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ОСНОВНОЙ ИНОСТРАННЫЙ ЯЗЫК (А1А2)

Английский язык

Учебное пособие предназначено для студентов
высших учебных заведений,
обучающихся по специальности 5В020700
«Переводческое дело»

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Пособие «Основной иностранный язык (уровни А1А2)» предназначено для студентов 1-х курсов факультетов иностранных языков, изучающих английский язык в качестве основного. В учебном пособии представлен фонетический, грамматический материал, тексты для написания изложений, задания по аудированию, тексты для письменного перевода.

Для студентов высших учебных заведений, преподавателей курса основного иностранного языка, а также всех тех, кто совершенствует свои знания в области английского языка.

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Предисловие

Курс «Основной иностранный язык (уровни А1А2)» является одним из основных компонентов подготовки специалиста, на базе которого происходит формирование всех необходимых навыков и умений. Данный курс затрагивает следующие аспекты: практическая фонетика, практическая грамматика, аудирование аудиотекста (восприятие на слух и понимание текстов диалогического и монологического характера на английском языке), практика письменной речи (написание изложений), практика письменного перевода несложных художественных текстов с английского языка на русский и с русского на английский.

Целью данного учебного пособия является формирование основ владения устной и письменной речью, понимание устной речи на слух, умение читать, а также формирование правильных произносительных, грамматических и лексических навыков в объеме, предусмотренном для уровней А1А2.

Учебное пособие «Основной иностранный язык (уровни А1А2)» предназначено для студентов 1-х курсов факультетов иностранных языков, изучающих английский язык в качестве основного.

Преподаватель может использовать данное пособие как для аудиторной, так и для самостоятельной работы со студентами по специальности 5В020700 «Переводческое дело».

Представленный в учебном пособии фонетический, грамматический материал, тексты для написания изложений, задания по аудированию, тексты для письменного перевода направлены на развитие умений: чтения, письма, говорения, аудирования; совершенствуют в равной степени грамматические, фонетические, лексические навыки; представленные отрывки из художественных текстов способствуют формированию навыков перевода с английского языка на русский и с русского языка на английский.

Авторы учебного пособия предлагают пять разделов. Первый раздел включает фонетические правила чтения и упражнения для отработки фонетических навыков.

Второй раздел представляет собой грамматический справочник, в котором представлены основные темы, которыми должны овладеть студенты при изучении грамматики уровня А1А2. Грамматический практикум и проверочные упражнения направлены на формирование у студентов знаний грамматики.

Материалы третьего раздела способствуют развитию у студентов навыков аудирования. Представленные в четвертом разделе художественные тексты способствуют формированию навыков грамотного письма, постепенному овладению продуктивной письменной речью. Материалы пятого раздела способствуют формированию навыков письменного перевода информативных и художественных текстов.

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Part 1. Phonetics

1.1. Phonetic Rules of Reading

Буква **E**

I тип чтения гласных букв в ударном слоге (алфавитное чтение)

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

а) на конце слова, если она является единственной гласной буквой в слове. В этом положении буква **E** читается так, как она называется в алфавите, т.е. [i:].

me [mi:] **be** [bi:]

б) перед одной согласной, за которой следует гласная буква, часто не читаемая. **Pete** [pi:t]

II тип чтения гласных букв в ударном слоге. Гласная буква читается как краткий гласный звук в следующих положениях:

а) перед конечной согласной в односложных словах. Буква «**E**» читается в таком положении [e].

ten [ten] **pen** [pen] **bed** [bed]

б) если ударная гласная буква отделена от последующей гласной двумя или тремя согласными: **medle** [medl]

Буквосочетание «**EE**»

Буквосочетание **ee** читается [i:], так же, как буква **E** по I типу чтения. **Meet** [mi:t]

• Буквы **I, Y** в ударном слоге читаются:

I тип чтения [ai]

Life [laif] **tie** [tai]

My [mai]

II тип чтения [i]

in [in] **it** [it]

his [his]

