beautiful. It was sunset I've ever seen.
3. The exam was very important. It was exam of my life.

14. Make up dialogues with your partner as in the example.

*Example: Your friend Margie/smart → I think your friend Margie is very smart.
– She is. She is the smartest person I know.
Your brother/impatient → I think your brother is very impatient. –
True. He is the most impatient person I know.*

- your aunt Emma/ kind
- your friend Jim/ bright
- your granny/ energetic
- your parents/ nice
- your elder sister/ intelligent
- your uncle Ted/ funny
- your grandfather/ generous
- your sister/ pretty
- your cousin/ friendly
- your son/ stubborn
- Larry/ lazy
- your roommate/ tidy
- Carlos/ interesting
- your cousin/ talented
- your English teacher/ patient

15. Ask questions using “ever” as in the example. Then answer with your partner.

e.g. What/ difficult language / you/ learn → What's the most difficult language you've ever learnt?

1. Who/ generous/ person/ you/ meet
2. What/ beautiful/ city/ you / be to
3. What / interesting/ book / you/ read
4. What/ good/ holiday / you / have
5. What /expensive / thing /you / buy
6. Who/ kind/ person/ you/ meet
7. What/ exciting/ sport / you/ do
8. What/ delicious /food/ you /eat
9. What/ dangerous /place/ you / be to
10. What/ interesting /film/ you/ see
11. Who/ lazy/ person/ you/ meet
12. What/ nice/ place/ be to

16. Correct the mistakes in the sentences.

1. This jacket is nicier than that one.
2. Our car is more comfortabler.
3. My bag is heavyer.
4. This text is easiest of all.
5. Helen is taller then Kate.
6. What is the most warm month?
7. This text is easier.
8. He is the stronggest player in the team.
9. Usually July is warmer as September in my country.
10. It's the remarkablest story I've ever heard.
11. Who is more young – you or your brother?
12. My car is by far more expensive than yours.
13. This is the more interesting book I've ever read.
14. These shoes are cheaperer than those ones.
15. Take a bigger apple, please.
16. This is the wonderfulest gift anyone has ever given me.
17. That was the goodest movie I've watched recently.
18. I like this car more. It is more better.

17. Choose the correct form of the adjectives in brackets.

1. Nick is (happier, the happiest) boy that I know.
2. Of the six cars the silver one is (better, the best).
3. Jane's notebook is (cheaper, the cheapest) than mine.
4. This is (more delicious, the most delicious) cheese-cake I have ever had.
5. This bookcase is (more beautiful, the most beautiful) than that one.
6. Do you feel (better, the best) today than yesterday?

7. I think my cat is (prettier, the prettiest) of all the cats in the world.
8. Steve Jobs is (more famous, the most famous) than Stephen Wozniak.
9. This week the weather is (hotter, more hot) than last week.
10. Our new house is (more expensive, expensiver) than the old one.
11. Girls are usually (cleaner, the cleanest) than boys.
12. Chemistry was (harder, the hardest) subject at school.

18. Use the adjectives in brackets in the proper degree, adding any necessary words.

1. Today the streets aren't as (clean) as they used to be. 2. The rivers in America are much (big) than those in England. 3. The island of Great Britain is (small) than Greenland. 4. What is the name of the (high) mountain in Asia? 5. The English Channel is (wide) than the Straits of Gibraltar. 6 We should eat (healthy) food. 7. Which is (large), the United States or Canada? 8. It's (bad) mistake he has ever made. 9. She is not so (busy) as I am. 10. It is as (cold) today as it was yesterday. 11. He was the (fat) man in the village. 12. As he went on, the box became (heavy) and (heavy). 13. We shall wait for a (dry) day to go on the excursion. 14. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 15. New York is (exciting) than Washington. 16. A one-star hotel is (bad) than a three-star hotel. 17. Concorde is (fast) passenger aeroplane in the world. 18. I'm sure you're much (slim) than you were last year. 19. Kyoto is (peaceful) than Tokyo. 20. Travelling by train is (comfortable) than travelling by car. 21. Spain is much (hot) than Denmark in the summer. 22. What is (clever) person you've ever met? 23. Sue's (pretty) in the class. 24. Romolo's is (good) restaurant in the town. 25. It was (bad) day in my life.

19. Translate into English.

1. Я знаю интересную историю.
2. Он знает более интересную историю.
3. Она знает самую интересную историю.
4. Ее работа очень важна.
5. Его работа важнее.
6. Наша работа самая важная.
7. Эта сумка намного красивее, чем та. Она более модная и стильная.
8. Наш дом выше, чем тот.
9. Эта машина не удобная. Моя машина более удобная. Она также более скоростная и мощная.
10. Какой фотоаппарат дешевле? – Этот. Но он хуже, чем тот.
11. Мое платье дороже, чем то. И оно симпатичнее.
12. Кто старше – Тим или Оскар?
13. Что лучше – смотреть телевизор или заниматься спортом?
14. Что важнее – деньги или здоровье?

