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Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Пермский государственный гуманитарно-педагогический университет»

English for Bachelor Students

АНГЛИЙСКИЙ ЯЗЫК

**Учебное пособие для высшего
профессионального образования**

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неязыковых факультетов всех профилей подготовки в соответствии с требованиями
ФГОС ВПО.

Учебное пособие состоит из 5 уроков, которые включают тексты и лексико-
грамматические задания в соответствии с тематикой рабочей программы по
дисциплине «Иностранный язык» и способствует формированию у студентов общих
и профессиональных компетенций.

Материалы издания соответствуют разделам 1–3 рабочей программы
дисциплины «Иностранный язык» (учебно-познавательный, страноведческий,
(профессионально-ориентированный) и предназначены для аудиторной и
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ПРЕДИСЛОВИЕ

Целью учебного пособия является развитие у обучаемых навыков устной и письменной речи в соответствии с требованиями ФГОС ВПО.

Учебное пособие состоит из 5 уроков, которые соответствуют разделам 1–3 рабочей программы дисциплины «Иностранный язык». Вводно-корректирующий курс направлен на корректировку знаний и языковых навыков, полученных обучаемыми в школе: он содержит упражнения по фонетике и элементарной грамматике английского языка, а также коммуникативный раздел по темам «Знакомство /Представление», «Мое резюме».

Уроки 1–3 соответствуют разделу «Учебно-познавательный курс» и включают материалы по темам «Семья и родственники», «Хобби», «Университет», «Мой рабочий день», «Образование в Великобритании».

Урок 4 («Страноведческий курс») содержит основные сведения по географии, политическому устройству и символике англоязычных стран (Великобритании, США, Австралии и Канады).

Урок 5 («Профессионально-ориентированный курс») предлагает материалы, раскрывающие специфику педагогической деятельности.

Каждый урок имеет однотипную структуру и содержит следующие элементы:

- 1) фонетические упражнения, пословицы, скороговорки, стихи;
- 2) 2–3 текста различного уровня сложности, предназначенных для развития навыков и умений устной речи, поискового или аналитического чтения;
- 3) коммуникативные упражнения и диалоги на развитие навыков устной речи;
- 4) лексические упражнения, направленные на тренировку и закрепление вокабуляра темы;
- 5) грамматический материал, соответствующий по уровню сложности тематике урока.

Каждое грамматическое задание сопровождается ссылкой на теоретический материал, содержащийся в «Кратком курсе грамматики английского языка». Большое количество заданий дает возможность преподавателю варьировать построение урока в зависимости от уровня подготовки обучаемых.

ВВОДНО-КОРРЕКТИРУЮЩИЙ КУРС

Основные правила чтения гласных и согласных Phonetic Exercises

I тип чтения гласных букв в ударном слоге (открытый)

Гласная буква в открытом слоге читается так, как она называется в алфавите, в следующих положениях:

- а) на конце слова в односложных словах;
- б) в позиции: гласная + согласная + конечная *e* (не читается).

буква →звук	a [eɪ]	e [i:]	i / y [aɪ]	o [əʊ]	u [(j)u:]
I тип	name	Pete, me	life, my	nose	use, blue
диграфы	main, day	meet, tea	find, mild	road, low	view, grew

Исключения: *give* [gɪv] – давать, *live* [lɪv] – жить (ср. *life* – жизнь).

II тип чтения гласных букв в ударном слоге (закрытый)

Гласная буква передает краткие звуки в следующих положениях:

- а) перед конечной согласной в односложных словах;
- б) перед двумя и более согласными.

буква →звук	a [æ]	e [e]	i / y [ɪ]	o [ɒ]	u [ʌ]
II тип	bad, cattle	pet, settle	sit, gym, middle	not, bottle	cut, butter
диграфы		bread			

Прим.: звуком [ʌ] также читается буква *o* перед звонкими согласными: *London, love, come, some, other, mother* и т.п.

Exercise 1. Прочитайте слова в соответствии с типом чтения:

[æ - eɪ]	[e - i:]	[ɒ - əʊ]		[ʌ - æ]	
cat - Kate fat - fate man - main pan - pain	bed - bee pet - Pete met - meet slept - sleep	got - go not - note hop - hope cock - coke		hum - ham fun - fan bun - ban cup - cap	
[ju: - u:]	[aɪ - i:]	[e]	[əʊ]	[ʌ]	[aɪ]
tube June due drew new flew few true	time – team life - leaf pile - peel side - seed	bread head spread already	coat boat snow grow	son love front money	find kind mind mild

Exercise 2. Сгруппируйте слова по типу чтения:

Take, plain, see, fine, eve, dent, dean, dine, lake, lack, shape, ship, unit, clue, hut, hat, clock, rye, stay, candle, chest, oval, blow, grew, humid, wild, float.

III тип чтения гласных букв в ударном слоге (гласная + r).

Буква **r** после гласной не читается, но она придает этой гласной долгое и напряженное звучание.

буква →звук	a [a:]	e [ɜ:]	i / y [ɜ:]	o [ɔ:]	u [ɜ:]
III тип слога	car	her	girl, Byrd	form	turn
Сочетания букв	after, grass, ask, chance	early		door, four, bought, hall	

IV тип чтения гласных (гласная + r + гласная)

Большинство гласных перед **re** читаются как дифтонги (двугласные звуки) или трифтонги.

буква →звук	a [ɛə]	e [ɪə]	i / y [aɪə]	o [ɔ:]	u [juə]
IV тип	care	here	fire, lyre	more	cure
Сочетания букв	chair	engineer hear		fought	

Исключения: *there* [ðɛə] – там, туда; *where* [wɛə] – где, куда

Exercise 3. Прочитайте слова в соответствии с типом чтения:

[a: - ʌ]	[ɔ:- ɔ]	[ɜ: - e]	[ɜ: - ɔ:]
dark - duck lark - luck farm - fun part - putt	sport - spot lord - lot fork - fog north - not	burn - Ben turn - ten bird - bed herd - head	burn - born turn - torn cur - corn herd - horde
[ɛə]	[ɪə]	[aɪə]	[juə]
air Mary pair parents stairs stare fair fare	mere severe deer appear	gyre tyre tired admire	lure pure endure secure

Exercise 4. Сгруппируйте слова по типу чтения:

Term, shire, pure, beer, burn, ear, glance, fall, March, shirt, nurse, during, hire, hare, sere, glass, bird, virus, furs, jeer, dear, brought, craft, tall, fairy, fury.

Exercise 5. Выявите правила чтения следующих согласных:

c		g		th		w	
[s]	[k]	[dʒ]	[g]	[θ]	[ð]	[w]	[]
face	cut	fridge	game	thick	this	window	write
city	cool	origin	got	think	they	white	wrong
bicycle	class	gym	egg	Thursday	father	warm	who

Exercise 6. Прочитайте слова в соответствии с транскрипцией:

[u:] spoon, moon, too, food, doom; [u] look, hook, crook, good;
[ɔ:] war, warn, saw, law, cause, autumn, August, quarter;
[ŋ] thing, bang, longer, longest, going, writing, singing;
[ə] a'go, a'bout, 'corner, 'waiter, 'doctor, 'motor, 'difficult;
[ʃə] nature, picture, future, lecture, structure;
[ʃn] nation, dic'tation, action, trans'lation, pro'duction, organi'sation
[] know, knee, knot; listen, fasten, castle; hour, honest, heir.

Exercise 7. Выучите следующие скороговорки (tongue-twisters):

1. A black cat sat on a mat and ate a fat rat.
2. Peter Piper picked a peck of pickled pepper.
3. Which wristwatch is a Swiss wristwatch?
4. The cook took a good look at the pudding and put sugar in it.
5. I can think of six thin things, and of six thick things, too.

Elementary Grammar

Exercise 1. Определите функцию глагола be: а) вспомогательный; б) полнозначный; в) связочный.

1. He was in the library yesterday.
2. They are British.
3. We are reading and translating now.

Exercise 2. Используйте соответствующую форму глагола-связки в Present Simple (am, is, are) или Infinitive (be):

1. I ... a first-year student. 2. Ms Smith ... a teacher of English. 3. ... you a school-leaver? 4. Ann ... not Italian, she ... from France. 5. I think, Jack and Nick ... very clever. - ... they? 6. Jane tries to ... hardworking like her mother. 7. My elder sister ... twenty-one, and my twin brothers ... only eleven. 8. How old ... your grandparents? 9. His cousin ... an office-worker, but he wants to ... a programmer. 10. We ... in a hurry, we don't want to ... late. 11. I ... afraid, this watch ... very slow. 12. Be careful with this cat, it ... not very friendly.

Exercise 3. Дайте краткие ответы, используя глагол "to be":

Models: 1) Are you from Perm? → Yes, I am. / No, I am not.

2) Is John from the UK? – Yes, he is / No, he isn't.

1. Are you school-leavers? 2. Are you a student of Physics? 3. Is your friend seventeen? 4. Is this girl your fellow student? 5. Are your parents from Perm? 6. Are they teachers? 7. Is teaching a well-paid job? 8. Is this book a dictionary? 9. Are cats clever? 10. Are you and your neighbour good friends? 11. Is the weather fine today? 12. Are Peter and Mary siblings? 13. Are you good at English? 14. Am I a teacher? 15. Is Russia a large country?

Exercise 4. Найдите и исправьте ошибку.

1. Is the days lovely? 2. Yes, my children aren't in the yard. 3. The cinema is in Writhen Square? 4. I is not in the bank. 5. The taxi aren't near the theatre. 6. Where the hotel? 7. What is your names? 8. Who are your brother? 9. I am not a student, I a doctor. 10. Where will he from? 11. The towns isn't in the north of France. 12. Is he from Spain? – No, he is.

Exercise 5. Заполните пропуски формой глагола “to be” в Present, Past или Future Simple. Задайте вопросы. § 8.2.2, 8.2.4, 8.2.5

1. I ... in the library yesterday. 2. Where ... they from? 3. We ... in the south of Perm region last year. 4. My friends ... in the north of Russia now. 5. ... this kind of transport good? 6. Ann ... a good teacher in the future. 7. It ... the way to my house. 8. They ... real friends in the past. 9. There ... a traffic jam yesterday. 10. It ... warm next week. 11. ... your sister a student too? 12. Kate ... here in two days. 13. Ann ... good at English. 14. My brother and I ... at home. 15. Tom and Helen ... in the UK two months ago.

Exercise 6. Образуйте множественное число существительных, распределив их по указанным подгруппам. § 1.1

1) a hat – hats [s]; 2) a hand – hands [z]; 3) a box – boxes [ɪz];

4) a city – cities; 5) a life – lives; 6) a man – men; 7) a fish – fish.

A room, a child, a sheep, a boy, an exercise-book, a fox, a horse, a country, a wife, a foot, a watch, a lady, hair, a shelf, a son-in-law, a roof, a woman, a hobby, a mouse, a piano, money, a knife, a bridge, a tooth, news.

Exercise 7. Прокомментируйте значения указательных местоимений, опираясь на таблицу. Выполните задание.

Число	Near (близко)	Far (далеко)
Singular	this [ðɪs] (этот, эта, это)	that [ðæt] (тот, та, то)
Plural	these [ði:z] (эти)	those [ðəʊz] (те)

a) **this** or **these**: ... prize, ... credit-tests, ... lecture, ... town, ... shoes, ... hair, ... students, ... men, ... text-books, ... houses.

b) **that** or **those**: ... photo, ... children, ... shelves, ... library, ... apples, ... bags, ... building, ... women, ... news, ... brothers-in-law.

Exercise 8. Укажите синтаксическую функцию местоимения. § 5.5

1. This is a map of Great Britain. 2. That phone is broken. 3. These are my neighbours. 4. Send me this, please. 5. Those girls are tourists from Asia.

Exercise 9. Запишите предложения во множественном числе:

1. I am a student. 2. He is French. 3. This is a mouse. 4. That is a goose.

Exercise 10. Ответьте на вопросы, используя различные предметы или опорные слова. Работайте в парах.

a) What's this? (This is a...) What's that? (That is a...)

b) What are these? (These are...) What are those? (Those are...)

Table, chair, text-book, exercise-book, pencil-box, cell phone, door, blackboard, window, book-case, lamp, map, clock.

Exercise 11. Запишите числительные словами и прочитайте. § 4

1) 5, 18, 12, 19, 10, 20, 38, 43, 157, 587, 908, 1600, 4765, 22 215.

2) 1-й, 2-й, 3-й, 4-й, 5-й, 21-й, 33-й, 13-й, 15-й, 19-й, 50-й.

Exercise 12. Ответьте на следующие вопросы:

1) When do the British celebrate Christmas Day and Halloween?

2) When do people in Russia celebrate Christmas and Victory Day?

3) When is the International Students' Day held?

Exercise 13. Постройте предложения по образцу:

Model: A great English inventor G. Stephenson was born in ...

1564	Ch. Chaplin, a film actor
1642	G. Stephenson, an inventor
1781	W. Shakespeare, a playwright
1889	Queen Elisabeth II
1926	I. Newton, a scientist

Exercise 14. Соотнесите вопросительные местоимения и члены предложения, которые они замещают. § 12.1, 12.2

Член предложения	Вопросительное слово	Перевод
Подлежащее	Who? What?	Кто? Что?
Дополнение	What? Whom?	Что? Кого /Кому?
Обстоятельство (времени, места, образа действия и т.д.)	Where (to / from)? When? How? Why?	Где? (Куда? Откуда?) Когда? Как? Почему?
Определение	What (kind of) + сущ. Whose + сущ. How many /much + сущ.	Какой? Чей? Сколько?

Выберите местоимение для постановки вопроса к предложению:

My sister is going to the cinema tonight.

1) _____ is going to the cinema tonight?

2) _____ is my sister going tonight?

3) _____ is my sister going to the cinema?

4) _____ sister is going to the cinema tonight?

Exercise 15. Проанализируйте порядок слов в предложении:

1 2 3a 3b 4

Peter is writing a letter to Mary now.

Переведите предложение на русский язык. Можно ли поменять порядок слов в русском предложении, сохранив смысл? Можно ли сделать то же самое в английском предложении? Почему?

Exercise 16. Переместите обстоятельство на «нулевую» позицию:

1. He was reading an interesting book yesterday. 2. Mary and Peter go abroad on holiday every year. 3. They spent their holiday in the countryside last summer. 4. My friend goes to the University by bus every morning. 5. I go for a walk in the park twice a week. 6. We are having an English lesson now.

Exercise 17. Определите значения предлогов. § 1.2, 6

A letter **to** Mary, to go **to** the concert, the center **of** the city, a cup **of** tea, to play **with** a child, to write **with** a pen, the letter written **by** Peter, to travel **by** car, **in** the morning, **in** three hours, the exam **in** English, **on** the wall, **on** Monday, **on** time, to be ready **for** classes, a present **for** you, **after** midnight.

Communication

Some information about your brief personal history

Curriculum vitae [kəˌrɪkjʊləm 'vɪtʌɪ] = CV – резюме

Sample Curriculum Vitae

Name	John Edward Harvey
Address and telephone number	27 South St., Stoke Ripton, Birnshire, XY195LM T-(49675) 223926
Date and place of birth	7 th August 1995, Bath
Nationality	British
Age	17
Education	2001-2009 Ripton County school 2009-2010 Grant College of Further Education
Languages	French, German
Previous experience	Summer job working at a local supermarket
Interests	Swimming, tennis, art, computer

Exercise 1. Make up the sentences using the information above.

His name is...; lives...; was born on ...; he is..., studied at..., left the college in..., can speak..., had a job at..., is interested in... .

Exercise 2. Make up your own CV (printed).

Exercise 3. Introduce yourself using the following questions:

1. What's your (first) name? 2. How do you spell your surname? 3. How old are you? 4. Where are you from? 5. Where are you living? 6. What do you do (for a living)? 7. What do you study? 8. What are you fond of? 9. What do you like to do in your spare time? 10. Do you go in for sports? 11. Are you single / married / in relationship? 12. When did you leave school?

Speaking

Some Necessary Greetings

Hi! Hello!
How do you do? – Здравствуйте!
How are you? – Как поживаешь?
Glad / Nice to meet you – Рад
познакомиться с вами.
Meet my friend – Познакомься с
моим другом.

Some Phrases of Parting

Good-bye / Bye-bye / Bye.
So long – Пока!
See you again / soon / later –
Увидимся (позже).
I must be going. – Мне нужно идти.
Leave me a message. – Оставь(те)
мне сообщение.

Sample Dialogue

A: Hello!
B: Hi! Meet my friend Nick. He is a first-year student. He is Russian.
A: Nice to meet you. My name is Alice.
C: I'm glad to meet you too. And where are you from, Alice?
A: I am from Sweden. But I live here now. I study Slavic languages.
B: Alice is also a good sportsman. She is fond of game sports.
A: Sorry, I'm in a hurry now. I have an appointment.
C: We can go to the basketball match together. Our team is playing soon.
A: Great! Leave me a message. See you later.
B and C: All the best!

Exercise 4. Arrange the sentences in the right order.

Dialogue A

He is married.
Is he our new manager?
I don't know.
What is his name?
What is his E-mail address?
Is he married or single?
His name is Dick.
Yes, he is.

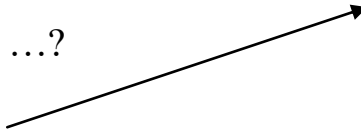
Dialogue B

Yes, she is.
She is Spanish. She lives in Madrid.
Is she Italian or Spanish?
And what is her occupation?
Is Alice your friend?
And can she speak English?
Yes, she can.
She is a guide. She can speak three
foreign languages.

Exercise 5. Read the answers. What were the questions?

1. _____ ? – I'm fine, thanks.
2. _____ ? – They are from Italy.
3. _____ ? – I'm eighteen.
4. _____ ? – Our names are Kate and Sally.
5. _____ ? – No, I am single.
6. _____ ? – No, I'm a college student.
7. _____ ? – It is 543 442 661.
8. _____ ? – My girl-friend is fond of arts.