Буква **A**

I тип чтения [ei]

Plane [plein]

Name [neim]

II тип чтения [æ]

plan [plæn]

man [mæn]

Удвоенные согласные буквы читаются как один звук. **Tell** [tel]

Буквосочетания **ai, ay** читаются как [ei]

Main [mein]

Spain [spein]

May [mei]

day [dei]

Буквосочетание **ea** читается как звук [i:]. **Please** [pli:z]

Буква S

Буква S читается как [s]:

- a) перед согласными: **test** [test]
- b) в начале слова: **sit** [sit], **send** [send]
- c) на конце слова после глухой согласной: **lists** [lists]
- d) в сочетании ss: **Bess** [bes]

Буква S читается как [z]:

- a) на конце слова после звонкого согласного или гласного:
pens [penz], **bees** [bi:z]
- b) между двумя гласными буквами. **Visit** ['vizit]

Буква Z всегда читается как [z]. **Size** [saiz]

Буква C

Буква C читается как [s] перед буквами e, i, y.

Nice [nais] **rice** [rais] **place** [pleis] **face** [feis]
Civil ['sivil] **icy** ['aisi]

Буква C читается как звук [k] перед остальными гласными, согласными и на конце слова.

Cap [kæp] **clean** [kli:n]

Буква K всегда читается как звук [k]. **Kate** [keit], **take** [teik]

Сочетание **ck** читается как звук [k]. **Black** [blæk]

Буква G

a) Буква G читается как [dg] перед гласными буквами e, i, y.

Page [peidg] **gin** [dgin] **gym** [dgim]

ИСКЛЮЧЕНИЕ: **give** [giv]

b) Буква G читается как [g] перед остальными гласными, перед согласными и на конце слов.

Game [geim] **glad** [glæd] **bag** [bæg]

- Буква J всегда читается как [dg]: **Jane** [dgein], **jam** [dgæm]
- Буквосочетание **sh** читается как звук [ʃ].
She [ʃi:], **ship** [ʃip].

- Буквосочетания **ch** и **tch** читаются как [tʃ].

Chess [tʃes]

teach [ti:tʃ]

match [mætʃ]

- Буквосочетания **th** читается как:

[ð]

[θ]

в начале служебных слов.

в начале и в конце

знаменательных слов.

This [ðis]

thick [θik]

That [ðæt]

thin [θin]

These [ði:z]

faith [feiθ]

The [ði:, ðə]

в знаменательных словах между гласными.

Bathe [beið]

- Буква **k** перед **n** в начале слова не читается:

know ['nəu]

knight [nait]

- Буква **U** после **r**, **l** читается как звук [u:]: (по I типу чтения)

Rule [ru:l]

Blue [blu:]

- Буква **H** в начале слова перед гласной читается как звук [h]. **Hat** [hæt], **he** [hi]

- Буква **Y** читается:

а) как дифтонг [ai] в ударном открытом слоге (по I типу чтения гласных).

My [mai]

в) как [i] в ударном закрытом слоге и на конце слова в безударном положении.
(по II типу чтения гласных).

Myth [miθ], **baby** ['beibi]

[j] – в начале слова перед гласной. **Yes** [jes]

3 тип чтения гласных букв в ударном слоге.

(Гласная + конечная **R** (+ согласная)).

Буква **R** после гласной не читается, но она придает этой гласной иное звучание. Так, гласная **A** перед конечной **R** (или **R**+ согласная) читается как [a:].

Car [ka:], **mark** [ma: k]

- Буквосочетание **ng** в конце слова читается как [ŋ].

Thing [θiŋ]

- Буквосочетание **nk** читается как [ŋk].

Ink [iŋk]

- **Буква X**

а) [ks] – перед согласными и на конце слов. **Text** [tekst], **six** [siks]

в) [gz] – перед ударной гласной. **Exam** [ig'zæm]

- Буква **R** перед любой гласной, кроме немой **e**, читается как [r]: **read** [ri:d], **red** [red]

НО: care [keə]

- **Буква O**

1 тип чтения [ou]: **no** [nou], **note** [nout].