15. Говорить по-английски для меня сложнее, чем понимать. Понимать проще.
16. Мой старший сын выше, чем младший.
17. Эти туфли хуже, чем те. Но они дороже.
18. Гомель – второй по величине город в Беларуси
19. Сегодня самый счастливый день в моей жизни.
20. Этот фильм гораздо интереснее.
21. Путешествие на автобусе гораздо дешевле, чем путешествие на самолете.
22. Это один из самых дорогих отелей в мире.
23. Это самая загрязненная часть города.
24. Это наихудший ресторан, который я знаю.
25. Франция немного больше, чем Испания.
26. Багдад – один из самых древних городов.

Творческие и исследовательские задания к разделу «2.2.7. Имя прилагательное. Наречие»

1. Look at pictures A and B illustrating the Jones family in 2000 and five years later, in 2005. Find at least 10 differences between the pictures and write about them using the comparative degree. Compare your ideas with the groupmates.

e.g. Tom in picture A is younger than in picture B.

Tom in picture B is taller than in picture A.

The TV-set in picture B is more modern than in picture A.





2. “The Twins”

a) Follow the link: <https://ok.ru/video/1833868069528> and watch the beginning of an American movie “The Twins” (to 05:30). Compare Julius and his brother Vincent using the adjectives below.

FAT – TALL – STRONG – HANDSOME – INTELLIGENT – NAIVE – RESPECTFUL – FUNNY

e.g. TALL → Julius is taller than Vincent.

b) Complete the blanks with *more*, *fewer* or *less*, comparing quantities:

- 1) Julius has _____ fathers than ordinary people. He has 6 fathers!
- 2) He spent _____ time on one island than anywhere else.
- 3) Julius probably met _____ people in life than his brother.
- 4) Most people can speak _____ languages than Julius can.
- 5) Julius's brother showed _____ respect to people than Julius did.
- 6) Probably, Julius faced _____ problems living isolated on an island than his brother living in a big city.
- 7) Julius probably had _____ information about the modern world than we do.

2.2.8. Модальные глаголы

1. Complete the questions with *can* and a verb from the box. Then match the questions and answers. The first sentence is an example.

play (x2) speak ride use cook drive
--

1. Can you play the piano? *f*
2. ... you ... any other languages?
3. ... you ... the guitar?
4. ... you ... a motorbike?
5. ... you ... a computer?
6. ... you ... Italian food?
7. ... you ... a car?

- a. Yes, I can. French and Spanish.
- b. Yes, I can, but I can't program one.
- c. No, I can't. I think they are dangerous.
- d. No, I can't, but I love eating it.
- e. No, I can't, but I can play the piano.
- f. Yes, I can. I like playing Mozart.
- g. Yes, I can. I drive to work every day.

2. Complete the sentences using *can/ can't / could/ couldn't*.

1. George has travelled a lot. He ... speak four languages.
2. Sarah ... drive but she hasn't got a car.
3. Sorry, I ... see you on Friday, but we may try to meet next week.
4. My grandfather was a very clever man. He ... speak three languages.
5. I ... understand Martin. He always slurs his words.
6. When I was a child, I ... stand on my head but I ... do that anymore.
7. Ask Catherine about your problem. I'm sure she ... help you.
8. She spoke loudly enough, but I ... understand what she said.
9. Laura hurt her leg, so she ... walk very well.
10. I'm afraid I ... come to your party next weekend. I have to help Marvin paint his room.
11. We tried hard but we ... persuade him to come with us.
12. ... you swim when you were five years old?

3. Work in pairs. Ask your partner which things he/she can do. Then answer their questions about yourself.

Model: swim → Can you swim? – Yes, I can / No. I can't.

- drive
- speak Japanese
- run fast
- cook Indian food
- play chess

- sing
- swim well
- ride a bike
- dance
- play a musical instrument
- bake a cake
- play hockey
- ski
- whistle
- type very fast

4. Give advice to these people using *should* or *shouldn't* and the ideas in brackets.

Model: She doesn't read very well. (to read aloud) → She should read aloud.

1. This child doesn't want to eat soup. (not give her sweets before dinner)
2. She has done a lot of spelling mistakes. (to rewrite the exercise again.)
3. The dog is afraid of him. (not to shout at the dog)
4. The students can't understand what the teacher says. (not to speak so fast)
5. The boy looks pale. (to play out of doors)
6. I am afraid you will miss the last train. (to take a taxi)
7. It is going to rain. (to take an umbrella with you)
8. I think I need to lose weight. (to start doing exercise)

5. Translate into English.

1. Тебе следует учиться усерднее.
2. Им стоит убрать в комнате, там беспорядок.
3. Он может помочь вам, но не хочет.
4. Я не могу понять, что это значит.
5. Я думаю, нам следует помогать родителям.
6. Тебе не стоит курить.
7. Могу ли я взять твою ручку?
8. Тебе не следует так много работать.
9. Я умею говорить по-английски, но не умею говорить по-немецки.
10. Он может понимать итальянский, но не может говорить на нём.
11. Вам стоит побывать в Испании, это очень красивая страна.
12. Как я могу это сделать? – Ты можешь попробовать.
13. Тебе следует заниматься спортом.
14. Тебе не следует пить так много кофе.