Exercise 6. Match the synonymic expressions:

- | | |
|----------------------------|---------------------|
| This is my friend ... | Do you know...? |
| How are you? | My name is... |
| Let me introduce myself. | I'm in a hurry. |
| Good afternoon! | How are you doing? |
| What do you do for living? | How do you do? |
| So long. | Glad to meet you. |
| Have you ever met ...? | See you soon. |
| I must be going. | Meet my friend ... |
| Nice to meet you! | What are you doing? |
- 

Exercise 7. Translate into English:

Представить(ся), познакомиться, род занятий, быть (не)женатым / (не)замужем, окончить школу, учиться в колледже, увлекаться чем-л., иностранный язык, искусство, плавание, спешить (торопиться), договориться о встрече, оставить сообщение.

Exercise 8. Complete the dialogue and make up your own dialogues using the previous patterns.

- Hello, Ted.
- ..., Helen. ...?
- I'm fine, thanks. ... my friend Sam. He is ... London.
- Oh! ... an Englishman?
- No, I'm from Asia. I only studied ... London.
- Glad
- ... too.
- What do you do (for living)?
- ... a medical student. I'm taking my internship course now.
- But we ... now. ... soon.
- All

UNIT ONE FAMILY AND RELATIVES

Phonetic Exercises

Read the following proverbs and find the Russian equivalents:

- 1) Like father, like son.
- 2) A friend in need is a friend indeed.
- 3) Don't trouble trouble until trouble troubles you.

Practise the pronunciation of the following words:

agriculture ['ægrɪkʌltʃə], occupation [ˌɔkju'peɪʃ(ə)n], career [kə'riə], island ['aɪlənd], Aberdeen ['æbədaɪ:n], Inverness [ˌɪnvə'nes].

Vocabulary

department – отделение, факультет

to have a lot of work to do about the house – делать работу по дому

rarely ['ræli] – редко

a well-paid job – хорошо оплачиваемая работа

efficient [ɪ'fɪʃ(ə)nt] – умелый, квалифицированный

indoors – в помещении

to look after – ухаживать, присматривать за кем-то

comprehensive [ˌkɒmprɪ'hensɪv] school – общеобразовательная школа

boarding school – школа-интернат

to take over a business ['bɪznɪs] – принимать на себя руководство

except for – за исключением

to involve in – вовлекать

to get on very well with one another – ладить друг с другом

Read and translate the following text.

Jacky's Family

Let me introduce myself. My name is Jacky; my full name is Jacky Rose. I'm almost 20 and I am in my fifth year of the French and Russian department at Aberdeen University. I live on a farm in the North of Scotland, in Inverness, but during the term-time I live in a university flat with five other girls. At weekends I quite often go home because it is only a hundred miles away.

Agriculture is the main occupation in the North of Scotland. So my father is a farmer. My mother is a housewife; she has a lot of work to do about the house – the garden and various animals. She is 48 and my father is 51. My mother's parents are still alive, but we very rarely see them for they live on a small Scottish island quite far away.

My elder sister Margaret is 21 and she works for my father in his office as a secretary. It is a well-paid job and she is very efficient but she doesn't really enjoy it because she works indoors all day.

Jocelyn, my other sister, is 17 and she is in her final year at the local comprehensive school. She has many animals to look after: four cats, two sheep and several ducks. Jocelyn is very much interested in farming and she wants to study agriculture at the university next year.

The youngest member of the family is William, who is 16. He is at a boarding school about 150 miles away. Choosing a career is no problem for him – he has always wanted to be a farmer and to take over a business from my father. He is tall and strong for his age and works on the farm every holiday.

As can be seen all my family (except for me) is involved in farming, it is a family tradition. We all get on very well with one another. All in all, we're a very happy family.

Task 1. Answer the following questions.

1. What is Jacky Rose?
2. Where does she live?
3. What is the main occupation in the North of Scotland?
4. What are Jacky's parents?
5. Is Jacky's elder sister a student, too?
6. What is Jocelyn interested in?
7. How old is the youngest member of the family?
8. Why is choosing a career no problem for William?
9. Do members of the family get on well with one another?

Task 2. Ask your fellow student...

- 1) what Jacky Rose studies; 2) how often she goes home to see the family;
- 3) where Jacky's grandparents live; 4) how many siblings she has got;
- 5) if Margaret enjoys her work; 6) what animals Jocelyn has got to look after;
- 7) if Jocelyn goes to a boarding school; 8) if William wants to be a sportsman;
- 9) if all members of the family are involved in farming.

Lexical Exercises

Exercise 1. Fill in the blanks with prepositions if necessary.

1. Jacky lives ... a university flat, but ... weekends she often goes ... home.
2. Her parents live and work ... a small farm ... the North of Scotland.
3. It is not easy to study foreign languages so Jacky is busy ... the term-time.
4. Margaret works ... her father ... a secretary.
5. Jocelyn has two sheep and other animals to look ...
6. William goes ... a boarding school ... 150 miles away.
7. He wants to take ... a business ... his father and to work on the farm.
8. Not all members ... the family are involved ... farming.
9. They get ... very well ... one another.

Exercise 2. Introduce yourself playing the part of...

- 1) Jacky; 2) Jacky's mother; 3) Margaret; 4) Jocelyn; 5) William.

Exercise 3. Finish the sentences:

1. Jacky lives in Inverness, but...
2. At weekends she goes home quite often because...
3. Agriculture is the main occupation in the North of Scotland, so ...
4. Jacky's mother is a housewife, so ...
5. Jacky's grandparents are still alive, but ...
6. Margaret doesn't enjoy her work because...
7. Jocelyn is very much interested in farming, that's why...
8. Choosing a career is no problem for William because...
9. All members of the family get on well with one another, so ...

Exercise 4. Speak on the topic "Jacky's Family".

Grammar Exercises

Exercise 1. Use the objective form of the pronoun. § 5.1

1. Will you give (I) your pen, please! 2. Don't tell (we) this story again. 3. I'll be glad to show (you) around my house. 4. What a pretty little girl! Look at (she)! 5. Can you explain (he) the problem? 6. If you need a dictionary, take (it)! 7. Read the new words and classify (they) into two groups: verbs and nouns. 8. They are waiting for (we) for two hours.

Exercise 2. Fill in the gaps with necessary possessive pronouns. § 5.3

1. Ted is 17, ... dream is to become an economist. 2. This is my elder sister, ... name is Julia. 3. Is it Mary's cell phone? – Yes, it's ... 4. The Browns are my neighbours, ... house is across the street from 5. Bob, what is ... pet's name? – Rex. 6. Whose exercise-book is it? Is it ..., Ann? 7. We are going to the concert. These are ... tickets. 8. Don't take these seats, they are

Exercise 3. Choose the necessary pronoun. § 5

- | | |
|--|---|
| 1. ... house is in Spain.
a) their b) them c) us | 6. I want to tell ... the story.
a) them b) its c) me |
| 2. Tell ... about this country.
a) our b) us c) she | 7. She enjoyed ... very much.
a) hers b) myself c) herself |
| 3. Can I take a cake? – Yes, help...
a) you b) them c) yourself | 8. ... street is in the north.
a) me b) it c) our |
| 4. They are ... children.
a) hers b) its c) his | 9. ... have a nice garden.
a) they b) our c) her |
| 5. Take the book. Give ... to Jane.
a) her b) them c) it | 10. John is a friend of
a) us b) mine c) my |

Exercise 4. Fill in the blanks with the necessary form of the verb “to have” (have, has, had, will have, haven’t, hasn’t). Classify the sentences according to the function. § 8.2.2, 8.2.4, 8.2.5

1. They ... dinner together every Sunday. 2. We ... much free time tomorrow morning. 3. He ... got a brother, he ... got two younger sisters. 4. We ... little work to do yesterday evening. 5. ... she got a credit card? Yes, she 6. Did you ... a rest yesterday? Yes, I ... a good rest. 7. ... you got a pet at home? – No, I 8. She ... a nice dress on. 9. I’m sure he ... a good mark in English next term. 10. Sorry, I must be going. I ... an appointment.

Exercise 5. Find and correct one mistake in each sentence.

1. First year students has English twice a week. 2. Have you got a new lap top? – Yes, I do. 3. They will have a long holiday last summer. 4. Can I have got a look at that photo? 5. What time have you usually got tea? 6. They hadn’t English classes next year. 7. Do you have got a driving license? 8. I hasn’t got any pet at home. 9. How often have you got a shower? 10. We won’t have got teaching practice in summer.

Exercise 6. Work in pairs according to the model. § 8.2.1, 8.2.2, 8.1

Model: Peter goes to school. →

Does Peter go to school? – No, he doesn’t. He doesn’t go to school.

1. They speak French very well. 2. He goes in for sports every week. 3. She has a modern computer. 4. My sister calls me Dan. 5. They know many English songs. 6. He likes modern art. 7. My friends often visit museums. 8. We send letters to our friends. 9. I try to keep fit. 10. My dog likes cats. 11. This watch goes. 12. We have an English lesson three times a week.

Exercise 7. Write in the verbs in the correct form. § 8.2.1, 8.2.2

1. I usually (to go) to the university by bus. 2. It (to take) me 15 minutes to get there. 3. She (to play) tennis on Sundays. 4. You (to cook) well? 5. We (to have) English twice a week. 6. They (not to eat) meat, they are vegetarians. 7. Ann (not to use) the dictionary while translating. 8. They (to study) five days a week. 9. We (not to learn) French. 10. He (to play) the guitar?

Exercise 8. Find and correct one mistake in each sentence.

1. She buies bananas every week. 2. Their children do go to school every morning. 3. She watchs TV every week. 4. Your sister relax every week. 5. We cook often pizza. 6. Ann and Pete goes to work every day. 7. My mother haves three children. 8. He studys German at school.

Exercise 9. Ask special questions. § 12.2

1) When...? → The dean comes at half past nine.
2) What...? → The girl asks us a lot of questions.

- 3) How often...? → We always air our classroom twice a day.
- 4) Who...? → They tell us about their studies.
- 5) What book...? → I read an English book every day.
- 6) What kind of...? → My father drives a new car.
- 7) How...? → He speaks English very well.
- 8) Where...? → My sister goes to her office on week-days.
- 9) How many...? → We have three classes on Monday.

Exercise 10. Fill in the articles (a, an, the) where necessary. § 1.5

1. This is ... camera. 2. This is ... David. 3. I'd like to change ... money. 4. ... Martin is from ... Italy. 5. This is ... cinema. ... cinema is new. 6. I'd like to buy ... orange. 7. I am ... student. My brothers are ... farmers. 8. I want to buy ... this stamp. 9. This is my ... Smartphone. 10. ... Smiths live in ... London. 11. These are ... students of our group. 12. ...man entered the room. 13. She has ... aunt and two ... uncles. 14. Would you like ...cup of tea? – Yes, I usually drink ... tea in the morning.

Exercise 11. Translate into Russian. Compare the phrases. § 1.3

- 1) Jack London's novels, John Lennon's songs, Chekhov's short stories, Lomonosov's works, my sisters' names, my sister's children, this child's mother, my friend's occupation, these students' marks, the teacher's voice;
- 2) the center of the city, a piece of chalk, a sheet of paper, the page of the book, the title of the text, the number of the exercise, members of the family.

Exercise 12. Form the Possessive Case of the nouns. § 1.3

- 1) jeans, Peter; 2) boy-friend, Bess; 3) best test, Denis; 4) TV-set, my father-in-law; 5) children, Mike and Mary; 6) best red dress, Helen; 7) faces, children; 8) garden, my grandparents; 9) passes, those men.

Exercise 13. Combine the nouns using the models. § 1.3, 1.4

Models: a) job / Sally – *Sally's job*;
 b) door / car – *the door of the car*;
 c) TV / set – *a TV set*

- | | |
|---|-------------------------------|
| 1) motorbike / Andrew; | 9) the rising cost / petrol; |
| 2) shoe / shop; | 10) traffic / London; |
| 3) milk / cat; | 11) alarm / clock; |
| 4) the price, the computer; | 12) clothes / ladies; |
| 5) bedroom / children; | 13) son / Mary and Ken; |
| 6) problem / nobody; | 14) the end / the film; |
| 7) sports / car; | 15) vacation / two weeks; |
| 8) the name / the girl who came to dinner last; | 16) house / my mother-in-law. |

Exercise 14. Answer the following questions.

1. What is your sister's /brother's name?
2. Who is your mother's or father's sister /brother?
3. Who is your cousin?
4. What is your cousin's hobby?
5. Where is your parents' house?
6. What is your friend's favourite subject?
7. Whose pen is it?
8. Whose exercise-book is over there?

TEXT FOR SUPPLEMENTARY READING

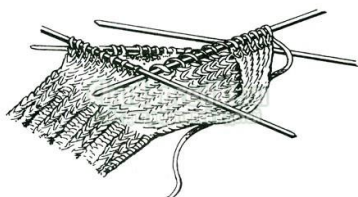
1. Put the verbs in brackets into the correct form. Entitle the text.

A hobby (to be) a regular activity or interest that is undertaken for pleasure. Examples of hobbies (to include) collecting stamps or coins, cooking, dancing, etc. Some people (to like) to stay indoors and do things that (not to involve) physical activity: they read detective or love stories, watch TV-programs or play computer or board games; they (to be) often called couch-potatoes.

The others (to prefer) outdoor activities such as hiking, sailing, rock climbing, fishing, hunting. Some hobbies (to result) in an end product and are considered creative hobbies. Examples of this would be metalworking, woodcarving, painting, photography, knitting, sewing. In Britain walking and gardening (to be) very popular.



1.



2.



3.



4.



5.



6.

2. Name the hobbies pictured above.

3. Classify all the hobbies into three groups:

- 1) indoor activities: ...
- 2) outdoor activities: ...
- 3) creative hobbies: ...

4. Speak about your hobby. Use the expressions:

As for me, I prefer ...; I am fond of /interested in ...; In my spare time I like ...

UNIT TWO

UNIVERSITY LIFE

Phonetic Exercises

Read the following proverbs and find the Russian equivalents:

- 1) It's Greek to me.
- 2) Live and learn.
- 3) Wishes don't wash dishes.

Practise the pronunciation of the following words:

Pedagogy [ˌpedəˈɡɒdʒɪ], Philosophy [fɪˈləsəfɪ], Psychology [saɪˈkɒlədʒɪ], laboratory [ləˈbɒrətəri], Foreign language [ˈfɔːrɪn ˈlæŋɡwɪdʒ], final [ˈfaɪnəl], unified [ˈjuːnɪfaɪd], curriculum [kəˈrɪkjʊləm], education [ˌedʒuˈkeɪʃ(ə)n], graduation [ˌɡrædʒuˈeɪʃ(ə)n], submit [səbˈmɪt], social [ˈsəʊʃəl], etc. [ɪtˈsetrə].

Vocabulary

Learn the following words and expressions:

to attend lectures [əˈtend ˈlektʃəz] – посещать лекции
credit-test – зачёт
course [kɔːs] of studies – курс обучения
curriculum (pl. curriculums /curricula) – программа
to enter the University – поступить в университет
external student – студент-заочник
full-time student – студент дневного отделения
facilities [fəˈsɪlɪtɪz] (мн. ч.) – оборудование, аппаратура, удобства
to be housed – находиться (внутри здания)
to do one's best – делать все возможное, стараться
to work hard – работать усердно
to last – длиться, продолжаться
to miss (lectures, seminars) – пропускать лекции, семинары
to provide – обеспечивать, предоставлять
postgraduate level – аспирантура
senior [ˈsɪːnjə] student – студент старших курсов
social activities – общественная деятельность
state grant – стипендия
subject [ˈsʌbdʒɪkt] – учебный предмет
to submit a graduation paper – представить к защите выпускную работу
to take / to pass an examination (in) – сдавать / сдать экзамен (по)
teaching practice – педагогическая практика
term [ˈtɜːm] – семестр
the Unified State Exam – единый государственный экзамен (ЕГЭ)

Read and translate the following text.

We are Students Now

We entered the University after passing the Unified State Exams. Like other school-leavers we didn't have to take entrance examinations. Now we are first-year students of Perm State Humanitarian Pedagogical University.

The University provides education at different levels. We are Bachelor students who study four or five years, and another two years to earn a Master's degree. Postgraduate level results in academic degrees which is not easy to succeed. We study full-time but there are also part-time and external students who combine work and learning through self-instruction.

In four buildings of the University there are a lot of facilities: lecture halls, computer classrooms, laboratories, a rich library, some reading-rooms, and a big conference hall. Students of Information Technology and Economics have regular computer classes; students of Physics and Natural Sciences work in laboratories and carry out different experiments. Students of Physical Culture spend much time in the gym, on the sports ground or in the swimming-pool.

The academic year has two terms. At the end of each term students take credit-tests and terminal examinations. Full-time students usually have their examination sessions in January and in June. There are a lot of subjects on the curriculum: History of Russia, Philosophy, Pedagogy, Psychology, Foreign language, etc. Some of the subjects are rather difficult, so we work hard and do our best. Some subjects are very interesting.

We study six days a week: on Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. Sunday is our day off. Our classes usually begin at 8 o'clock in the morning. Every day we have a lot of lectures and seminars. As a rule we attend all of them and don't miss classes. After classes we take part in social activities and cultural life of the University. Some of us live in hostels. They are not far from the University and it takes us not much time to get there.

The library is housed in the main building of the University. There we can prepare for the next day's classes, write a report or a project (a course paper). Those who do well at their studies receive a state grant. During summer holidays some students work in camps for children. Students of the Faculty of History work in archaeological expeditions; students of Philology study folklore and languages of native peoples living in Perm Region. Senior students always have a teaching practice at schools or kindergartens.

At the end of the course of study we'll take our final examinations and submit a graduation paper. After getting a teaching certificate some of us will continue the course of study to take a Master's degree, the others can start working at schools or kindergartens.

Task 1. Answer the following questions.

1. Did you enter the University straight from school?
2. What education does our University provide?
3. You are a full-time student, aren't you?
4. How long does your course of study last?
5. What kind of facilities are there in the University?
6. What do students take at the end of each term?
7. What subjects are there on the curriculum?
8. Do you take part in social or cultural activities at your faculty?
9. What do students do during summer holidays?
10. What will you submit at the end of the course of study?
11. What are your future plans after getting a teaching certificate?