2 тип чтения [o]: **on** [on], **not** [not].

3 тип чтения [:]: **fork** [f : k].

- Буквосочетание **OO** читается:

а) как [u:] перед любой согласной буквой, кроме **k**, **r** и в конце слова.

Spoon [spru:n], **too** [tu:].

б) как [u] перед буквой **k**.

book [buk], **to look** [luk].

ИСКЛЮЧЕНИЕ: **good** [gud].

- **Буква U** в ударном слоге читается:

а) 1 тип чтения [ju:]: **tune** [tju:n]

в) 2 тип чтения [ʌ]: **cup** [kʌp].

- Буквосочетания **oi**, **ou** читаются как звук [i]: **point** [p i nt], **boy** [b i].

- **Буква W** в начале слова читается как звук [w]: **we** [wi:]

- Буквосочетание **ow** имеет два чтения:

а) [au] - под ударением в односложных словах: **now** [nau]

б) [ou] – в конце двусложных слов в безударном положении: **yellow** ['jelou], **Moscow** ['moskou].

- Буквосочетание **ou** читается как звук [au]: **out** [aut], **about** [ə'baut].

- Буквосочетания **er**, **or** в конце слова в безударном положении читаются как звук [ə]: **Teacher** ['ti: tʃə], **doctor** ['dɒktə].

1.2. Phonetic Exercises

Training pronunciation - 1

[i]	[i: - i]	[ai]	[ai]	[s - z]
tin	Pete – pit	time – tie	my – mine – type	nets – pens
pit	bede – bid	pine – pie	by – five – life	sets - sends
in	teen – tin	life – lie		Bess - is
it	feet – fit			test – it is

[ze]	[ze - e]	[ei]	[e – ei]
am Ann	man – men	main may	men - mane
man flat	tan – ten	pain pay	pen - pane
map bad	pan – pen	name nay	let - late
lamp plan	bad – bed	date day	met - mate

1. Назовите по порядку буквы в следующих словах: Size, Bess, type, sees, vine, fine, tie, test, spell, life. Sad, made, stale, fit, deep, film, fail.

2. Определите, сколько букв и сколько звуков в каждом из следующих слов. Life, spell, tie, seven, nine, seen. Name, day, please, nice, fine, deep, beat, Spain.

3. Выпишите в отдельные колонки слова со звуками [i:, e, i, ai].

Mine, type, bid, did, fine, pit, five, vine, me, meet, lend, mete, eve, seem, pep, beef, ebb, see, send, pie.

4. Напишите в орфографии следующие слова: [pen, let, test, nain, faiv, fain, tai, tin, ten, neim, plæn, flæt, læmp, dei, bæd, men, pli:z, nais].

5. Прочитайте вслух следующие слова и объясните, по каким правилам они читаются:

a) Type, tin, fine, pin, lip, pile, line, sit, fit, set, best, sin, fist, miss, pens, less, lends, Bess, seems, size, zest, send;

b) Pale, date, ban, tape, fate, mad, say, same, fat, day, Sam, lane, land, tame, Spain, faint, aim, leave, beat, deed, lean, mean, seat, nice.

c) Line, pin, pine, fine, man, dent, Ann, nine, same, Sam, bet, bed, dine, did, May, fit, style, vet, bay, sat, tilt, file, faint, ease, pet, tin, slip, stay.

Training pronunciation - 2

[k]	[g]	[k – g]	[ʃ]
Can cake	gap bag	back – bag	she fish
Came make	gave beg	lack – lag	shy
Keep peak	give big	sick – big	dash
			sheep
			dish

[tʃ]	[dg]	[θ – ð]
Chess	Jane	theme - thee
Chain	gin	thin - then
Catch	age	faith - bathe
	Page	

1. Назовите по порядку буквы в следующих словах: cent, jam, game, keep, chain, patch, nice, Nick.