15. Питер в стрессе. Я думаю, ему стоит пойти в отпуск.
16. Если хочешь, мы сможем сделать это вместе.
17. Я пытался найти её, но не мог.
18. Я могу тебе чем-то помочь?

6. Use the correct tense form of 'have to' (positive or negative).

1. School starts at eight o'clock, so children_____ (get) up early.
2. Pete's eyes are very bad, so he _____ (wear) glasses.
3. You _____ (not run). You won't miss the bus.
4. You _____ (study) maths at school, because it's compulsory.
5. My mum sometimes _____ (work) at weekends.
6. She's got lots of time. She _____ (not hurry).
7. When I was a child I _____(go) to school 6 days a week.
8. My friend gave me the ticket for the concert, so I _____(not pay)!
9. We _____ (not work) tomorrow, it's Sunday.
10. We _____ (not work) yesterday, it was Sunday.

7. Insert 'have to' or 'don't have to'.

1. Shop assistants_____ know Italian.
2. Doctors _____ work with people.
3. Architects _____ work at night.
4. Businessmen _____ think a lot.
5. Pilots_____wear a uniform.
6. Teachers _____travel.
- 7 Diplomats_____speak a foreign language.
8. Secretaries _____answer phone calls.
9. Bus drivers_____write letters.
10. Bankers _____ count money.

8. Complete the conversations with the correct form of 'have to'.

1

A Do teachers in your country *have to* look smart?

B Not very smart. They_____wear formal clothes, but _____ they look tidy.

2

A _____British taxi drivers_____go to university? Someone told me that.

B No. We _____pass a special test, but we_____to university.

3 *At a job interview for a nanny:*

A _____cook meals?

B No. You_____do the cooking, but you_____ help the children to eat.

4

A _____your husband_____ travel abroad in his job?

B No, he_____travel abroad, but he _____speak foreign languages.

9. Choose the correct form. Say if both forms are possible.

1. You don't *have to* / *mustn't* touch the oven. It 's hot.
2. Do you *have to* / *must* send a photo with your passport form?
3. The concert is free. You *don't have to* / *mustn't* pay.
4. I'm late for a meeting. I *have to* / *must* go now.
5. You *don't have to* / *mustn't* leave the door open – the dog will get out.
6. We *have to* / *must* try that new restaurant in town.
7. In Britain you *have to* / *must* drive on the left.
8. *Do you have to* / *Must you* be tall to be good at tennis?

10. Complete the sentences with *mustn't* or *don't have to*.

1. It's forbidden. You _____ enter this room.
2. You _____ speak loudly in the library.
3. You _____ ask my permission, you can do whatever you want.
4. You _____ park here, or your car can be towed away.
5. Now as I am on holiday, I _____ to go to work.
6. You _____ wear a tie on Saturdays as it's casual clothes day.
7. We _____ water the flowers as it's already a rainy day today.
8. You _____ feed the animals as it's not allowed.
9. You _____ make noise or the baby will wake up crying.
10. You _____ forget what I've told you as they are very important.
11. My dentist said that I _____ neglect brushing my teeth.
12. There is another bus later, so we _____ get on this one.
13. You _____ leave any medicine where children can reach them.
14. This is a non-smoking area, so you _____ smoke here.
15. The entrance is free of charge, so you _____ buy a ticket.
16. You _____ sleep late today, you have an important meeting in the morning.
17. This is our gift to you. You _____ give it back to us.
18. The sign said that one _____ eat in the library.
19. It's Friday today. I _____ do any homework.
20. Judy _____ stay home, I will take care of the baby.

11. Translate into English.

1. Здесь нельзя курить.
2. Нам нельзя опаздывать.
3. Тебе нет необходимости помогать мне, я не прошу.
4. Извините, в музее нельзя громко разговаривать.
5. – Студенты должны платить за вход? – Да, взрослые и дети старше 10 лет должны платить.
6. Вы не обязаны расплачиваться картой, можно заплатить наличными.
7. Мы готовы, тебе не придется ждать.

8. Майку иногда приходится работать по субботам.
9. – Мы идем в ресторан? Мне нужно выглядеть нарядно? – Нет, не обязательно наряжаться. Я буду в джинсах и рубашке.
10. Тебе не обязательно работать поздно. Ты можешь закончить эту работу завтра.
11. Вы не должны парковать машину около здания.
12. Мы должны были присутствовать на конференции. Но мы не должны были выступать с речью.
13. Рита – повар, ей не приходится работать за компьютером.
14. – Вы должны носить форму на работу?

12. Complete the sentences with *can, must, have to, should* in their right form (present or past, positive or negative).