Task 2. Ask your fellow student if he or she...

- 1) attends all the lectures and seminars; 2) lives in a hostel; 3) often goes to the library; 4) receives a state grant; 5) combines work and study; 6) has the teaching practice this year; 7) spends a lot of time in the gym; 8) is writing a course paper; 9) tries to do his /her best.

Lexical Exercises

Exercise 1. Fill in the blanks with prepositions if necessary.

1. He is a student ... the Pedagogical University.
2. ... last year I entered ... the faculty ... psychology.
3. He goes ... the University every day.
4. My sister got interested ... chemistry ... the age ... 16.
5. How long does the course ... engineers last ... your University?
6. We passed our examination ... philosophy ... the 12th ... January.
7. How do you prepare ... the next day classes?
8. D.I. Mendeleyev graduated ... the institute ... 1854.
9. My friend is good ... mathematics.
10. Some students take part ... cultural activities.
11. The hostels are not far ... the University.
12. ... the end ... the course ... study we'll take our final exams.

Exercise 2. Explain or name what it is:

- a) a discourse or talk given before class at a university or college for instruction;
- b) students who combine work and learning;
- c) the place where books and other literary materials and records are kept;
- d) a sum of money to finance educational study;
- e) the testing of knowledge of students without giving any definite mark;
- f) the method of teaching when students in small groups discuss with a professor theories and exchange information;

- g) one of the periods of time that a university divides the academic year into;
- h) a period in which a break is taken from studies for rest, travel, or recreation.

Exercise 3. Complete the sentences.

1. We began to attend school (в возрасте семи лет).
2. We (заинтересовались) in some school subjects and in teaching.
3. I didn't take entrance examinations because I passed (ЕГЭ).
4. Now I (студент-бакалавр) and study (очно).
5. In January we will (сдавать зачёты и семестровые экзамены).
6. It is very important not to (не пропускать лекции и семинары).
7. We often go to the library (чтобы подготовиться к занятиям).
8. There are different subjects on the (учебный план).
9. We work (усердно) and (очень стараемся).
10. (Мне требуется немного времени) to get to the University.
11. Some students (получают стипендию) and live (в общежитии).

Exercise 4. Speak on the topic "We are students now" using the following points as a plan:

- a) leaving school;
- b) the University facilities;
- c) the academic year at the University;
- d) the forms and methods of teaching;
- e) the time-table of our classes;
- f) social life at the University;
- g) my future plans.

Grammar Exercises

Exercise 1. Fill in the gaps with "much", "many" or "a lot (of)". § 1, 5.9

1. I don't eat ... oranges. 2. He eats ... fish. 3. Mary mustn't eat too ... salt because she has problems with her blood pressure. 4. There is not ... space in my flat. 5. Are there ... students in the gym? – Yes, there are 6. Please don't put ... pepper on the meat. 7. She doesn't eat ... bread, she is on a slimming diet. 8. Do ... people speak English? 9. They found ... mushrooms there. 10. You don't work ... on your project.

Exercise 2. Fill in the gaps with the pronouns "little, a little, few, a few".

1. I am busy now, I have ... time. 2. Would you like ... salad? – Yes, thank you. 3. Mother gave us ... apples, and we were glad. 4. He didn't like it in the camp, he had very ... friends there. 5. I have ... money, so we can go to the cinema. 6. I have ... money, so we cannot go to the cinema. 7. Very ... people learn Japanese as a foreign language. 8. She left and returned in ... minutes.

Exercise 3. Translate into English using “much /many /(a) little /(a) few”.

Много информации, мало людей, немного воды, мало свободы, несколько традиций, немного еды, много школ, несколько стран, мало энергии, мало студентов, немного экспериментов, много зачетов, много времени, немного мебели, много мероприятий.

Exercise 4. § 9.3

A. Use the following verbs to make up imperative sentences.

Take, go, come, open, close, read, sit, stand, put, etc.

1.... here! 2. ... to the table! 3. ... the book! 4. ... not ... down! 5. ... not ... the door! 6. ... the pen! 7. ... not ... the window! 8. ... the bag! 9. ... the book on the table! 10. ... not ... the bag on the chair! 11. ... nearer!

B. Tell children at school what they should do to be fit.

Model: It is good to go in for sports. – *Go in for sports!*

1. It is nice to spend much time in the open air.
2. It is healthy to eat more fruit.
3. It is good for your health to do morning exercises.
4. It is pleasant to go for a walk.

C. Now tell children not to do the wrong things.

Model: Smoking is bad. – *Don't smoke!*

1. It is dangerous to walk late at night.
2. It is not good to be lazy.
3. It is not healthy to sit at the computer too long.
4. It is bad to be impolite.

Exercise 5. Make up polite requests (you may continue the list).

Order	Polite request
Begin reading the text!	Will you begin reading the text, please?
Translate this sentence!	
Hand out the test-papers!	
Bring a piece of chalk!	
Clean the blackboard!	
Air the classroom!	

Exercise 6. Use “Let’s” or “Let’s not”. Insert the verbs: tell, stay, hurry, have, make.

1. We don't want to be late. _____ .
2. We want to keep this a secret. _____ it anyone.
3. We want to be careful. _____ any mistakes.
4. We don't want to go out now. _____ at home.
5. We don't want to work anymore. _____ a rest!

Exercise 7. Study the table and answer the questions. § 8.1

Type of verbs	Infinitive (неличная форма)	Past Simple	Participle II (неличная форма)
Regular verbs	to like to live to start	lik <u>e</u> d [t] (после глухих согласных) liv <u>e</u> d [d] (после звонких согласных) start <u>e</u> d [ɪd] (после букв "t" и "d")	
Irregular verbs	to begin to go to build	began went built	begun gone built

1) Что означает понятие «неличная форма глагола»? Как неличные формы глаголов используются в составе сказуемого?

2) Сколько существует фонетических вариантов чтения суффикса **-ed** у правильных глаголов?

3) Как неправильные глаголы образуют свои основные формы? Можно ли вывести универсальный принцип их образования?

Exercise 8. Read the Past Simple forms according to the pronunciation.

[t]	[d]	[ɪd]
passed	changed	graduated
forced	entered	started
liked	loved	studied
worked	lived	lasted
watched	controlled	attended

Exercise 9. Write the forms of irregular verbs according to the pattern.

- 1) let - let - let (cost, cut, put, set, shut);
- 2) meet - met - met (read, leave, keep, lead, sleep, feel, mean, make, say, pay);
- 3) bring - brought - brought [ɔ:] (buy, catch, fight, think, teach);
- 4) build - built - built (lend, spend, send);
- 5) begin - began - begun (drink, ring, sing, swim).

Exercise 10. Write the forms of irregular verbs using the special table.

Be, come, do, eat, fall, find, get, give, go, have, hear, hold, know, grow, learn, lose, choose, see, sit, speak, stand, show, take, tell, sell, win, write, wear.

Exercise 11. Fill in the gaps as in the model. § 8.2.3, 8.2.4

Model: A year ago I enjoyed tennis but I ... swimming. →

A year ago I enjoyed tennis but I didn't enjoy swimming.

1. We learnt English at school but we ... German.
2. They went to the USA last year but they ... to England.
3. We saw Jack yesterday but we ... his brother.
4. At the party she ate an orange but she ... an apple.
5. He taught physics at the University but he ... mathematics.
6. We met Boris two days ago but we ... Ann.
7. Last week we took a credit-test but we ... an exam.

Exercise 12. Ask your fellow-student if he /she:

- 1) entered the Technical University last summer; 2) studied German at school;
- 3) made a good report at the seminar; 4) visited a foreign country last year;
- 5) attended the lecture in History the day before yesterday; 6) went to the theatre two days ago; 7) was late for classes yesterday; 8) played volleyball last Friday; 9) had lunch at the students' canteen; 10) missed classes last week.

Exercise 13. Ask special questions on the underlined words.

1. We had breakfast at the students' canteen.
2. He wanted to go to Moscow during the holidays.
3. Our English class began at 10 o'clock.
4. Last night I got a letter from my parents.
5. My sister read some English books last year.
6. My friend passed all the exams successfully.
7. They discussed important problems at the seminar.
8. We were late for classes yesterday.
9. She made a good report at the seminar.

Exercise 14. Decide what you will do at the time of speaking. Use the Future Simple Tense (will /won't + Infinitive). § 8.2.5

1. Oh, I have left the door open. I (to go) and shut it.
2. What would you like to drink? – I (to have) an orange juice, please.
3. I see you're busy, so I (not to stay) long.
4. Did you phone Ruth? – Oh, no, I forgot. I (to phone) her now.
5. I'm too tired to walk home. I (to get) a taxi.
6. I don't know how to use this computer. – OK, I (to help) you.
7. I have little time. I (not to do) the washing-up now.
8. I need some money. – OK, I (to lend) you some. How much do you need?
9. I'm sorry about what happened yesterday. It (not to happen) again.

Exercise 15. Combine these words with the Future Simple Tense.

- | | |
|-------------|---|
| probably | → I haven't seen Carol yet. I ... she (to phone) tonight. |
| expect | Do you ... Sarah (to like) our present? |
| sure | I ... (to be) home late this evening. |
| think | I ... what (to happen). |
| don't think | Don't worry about the exam. I am ... you (to pass). |
| wonder | I ... the exam (to be) very difficult. |

Exercise 16. Ask your friend's opinion using "Shall I..?", "Shall we..?"

1. You and your friend don't know what to do this evening. – What ...?
2. You are not sure whether to buy a new jacket. You ask a friend for advice. – ... it?
3. You don't know what to give Ann as a birthday present. – What ...?
4. You don't know whether your friend wants you to open the window. – ...?
5. You and your friend haven't decided whether to travel by car or by train. – ... or ...?
6. You are not sure whether your friend wants you to phone him /her later. – ...?
7. You doubt where to have dinner – in a café or in a restaurant. – Where ...?

Exercise 17. Make up sentences using “be going to+Infinitive”. § 8.3.2

1. Are you going shopping? – Yes, (I /buy) something for dinner.
2. Has George decided what to do when he leaves school? – Oh, yes. (He /do) a computer programming course.
3. I can take you to the airport tomorrow. – Thanks, but (Ann /take) me.
4. What are your plans for the weekend? – (We /have) a trip to London.
5. Have you decided what to do about the job that was advertised? – Yes, (I /not /apply) for it.
6. What (you /do) during your holiday? – I haven’t decided yet.
7. (We /play) tennis yesterday but it rained all day.
8. (Sue and Tim /have) a party last Sunday but some of their friends couldn’t come, so they cancelled it.
9. Smoking is very bad for you. – I know. (I /give up) it.

Exercise 18. Write an essay about your winter holiday using “I am going to ...” (if you have decided yet) or “I think / I’ll probably ...” (if not).

To spend time in ..., to go to the countryside, to go skiing /skating, to travel around /by ..., to have a trip to ..., to visit, to stay at ..., to enjoy, to go sightseeing, to take pictures of beautiful views, to look forward to... .

TEXT FOR SUPPLEMENTARY READING

1. Read the following text and translate the underlined words.

The Bell Schools in the UK

1. In 1955 Frank Bell started a school of English for overseas students in Cambridge. This was so successful that in 1969 he opened another school in Bath and later others in Norwich and Saffron Walden. All the schools of the Bell group aim to combine good teaching in attractive and friendly surroundings. In 1973 the school in Bath became the Bell Educational Trust, a non-profit-making educational foundation.

2. The school accepts about one hundred students from many different countries. They all aim to improve their English. Students are accepted at all levels from complete beginners to very advanced. We ask that beginners should be able to read and write the English Alphabet. The minimum age for enrolment is 17 and the average age of the students is about 22. There are three terms of about eleven weeks each; these are October to December, January to March and April to June. There are three shorter courses in summer from July to September.

3. At the start of the course all students are given a test and an interview so that we can form the right group for learning. When the school decides on the groups they consider levels of English, nationality and the number of men and women so that each group forms a positive coherent learning unit. Each group has a group tutor. This is the teacher who is responsible for the group and who

plans the course work. The teaching may be different at different levels. For example, advanced students often need more practice with written work and elementary students need more oral practice. However, the school tries to maintain a balance of four skills of listening, speaking, reading and writing.

4. One of the features of the school approach to teaching English is the use of questionnaires, interviews and projects. The students are taken out of the classroom to use their English and they may find themselves interviewing people in the city centre or making a video film about life in Bath.

5. Here are some of the subjects the school offers: English Literature, Making a Magazine, Business English, the Media, Making a TV Programme, Music, Typing, Ecology, History, Photography, Technical English. The subjects may change each term but the School tries to offer as wide a range as possible. The aim of these lessons is to give students the chance to study something of interest to them in English and this encourages them to use English more.

At the end of the course each student receives a report which comments on progress, attendance and attitude.

2. Say if it is true, false or there is no information.

a) The school in Bath occupies a pleasant nineteenth century house with an attractive garden and a car park.

b) The academic year in Bell schools is divided into two terms.

c) The groups at this school are formed according to the students' level of English knowledge, nationality and gender.

d) Only advanced students may be accepted to Bell schools: they should be able to speak English fluently, write correctly and read.

3. Choose the paragraph dealing with the following information:

a) A peculiar method of teaching in this school is spoken communication when students leave their classrooms to have a conversation with townspeople.

b) The range of subjects on the curriculum changes each term.

c) There are differences in teaching the advanced students and the beginners.

4. Answer the question: "What are the duties of a group tutor?"

5. Choose the adequate summary of the text.

a) The school in Bath accepts about one hundred foreign students who are classified into groups from the complete beginners to the very advanced.

b) The main methods of teaching at such schools are questioning, interviews and projects; they give students more oral practice.

c) The aim of the Bell group schools is to teach good English at different levels and according to the individual interests of the students.

d) It is very important to form the groups of students according to the results of the placement test.

UNIT THREE

EDUCATION IN THE UNITED KINGDOM

Phonetic Exercises

Pronounce correctly and pay attention to forming Participle I:

do – doing	pay – paying	take – taking
go – going	cry – crying	come – coming
sing – singing	study – studying	cut – cutting
enter – entering	play – playing	get – getting

Practise the pronunciation of the following words:

higher ['haɪə], academy [ə'kædəmɪ], laboratory [lə'bɒrətəri], technology [tek'nɒlədʒɪ], own [əʊn], qualification [ˌkwɒlɪfɪ'keɪʃ(ə)n], surgeon ['sɜ:dʒ(ə)n], supervision [ˌsju:pə'vɪz(ə)n], postgraduate ['pəʊst'grædjuit], certificate [sə'tɪfɪkət], advanced [əd'vɑ:nst], design [dɪ'zaɪn], successful [s(ə)'kʌksesful].

Vocabulary

Learn the following words and expressions:

compulsory [kəm'pʌlsəri] – обязательный
to develop [dɪ'veləp] – развивать
educational establishment = institution – образовательное учреждение
to be engaged [ɪn'geɪdʒd] in – заниматься чем-л.
equipment [ɪ'kwɪpmənt] – оборудование
experienced [ɪks'pɪəriənst] – опытный
field [fi:ld] of knowledge – область знаний
free – 1) свободный, 2) бесплатный
to include [ɪn'klu:d] – включать
intermediate [ˌɪntə'mɪ:dʒət] – промежуточный, переходный
local authorities [ɔ:'θɒrɪtɪz] – местные власти
to make a contribution [ˌkɒntrɪ'bjuʃ(ə)n] to – вносить вклад во что-л.
nursery ['nɜ:səri] (school) – детское дошкольное учреждение
further ['fɜ:ðə] education – среднее профессиональное образование
to be responsible for = be in charge ['ʃɑ:dʒ] of – быть ответственным за что-л.
research [rɪ'sɜ:ʃ] – исследование
science ['saɪəns] – наука
staff [sta:f] – штат
to subdivide [ˌsʌbdɪ'vaɪd] – подразделять
to train = to instruct [ɪn'strʌkt] – обучать, подготавливать
various ['vɛəriəs] – разнообразный
vocational training – профессиональное обучение

Read and translate the following text; entitle each paragraph.

Education in the United Kingdom

Each of four countries of the UK has developed its own educational system, but five stages are common: early years, primary, secondary, further education and higher education. The law states that full time education is compulsory for all children between the ages of 5 and 16, the compulsory school age (CSA).

The UK government is responsible for education in England; local authorities are in charge of public education at a local level. England has a tradition of independent schools, where education is not free; some of them are called "public schools". State schools can be grammar schools, which are selective, or comprehensive schools, which are not.

Before children reach CSA, they can be educated at nursery (ages 3–5) if parents wish, but the number for such places is limited. At the age of 5 children go to school. Primary education is subdivided into Infant stage (ages 5 to 7) and Junior stage (ages 7–11). Secondary education (ages 11–16) results in taking exams for the General Certificate of Secondary Education (GCSE). After passing the GCSE-exams students can leave school at the age of 16 or continue their education and take A-levels (Advanced Level exams). Some school-leavers go on to other kinds of education and training.

Further Education (FE) is non-compulsory and can be taken at further education colleges and higher education institutions. FE in the United Kingdom provides vocational, or work-based, training. FE students get competency-based qualifications at different levels: intermediate qualification makes it possible to begin a specific career path, e.g. accountant, engineer or veterinary surgeon; advanced qualification is necessary to progress into higher education. FE can also involve continued schooling, known as "sixth form", leading (typically after two years of further study) to A-level qualifications.

At the age of 18 those who get A-levels successfully may go to a university, academy, an institute of technology or other higher educational establishment. Post-secondary, or higher education (HE) is an optional final stage of formal learning. HE teaching includes undergraduate level which lasts 3 years (bachelor degree), and postgraduate level (academic degrees). Research is an important part of university work. Undergraduate students are engaged in scientific work under the supervision of experienced instructors, called tutors. Oxford and Cambridge Universities have well-known scientific schools and a number of research laboratories with modern equipment; their staff includes outstanding scientists who make a contribution to various fields of knowledge. Numerous Nobel Prize winners can be found among them.