2. Определите, сколько букв и сколько звуков в каждом из следующих слов. Thick, page, match, these, clean, black, thin, read, please.

3. Прочитайте вслух следующие слова и объясните, по каким правилам они читаются:

a) cap, can, ice, came, nice, cat, neck, mice, fact, space, peck, pace, kin, keen, pact, face, gate, gas, age, gym, page, egg, gin, game, beg. (25 words).

b) gag, jam, Jim, Jack, Jane, shame, dish, she, ship, shape, shave, fish, shine, chest, chin, match, catch, fetch, chick, chill, this, that, these, than, theme. (25 words).

c) Дайте транскрипцию следующих слов: bag, match, page, pencil, black, this, these, clean, Jane, give. (10 words).

Training pronunciation – 3

[h]	[r]	[a :]	[ŋ]	[ŋ - n]
He hay	red read	start tart	bang ring	bang -
ban				
His hat	rain risk	arm cart	sang sing	fang - fan
Him hand	rest rent	large lark	fang thing	thing -
thin				
		Farm park		

[ŋ - ŋk]	[j]
Bang – bank	yes
Sang – sank	yell
Sing – sink	yelp
Thing – think	yarn

1. Прочитайте вслух следующие слова и объясните, по каким правилам они читаются:

a) risk, red, ripe, read, rest, rally, hand, hay, hip, hate, help, hide, yes, yell, easy,

daddy, yet, yelp, my, by, myth, next, exam, six, sixty, ring, thing, fang, bring, sing, gang, sling, drink, clink, pink, prank.

b) Shelf, shy, sheet, dash, fish, chain, chick, change, catch, patch, mine, cage, fill, mile, Spain, miss, ice, page, back, space, click, game, gym, let, gay, set, lay, say, lack, icy.

Training pronunciation - 4

[u:]	[u]	[ou]	[o]	[o:]	[ou - o]	[o: - o - ou]
tool	book	go - tone	odd	or	go - got	sport - spot - spoke

pool	look	no - note	not	form	note - not	torn - top - tone
moon	took	so - smoke	on	sport	hope - hop	lord - lot - lone
food				North	coke - cock	cord - cot - cope
						North - cot - note

[ə]					
teacher				seller	
doctor				reader	

[ʌ]	[ʌ - a:]	[ʌ - æ]	[w]	[w - v]	[oi]
Up- cup	cut - cart	hum - ham	we	wet - vet	boy - voice

Us - bus	duck - dark	fun - fan	week	wine - vine	coy - coin
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Un - bun	much - March	bun - ban	wine	west - vest	toy - point
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Ugly - hurry	buck - bark	cup - cap	wake
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[r	после	согл.]
green price		brave tree		
dreamthree		Fred street		

1. Назовите по порядку буквы в следующих словах. Дайте транскрипцию слов и определите, сколько букв и звуков в каждом слове: pencil, blackboard, short, long, room, student, friend, cup, under, teacher, yellow, spoon, reader, worker.

2. Прочитайте вслух следующие слова и объясните, по каким правилам они читаются.

a) note, lot, lone, nod, code, cot, tone, cope, dot, sock, hot, pope, doll, hop, bone, tool, moon, look, doom, took, fool, cool, shook, loop, cook, choose, hook, torn, sport, corn, cork, or, fork.

b) lead, steel, meat, bet, lest, tip, tiny, myth, mice, stay, plain, star, farm, cart, cell, cod, sing, cling, bank, rank, spin.

c) cup, cube, but, nut, mute, butter, rung, huge, wake, weak, wig, waver, wine, wink, way, weed, wit, coin, boy, point, join, toy, noisy, joy, now, how, yellow,

Moscow, town, vow, window, gown, down, out, ounce, noun, scout, seller, actor.

ci)