1.I smoke here?
2. Luckily, wego to work on Sundays. But last Sunday wework.
3.you speak Spanish? – Yes, I
4. Mike is not good at maths. I think hepay more attention to his studies.
5. Steveplay computer games so much, it's not good for his eyes.
6. My brother is good at swimming. Heswim very well.
7. Adultspay for the entrance, but youpay for children.
8. He doesn't read well. Hepractise his reading more.
9. Iread when I was four years old.
10. Youtake dogs to the park, it's forbidden.
11. It's an official meeting. Youwear a suit.
12. You can wear jeans if you want to, but theybe black or white.
13. Yoube rude to Kate.
14. George works for himself, so he.....obey a boss.
15. There are plenty of tomatoes in the fridge. Youbuy any.
16. It's a hospital. You ...smoke here.
17. Igo out tonight because Ido this work urgently.
18. Ispeak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little practice and forgot almost everything. Now, Ijust say a few things in the language.
19.you stand on your head for more than a minute? – No, I
20. If you want to learn to speak English fluently, youwork hard.
21. Youtouch a hot oven. It's dangerous.
22. Youto pay, the entrance is free.
23. Driversstop when the traffic lights are red.
24.I ask a question?
25. I think youchange your job. This one's too stressful for you.
26. Jack work late yesterday. He had an important task to do.

13. Choose the correct verb in brackets.

1. He ... (can't/couldn't) open the window as it was stuck.
2. Interpreters ... (may/must) translate without dictionaries.
3. ... (Can/Must) I use your bike for today?
4. ... (Must/Can) you give me the recipe for this cake?
5. I ... (may not/can't) watch this film. It's too boring.
6. Take an umbrella. It ... (may/can) rain.
7. You ... (could/should) stop smoking. You know you ... (cannot/must not) buy health.
8. You ... (can/must) finish the article as soon as possible.
9. Liz doesn't ... (should/have to) keep to a diet anymore.
10. We ... (can't/couldn't) do that ourselves, so Lara helped us.
11. You ... (must not/don't have to) read in the dark.
12. My grandfather is retired, so he ... (shouldn't/doesn't have to) go to work.
13. The fridge is full, so we ... (must not/needn't) go shopping.
14. Our employees ... (can/must) sign this agreement.
15. We ... (may/ought to) reserve a table in advance if we want to have dinner there.
16. I ... (can't/needn't) believe it! You must be joking.
17. Sorry, I'm late. I ... (must/had to) wait for the plumber.
18. What time do we ... (should/have to) be at the railway station?
19. We've got a dishwasher, so you ... (mustn't/don't have to) wash-up.
20. You look very pale, I think you ... (can't/should) stay at home.
21. ... (Could/Must) you, please, pass me the mustard?

14. Read the information about Steven Moor. Complete the sentences using the correct form of *have to*, *can* or *should*.

School Report: Steven Moor

Music: He tries very hard but he has problems singing.

French: Very good spoken French.

Reading: I think it would be a good idea for Steven to practise his reading more. He spends a lot of time playing computer games. This isn't good for his reading.

Sport: Steve is good at tennis but not football or basketball. Next year he can stop football if he wants to, but he must do either tennis or basketball.

- 1 Steven _____ speak French very well.
- 2 He _____ sing well.
- 3 He _____ practise his reading more.
- 4 He _____ play so many computer games.
- 5 Next year he _____ play football.

6 Next year he _____choose either tennis or basketball.

Творческие и исследовательские задания к разделу «2.2.8. Модальные глаголы»

1. Compare your life now and 10 years ago. Write at least three sentences about each of the following changes:

- What you have to do now, but didn't have to do then. (3 things)
- What you had to do then, but don't have to do now. (3 things)
- What you couldn't do then, but can do now. (3 things)

2. Find modal verbs in these English proverbs and analyze their use in these contexts. Explain the meaning of the proverbs. Try to give the Russian equivalents.

Anyone who has to ask the price cannot afford it.

People who live in glass houses should not throw stones at their neighbours.

You must learn to walk before you can run.

He who falls today may rise tomorrow.

A bird may be known by its song.

He who laughs at crooked men should need to walk very straight.

A tree must be bent while young.

The wind can't be caught in a net.

3. Read the problem situations. Discuss what each person *should* or *shouldn't* do.

e.g. I think Carla should try to spend less money.

Carla's grandmother shouldn't give her any more money.

a)

Carla is a student and she's very bad with money. She spends everything on clothes and going out and doesn't have any money to buy books, etc. Her parents are annoyed with her and don't give her any extra money, but Carla's grandmother gives her extra money every time she sees her.

b)

Chris recently started a new job in the advertising industry. The money is good, but he has to work very long hours. He never goes out with his girlfriend in the evening anymore, saying he is too tired and all he wants to do is stay at home and watch videos. Chris' girlfriend says he must choose between her and the job.

4. Choose one place from the list below. Write a list of eight rules for visiting these places using MUST/ HAVE TO (x2), MUSTN'T (x2), DON'T HAVE TO (x2), CAN (x2).

Then, play a “guess game”: read your rules to your groupmates and make them guess which place they are about.

- a library
- a swimming-pool
- a park
- a night club
- a train
- a hospital
- a school
- a gym
- a supermarket
- a theatre

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

3.1. Примерный перечень заданий для управляемой самостоятельной работы студентов

1. Белорусский государственный университет-мой университет (2 часа) (ДО).