The National Curriculum (NC), established in 1988, provides a framework for education in England and Wales between the ages of 5 and 18. The NC is followed by most state schools, but some private schools, academies and home educators design their own curricula. In Scotland the nearest equivalent is the Curriculum for Excellence program, and in Northern Ireland there is something known as the Common Curriculum.

Task 1. Answer the following questions.

1. What is in common between the educational systems in the UK-countries?
2. What does the abbreviation CSA mean?
3. Who is responsible for education?
4. What is the difference between independent and state schools?
5. Can all parents afford (позволить себе) to educate their children at nursery?
6. What options do school-leavers have after passing the GCSE-exams?
7. What qualifications do FE students get after two or three years of study?
8. What degrees do HE establishments offer?
9. Research is an important part of university work, isn't it?
10. Do all schools follow the National Curriculum?

Task 2. Ask your fellow student ...

- 1) how some of independent schools are called; 2) what types of state schools he /she knows; 3) what stages primary education is subdivided into; 4) at what age students take the GCSE-exams; 5) where FE students can get their education; 6) what is known as "sixth form"; 7) if A-level is another name for high school; 8) how many levels HE teaching includes; 9) who assists undergraduate students in their scientific work; 10) why Oxford and Cambridge Universities are famous.

Task 3. Fill in the table.

Age	Stage of education	Type of school	Qualification
5–11			
11–16			
16–18			
16–18			
18–21			

Lexical Exercises

Exercise 1. Arrange a) and b) in pairs of synonyms.

- a) nursery, be in charge of, independent, grammar school, train, work-based;
- b) gymnasium, instruct, vocational, kindergarten, private, be responsible for.

Exercise 2. Fill in the blanks with prepositions and adverbs if necessary.

1. Universities train specialists ... various fields ... knowledge.
2. Several establishments provide FE, and ... them FE colleges.

3. In Russia full time education is compulsory ... all children ... the ages 7–18.
4. State schools are subdivided ... grammar schools and comprehensive schools.
5. "Sixth form" is continued schooling resulting ... A-level qualifications.
6. HE institutions provide teaching ... different levels.
7. To progress ... higher education, school-leavers have to take A-levels.
8. Senior students are engaged ... scientific work ... the supervision ... experienced instructors.
9. Outstanding scientists make a contribution ... various fields ... knowledge.
10. The Rector is ... charge ... the University.
11. The Dean is responsible ... the faculty.

Exercise 3. Finish the sentences and speak on the topic:

- 1) Five common stages of the educational system in the UK are...
- 2) Education is compulsory for all children ...
- 3) Primary education is subdivided into...
- 4) Most children in the UK go to comprehensive schools, but there are also ...
- 5) Secondary education (ages 11–16) results in ...
- 6) After passing the GCSE-exams school-leavers have several options: ...
- 7) Further Education (FE) is non-compulsory and can be taken at ...
- 8) FE students get competency-based qualifications at different levels: ...
- 9) Those who pass A-levels successfully may go to ...
- 10) HE teaching includes...
- 11) Undergraduate students are engaged in ...
- 12) Oxford and Cambridge Universities have a number of ...
- 13) Outstanding scientists make ...
- 14) The National Curriculum provides ...

Exercise 4. Fill in the table; underline the suffixes.

1a Thing	1b Person	2a Action	2b Person	3a Action	3b Thing
	scientist		educator	to qualify	
technology		to instruct			contribution
	researcher	to assist			equipment
engine			accountant	to develop	

Exercise 5. Translate the words, paying attention to the prefixes.

Independent, informal, unknown, impossible, illegal, irregular, non-compulsory, non-profit; misunderstand; subdivide, subgroup, subordinate; supervision, supernatural, superhuman; underground, underpay, undergraduate; postgraduate, post-secondary, post-war; rewrite, repaint, renew, remake.

Exercise 6. Choose the right word (use it in the correct form).

1. Students carry out research in various fields of research is an important part of HE. Young ... have many advantages. (scientist, scientific, science)
2. The faculty of ... trains Many of the teachers are brilliant ..., their ... produce a great impression on the listeners. (history, historian, lecture, lecturer)
3. ... is a fashionable science nowadays. Our University ... hundreds of young people every year, and a lot of ... get their ... here. After graduating from the

University they will devote themselves to the solution of ... problems of children and adults. (educate, education, psychologist, psychological, psychology)

Communication

Learn some classroom expressions.

I am sorry, I am late. – Простите, что я опоздал.

Who is staying away? – Кто отсутствует?

All students are present. – Все студенты присутствуют.

I am afraid, I am not ready yet. – Боюсь, я еще не готов.

Who is the monitor? – Кто староста?

Begin reading! – Начинайте читать!

Go on working! – Продолжайте работать!

Will you translate this word, please? – Пожалуйста, переведите это слово!

What's the Russian for "research"? – Что значит по-русски «research»?

Shall I read or translate the text? – Мне читать или переводить текст?

The time is over. Hand in your papers, please! – Время закончилось.

Сдавайте работы, пожалуйста!

There goes the bell. – Звенит звонок.

The bell has gone. – Звонок прозвенел.

Let's have a break. – Давайте сделаем перерыв.

Let's air the classroom. – Давайте проветрим аудиторию.

Write down your home assignment (homework). – Запишите домашнее задание.

Sample Dialogues

1. *Teacher:* Good morning! Let's begin our classes. Who is the monitor?

Monitor: I am.

Teacher: Who is staying away?

Monitor: All students are present.

2. *Student:* I am sorry, I am late.

Teacher: Why are you late?

Student: I got stuck in a traffic jam.

Teacher: Go to your seat and don't be late next time.

3. *Teacher:* I checked up your test-papers yesterday.

Students: What are our results?

Teacher: Two papers are excellent, five papers are good, three papers are satisfactory. One student got a bad mark, he made too many mistakes.

4. *Student A:* Who is the monitor in your group?

Student B: Dasha Petrova is.

Student A: Where is she now?

Student B: She is at the Dean's Office.

Student A: What is she doing there?

Student B: She is talking to the Deputy Dean.

Student A: What are they speaking about?

Student B: I think they are speaking about the timetable.

Role play: “The teacher and students in a class”.

Use the phrases from the dialogues and the classroom expressions and make your own dialogues.

Grammar Exercises

Exercise 1.

A. Form the affirmative sentences in Present Continuous. § 8.3.1

- 1) I, to look, at the blackboard
- 2) Ann, to revise, the grammar rules
- 3) some students, to ask questions, to each other
- 4) you, to listen, to the teacher
- 5) Peter, to write, the sentences, in the exercise-book
- 6) they, to pronounce the new words
- 7) I, to answer, teacher's questions
- 8) we, to have, an English lesson.

B. Ask general questions using the sentences in task A.

Exercise 2.

A. Form the negative sentences in Present Continuous as in the model.

Model: Susan **is not dancing** now. She **is doing** her morning exercises at the moment.

- 1) he, to drive a car / to walk
- 2) my dad, to watch the sports program /to read the news
- 3) my granny, to cook dinner /to wash up
- 4) Mary and Michael, to take the credit-test / to prepare for classes
- 5) I, to play computer games / to work on the computer
- 6) Ted, to do shopping / to have lunch with his friends
- 7) these students, to make a report / to discuss Nick's course paper.

B. Ask disjunctive questions using the sentences in task A. § 12.2

Model 1: Susan **is dancing** now, isn't she? – No, she **isn't**. She **is doing** her morning exercises at the moment.

Model 2: Susan **is not dancing** now, is she? – Yes, she **is**. She **is dancing** with her friend.

Exercise 3. Ask your fellow students what they are doing at the moment.

Use the words: sit at the table, read the text, write in the exercise-book, speak English, listen to the teacher, look at the blackboard, ask questions, answer the question, clean the blackboard, write a test, air the classroom, prepare for the next class, have an English lesson.

Exercise 4. Explain the difference between Present Tenses.

1. John is a student of a FE college. As a rule, he has a lot of work to do. He prepares for the next day's classes, reads textbooks, and writes projects. But he is not working now; he is at a night club. He is dancing with his girlfriend. All people at the club are watching him, because they are dancing beautifully.

2. Mary Bell is an actress. She usually stars in adventure films. But now she is not working. She is having a rest. She is talking to her designer; they are discussing new trends in fashion.

Exercise 5. Compare the functions of Present Simple and Present Continuous (A). § 8.2.1, 8.3.1. Complete the sentences (B).

A. Present Simple	Present Continuous
They always have dinner together.	We are having an English lesson now.
Julia works in a supermarket.	He is working on the project for 3 weeks.
The train departs in ten minutes.	She is leaving for Moscow next week.
He tends to lose his things.	I am always losing my things!

B. 1. I usually ... (go) to the University by bus, but now I ... (walk).

2. It ... (get) dark, let's go home. It ... (get) dark at sunset.

3. – ... you always ... (attend) lectures and seminars? – Yes, I ...; but some students ... (miss) classes sometimes. Today Alex and Peter ... (stay) away.

4. – What time ... you ... (arrive) tomorrow? – My plane ... (land) at 7 a.m.

5. – ... Nick ... (speak) French well? – No, he ... (not speak) it at all. But he ... (speak) English very well. Now he ... (speak) Russian.

6. Mary always ... (stay) at this hotel. She ... (stay) here until the end of her holiday.

Exercise 6. Put the verbs in brackets into Present Simple, Present Continuous or Future Simple Tense. § 8.2.1, 8.2.5, 8.3.1

1. Look at the children! They (skate) so well. They (skate) every Sunday here.

2. – What you (do) now? – I (wash) the dishes. Practically, I (wash) the dishes every evening. I hope my husband (buy) me a dish-washer next month.

3. We (write) a test now. All the students (work) hard. We always (do) our homework and (prepare) for classes, that is why I am sure we (pass) the test.

Exercise 7. Ask what your friends were doing at 8 p.m. yesterday. § 8.3.3

Model: What were you doing at 8 p.m. yesterday? – I was buying fruit at a supermarket.

Use the words: watch TV, swim, read a detective story, take notes, write a project, have supper, work in the distant course, prepare for a seminar, etc.

Exercise 8. Use Past Simple or Past Continuous. § 8.2.3, 8.3.3

1. I was very busy last Sunday. I (prepare) for classes from 6 to 9 o'clock.
2. What Nick (do) last weekend? He didn't answer the phone.
3. When I (come) home yesterday evening, my family (have) supper.
4. ... the Browns (travel) to Turkey last summer? – Yes, as usual.
5. Mary can speak Chinese a bit! – Yes, she (live) in China for three months.
6. I (sleep), when the telephone (ring).
7. Kate (work) in camp for children the whole summer.

Exercise 9. Write a story about your ordinary day. Use Past Simple or Past Continuous. Then speak on the topic.

Last Monday I (get up) at 7 o'clock as usual. I (go) to the bathroom, (wash) myself, (get) dressed and (do) my hair. Then I (do) my morning exercises for half an hour. At 8 o'clock I (have) breakfast. As usual I (eat) sandwiches and (drink) a cup of coffee for breakfast. I (leave) the house at a quarter to 9. As I live far from the University, I (go) there by bus as always. It (take) me about 40 minutes to get there. I (come) on time, classes (begin) at half past 9 a.m. We (have) two lectures and a seminar that day. During the seminar we (discuss) important pedagogical problems; some students (make) reports.

Classes (be) over at 3 p.m. My friend and I (have) dinner at the students' canteen and then we (go) to the gym. We (play) basketball from 4 to 5 in the afternoon. I (come) home at 6 p.m. I (have) a snack and (relax) a bit. After that I (prepare) for the next day's classes till 9 o'clock: I (work) on the computer, (read) textbooks, (take) notes. Then I (go) for a walk with my friend. Late in the evening I (listen) to music a little, (take) a shower and (go) to bed at 11.

Exercise 10. Ask what your friend will be doing at 9 a.m. tomorrow.

Model: What will you be doing at 9 a.m. tomorrow? – I will be having breakfast at this time.

Use the words: take a shower, clean one's teeth, do morning exercises, make up, still sleep, prepare for classes, go to the University, etc.

Exercise 11. Use Future Simple or Future Continuous. § 8.2.5, 8.3.4

1. I am tired now. I think I (do) my homework tomorrow.
2. When you come to my place tomorrow I (read) the book you gave me.
3. I think I (not go) to the cinema tomorrow. I (help) my mum to do the flat at this time.
4. I (watch) TV the whole evening tomorrow, they show the Olympic Games.
5. What you (do) at 5 on Saturday? – We (have) a barbecue party, you are welcome to join.

Exercise 12. A. Write in the forms of indefinite pronouns. § 5.6–5.8

Some	something			
Any				anyhow
No			nowhere	
Every		everybody		–

B. Translate the following sentences into Russian.

- 1) I found nothing interesting there. 2) We have no milk in the fridge.
- 3) Everybody may come to the meeting. 4) We did not see our friend anywhere.
- 5) Something happened two days ago. 6) Anything may happen. 7) Somebody asked to stop the discussion. 8) We'll try and do it somehow. 9) Nobody answered the phone. 10) You have to tell the truth anyway.

C. Insert the pronouns in the following sentences.

1. Do you have ... classes today? – No, we have ... classes on Saturday.
2. I want to tell you ... interesting about our old friend Sally.
3. He loves his children so much, he will do ... for them.
4. She is very nervous today, she doesn't want to see
5. Ann has difficulties with her project. Please, do ... to help her.
6. Is there ... in the house? – No, I'm afraid, there is Let's go and see.
7. There is ... in the fridge. Go and get ... food.
8. The study-room needs cleaning. The papers are ..., even on the floor.
9. If you have ... against my plan, let's do it together.
10. Is she living here with her family? – No, her relatives are ... in Australia.

Exercise 13. Fill in the blanks with "there+be" in the Present, Past or Future Tense. Pay attention to the type of the sentences: they may be affirmative, negative or interrogative. § 12.3

1. ... a gym in that building. 2. ... hot water yesterday. It was difficult to do the washing up. 3. ... a swimming pool in your town? 4. ... a lecture in chemistry today. It will be tomorrow. 5. ... a seminar in psychology yesterday. 6. ... two maps on the wall. 7. How many students ... in your group? 8. ... any books on the table. They are on the shelf. 9. ... any milk in the fridge. I'll go and buy it. 10. ... a café here last year? 11. I was hungry, but ... any food at home. 12. ... many students at the conference last week? Yes, ... a lot. 13. Are you going to the party tomorrow? ... a lot of interesting people there.

Exercise 14. Translate the following sentences into Russian.

1. There is an interesting exhibition in the museum. 2. Are there any chocolates in the box? 3. How much milk is there in the bottle? 4. There was a lot of snow in the Urals last winter. 5. Perhaps there will be one more department at our University next year. 6. How many rooms are there in a typical English house? 7. There are two or three rooms downstairs and some bedrooms upstairs. 8. There is no difficulty in working with this electronic device. 9. There must be some way out! 10. There exist two approaches to this problem.

Exercise 15. Describe 1) your classroom; 2) our building. Use there+be and the words: some desks and chairs, some book-cases, a blackboard, a map, a window, on the left, on the right, on the first (second) floor.

Exercise 16. Translate paying attention to the phrasal verbs.

1. The handle came off the bag when I picked it up. 2. What time are you coming back? 3. The job offer didn't come up to her expectations. Come up to me, please! 4. Never give in! You can do it! 5. The police told the killer to give his gun up. 6. You must give up smoking! 7. Hello, can I speak to Carol, please? – Hold on a minute. I'll get Carol. 8. Look out, there's a bee on the window sill. 9. When my sister goes on vacation, I look after her dog. 10. I will never catch up. I am too behind in my work. 11. Vicky's parents are going to be so angry when they find out she got a tattoo. 12. Turn out the light before you go to bed. 13. It turned out that Smith was the murderer after all. 14. Turn up the TV. I can't hear what they're saying.

Exercise 17. Use the right phrasal verb.

(Come back, come off, give up, come up, look out, look after)

1. Don't play with the key holder, the key may 2. After a week's holiday he ... to his office. 3. During the break children ... to their teacher. 4. Never ... learning English! 5. ... ! An old woman is crossing the street, drive carefully. 6. To ... children is a hard job.

(Turn up, find out, hold on, catch up, turn out, turn off)

7. I must work hard to ... with the other fellow students. 8. You will never ... all my secrets! 9. ...the radio, I cannot hear anything on the phone! 10. ... the music ..., it's my favourite song. 11. ..., I'll be ready in a minute. 12. It ... that he hadn't passed the exam after all.

TEXT FOR SUPPLEMENTARY READING

1. Read the following text and translate the underlined words.

Oxbridge

Oxford and Cambridge are the oldest and the most prestigious universities in Great Britain. They are often called collectively Oxbridge. Only the education elite can go to Oxford or Cambridge. Both universities date from the twelfth and thirteenth centuries.

They are federations of semi-independent colleges, each college having its own staff, known as "Fellows". Most colleges have their own dining hall, library and chapel (часовня) and contain enough accommodation for at least half of their students. Each college is governed by a Master. The larger ones have more than 400 members, the smallest colleges have less than 30. The Fellows teach the college students either one-to-one – or in small groups, known as "tutorials" in Oxford and "supervisions" in Cambridge. Oxbridge has the lowest student/staff ratio (соотношение) in Britain. Lectures and laboratory

work are organized at university level. Before 1871 Oxbridge colleges were single-sex (mostly for men). Now they admit both men and women.



Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies or the way of student life. The university has a number of societies and clubs, enough for every interest one could imagine. Sport is a common leisure (доcyr) activity at Oxbridge. The most popular sport is rowing. Significant focus is given to the Boat Race, which is annually held between Cambridge and Oxford teams and watched by millions of viewers.

2. Paraphrase using the text:

- a) Oxford and Cambridge universities consist of a number of colleges.
- b) Most students are provided with hostel accommodations.
- c) Both universities were founded in the medieval period.
- d) Students of Cambridge and Oxford take part in the famous Boat Race which is played every year.

3. Say if it is true, false or there is no information in the text.

- a) Oxbridge is a collective name for the most prestigious universities in Britain.
- b) Fellows are students at these universities.
- c) Lectures are called tutorials and supervisions at Oxbridge.
- d) The number of teachers at Oxbridge is smaller than at other universities.
- e) Both men and women can be admitted to Oxford and Cambridge.
- f) Some of students clubs are called "Greek letter societies".