Training pronunciation - 5

[ə:]	[ə: - o:]	[ə: - e]	[ə: - ou]	[wo - wo:]
fur - firm - first	burn - born	burn - Ben	burn - bone	wasp - war
sir - burn - burst	turn - torn	turn - ten	turn - tone	want - warm
her - turn - thirst	cur - corn	bird - bed	cur - cone	what - ward

[iə]	[ɛə]	[juə]	[aiə]	[auə]	[wə:]	[wə: - wo: - wou]
deer	air care	cure fire	our work	were - war - woe		
here	pair Mary	pure mire	sour word	word - ward - wove		
engineer	fair parents	during tired	flour worker	worm - warm - won't		

1. Определите, сколько букв и сколько звуков в каждом из следующих слов и назовите по порядку буквы в этих словах: Girl, sister, her, white, home, two, one, ceiling, window, chair, piece, chalk, word, question, colour, light, blue, come, eight.

2. Прочитайте следующие слова вслух и объясните, по каким правилам они читаются:

Term, first, bird, third, stern, turn, Byrd, furs, curl, serf, curb, herb, want, wash, was, watch, watt, whale, wharf, wheat, ward, when, whether, which, whip, warn, whole, why.

Cat, bunch, pinch, rice, will, chest, sister, frost, lick, sly, pace, lunch, rib, from, luck, cry, chat, shy, chill, hale, rose, spine, till, spider, vine, till, sniff, pan, reader.

Leer, beer, peer, veer, teem, fee, wee, bee, feel, air, fair, hair, stairs, pair, plain, Spain, faint, care, fare, mare, stare, bare, rare, pure, cure, during, fire, mire, tire, shire, here, our, flour, sour, world, worm, worship, word, worthy.

Fate, fat, far, fare, Peter, pet, pert, style, gyps, tyre, file, fill, first, fired, tube, tub, turn, cure, bone, lot, form, store.

Quite, quick, quest, quiz, quaver, quits, small, fall, tall, call, all, chalk, walk, talk, stalk, few, stew, pew, hew, news, write, wrest, wrung, wrist, wring, wreck, wrap, wry, wrong, English, angry, angle, high, nigh, right, night, bright, might, light, fight.

She, meek, grim, happy, pony, sack, lad, got, lard, pond, mule, bloom, butter, ugly, sink, fuss, hobby, fly, cube, seep, pep, send, stove, made, Sam, pane, sand, plate, mean, heat, pine, sty, teach, close, shelf, cock, tape, tone, bud, fun, laid, bay, farm, hard, term, skirt, icy, thirsty, free, party, pet, peck, skin, single.

3. Дайте транскрипцию следующих слов:

a) Girl, sister, copy out, sit down, her, what, exercise-book, school-girl, colour, eight, repeat.

b) Engineer, pioneer, wife, worker, son, our, their, who, whose, where, here, there.

Part 2. English Grammar. Grammar Rules and Exercises

To be

Глагол *to be* может быть полнозначным (смысловым), вспомогательным, а также выполнять функцию модального глагола.

Глагол *to be* как полнозначный глагол

Как полнозначный глагол *to be* имеет значение *быть, существовать, иметь место* (подробнее см. в словарях):

- He **is** at home. - Он (находится) дома.
- There **is** no doubt about it. - Насчёт этого нет сомнений.
- Who **is** allowed to **be** here? - Кому разрешено быть здесь?

Глагол *to be* может употребляться в качестве глагола-связки, в значении *есть*, т.е. сопоставляет подлежащее с именным членом сказуемого. В отличие от русского языка, в английском глагол-связка никогда не опускается:

- This tree **is** very old. - Это дерево (есть) очень старое.
- I **am** from Russia. - Я (есть) из России.
- Today **is** the best day of my life. - Сегодня лучший день в моей жизни.