Форма контроля знаний: индивидуальные/групповые презентации по изучаемой теме. Обеспечение на образовательном портале: инструкция по подготовке, оформлению и представлению презентаций.

2. Времена активного залога. Обобщение изученного материала (2 часа) (ДО).

Форма контроля знаний: письменная контрольная работа. Обеспечение на образовательном портале: инструкции, тренажеры.

3. Города Великобритании/Беларуси (2 часа) (ДО).

Форма контроля знаний: индивидуальные/групповые презентации по изучаемой теме, видеоролики о Беларуси на образовательном портале БГУ. Обеспечение на образовательном портале: инструкция по подготовке, оформлению и представлению презентаций, видеороликов, ссылки на видеоматериалы.

4. Традиции, обычаи, праздники Великобритании (2 часа) (ДО).

Форма контроля знаний: индивидуальные или групповые студенческие проекты. Обеспечение на образовательном портале: инструкция по выполнению проектов.

5. Отдых в Великобритании/Беларуси (2 часа) (ДО).

Форма контроля знаний: индивидуальные/групповые презентации по изучаемой теме, эссе. Обеспечение на образовательном портале: ссылки на полезные сайты инструкция по подготовке, оформлению и представлению презентаций, размещенные эссе.

6. Модальные глаголы. Обобщение изученного материала (2 часа) (ДО).

Форма контроля знаний: тест. Обеспечение на образовательном портале: тренажеры, инструкции.

3.2. Примерные темы сочинений и эссе

1. Family tree: all about us.
2. The dearest person in my life.
3. Funniest true family stories.
4. Students' years – the time of your life?
5. A different language is a different vision of life.
6. "Tradition is a guide and not a jailer." – W. Somerset Maugham
7. Despite failure, only the person trying to learn from mistakes can advance in life.

8. People who are crazy enough to think they can change the world, are the ones who do.

9. Different ways of coping with stress.

3.3. Примерный перечень вопросов и заданий к зачету

I семестр

Письменные задания:

1. Лексико-грамматический тест на базе изученного лексического и грамматического материала. Время выполнения – 40 минут.

2. Аудирование. Продолжительность звучания до 3 минут. Выполнение письменных заданий по прослушанному тексту. Время – 30 минут.

3. Письменный перевод текста с английского языка на русский/белорусский язык. Объем текста до 100 слов. Время – 30 минут.

Устные задания:

1. Устный перевод предложений с английского языка на русский/белорусский язык.

2. Подготовленное монологическое высказывание по предложенной теме. Беседа с преподавателем в рамках заданной темы.

Тема 1. Моя жизнь: вчера и сегодня. Люди, которые мне дороги. Семейные истории. Я студент: плюсы и минусы. Карусель студенческой жизни. Белорусский государственный университет - мой университет. Роль образования в становлении личности.

Тема 2. У карты мира. Национальные стереотипы. Места, которые мне дороги в Беларуси. Города Великобритании, Беларуси. Преимущества и недостатки мегаполисов/маленьких городов.

Тема 3. Соединенное Королевство Великобритании и Северной Ирландии. Общие сведения о стране. Экономико-географическое положение Великобритании. Государственное и политическое устройство. Правящая королевская династия.

Тема 4. История Соединенного Королевства Великобритании и Северной Ирландии. Ранняя история Великобритании. Средние века. Тюдоры, Стюарты. Исторические лица Великобритании.

II семестр

Письменные задания:

1. Лексико-грамматический тест на базе изученного лексического и грамматического материала. Время выполнения – 40 минут.

2. Аудирование. Продолжительность звучания до 3 минут. Выполнение письменных заданий по прослушанному тексту. Время – 30 минут.

3. Письменный перевод текста с английского языка на русский/белорусский язык. Объем текста до 100 слов. Время – 30 минут.

Устные задания:

1. Устный перевод предложений с английского языка на русский/белорусский язык.

2. Подготовленное монологическое высказывание по предложенной теме. Беседа с преподавателем в рамках заданной темы.

Тема 5. Культура Великобритании. Искусство. Литература. Британские ценности. Традиции, обычаи, праздники.

Тема 6. Роль иностранных языков сегодня. Английский язык-язык международного общения. Изучение английского языка. Английский язык в повседневной жизни. Английский язык в бизнесе. E-mail в деловом англоязычном общении. Изучение английского языка в университете.

Тема 7. Работа и жизнь: поиск баланса. Что такое успех? Достижение успеха в профессиональной деятельности. Профессиональная деятельность в жизни человека. Преодоление стресса на работе и учебе. Заработная плата. Зачем зарабатывать больше? Общение с руководителем. Собеседование при приеме на работу. Составление резюме. CV.

Тема 8. Отдых и досуг. Выходной день. Виды развлечений. Посещение театра и кино. Поход в кино. Спорт. Здоровый образ жизни. Отдых в различные поры года. Активный и пассивный отдых. Отдых в Британии/ Беларуси.