4. Choose the adequate summary of the text.

- a) The term "Oxbridge" is a morphological blend of the University of Oxford and the University of Cambridge in the United Kingdom, which is used to refer to them collectively in contrast to other British universities.
- b) Oxford and Cambridge universities are two intellectual eyes of Britain which have much in common in date of foundation, traditions, general organization, methods of instruction and way of student life.
- c) Oxford and Cambridge universities are called collectively "Oxbridge" to describe them as the top-scoring educational institutions in the UK, often with implications of superior social or intellectual status.

UNIT FOUR
ENGLISH-SPEAKING COUNTRIES
Part 1
Phonetic Exercises

[aɪ]	[əs]	[eɪt] (verbs)	[ɪt] (nouns)
mild	famous	separate	separate
child	various	graduate	graduate
wild	mountainous	delegate	delegate
mind	mysterious	cooperate	cooperate
kind	enormous	moderate	moderate

Vocabulary

Learn the following words and expressions:

actually ['æktʃuəli] – фактически	mountain [maʊntɪn] – гора
area ['ɛəriə] – площадь, регион	plain – равнина
coast – побережье	valley ['væli] – долина
to consist of – состоять из	population – население
government – правительство	relief – рельеф, ландшафт
to 'influence – влиять	to separate – разделять
island ['aɪlənd] – остров	to be situated – быть
isle [aɪl] – остров (обычно с именем собственным)	расположенным
to be known for – быть известным	state – государство; штат
lake – озеро	temperate ['tempɪt] – умеренный
river ['rɪvə] – река	to unite – объединять
	to vary ['veəri] – отличаться, изменяться

Practise the pronunciation of the following words:

official [ə'fɪʃ(ə)l], square [skwɛə], kilometer ['kɪlə,mɪ:tə], ocean ['əʊʃ(ə)n], north [nɒθ], climate ['klaɪmɪt], temperate ['temp(ə)rɪt], Irish ['aɪ(ə)rɪʃ].

Mind some proper names:

the United Kingdom (the UK) – Соединенное Королевство
Wales (Welsh) – Уэльс (уэльский, валлийский)
Scotland (Scottish) – Шотландия (шотландский)
Northern Ireland (Irish) – Северная Ирландия (ирландский)
the British Isles – Британские острова
the 'Continent = Europe ['juərəp]
the North Sea – Северное море
the English Channel – пролив Ла-Манш
the Strait of Dover ['streɪt əv'dəʊvə] – Дуврский пролив (Па-де-Кале)
Edinburgh ['edɪnbərə] – Эдинбург

Read and translate the following text.

Great Britain (Geographical Definition)

When we speak about the United Kingdom of Great Britain and Northern Ireland we actually speak about four countries united into one state: England, Scotland, Wales and Northern Ireland. Each of these countries has its language, its capital, and its government. Their capitals are London, Edinburgh, Cardiff and Belfast. At the same time London is the capital of the United Kingdom. English is the official language, but some people also speak Scottish, Welsh and Irish.

The population of the country is over 57 million people. There are many beautiful cities in Great Britain: Liverpool and Manchester, Glasgow and Edinburgh, Belfast and Birmingham.

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles to the north-west of Europe. The British Isles consist of two large (Great Britain and Ireland) and about 5000 small islands.

Their total area is over 244,000 square kilometers, the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais) separate them from the Continent. The Atlantic Ocean and the Irish Sea wash the west coast of the country. The east coast is washed by the North Sea.

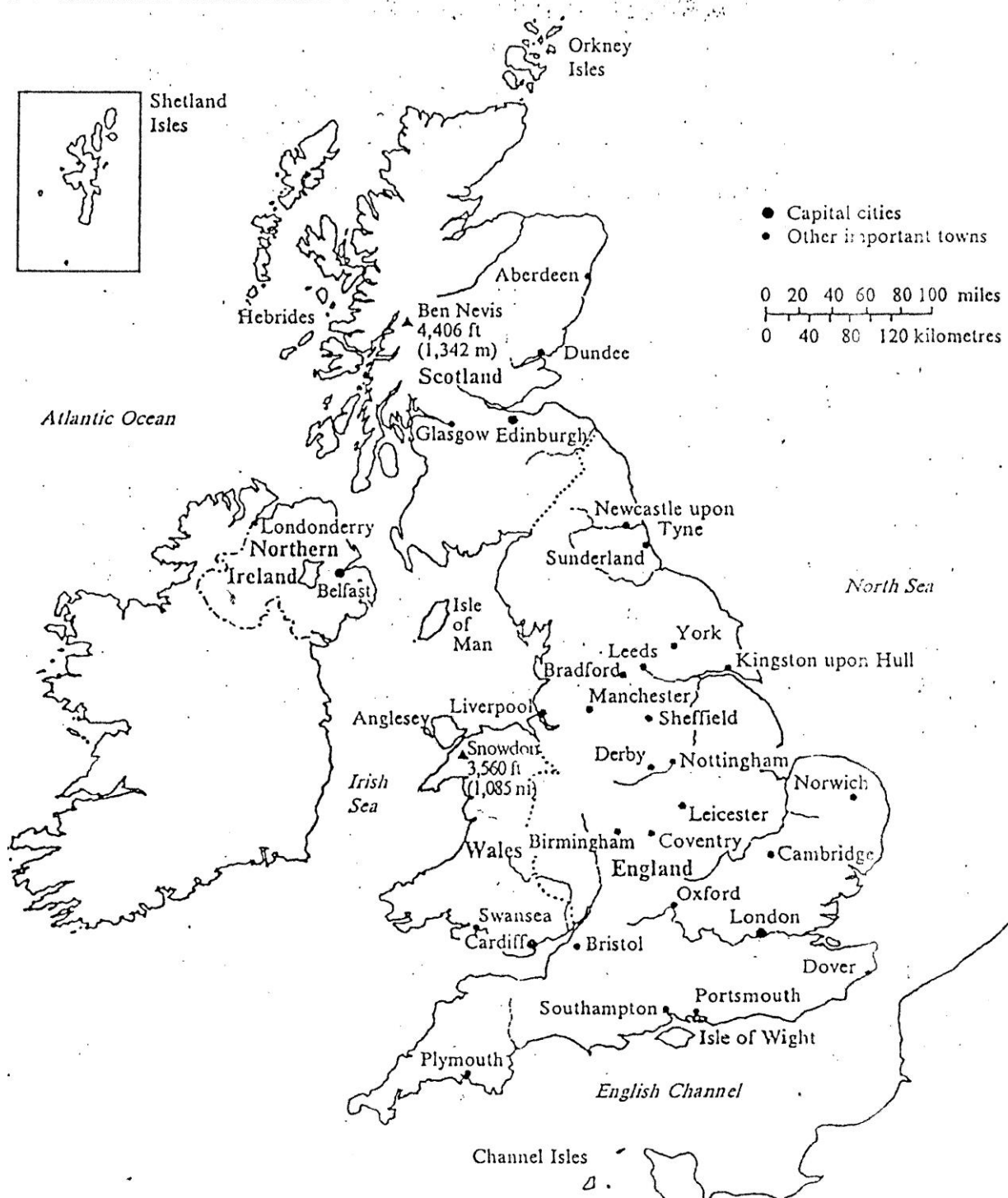
The relief of the British Isles varies very much. The north and the west of Great Britain are mountainous, but all the rest – east, centre and south – is a vast plain. Ben Nevis in Scotland is the highest mountain in the UK (it is 1,343 meters high). There are a lot of rivers in Great Britain but they are not very long. The Severn is the longest river, running from east to west. The Thames is the deepest and the most important river, where London is situated. The Lake District in Northern England with its lakes and valleys is a favourite holiday area. Scotland is also known for the beauty of the lakes, called lochs.

The mountains and the warm waters of the Gulf Stream influence the climate of the British Isles. It can be described as mild and temperate. Winters are warm but summers are cool and wet. Rain falls all the year round. Thick fogs in autumn are typical of the climate of Great Britain.

Task 1. Show the following on the map of Britain:

- 1) two largest islands of the British Isles;
- 2) small islands which belong to the British area;
- 3) seas and oceans Great Britain is washed by;
- 4) the English Channel which separates the UK from the Continent;
- 5) the highest mountains – Ben Nevis and Snowdon;
- 6) the borders (границы) of England, Scotland, Wales and Northern Ireland;
- 7) the capital cities of four countries;

- 8) the most important industrial cities;
- 9) the native town of "The Beatles".



Task 2. Answer the following questions.

1. What is the official name of Great Britain?
2. What countries does the UK consist of?
3. What languages are spoken in the UK?
4. How large is the population of Great Britain?
5. Where is the country situated?

6. What seas and ocean is Great Britain washed by?
7. The surface of Great Britain varies much, doesn't it?
8. What river does London stand on?
9. Why is the British climate mild?
10. What is typical of Britain's weather?

Task 3. Ask your fellow student ...

- 1) what the total area of the country is; 2) if English is the official language of Great Britain; 3) what the biggest cities of the UK are; 4) what GB is separated by from the continent; 5) what the second high mountain in Great Britain is; 6) if there are a lot of long and deep rivers in Great Britain; 7) what Scotland is known for; 8) if the Lake District is situated in Scotland.

Lexical Exercises

Exercise 1. Insert the right word from the list in the correct form.

(wash, consist, area, separate, vary, climate, mountainous, typical, influence)

1. In spite of its small ... Australia is one of the leading agricultural countries.
2. The USA ... of 50 states joined in a federal republic.
3. Alaska is ... from Russian Siberia by only 50 miles of the Bering Strait.
4. New Zealand comprises two islands ... by the south-western Pacific Ocean.
5. The changeability is ... of Irish weather.
6. The surface of Great Britain ... very much.
7. The mild ... of this country is good for plants and flowers.
8. Deserts and semi-deserts greatly ... the climate of Australia.
9. The ... territory of the Caucasus attracts a lot of tourists with its beauty.

Exercise 2. Arrange a) and b) in pairs of synonyms.

- a) to unite, area, relief, to influence, mild, temperate;
- b) surface, to join, soft, moderate, territory, to affect.

Exercise 3. Arrange a) and b) in pairs of antonyms.

- a) to unite, north, west, mountain, deep, warm, short, beautiful;
- b) cold, ugly, to separate, south, plain, long, east, shallow.

Exercise 4. Write in the prepositions if necessary.

1. The United Kingdom occupies most ... the territory ... the British Isles.
2. We speak ... four countries united ... one state.
3. The population ... Scotland is about five and a half million people.
4. Great Britain is separated ... the Continent ... the English Channel and the Strait of Dover.
5. The East Coast is washed ... the North Sea.
6. The Severn is flowing near to the border ... England and Wales.
7. North Wales is a country ... mountains and deep valleys.

8. The Shetland Isles are situated ... the north-east of Great Britain.
9. The mountains and the warm waters ... the Gulf Stream influence ... the climate ... the British Isles.
10. Hills are typical ... the relief of Northern England.

Exercise 5. Fill in the blanks with the prepositions if necessary.

The climate ... Australia varies ... tropical ... cool and temperate. Australia is the driest continent ... the Earth. About one half ... its territory is occupied ... deserts (пустыни) and semi-deserts. The commonest trees ... Australia are the eucalyptus [ju:kə'lɪptəs], ... which there are over 500 kinds.

There are also ocacia [ə'keɪʃə] or mimosa [mɪ'məʊzə], which is the national emblem ... Australia. Even stranger than plants are the animals. There live kangaroos, duck-bills, koalas (or koala-bear) and a great number ... different birds, parrots and ostriches (страусы) ... them.



Exercise 6. Finish the sentences and speak on the topic.

- 1) When we speak about the United Kingdom of Great Britain and Northern Ireland ...
- 2) English is the official language, but...
- 3) The UK is situated on the British Isles, the biggest of which is ...
- 4) The English Channel and the Strait of Dover separate...
- 5) The UK occupies the area of ...
- 6) The Atlantic Ocean and the Irish Sea ...
- 7) The East coast of GB is washed ...
- 8) The north and the west of Great Britain are mountainous, but...
- 9) Scotland is known...
- 10) There are a lot of rivers in GB but...
- 11) The climate of the British Isles is mild and temperate because ...
- 12) Typical of the British weather are...

Grammar Exercises

Exercise 1. Fill in the blanks with the articles if necessary. § 1.5, 3.1, 1.5.5

1. ... Moscow-Volga Canal joins ... Moskva River to ... Volga.
2. Several rivers run into ... sea at ... New York. The most important is ... Hudson River which flows into ... Atlantic Ocean.
3. ... Altai Mountains are higher than ... Urals.
4. ... Neva flows into ... Gulf of ... Finland.
5. ... Kazbek is the highest peak of ... Caucasus.
6. ... Shetland Isles are situated to ... north of ... Great Britain.
7. ... Black Sea is in ... south of our country.
8. ... Lake Baikal is the deepest lake in the world.
9. ... Europe and ... America are separated by ... Atlantic Ocean.

Exercise 2. Correct the sentences where necessary. § 1.5

Model: Milan is in north of Italy – Wrong

Milan is in the north of Italy – Right.

1. Last year we visited Canada and United States.
2. South of England is warmer than north.
3. We went to Spain for our holidays and swam in Mediterranean.
4. Tom has visited most countries in Western Europe.
5. My friend worked as a reporter in Middle East.
6. Next year we are going skiing in Swiss Alps.
7. Malta has been a republic since 1974.
8. Nile is the longest river in Africa.
9. United Kingdom consists of Britain and Northern Ireland.

Exercise 3. Classify the adjectives into 3 groups as in the models. § 2.1

1) long–longer–the longest

2) difficult–more difficult–the most difficult

3) good–better–the best

Short, big, deep, far, warm, beautiful, shallow, happy, bad, high, easy, expensive, hot, little, ugly, correct.

Exercise 4. Give the correct form of the adjectives in brackets. § 2.1, 2.2

1. Canada occupies a (large) area than the United States.
2. The city of Moscow is approximately as (big) as London.
3. The London underground is the (old) in the world.
4. There are (few) people living in Scotland than in the capital of England.
5. The rivers in America are much (long) than those in England.
6. The Lake District is as (popular) with tourists as Snowdonia.
7. The English Channel is (wide) than the Straits of Gibraltar.
8. She speaks Italian (bad) than English, but as (well) as Spanish.
9. That was the (easy) task I have ever performed.
10. There is (little) furniture in the study than in the living-room.
11. According to the Guinness Book of World Records, the (great) coffee drinkers in Europe are the Swedes.

Exercise 5. Answer the questions, paying attention to comparative forms.

- 1) Which is easier: to read or to translate?
- 2) Who is the eldest in your family?
- 3) What city is larger: Washington or New York?
- 4) What subject is the most interesting for you?
- 5) Is February a short month?
- 6) Which is worse: to be late or to be early?
- 7) Which is better: to work outdoors or indoors?
- 8) What is the deepest river in England?
- 9) Is the Mississippi a very long river?
- 10) Which is less: nineteen or ninety?
- 11) What is the name of the highest mountain in the world?
- 12) What mountain is a bit higher: Ben Nevis or Snowdon?

Exercise 6. Read and translate these sentences. § 2.2.

1. The warmer the weather, the better I feel.
2. The earlier we leave, the sooner we will arrive.
3. The more expensive the hotel, the better the service.
4. The more you have, the more you want.
5. The more I got to know him the more I liked him.

Exercise 7. Translate into English.

- 1) Озерный край – одно из любимейших мест отдыха для туристов.
- 2) Климат в Британии мягче, чем в России.
- 3) Ломонд – самое красивое озеро в Шотландии, а озеро Лох-Несс – самое загадочное.
- 4) Население Уэльса меньше, чем количество жителей в Шотландии.
- 5) Самое первое (early) наименование Британских островов – туманный Альбион.

Exercise 8. Find the mistakes and correct the sentences. § 2.1, 2.2

1. I'm busier than my little sister.
2. London is more old than New York.
3. Do you know the shortest way to the station?
4. Be activer at your lesson, please.
5. She is the most pretty girl I've ever known.
6. The boy is as taller as his father.
7. Baseball is the popularest summer sport in America.
8. Yesterday he started to feel more bad.
9. Mary's answer is correcter than yours.
10. Can you come more early next time?

Exercise 9. Translate the sentences paying attention to the phrasal verbs.

1. Put on your warm jacket, it's cold outside.
2. The meeting was put off because the foreign visitors failed to arrive in time.
3. It took a long time to put out the fire.
4. In many cultures, it is a custom to take off your shoes when you enter a house.
5. The plane took off at 5 p.m.
6. Jimmie takes after his father.
7. Mary's husband took to playing cards.
8. My uncle ran away from home at the age of fifteen.
9. John, we have run out of coffee. Please, go and buy it.
10. I ran into an old school-friend at the supermarket.

Exercise 10. Insert the phrasal verbs from exercise 8.

1. I think, we'll ... our trip because of the weather.
2. My plane ... in five minutes.
3. The neighbours ... the fire before the firemen arrived.
4. Don't forget to ... your new earrings for the party.
5. ... your hat when you enter the university.
6. Problem children often ... from their own homes.
7. When the boy grew up, he ... reading, and read all the books he could find.
8. Ann ... her mother, they are both hardworking.
9. I... my English teacher at the movies last night.
10. Will you go to the supermarket, please? We've ...milk and sugar.