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. Структура учебной дисциплины

Всего на изучение учебной дисциплины «Иностранный язык (английский)» в I и II семестрах отведено: 420 часов, в том числе 200 часов аудиторных, из них:

- I семестр: всего 200 часов, в том числе 100 часов аудиторных, из них: практические занятия – 94 часа, управляемая самостоятельная работа – 6 часов (ДО).

Трудоёмкость учебной дисциплины составляет 6 зачётных единиц.

Форма текущей аттестации – зачет.

- II семестр: всего 220 часов, в том числе 100 часов аудиторных, из них: практические занятия – 94 часа, управляемая самостоятельная работа – 6 часов (ДО).

Трудоёмкость учебной дисциплины составляет 6 зачётных единиц.

Форма текущей аттестации – зачет.

4.2. Содержание учебного материала

I семестр

Раздел 1. Моя жизнь: вчера и сегодня

Тема 1.1. Люди, которые мне дороги.

Тема 1.2. Семейные истории.

Тема 1.3. Я студент: плюсы и минусы. Карусель студенческой жизни.

Тема 1.4. Белорусский государственный университет - мой университет!

Тема 1.5. Роль образования в становлении личности.

Раздел 2. Видовременные формы глагола. Активный залог

Тема 2.1. Времена группы Indefinite.

Тема 2.2. Времена группы Continuous.

Тема 2.3. Времена группы Perfect.

Тема 2.4. Времена группы Perfect Continuous

Тема 2.5. Времена активного залога. Обобщение изученного материала.

Раздел 3. У карты мира

Тема 3.1. Страны. Национальности. Языки.

Тема 3.2. Национальные стереотипы

Тема 3.3. Беларусь. Места, которые мне дороги в Беларуси.

Тема 3.4. Города Великобритании/Беларуси.

Тема 3.5. Преимущества и недостатки мегаполисов/маленьких городов.

Раздел 4. Согласование времен

Тема 4.1. Выражение одновременного действия.

Тема 4.2. Выражение предшествования.

Тема 4.3. Выражение будущего времени.

Тема 4.4. Согласование времен. Обобщение изученного материала.

Раздел 5 Соединенное Королевство Великобритании и Северной Ирландии

Тема 5.1. Общие сведения о стране.

Тема 5.2. Экономико-географическое положение Великобритании.

Тема 5.3. Государственное и политическое устройство.

Тема 5.4. Правящая королевская династия.

Раздел 6. Страдательный залог

Тема 6.1. Времена группы Indefinite.

Тема 6.2. Времена группы Continuous.

Тема 6.3. Времена группы Perfect.

Тема 6.4. Конструкция «have something done».

Раздел 7. Имя существительное

Тема 7.1. Образование имен существительных. Классификация

Тема 7.2. Число существительных. Образование множественного числа.

Тема 7.3. Притяжательный падеж. Категория рода.

Раздел 8. Артикль

Тема 8.1. Общая характеристика артиклей. Основные случаи употребления (отсутствия) определенного и неопределенного артиклей.

Тема 8.2. Особенности употребления (отсутствия) определенного и неопределенного артиклей перед существительными разных видов и классов.

Раздел 9. История Соединенного Королевства Великобритании и Северной Ирландии

Тема 9.1. Ранняя история Великобритании

Тема 9.2. Средние века. Тюдоры, Стюарты.

Тема 9.3. Исторические лица Великобритании.

II семестр

Раздел 1. Культура Великобритании

Тема 1.1 Искусство

Тема 1.2. Литература

Тема 1.3. Британские ценности

Тема 1.4. Традиции, обычаи, праздники.

Раздел 2. Местоимение

Тема 2.1. Личные, притяжательные указательные, возвратные, взаимные, вопросительные, относительные, местоимения.

Тема 2.2. Неопределенные и количественные местоимения.

Раздел 3. Роль иностранных языков сегодня

Тема 3.1 Английский язык – язык международного общения. Изучение английского языка.

Тема 3.2. Английский язык в повседневной жизни

Тема 3.3. Английский язык в бизнесе. E-mail в деловом англоязычном общении.

Тема 3.4. Изучение английского языка в университете.

Раздел 4. Имя прилагательное. Наречие

Тема 4.1. Качественные и относительные прилагательные. Суффиксы прилагательных.

Тема 4.2. Степени сравнения прилагательных. Сравнительные конструкции с прилагательным.

Тема 4.3. Виды наречий. Образование наречий от прилагательных.

Раздел 5. Работа и жизнь: поиск баланса

Тема 5.1. Что такое успех? Достижение успеха в профессиональной деятельности.

Тема 5.2. Профессиональная деятельность в жизни человека. Профессиональная пригодность.

Тема 5.3. Преодоление стресса на работе и учебе.

Тема 5.4. Заработная плата. Зачем зарабатывать больше?

Тема 5.5. Общение с руководителем.

Тема 5.6 Собеседование при приеме на работу. Составление резюме.CV.

Раздел 6. Отдых и досуг

Тема 6.1. Выходной день.