TEXTS FOR SUPPLEMENTARY READING

TEXT 1

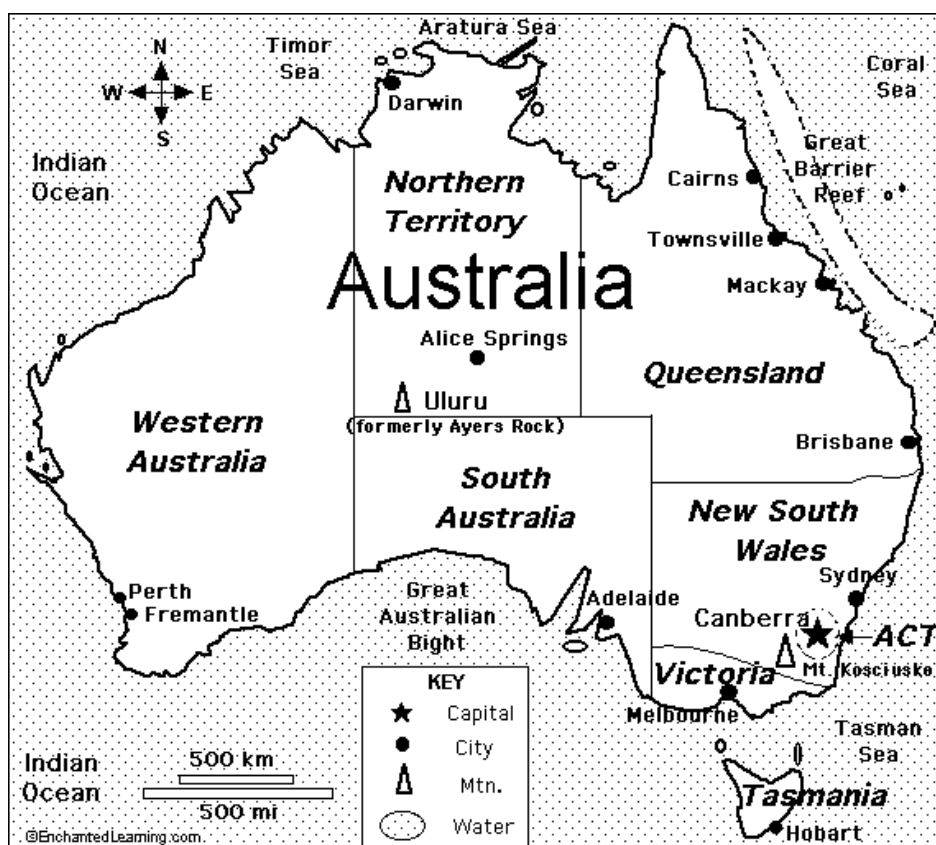
1. Complete the text with the right words and entitle it.

(to be situated, island, continents, to consist, Isles, official, to surround, language, federation, Prime Minister, laws, country, capital, to discover.)

Even in medieval times there were stories about a large continent in the Southern Hemisphere. But Europeans had never seen it. They wondered what it was like and whether it was inhabited. They called this land *terra australis incognita*, which means in Latin “the unknown southern land”. Australia was ... only in the 17th century, and after the expedition of James Cook in 1770 it became a British colony.

Australia ... on the fifth and the smallest of the It is the largest ... in the world. It is smaller than the United States and much bigger than the British Besides the continent of Australia ... of a number of small islands. The ... name of the ... is the Commonwealth of Australia. It is ... by the seas from all sides. The official ... of the country is English. The ... of Australia is Canberra. Australia is a ... of six states. Federal Parliament makes The government is headed by the

2. Study the map and make up sentences to supply the information of the text.



3. Compare the UK and Australia according to the models.

Model 1: What aspects is Australia similar to the UK?

Use “both ... and ...”, “as well as ...”, etc.

Model 2: What is the difference between these countries?

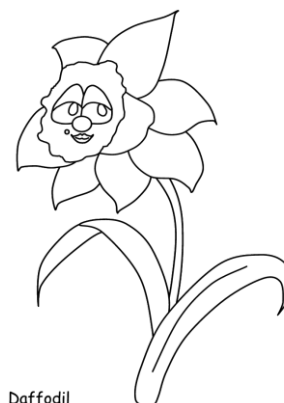
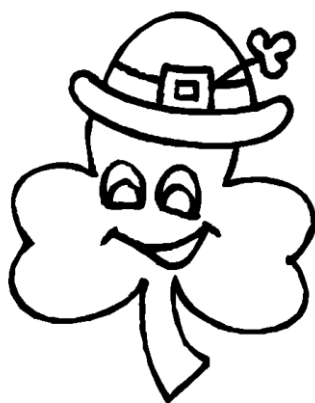
Use: “whereas”, “while”, “unlike”, “as distinct from ...”, etc.

TEXT 2

Read the text and say if you know these facts.

The humid and mild climate of Great Britain is good for plants and flowers. Some of them have become symbols in the UK. Probably you know that the poppy is the symbol of peace, the red rose is the national emblem of England, the thistle is the national emblem of Scotland and the Edinburgh International Festival. The daffodils and the leek are the emblems of Wales, the shamrock (a kind of clover) is the symbol of Ireland.

Figure 1. Milk Thistle



Daffodil

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St. George, the patron saint of England. The white diagonal cross is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland. The red dragon, a national symbol of Wales, is pictured on its flag.

Read and reproduce the jokes.

1) *Teacher:* Which is nearer to us, England or the moon?

Tommy: The moon, sir.

Teacher: The moon? Why do you think so?

Tommy: Because we can see the moon, and we cannot see England.

2) “The harder it rains, the better I like it”.

“You must be an optimist”.

“No, I am an umbrella seller!”

3) – What is the weather like in England?

– The weather changes in our country more often than in other countries, that is why we say: “Other countries have a climate, in England we have weather”.

UNIT FOUR

ENGLISH-SPEAKING COUNTRIES

Part 2

Vocabulary

Learn the following words and expressions:

to appoint – назначать	manufacture – производство
chamber – палата	majority – большинство
disadvantage – недостаток	nevertheless – однако
general election – всеобщие выборы	raw ['rɔ:] material – сырье
House of Commons – палата общин	to receive [ri'si:v] – получать
hereditary – наследственный	to rule – править
highly developed – высокоразвитый	significant – существенный
to hold (held, held) – проводить	vehicle ['vi:ɪkl] – транспортное средство
legislative power – законодательная власть	

Practise the pronunciation of the following words:

parliamentary [ˌpɑ:lə'mentəri], monarchy ['mɒnəki], hereditary [hɪ'redət(ə)rɪ], Labour ['leɪbə], Conservative [kən'sɜ:vətɪv], legislative ['ledʒɪslətɪv], industry ['ɪndəstri], industrial [ɪn'dʌstriəl], export ['eksɜ:t, ɪk'spɜ:t].

Great Britain (Political Definition)

The United Kingdom is a parliamentary monarchy. The Queen is the official head of the state. But it is more a tradition than a real fact. In practice the country is ruled by an elected parliament. The legislative power in the country belongs to the British Parliament, which consists of two chambers: the House of Lords and the House of Commons. The seats are partly hereditary in the House of Lords, but members of the House of Commons are elected every 5 years.

In Great Britain there are three main political parties: the Labour, the Conservative and the Liberal. Every five years a general election is held. The party which receives the majority in the House of Commons becomes the party in power and its leader is appointed Prime Minister (PM) by the Monarch.

The great disadvantage of Britain's industry is that it has very few raw materials. Only offshore petroleum and natural gas reserves are significant. Nevertheless the United Kingdom is a highly developed industrial country. Major manufactures include motor vehicles, aerospace equipment, electronic data-processing and telecommunication equipment, petrochemicals. Shipbuilding, fishing and publishing also are important economic industries.

Great Britain is a birthplace of many famous poets, novelists, scientists and politicians: R. Burns and Ch. Dickens, C. Doyle and L. Carroll, Ch. Darwin and I. Newton, Admiral Lord Nelson and W. Churchill.

Task 1. Answer the following questions.

1. What does the concept “parliamentary monarchy” mean?
2. What is the name of the lower chamber of Parliament?
3. Are members of both chambers elected by the people?
4. What is the party in power?
5. Which party won the latest general election? Who is the present-day PM?
6. Great Britain isn't rich in mineral resources, is it?
7. Why is the UK considered a highly developed industrial country?
8. Do you know any great people born in Britain? What are they known for?

Task 2. Ask your fellow student...

- 1) if the monarch rules the country in practice; 2) if he /she knows the Queen's name; 3) how many chambers Parliament consists of; 4) what the name of the upper chamber of Parliament is; 5) when the latest general election was held; 6) what the main political parties of Great Britain are; 7) if he /she knows the most significant raw materials; 8) what Great Britain produces and exports.

Task 3. Explain the following political concepts:

- 1) Parliament; 2) the House of Lords; 3) the House of Commons; 4) the party in power; 5) Prime Minister.

Lexical Exercises

Exercise 1. Choose the right word (raw materials, legislative, election, the majority, birthplace, to appoint).

1. Parliamentary ... must be held every five years.
2. In reality, the House of Commons is the only one which has true ... power.
3. The party which wins ... of seats forms the government.
4. He was ... Prime Minister last year.
5. Offshore petroleum and natural gas are major ... of Britain's industry.
6. The ... of Shakespeare is Stratford-upon-Avon, a small English town.

Exercise 2. Arrange a) and b) in pairs of synonyms.

- a) main, general, legislative, official, receive, disadvantage, govern, oil
- b) formal, get, chief, rule, shortcoming, petroleum, common, law-making.

Exercise 3. Fill in the blanks with prepositions if necessary.

1. The UK's form ... government is a constitutional monarchy ... a parliamentary system.
2. ... the USA a large amount ... legislative power belongs ... State governments.
3. The British PM is not elected ... the people, but appointed ... the monarch.
4. The party ... power receives the majority in the course ... general election.
5. Scotland is known ... coal and oil production, forestry and marine fishing.
6. The English proverb says: Don't carry coals ... Newcastle.

Exercise 4. Complete the sentences by translating the words in brackets.

1. The UK (управляется избранным парламентом).
2. Members of the House of Lords (не избираются народом).
3. The Prime Minister (назначается королем или королевой).
4. The party in power (получает большинство голосов в палате общин).
5. General election (проводятся каждые 5 лет).
6. The seats in the House of Lords (передаются по наследству).
7. Iron, coal, oil belong to (сырьевые ресурсы).
8. The UK is (высокоразвитая индустриальная страна).
9. (Кораблестроение) one of the most important (отраслей).

Exercise 5. Finish the sentences:

1) The Queen is the official head of the UK, but in practice... 2) The British Parliament consists of ... 3) The seats in the House of Lords... 4) Members of the House of Commons... 5) There are three main political parties... 6) Every five years... 7) The party in power is ... 8) The Prime Minister is... 9) The great disadvantage of Britain's industry is ... 10) Britain is not rich in raw materials but ... 11) The UK produces and exports... 12) The important industries also include ... 13) Great Britain is a birthplace of ... 14) Robert Burns was ... 15) Ch. Darwin is known for 16) Lewis Carroll's main occupation was

Grammar Exercises

Exercise 1. Use the Present Perfect Tense. § 8.4.1.

1. Everyone (to hear) of a real English breakfast. 2. ... you (to have) your lunch yet? 3. Here is your watch. I (to find) just it. 4. I (not to go) boating since last Wednesday. 5. ... you (to see) John lately? 6. Where is your key? – I (to lose) it. 7. The police (to arrest) two men in connection with the robbery. 8. Peter failed the exam. – He (not to work) hard this term. 9. Who is absent? – Ann is. She (to be) ill for a week. 10. What time is he leaving? – He (to leave) already.

Exercise 2. Answer the following questions.

1. Have you ever been to Great Britain or the US?
2. Have people ever been to the moon?
3. What films have you seen this month?
4. Have you had your lunch yet? What have you had for lunch?
5. Have you already taken a shower today?
6. Where have you spent your weekend?
7. Have you ever heard of Margaret Thatcher? What do you know about her?
8. Have you ever read about "Brexit"? What is it?
9. When did you begin to learn English? How long have you learned English?
10. Have you ever spoken English to a native speaker? When and where did you communicate with foreigners?

Exercise 3. Say, what three important things you have done this month and what three important things you haven't done yet.

Exercise 4. Use the Present Simple or the Present Perfect. § 8.2.1, 8.4.1

1. Normally I (to have) breakfast at 9 in the morning. 2. I just (to have) my breakfast. 3. He (to write) letters to his mother once a week. 4. He (to receive) three letters this week. 5. We (to work) hard lately. 6. I (not to see) much of her for the last few days. 7. Students (to take) exams at the end of each term. 8. You ever (to visit) your relatives? 9. It (to rain) every Sunday since we arrived here. 10. They (to be) friends since childhood. 11. It long (to be) my dream to visit the Bolshoi Theatre. 12. Infant children often (to dream) of going to school.

Exercise 5. Use Present Simple, Present Continuous or Present Perfect.

1. Where is Ann? – She (to do) the flat. Tomorrow is Nick's birthday.
2. Father always (to look) through morning newspapers at breakfast.
3. I (to put on) already my dress and now I (to leave) home for the University.
4. ...you usually (to prepare) for your lessons in the reading-room? - No, I (to do) it at home.
5. The Smiths (to invite) many guests to their party. We are going to join.
6. What's the weather like today? – It (to rain). It often (to rain) in October.
7. She is too slim. She (to be) on a diet for a month.
8. ...you (to wash up)? – Yes, we just (to have) dinner.
9. Don't ask me about the film, I (not to see) it yet.

Exercise 6. Are the underlined parts of the sentences right or wrong? Mind the difference between Past Simple and Present Perfect. Correct the sentences that are wrong. § 8.2.3, 8.4.1

Model: Shakespeare wrote many plays. – Right.

My sister, who is a writer, wrote many books. – Wrong: *has written* (she still writes books).

1. Do you know about Sue? She has given up her job. 2. The Chinese have invented printing. 3. How many plays has O. Wilde written? 4. Have you read any of Shakespeare's plays? 5. Aristotle has been a Greek philosopher. 6. Ow! I've cut my finger. It's bleeding. 7. She was to London a lot of times. 8. Where have you been born? 9. Mary isn't at home. She's gone shopping. 10. When have they written to you last?

Exercise 7. Use the Past Perfect Tense. § 8.4.2

1. She hoped that I (to pay for the tickets already). 2. When we came the performance (to begin). 3. He went to bed as soon as he (to switch off the TV-set). 4. By the end of the year she (to play in two films). 5. When they came home the football match (to finish). 6. Mike (to do the test) before, so he found it very easy. 7. She went for a holiday after she (to pass the exam).

Exercise 8. Use the Past Simple or the Past Perfect. § 8.2.3, 8.4.2

1. I (to translate) two pages yesterday. 2. By the end of the week they (to translate) the first part of the book. 3. When you (to receive) a letter from her last? 4. When I (to phone) them they (not to be) ready yet. 5. We (to find) nobody in the house when we (to come) but we (to have) a feeling that somebody (to be) there before. 6. He (to understand) the book only after he (to read) it again. 7. I didn't know that woman. I never (to see) her before.

Exercise 9. Use the Future Perfect Tense. § 8.4.3

1. When the uncle returns from Australia his son (to grow up). 2. By the end of this year I (to learn) English very well. 3. I'll need this magazine. ... you (to look it through) by morning? 4. If you come at 9 the concert (to finish). 5. We mustn't be late. They (to eat) everything by the time we come. 6. Before they choose a suitable house they (to see) hundreds of them. 7. When you go out it (to stop raining). 8. By the end of May she (to pass) all the exams.

Exercise 10. Use the correct tense forms.

1. He (to find) that the lady (not to be) so young as he (to expect). 2. When Frederik II (to see) a new soldier in his army he (to ask) the same questions: "How old you (to be)? How long you (to serve) in my army?" 3. Prince Yuri Dolgoruky (to found) Moscow in 1147. 4. Since 15th century Moscow (to be) a capital city. 5. When he got to the classroom, the lesson (to start) already. 6. The project is not ready, but they (to finish) it by the end of the week.

Exercise 11. Compare the sentences and answer the questions.

Active	Passive
<u>She</u> often invites guests to her parties.	<u>She</u> is often invited to parties.
<u>The children</u> took a dog for a walk.	<u>The children</u> were taken for a walk.
<u>The teacher</u> will ask the students about the grammar rule.	<u>The teacher</u> will be asked (by the students) about the grammar rule.

- 1) В каких предложениях подлежащее не является деятелем?
- 2) Как может быть выражен производитель действия в пассиве?
- 3) В каких временных формах представлены предложения в таблице?

Exercise 12. Translate into English using the verbs in the Simple Passive tenses. Use often, sometimes, yesterday, tomorrow, etc. § 8.7.1

1. Нас приглашают (пригласили, пригласят) на конференцию.
2. Мне рассказывают (рассказали, расскажут) интересную историю.
3. Детей приводят (привели, приведут) в цирк (зоопарк).
4. Ему платят (заплатили, заплатят) за эту работу много денег.
5. Студентам ставят – *give* (поставили, поставят) хорошие отметки.
6. Родителям помогают (помогли, помогут) по дому.

Exercise 13. Use the verbs in brackets in the Present, Past or Future Simple Passive. Analyze the Russian equivalents. § 8.7.1

1. ... Australia often (to visit) by tourists from other countries? 2. Queen Elizabeth II (to crown) in 1952. 3. Russian (to speak) as a second language by many people in former Soviet republics. 4. Prime Minister (not to elect) by the people but (to appoint) by the monarch. 5. This program (not to show) on TV tomorrow. 6. In 1066, England (to conquer) by the Normans. 7. Why ... the newspapers (not to bring) yesterday? 8. After a referendum in 1997, the Scottish Parliament (to re-establish) with responsibility for the laws specific to Scotland.

Exercise 14. Transform the sentences into the Passive Voice. Pay attention to the prepositions. § 8.7.1

Model: We often speak **about her**. – **She is often spoken about.**

1. We thought about our friend all the time. 2. The doctor will operate on him in a week. 3. They looked for the newspaper everywhere. 4. Everybody listened to the lecturer with great attention. 5. Scholars often refer to his name in the articles. 6. Young mothers look after their babies with great care. 7. Nobody lives in that old house. 8. They sent for Jim and told him to prepare a report on that subject. 9. If you wear this hat some people will laugh at you.

Exercise 15. Transform the sentences into the Passive Voice according to the models. § 8.7.2, 8.7.3

Model 1 (Continuous): They **were playing** tennis from four till five. – Tennis **was being played** from four till five.

1. What music are they playing? 2. Nobody is using the computer now. 3. At twelve o'clock the workers were loading the trucks. 4. What are they doing in the house for the guests? 5. Someone was asking the lecturer a question when the bell rang. 6. The secretary is printing my report at the moment. 7. They were discussing your problem when I entered the room.