Тема 6.2. Виды развлечений. Посещение театра. Поход в кино.

Тема 6.3. Спорт в Беларуси/ Великобритании. Здоровый образ жизни.

Тема 6.4. Отдых в различные поры года. Активный и пассивный отдых.

Тема 6.5. Отдых в Британии/Беларуси.

Раздел 7. Модальные глаголы

Тема 7.1. Модальный глагол can.

Тема 7.2. Модальный глагол may.

Тема 7.3. Модальный глагол must.

Тема 7.4. Модальный глагол need.

Тема 7.5. Обобщение изученного материала.

4.3. Учебно-методическая карта дисциплины

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Иное	Количество часов УСР	Форма контроля знаний
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия			
1	2	3	4	5	6	7	8	9
I семестр			94				6	
1.	Моя жизнь: вчера и сегодня		12				2	
1.1	Люди, которые мне дороги.		2					Эссе
1.2	Семейные истории.		2					Видеопроект
1.3	Я студент: плюсы и минусы. Карусель студенческой жизни.		4					Открытое эвристическое задание
1.4	Белорусский государственный университет - мой университет!		2				2 (ДО)	Презентация на образовательном портале БГУ
1.5	Роль образования в становлении личности		2					Учебная дискуссия
2.	Видовременные формы глагола. Активный залог		16				2	
2.1	Времена группы Indefinite.		4					Составление таблицы
2.2	Времена группы Continuous.		4					Письменный перевод
2.3	Времена группы Perfect.		4					Проверочная работа

2.4	Временя группы Perfect Continuous		2					Тест
2.5	Времена активного залога. Обобщение изученного материала		2				2 (ДО)	Письменная контрольная работа на образовательном портале БГУ
3.	У карты мира		12				2	
3.1	Страны. Национальности. Языки.		2					Викторина
3.2	Национальные стереотипы		2					Сочинение
3.3	Беларусь. Места, которые мне дороги в Беларуси.		4					Видеоролик
3.4	Города Великобритании/Беларуси.		2				2 (ДО)	Презентация. Видеоролик о Беларуси на образовательном портале БГУ
3.5	Преимущества и недостатки мегаполисов/маленьких городов		2					Устный опрос.
4.	Согласование времен		12					
4.1	Выражение одновременного действия		4					Устный опрос.
4.2	Выражение предшествования.		4					Тест
4.3	Выражение будущего времени.		2					Тест
4.4	Согласование времен. Обобщение изученного материала.		2					Контрольная работа
5.	Соединенное		8					

	Королевство Великобритании и Северной Ирландии							
5.1	Общие сведения о стране.		2					Открытое эвристическое задание
5.2	Экономико-географическое положение Великобритании.		2					Составление глоссария по теме «экономико-географическое положение Великобритании»
5.3	Государственное и политическое устройство.		2					Коллоквиум
5.4	Правящая королевская династия.		2					Портфолио
6.	Страдательный залог		14					
6.1	Времена группы Indefinite.		4					Письменный перевод
6.2	Времена группы Continuous.		4					Тест
6.3	Времена группы Perfect.		4					Проверочная работа
6.4	Конструкция «have something done».		2					Тест
7.	Имя существительное		6					
7.1	Образование имен существительных. Классификация		2					Устный опрос
7.2	Число существительных. Образование множественного числа.		2					Составление таблицы
7.3	Притяжательный падеж. Категория рода.		2					Устный опрос.
8.	Артикль		8					

8.1	Общая характеристика артиклей. Основные случаи употребления (отсутствия) определенного и неопределенного артиклей.		4					Составление и анализ таблицы
8.2	Особенности употребления (отсутствия) определенного и неопределенного артиклей перед существительными разных видов и классов.		4					Письменная контрольная работа
9.	История Соединенного Королевства Великобритании и Северной Ирландии		6					
9.1	Ранняя история Великобритании		2					Портфолио
9.2	Средние века. Тюдоры, Стюарты.		2					Информацион ное сообщение/ презентация
9.3	Исторические лица Великобритании.		2					Открытое эвристическое задание

II семестр			94				6	
1.	Культура Великобритании		16				2	
1.1	Искусство		4					Проект
1.2	Литература		4					Коллоквиум
1.3	Британские ценности		4					Коммуникати вная задача
1.4	Традиции, обычаи, праздники.		4				2(ДО)	Проект
2.	Местоимение		8					

2.1	Личные, притяжательные указательные, возвратные, взаимные, вопросительные, относительные, местоимения.		4					Письменный перевод
2.2	Неопределенные и количественные местоимения.		4					Устный опрос
3.	Роль иностранных языков сегодня		16				2	
3.1	Английский язык – язык международного общения. Изучение английского языка.		4					Дебаты
3.2	Английский язык в повседневной жизни		4					Ситуации для комментирования
3.3	Английский язык в бизнесе. E-mail в деловом англоязычном общении.		4					Письменное задание
3.4	Изучение английского языка в университете.		4					Сочинение
4.	Имя прилагательное. Наречие		10					
4.1	Качественные и относительные прилагательные. Суффиксы прилагательных.		2					Тест
4.2	Степени сравнения прилагательных. Сравнительные конструкции с прилагательным.		4					Устный опрос
4.3	Виды наречий. Образование наречий от прилагательных.		4					Письменный перевод
5.	Работа и жизнь: поиск баланса		16					