Model 2 (Perfect): **Has anybody explained** the rules of the game to you? – **Have you been explained** the rules of the game?

1. I am not going to Peter's party as they haven't invited me. 2. By six o'clock they had finished all preparations for the trip. 3. Has anybody watered the flowers today? 4. Someone has already sent for the policemen. 5. Scotland became part of the UK in 1707, after both governments had passed the Act of Union. 6. By the beginning of the meeting they will have looked through all the documents. 7. Nobody has seen John today, he must have left.

Exercise 16. Transform the sentences as in the model paying attention to the Indirect Passive. § 8.7

Model: They didn't give me the money. → **I wasn't given** the money.

1. They asked him some difficult questions at the interview.

2. Ann's friends were telling her an interesting story, when I came.
3. Nobody told me that George was ill.
4. How much will they pay you?
5. The landlady gave them the cottage for a week.
6. Has anybody shown you what to do?
7. The company will offer him this job, I think.

Exercise 17. Open the brackets using the right forms of the verb in the Active or Passive Voice. Entitle the text.

English (speak) by approximately 330 to 360 million people as their first language. There are six large countries with a majority of native English speakers that sometimes (group) under the term *Anglosphere*. In numbers of English speakers they are: the United States (258 million), the United Kingdom (58 million), Canada (32 million), Australia (20 million), Ireland (4.5 million) and New Zealand (3.8 million). Although the United States federal government has no official languages, English (give) official status by 32 of the 50 US state governments. Many countries in Africa and Asia also (use) English as their primary and official language. India has the biggest number of native and non-native English speakers than any other country in the world. This (be) a result of the influence of British colonization in the area.

Since English (speak) so widely, it (refer) often to as a "world language". English is the third largest language by number of native speakers, after Chinese and Spanish. It (teach) most often as a foreign language in the European Union, in Russia, etc. English is one of the official languages of the United Nations and many other international organizations, including the International Olympic Committee. It also (use) as the official language for aeronautical and maritime communications and as one of two co-official languages (besides the Russian language) for astronauts serving on board the International Space Station. This increasing global use of English (have) lately a large impact on many other languages, leading to language shift and even language death, and to claims of linguistic imperialism.

Exercise 18. Read the article in <https://en.wikipedia.org/wiki/Canada> and answer the following questions about Canada.

1. Where is Canada situated?
2. What seas or oceans is it washed by?
3. What is its total area?
4. What is Canadian's typical relief?
5. Why does it contain much fresh water?
6. How many provinces and territories does Canada consist of?
7. Which of them have more autonomy – territories or provinces?
8. What is the capital of the country?

9. Is Canada a member of the Commonwealth? Who is its official head?
10. Who is the head of the government?
11. How large is the number of population?
12. What languages are spoken in Canada?
13. What is the motto of this state?
14. Will you describe the flag of Canada?

TEXT FOR SUPPLEMENTARY READING

1. Read the text and translate the underlined words. Entitle the text.

The United States of America is a federation of 50 states. 48 of these states are in the same general area but Alaska in the north-west and Hawaii in the middle of the Pacific Ocean are geographically separated.

The federal capital is Washington, D.C. (the District of Columbia). Washington is the centre of federal government but each state has its own capital and its own government. State governments have large power and independence and are responsible for education, road building, the state police force etc.

Federal laws are made by the Congress which is the equivalent of the British Parliament. There are two Houses: the House of Representatives and the Senate. Each state sends representatives and senators to the Congress. The President together with the Vice-President are elected separately. They serve for a term of four years. There are two main political parties in the United States: the Democrats and the Republicans. The differences between their policies are usually not very great.

The national flag of the USA consists of 13 red and white horizontal stripes and 50 small white stars in the blue rectangle. The 50 stars represent the 50 states of the US of America and 13 stripes symbolize the 13 British colonies that declared their independence from the Kingdom of Great Britain and became the first states of the Union. The nickname for the flag is the “Stars and Stripes”.

2. Compare the UK and the USA by finishing the sentences:

- 1) The UK is situated on the British Isles, whereas the USA occupies... .
- 2) The UK is washed by ..., while the American coasts are surrounded
- 3) The UK consists of ..., and the USA... .
- 4) Northern Ireland is a separate country of the UK, as well as... .
- 5) British Parliament consists of two chambers: ..., in much the same way
- 6) The ... is the formal head of state in the UK,
- 7) There are three main political parties in the UK: ...,
- 8) The British flag is often called the “Union Jack”,

UNIT FIVE

MY FUTURE PROFESSION

Phonetic exercises

1. Read the limerick. Say what a limerick is.

There once was a student
named Bessor,
Whose knowledge grew
lesser and lesser;
It at last grew so small,
He knew nothing at all,
And today he's a college
professor.



2. Match the beginning and the end of the following quotations and express your opinion about them.

- | | |
|---------------------------------------|---|
| 1) To teach is... | a) I can only make them think. |
| 2) I cannot teach anybody anything, | b) but you enter by yourself. |
| 3) Teachers open the door, | c) to learn twice over. |
| 4) Better untaught... | d) but the regard for it is a lost tradition. |
| 5) Like teacher, | e) are more to be honored than parents. |
| 6) Teaching is not a lost art, | f) than ill-taught. |
| 7) Those who educate children well... | g) like pupil. |

Vocabulary

Learn the following words and expressions:

ability – способность
to afford – позволить себе
to aim – стремиться, нацеливаться
attitude – отношение
background – опыт
behavior – поведение
to bring up – воспитывать
calm – спокойный, невозмутимый
challenge – вызов
circumstance – обстоятельство
to complain – жаловаться
to consider – считать,
рассматривать
to deal with – иметь дело с
decision – решение

desire – желание
to devote to – посвящать
to depend on – зависеть от
flexibility – гибкость
to a great extent – в значительной
степени
ignorant – невежественный
interaction – взаимодействие
to judge – судить, оценивать
to be keen on – быть увлеченным
to mark – выставлять отметки
to master – совершенствовать
outlook – мировоззрение
passionate – страстный
to possess – обладать

profound – глубокий
pros and cons – за и против
quality – качество
to reward – награждать
skill – умение

stream – поток
to tend to – иметь тенденцию
tolerance – терпение
to treat – обращаться
varied – разнообразный

Read and translate the text.

Teaching as a Profession

1. Every job has its pros and cons. The profession of a teacher is not an exception. On the one hand this work is creative and varied: teaching is a constant stream of decisions and a real challenge to one's character and abilities. This profession is highly rewarded if you like dealing with children and have good communication skills. On the other hand creative jobs cannot be done within the usual office hours from 9 a.m. till 5 p.m. Being devoted to their work teachers usually spend much time marking exercise books, writing plans and other documents, preparing for the next day's lessons, consulting parents, etc. Teachers often complain to be overworked and underpaid.

2. It is a great responsibility to develop students' intellect, form their views, outlook and characters, their attitude to life and to other people. Remember the saying: "Teachers touch eternity; they never know where their influence may end." Modern school is aiming to develop children's abilities, critical thinking and creativity; these tasks of upbringing depend to a great extent on the teacher, his professional skills and cultural background.

To educate children who tend to pick up information on the Internet, a teacher must be a model of competence, combining a profound knowledge with the skill to explain difficult points in simple words. A professional teacher is a person who is always mastering himself while teaching others because every time you learn something new you become something new. An ignorant teacher teaches ignorance but a good teacher catalyzes in his pupils the burning desire to know. Moreover, it's very important nowadays to be able to teach children how to learn and work independently, through self-instruction.



3. To be a good teacher you must be deeply interested in what you are doing, be passionate, positive, and enthusiastic about your work. Besides, a teacher should have specific personal qualities such as tolerance, flexibility, self-discipline and many others. Professional teachers take an interest in every child; they treat them with respect leaving their family, religion, behavior, and personal circumstances out of public discussions. They have to be polite and calm when dealing with parents, trying to include them in the educational process. At all times, in their interactions with children, parents and school community, teachers are judged both by their words and their actions.

4. According to statistics not many young people consider teaching as a career. As for me I cannot say that I possess all the necessary qualities but I'm keen on this profession and I'll try to do my best to match it. Possessing a Bachelor degree does not automatically guarantee that you are doing your job as a professional. We must take pains to become one.

Task 1. Match the paragraphs of the text and the following headings.

1. Teaching as a future career.
2. The advantages and disadvantages of this profession.
3. Competences necessary for teaching.
4. Significant personal qualities.

Task 2. Answer the following questions.

1. Why do some young people consider teaching as a career?
2. What are disadvantages of this profession?
3. Teaching is a creative job, isn't it?
4. What is the aim of school nowadays?
5. Why is it not easy to educate modern children?
6. Who can be considered a professional teacher?
7. What kind of person should a good teacher be?
8. What is important to know when dealing with students and their parents?
9. Why is it a great responsibility to be a teacher?
10. Are you keen on this profession?

Task 3. Ask your fellow student...

- 1) if teaching can be done within the office hours from 9 a.m. till 5 p.m.;
- 2) why teachers often complain;
- 3) what kind of specific skills teaching requires;
- 4) when the profession of a teacher is rewarded;
- 5) why teachers are always mastering themselves;
- 6) what good teachers catalyze in their pupils;
- 7) what a professional teacher must be able to explain;
- 8) if a lot of young people are eager to become teachers;
- 9) if he / she will become a real professional after getting a Bachelor Degree.

Lexical Exercises

Exercise 1. Complete the table of the derivatives.

Verb	Noun	Adjective
1. to tolerate	.....	.....
2. ....	.....	creative
3. —	passion	.....
4. to succeed	.....	.....
5. ....	.....	responsible
6.	variety	.....
7. ....	.....	decisive
8. to bring up	.....	—
9. ....	.....	considerable

Exercise 2. Choose the right word from each group of the derivatives to complete the sentences.

- Textbooks are often written in a boring style. A rare ... is this one. (except, exception, exceptional)
- The ability to give clear ... is the most important quality of a good teacher. (explain, explanations, explanatory)
- Teachers are sincerely disappointed if their former pupils drift through life in an ... way. (aim, aimless, aimlessly)
- Mr. Brown, can I expect a good mark in the examination? — Well, it ... on you. (depends, dependable, independent)
- There is no doubt that teacher's ... is immense. (influence, influenced, influential)
- ... is a characteristic of a person who can cope with changes in any circumstances. (flexible, inflexible, flexibility)
- Children enjoy using computers and multimedia; ... software and virtual reality all make learning more exciting. (interact, interaction, interactive)
- An ... person is showing the lack of knowledge, information, or education. (ignore, ignorance, ignorant)
- A good teacher never allows preferential ... to any particular student. (treat, treatable, treatment)

Exercise 3. Translate the words in brackets into English.

- To have a (глубокие знания) is not enough; to be a model of competence teachers are constantly (совершенствуют) their skills.
- A day in the life of a teacher (очень разнообразный), depending on the (предмет) they teach and the (возраст) of their students.
- Nursery school teachers spend the day not only playing with children but also developing their (способности), and all the necessary basic (умения).

4. Primary school teachers (ответственны за) all the core learning subjects; to hold the attention of their class, they have to possess excellent communication (навыки), (терпение), and (гибкость).
5. Everybody knows that (воспитание детей) is not an easy thing.
6. Maladjusted children are those who are unable to (взаимодействовать) with their class-mates because of problems in their character and (поведение).
7. Students' views, (мировоззрение) and (личные качества), their (отношение) to other people can influence their future life.

Exercise 4. Add two or three sentences to explain the idea.

- 1) Teaching is a creative job.
- 2) Teaching has its pros and cons.
- 3) This job is very responsible.
- 4) It's not easy to become a professional teacher.
- 5) A good teacher has to possess specific personal qualities.
- 6) Teachers have to interact with both students and their parents.
- 7) Teaching can be my future career.

Speaking

Exercise 1. Translate and learn the clichés usually used for a discussion.

Introduction

Today we are going to speak about ...

The topic of our today's discussion is ...

In our discussion we are going to deal with ...

Our discussion is devoted to the problem of ...

Body

- *General phrases*

I think that ... / I suppose that ... / I believe that ...

As for me ...

As far as I know ... / As far as I remember ... / As far as I understand ...

In my opinion ... / To my mind ... / From my point of view ...

The fact is that ... / As a matter of fact ...

I'd like to add ... / I'd like to say ...

Frankly speaking ... / To tell the truth ...

It is necessary to mention that ...

We shouldn't forget that ...

- *How to agree*

That's right. / That's correct. / That's true.

You're right.

I agree with you. / It's really so. / I think so too.

- *How to disagree*

That's not right. / That's not correct. / That's not true. / That's wrong.

I don't agree with you. / I disagree with you.

I think you are mistaken. / I'm afraid you are wrong.

I may be mistaken but it seems to me that ...

On the one hand ..., on the other hand ...

Conclusion

Let us summarize the main points of our discussion. ...

Today we have changed our views on the problem of ...

Exercise 2. Fill in the chart below using the information from the text “My Future Profession” and your own ideas.

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Exercise 3. Agree or disagree making two or three sentences; use the clichés from Ex. 1.

- 1) A lot of young people consider teaching as their future career.
- 2) Creative jobs have only advantages.
- 3) Teachers are devoted to their work.
- 4) It's rather easy to educate modern children as they know much using the Internet.
- 5) An ignorant teacher can be a catastrophe.
- 6) Profound knowledge is not enough to become a good teacher.
- 7) Personal qualities are not as important for teaching as profound knowledge and specific skills.
- 8) The influence of the teacher often extends beyond the classroom.

Exercise 4. Discuss the problem “Teaching as a Career”.

Grammar Exercises

Phrasal and Modal Verbs

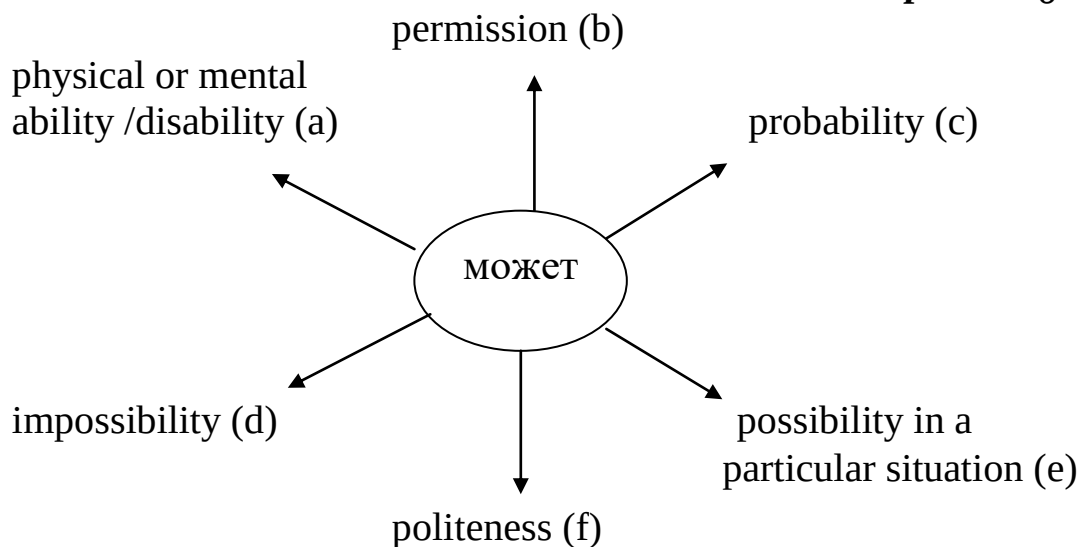
Exercise 1. Translate the sentences paying attention to the phrasal verbs.

1. I can't make out your writing. What does it say? 2. Could you fill in this application form, please? 3. Don't cry! We'll sort out everything. 4. Though his birthplace was London, he was brought up in the countryside. 5. Students, hand in your papers. The lesson is over. 6. The teacher always brings visuals to hand out. 7. We can't hear you very well. Could you speak up a bit, please? 8. A new educational centre was set up in Sochi several years ago. 9. I don't think he was cheating; somebody set him up. 10. The pupils kept on making noise though the teacher asked them to stop.

Exercise 2. Insert the phrasal verbs from exercise 1.

1. We ... working through our lunch break. 2. They've got a problem and asked me to ... it 3. A school based on absolutely new principles ... by this outstanding educationist. 4. At the end of the lesson the students ... their test-papers. 5. When I ... the forms, please ... them 6. To ... children is a hard job, but it is also a satisfying one. 7. While conducting the lesson in a large class, 8. I cannot ... anything he is saying, the line is bad. 9. I didn't do anything wrong. They ... me ...!

Exercise 3. Match each modal verb with its sense component. § 10.1–2



1. He **can** play tennis well and speak Chinese.
2. I **haven't been able to** sleep recently.
3. It's cloudy; it **may / might** rain in the evening.
4. **May / can** I take your book?
5. **Could** you leave me a message, please?
6. We have just had lunch. You **can't (cannot)** be hungry.
7. Mrs. Smith wasn't at home when I phoned but I **was able to** contact her at her office.