5.1	Что такое успех? Достижение успеха в профессиональной деятельности.		4					Ролевая игра
5.2	Профессиональная деятельность в жизни человека. Профессиональная пригодность.		4					Презентация
5.3	Преодоление стресса на работе и учебе.		2					Сочинение
5.4	Заработная плата. Зачем зарабатывать больше?		2					Учебная дискуссия
5.5	Общение с руководителем.		2					Деловая игра
5.6	Собеседование при приеме на работу. Составление резюме.CV.		2					Открытое эвристическое задание
6.	Отдых и досуг		18				2	
6.1	Выходной день.		2					Деловая игра, составление глоссария
6.2	Виды развлечений. Посещение театра. Поход в кино.		4					Дебаты
6.3	Спорт в Беларуси/Великобритании. Здоровый образ жизни.		4					Эссе
6.4	Отдых в различные поры года. Активный и пассивный отдых		4					Учебная дискуссия
6.5	Отдых в Британии/Беларуси		4				2 (ДО)	Презентация. Эссе на образовательном портале БГУ
7.	Модальные глаголы		10					

7.1	Модальный глагол can.		2					Составление таблицы
7.2	Модальный глагол may.		2					Устный опрос
7.3	Модальный глагол must.		2					Устный опрос
7.4	Модальный глагол need.		2					Письменный перевод
7.5	Обобщение изученного материала.		2				2 (ДО)	Тест на образовательном портале БГУ
Итого			188				12	

4.4. Рекомендуемая литература

Основная

1. Latham-Koenig, Christina. English File. Pre-Intermediate. Student's book / Christina Latham-Koenig, Clive Oxenden, Jerry Lambert: Oxford University Press, 2022. – 168 p.
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3. Голицынский, Ю.Б. Грамматика: Сборник упражнений / Ю.Б. Голицынский; [9-е изд., испр.]. – СПб: КАРО, 2022. – 576 с.
4. Козикис, Д.Д. Страноведение. Великобритания в XX–XXI веках: учебное пособие для студентов учреждений высшего образования по специальности "Современные иностранные языки (перевод)" / Д. Д. Козикис, С. А. Могилевцев. – Минск: Аверсэв, 2020. – 284 с.
5. Семёнова, Н. П. Практика английской речи = English Speech Practice: учебное пособие для студентов учреждений высшего образования по специальности "Современные иностранные языки (по направлениям)": в 2 частях. Часть 1/ Н. П. Семёнова, И. Н. Смоглей, А. В. Филатова. - 4-е изд. - Минск : Лексис, 2021–2022. – 172 с.
6. Семёнова, Н. П. Практика английской речи = English Speech Practice: учебное пособие для студентов учреждений высшего образования по специальности «Современные иностранные языки (по направлениям)»: в 2

частях. Часть 2/ Н. П. Семёнова, И. Н. Смоглей, А. В. Филатова. - 4-е изд. - Минск : Лексис, 2021–2022. – 256 с.

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8. Хведченя, Л.В. Английский язык. Социокультурное общение = English.Social Communication: учебное пособие / Л.В. Хведченя, А.М. Ковальчук, Э.В. Рунцова. – Минск: РИВШ, 2022. – 176 с.

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1. Murphy, R. English Grammar in Use: Self-Study Reference and Practice Book for Intermediate Learners of English, 4th Edition / R. Murphy. – Cambridge University Press, 2019. – 394 p.

2. O’Driscoll, James. Britain for Learners of English / James O’Driscoll. – Oxford University Press, 2009. – 223p.

3. Головина, Т. В. Практикум по грамматике английского языка = English Grammar Foundations: учеб.-метод. пособие / Т. В. Головина, Н. Н. Ермашкевич. – Минск: БГУ, 2019. – 119 с.

4. Дятлова, А.В. Английский язык: Новые темы для чтения и обсуждения/ Сост. А.К. Дятлова, А.В. Зайцева, Н.А. Павлова, Е.В. Панкина, И.И. Шуткова. (Пенз.гос.пед.ун-т им. В.Г. Белинского). – Пенза, 2012. – 88 с.

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6. Фастовец, Р.В. Практика английской речи = English Speech Practice: Challenge: 1-й курс/ учеб. пособие для студентов специальности «Современные иностранные языки» учреждений, обеспечивающих получение высш. образования / Р.В. Фастовец [и др.]; под ред. Р.В. Фастовец, Т.А. Демьяненко, И.Н. Смоглей, Т.П. Суркова. – Мн. Тетралит, 2016. – 480 с.

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4.5. Электронные ресурсы

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5. Live worksheets [Electronic resource]. – Mode of access: <https://www.liveworksheets.com> – Date of access: 15.05.2025.
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