Exercise 4. Use “can” if possible; otherwise use “be able to”. § 10.1

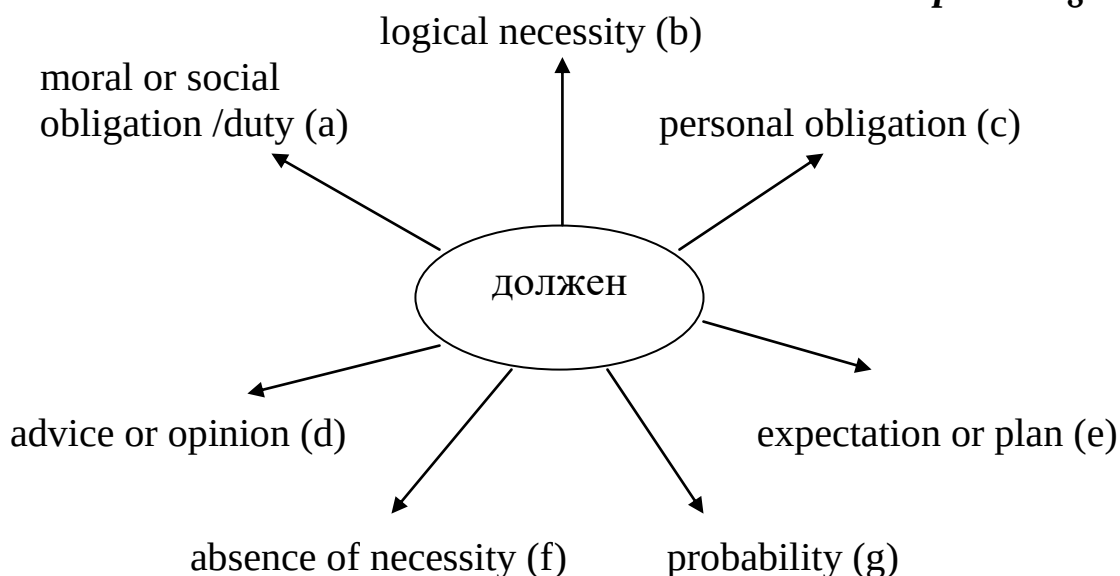
1. George has traveled a lot. He ... speak three languages. 2. Martin is an eccentric. I've never ... understand him. 3. Tom might ... come tomorrow. 4. Sandra ... drive but she hasn't got a car. 5. I'm very busy on Friday but I ... meet you on Saturday morning. 6. Ask Catherine about your problem. She might ... help you. 7. I would like to ... swim well. 8. She used to ... dance very well but she ... not do it now.

Exercise 5. Paraphrase using “may or might” according to the structures. § 10.2

He may / might be in his office.	Simple Infinitive
He may / might be doing the task.	Continuous Infinitive
He may / might have (not) done it.	Perfect Infinitive

- | | |
|--------------------------------------|--|
| 1. Perhaps Margaret is busy. | 6. Perhaps she went home early. |
| 2. Perhaps she didn't know about it. | 7. Perhaps she is having lunch. |
| 3. Perhaps she is working now. | 8. Perhaps she didn't see you. |
| 4. Perhaps she wants to be alone. | 9. Perhaps she didn't leave you a message. |
| 5. Perhaps she was ill yesterday. | |

Exercise 6. Match each modal verb with its sense component. § 10.3–10.7



1. You **must** work hard in order to pass the exam successfully.
2. Peter is tall and strong, he **must** be a good sportsman.
3. In Britain schoolchildren **have to** wear uniform.
4. The delegation **is to** arrive on Monday.
5. You **should** eat more fruit and vegetables.
6. We **needn't** hurry. We've got plenty of time.
7. I **ought to** pay our debts.

Exercise 7. Put in “must or have to”. § 10.3, 10.4

1. She is a really nice person. You ... meet her. 2. You ... turn left here because of the traffic system. 3. My eyesight isn't very good. I ... wear glasses for reading. 4. I haven't phoned Ann for ages. I ... phone her tonight. 5. Last night Nick became ill suddenly. We ... call a doctor. 6. When you come to London again, you ... come and see us. 7. I'm sorry I couldn't come yesterday. I ... work late. 8. Caroline may ... go away next week. 9. I ... get up early tomorrow. There are a lot of things I want to do.

Exercise 8. Write a sentence with “should or shouldn't” + one of the following: go to bed so late; look for another job; to be wearing a helmet; put some pictures on the walls; take a photograph; to be playing football at this time; use her car so much. § 10.7

1. My salary is very low. – You
2. Jack always has difficulty getting up. He
3. What a beautiful view! You
4. Sue drives everywhere. She never walks. She
5. Bill's room isn't very interesting. He
6. To drive a motorbike is rather dangerous. You
7. Those boys must be at school. They

Exercise 9. Paraphrase using “be to”. § 10.5

Model 1 (Present): *I expect her to come and help.* → *She **is to come** and help.*

Model 2 (Past): *It was planned that we should wait for them at the door.* → *We **were to wait** for them at the door.*

1. The lecture is supposed to begin at 12 o'clock. 2. It was arranged that he should meet her at the station. 3. The tourists expected the guide to show them around the Tower of London. 4. It is planned that she will wait for them at the entrance. 5. The train is supposed to arrive on time. 6. I expected you to leave me a message. 7. It was arranged that all the students would take part in the conference.

Exercise 10. Complete the sentences using “could, must, was to, had to, might, shouldn't, will be able to, mustn't, needn't, ought to”. § 10

1. Ted isn't at work today, he ... be ill. 2. My grandfather was a very clever man. He ... speak five languages. 3. You look tired. You ... work so hard. 4. It was raining hard and we ... wait until it stopped. 5. You ... help me, I can do it by myself. 6. As they had agreed before, Tom ... wait for his girlfriend at the entrance. 7. Children ... take care of their parents. 8. I hope he ... speak English well next year. 9. Where are you going for your holidays? – I haven't decided yet. I ... go to London. 10. It's a secret. You ... tell anybody else.

Non-finite Forms. The Infinitive (§ 11.1)

Exercise 1. Study the forms of the Infinitive given in the table; explain their difference while translating the sentences. § 11.1

Forms	Active	Passive
Simple	to write	to be written
Continuous	to be writing	–
Perfect	to have written	to have been written

1. They pretended to listen to the lecturer attentively.
2. He expected to be listened to attentively.
3. Ann might be doing shopping in Oxford Street.
4. She is glad to have done all the work yesterday.

Exercise 2. Match the underlined form and its function.

1. <u>To teach</u> is to learn twice over. 2. They can't afford <u>to go</u> abroad this summer. 3. Nature has many secrets <u>to be discovered</u> yet. 4. She must <u>have left</u> the party before I came there. 5. All you need is <u>to be</u> attentive during the lesson. 6. <u>To be</u> a good teacher you must be deeply interested in what you are doing.	a) Subject b) Part of the predicate c) Object d) Attribute e) Adverbial modifier
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Exercise 3. Paraphrase using the appropriate form of the Infinitive.

Model: He is sorry *that he has said it*. → He is sorry *to have said it*.

1. We should be happy **if we could join** you. 2. I am pleased **that I am speaking** with you. 3. I am glad **that I was invited** to stay with them in their country-house. 4. They were sorry **that they had missed** one-day excursion to London. 5. I hope **that I will know** everything by tomorrow. 6. My sister will be delighted **when she is wearing** a dress as lovely as that. 7. He was proud **that he had passed** the exam successfully. 8. Don't promise **that you will do** it, if you are not sure that you can. 9. The tourists were glad, **that they were shown** around and **told** a lot of interesting facts about St. Paul's Cathedral. 10. It is certain **that it will rain** if you don't take your umbrella.

Exercise 4. Compare the structure of the Complex Object and its Russian equivalent. Translate the sentences. § 11.1.2.

1 2
We heard children sing (singing) a song.
Мы слышали, что / как дети поют песню.
(чтобы)

Exercise 5. Pay attention to the groups of verbs followed or not followed by “to”. Translate the sentences.

Verbs of Desire: 1. He **wanted** me to seat here. 2. I **would like** him to go with us.

Mental Verbs: 1. She **considered** him to be a good teacher. 2. Everyone **knows** English to be spoken in the UK. 3. We **expect** them to finish this project.

Verbs of Perception: 1. I **saw** him enter the house. 2. We **heard** the bell ring. 3. We watched them play chess.

Verbs “let”, “make”: 1. Never **let** her go. 2. Don’t **make** me lie to you.

Exercise 6. Complete the sentences using Complex Object (the infinitive may be with or without the particle “to”).

Model 1: May Helen sit here? No, I don’t want it. – I **don’t want** her to sit here.

Model 2: They went out at 8 p.m. We saw it. – We **saw** them go out at 8 p.m.

1. He is an honest man. Everybody knows it.
2. I want you for a few minutes. Help me with the computer, please.
3. George left the house. – Really? I didn’t hear it.
4. They tell us the truth. We believe it.
5. Did Paul take the letter? I don’t remember.
6. They went out at eight. We saw it.
7. Somebody must help him with his English. He expects it.
8. You mustn’t say it in the presence of the children. I don’t like it.
9. Does Bob write poems? – Yes, I watch the process every time.
10. I didn’t believe in UFO, but you made me do it.

Exercise 7. Compare the structure of the Complex Subject and its Russian equivalent. Translate the sentences. § 11.1.3

Example: 2 1 3
The events **are believed** to have taken place in the 16th century.

Полагают, что события произошли в 16-м веке.

1. He **seems to be unable to solve** this problem.
2. The teacher **is thought to be talented** by nature.
3. The pupils **are sure to be enjoying** the lesson.
4. The headmaster **is reported to make** a speech at the party.
5. I **happened to be out** of town that time.
6. They **are said to have finished** the experiment last week.
7. This student **is expected to fail** the exam, he hasn’t work hard.
8. Mary **is certain to make** a good progress by the end of the year.
9. The Loch Ness monster **is believed to exist** in the lake; once it **was seen to leave** the lake and run along the main road.
10. The problem **is likely to have been solved** years ago.
11. Aliens **are unlikely to make** contact with us.

Exercise 8. Read and translate the text, pay attention to the sentences with the Complex Subject:

A New Vision of Teaching

The 21st century education is certain to dictate new roles for teachers in their classrooms and schools. The teachers are expected to know and do new things to be able to teach students in the age of technologies. Here are some of them:

Teachers are likely to make the content they teach engaging, relevant, and meaningful to students' lives. They are supposed to teach existing core content developing skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.

In their classrooms, all students are made to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas. Subjects and related projects seem to be integrated among disciplines and involve relationships with the home and community.

Teachers are known to demonstrate the value of lifelong learning and to encourage their students to learn and grow.

The Participle (§ 11.2)

Exercise 9. Study the forms of the Participles in the table. Translate the sentences paying attention to their forms and functions.

Forms	Active	Passive
Present Participle (I)	writing	being written
Past Participle (II)	—	written
Perfect Participle	having written	having been written

Participle I, II as a part of the predicate:

1. Are you following my explanations?
2. The problem was being discussed during the lesson.
3. Paper was created in East Asia, probably China.

Participle I, II as an attribute:

4. The discovery made in China was of great importance.
5. It was an amazing lecture.
6. He picked up the letter lying on the floor.

Participle I, II and Perfect Participle as an adverbial modifier:

7. Being a foreigner, she needs a visa to stay in this country.
8. When produced by hand, paper was extremely expensive.
9. Having compared the sentences, the students understood the difference in using these forms.
10. Having been written, the letter was sent immediately.

Exercise 10. Choose and underline the correct form. § 11.2.4

1. (Walking; having walked) home in the rain, I got wet.
2. (Thinking; having thought) they might be hungry, I offered them something to eat.
3. (Travelling; having travelled) a lot, Sarah knows much about other countries.
4. (Being; having been) unemployed, he hasn't got much money.
5. (Driving; having driven) to work yesterday, Margaret had an accident.
6. (Seeing; having seen) the film twice, I didn't want to go to the cinema.
7. (Spending; having spent) nearly all our money, we couldn't afford to stay in the hotel.

Exercise 11. Use Present or Past Participle. § 11.2.4

1. Are you ... in football? The last match between Holland and Germany was very ... (interesting, interested).
2. We are deeply ... with the lecture. The way the lecture was read was ... (disappointed, disappointing).
3. The news was absolutely Everybody was ... (surprising, surprised).
4. It was really a ... experience. They were ... (terrifying, terrified).
5. Their parents were greatly ... The information about the children was ... (shocking, shocked).
6. The noise was absolutely We were ... to death. (frightening, frightened).
7. This lecture was really The listeners were ... (bored, boring).

Exercise 12. Choose the correct form of the Participle.

1. (Рассмотрев) the pros and cons of teaching, I made up my mind to make it my future career.
2. (Выполняя – do) the most vital job of all, teachers serve humanity.
3. (Поступив в) the University, I got interested in methods of teaching.
4. (Не зная) child psychology, a teacher cannot be successful in his job.
5. (Взаимодействуя) with children, you should do everything in their best interests.
6. Students (обучаемые) at pedagogical universities ought to pay special attention to teaching practice.
7. (Спрошенный) for explanation, he didn't refuse to answer.
8. (Написанное) in pencil, the letter was difficult to read.
9. (После того как [их] проэкзаменовали), the students got the certificates.

The Gerund (§ 11.3)

Exercise 13. Study the forms of the Gerund in the table; explain their difference while translating the sentences.

Forms	Active	Passive
Present	writing	being written
Perfect	having written	having been written

1. I like teaching children.
2. I enjoy being taught at the University.
3. I remember having taught my younger brother to read.
4. I don't remember having been taught astronomy at school.

Exercise 14. Match the underlined form and its function.

1. <u>Teaching</u> is my future profession.	a) Subject
2. My hobby is <u>playing</u> football.	b) Part of the predicate
3. I don't remember <u>doing</u> this exercise before.	c) Object
4. Call me before <u>leaving</u> for Moscow.	d) Attribute
5. He had a feeling of <u>being laughed</u> at.	e) Adverbial modifier
6. Our main activities at the English lesson are <u>reading, translating, and speaking</u> .	
7. He admitted <u>having failed</u> in the exam.	

Exercise 15. Choose the correct form of the Gerund.

1. I hate (interrupting, being interrupted, having interrupted) other people.
2. I hate (interrupting, being interrupted, having interrupted).
3. Lizzie denies speaking, having spoken, having been spoken) to Dan yesterday.
4. Lizzie denied (speaking, having spoken, being spoken) to by the headmaster.
5. David remembers (asking, having asked, having been asked) an unpleasant question during the exam.
6. My friend is proud of (talking, having talked, having been talked) to a famous scientist.
7. Alex objects to (helping, having helped, being helped).
8. (Looking, having looked, being looked) after children requires a lot of patience.
9. The student admitted (being made, having made, having been made) a mistake.

Exercise 16. Say what you are (or not) afraid of / fond of / like / hate.

Singing a song in public, giving presents, being given presents, solving difficult problems, taking exams, being told lies, taking part in public discussions, giving lessons at school, speaking English with foreigners.

Exercise 17. Use the correct preposition with the Gerund.

On	with	about	of (2)	from	to (2)
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1. We don't agree ... practicing such methods.
2. This boy was accused ... using his cell phone during the exam.
3. The young ladies are used ... spending much money on clothes.
4. Children often object ... eating something new and unknown.
5. Give me another chance ... doing the test.
6. How ... meeting me at the station?
7. The success of a teacher depends ... possessing good communication skills.
8. Don't prevent him ... listening to the teacher.

Exercise 18. Continue the sentences according to the models.

Model 1: I'd like to close the window. – Do you mind **my closing** the window?

Model 2: **John** tells her lies. – She hates **John's telling** her lies.

1. Mary ignores me. – I don't like ...
2. I'm afraid I'll be late for the lesson. – Will you excuse ...?
3. Jimmie plays the guitar wonderfully. – We enjoy ...
4. They treat him like a child. – I don't approve of ...
5. I think she should take part in the discussion. – I insist on ...
6. You interfere with my business, I don't like it. – I hate ...
7. Kate passed her exam well. – Can you imagine ...?

Exercise 19. Study the table and complete the sentences either with the Infinitive or the Gerund.

Verb + to + Infinitive	Verb + -ing
agree, afford, aim, ask, decide, demand, expect, fail, help, hesitate, hope, hurry, manage, offer, plan, promise, refuse, seem, tend, wish	admit, avoid, begin, consider, delay, deny, enjoy, fancy, finish, give up, imagine, involve, keep on (=continue), practise, postpone, put off, suggest

1. Let's begin (talk) about pros and cons of teacher's job.
2. They decided not (go) for a walk because of the weather.
3. I suggest (speak) about the aims of modern school.
4. There was a lot of traffic but we managed (get) to the airport in time.
5. They can't afford (stay) at a very expensive hotel.
6. She tried to avoid (answer) my questions.
7. I don't fancy (go out) this evening.
8. David is very absent-minded. He tends (lose) his things.
9. Simon was in a difficult situation, so I agreed (lend) him some money.
10. Have you ever considered (live) abroad?
11. What a fool he is! Can you imagine anybody (be) so stupid?
12. I wonder where Sue is. She promised not (be) late.

TEXT FOR SUPPLEMENTARY READING

Read the following text and do the tasks given below.

The Role of Play at the Lesson

1. Children grow, learn and even investigate the world through play. Play is the basis for discovery, reasoning and thinking. When children are given the freedom to experiment, to make mistakes and then to learn from these mistakes, they are developing skills that will stay with them for life.

2. Children do not differentiate between play, learning and work. Children are playful by nature. They love to play because play is an activity in which any child is open to express his points of view, ideas and thoughts.
3. It is important to notice that games are necessary not just for junior pupils; in senior forms the elements of play must be included into the educating process. So games vary accordingly to the age of children.

Task 1. Определите, какое утверждение соответствует содержанию текста. (Укажите не менее двух вариантов ответов)

- a) Play is primarily important for small children.
- b) Through play children get necessary living and academic experience.
- c) Children learn their environment easier in the process of play.
- d) Play allows children to express their points of view, ideas, and thoughts more freely.

Task 2. Завершите утверждение согласно содержанию текста.
Play influences children's further life as ...

- a) it is a trouble-free way of developing skills that will stay with them for life
- b) it promotes them to realize the right behavior
- c) while playing children acquire and develop useful skills that are in use all their life
- d) role-play develops common behavior patterns peculiar to adults

Task 3. Ответьте на вопрос.

Why is it possible to cultivate children's skills through play?

- a) Feeling relaxed and being not afraid of making mistakes is the way of effective children's skills development.
- b) While play children share their opinions and ideas without difficulty.
- c) While play children allow to be directed by teachers developing their skills.
- d) Through play children acquire knowledge much better as play is the basis for their discovery, reasoning and thinking.

Task 4. Определите основную идею текста.

- a) Play is the only way for children of any age and background to explore their environments as they can make mistakes without being afraid of being punished for this.
- b) Play promotes the acquisition of necessary experience and skills by children setting them free to express their ideas and points of view and learn from their own mistakes.
- c) Children choose play as their favourite activity because it is the most common and easy way of their self-expression and experience acquisition.
- d) Play is the kind of educational activity which should be practised at any school age but being of different forms.

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