Спряжение *to be* в Present Simple (простое настоящее время)

Предложения с <i>to be</i> в разных лицах			Перевод на русский язык
I	am	a good student	Я хороший студент
He		a manager	Он менеджер
She		a doctor	Она доктор
It	is	a big company	Это большая компания
We		independent	Мы независимы
You		very knowledgeable	Ты очень знающий
They	are	our friends	Они наши друзья

Спряжение *to be* в Past Simple (простое прошедшее время)

Предложения с <i>to be</i> в разных лицах			Перевод на русский язык
I		full of energy	Я был полон энергии
He		my best friend	Он был моим лучшим другом
She	was	my girlfriend	Она была моей девушкой
It		my fault	Это была моя ошибка
We	were	very ambitious	Мы были очень амбициозными
You		unemployed	Ты был безработным

They	really happy	Они были действительно счастливы
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Спряжение *to be* в Future Simple (простое будущее время)

Предложения с <i>to be</i> в разных лицах			Перевод на русский язык
I		very educated	Я буду очень образованным
He		a musician	Он будет музыкантом
She		an economist	Она будет экономистом
It		our initiative	Это будет нашей инициативой
We		happy	Мы будем счастливы
You	will	our assistant	Ты будешь нашим помощником
They	be	famous soon	Они будут знаменитыми скоро

Спряжение глагола в ОТРИЦАНИЯХ.

Настоящее время	Прошедшее время	Будущее время
I am not	I was not	I will not be
You are not	You were not	You will not be
He is not	He was not	He will not be
She is not	She was not	She will not be
It is not	It was not	It will not be
We are not	We were not	We will not be
You are not	You were not	You will not be
They are not	They were not	They will not be

Вопросительные предложения

- (?) Is he a brave soldier?
 (?) Is it hot outside?
 (?) Are they at their friend's house?

Как видно, в отличие от других глаголов, при образовании вопросительных и отрицательных предложений в простом настоящем и простом прошедшем времени, вспомогательный глагол *to do* не употребляется.

При образовании вопросительного вопроса глагол *to be* ставится перед подлежащим, при образовании отрицания частица *not* ставится после глагола *to be*.

В разговорном английском языке, как правило, глагол *to be* употребляется в сокращенной форме:

- If it's not one thing, it's another! I'm just fed up with it! - Не одно, так другое! Я сыт по горло!
- There's no doubt. - Нет сомнений.
- There're many things in the world we don't understand. - На свете много вещей которых мы не понимаем.

Глагол *to be* как вспомогательный глагол

Вспомогательный глагол *to be* употребляется для образования длительных форм глагола и страдательного залога:

- They **are planning** to go back tomorrow morning. - Они планируют вернуться завтра утром.
- I **was asked** to join the conversation. - Мне предложили присоединиться к разговору.

Спряжение вспомогательного глагола *to be* не отличается от его полнозначной формы. При образовании вопросительных форм вспомогательный глагол *to be* ставится перед подлежащим:

- **Are** you thinking about the same as me? - Ты думаешь о том же, о чём и я?

При образовании отрицания частица *not* ставится после вспомогательного глагола:

- I **am not** going to do that. - Я не буду этого сделать.

Глагол *to be* как модальный глагол

В качестве модального глагола *to be* ставится перед другим полнозначным глаголом, который употребляется в форме инфинитива, и означает необходимость совершения действия выраженного полнозначным (т.е. смысловым) глаголом. Модальный глагол *to be* передаёт необходимость совершения действия обусловленного предварительной договоренностью (назначенного времени встречи, определённого расписания, купленного билета и т.п.), приказом, инструкцией. Образование различных временных форм а также вопросительных и отрицательных форм у модального глагола *to be* не отличается от его других форм:

- I could not come earlier as I **was** to see the doctor. - Я не мог прийти раньше, так как должен был навести врача.
- Why **are** you to go to your brother? - Почему ты должен идти к своему брату?
- There is one place he **is not** to go to. - Есть одно место куда он не должен ходить.
- There **is** to be no limit. - Ограничений не должно быть.

С помощью глагола *to be* может указываться на действие в будущем которое предопределено, считается неминуемым или передаёт пророчество:

- He **is** to be a great warrior. - Ему предстоит быть великим воином.
- It **was not** to be. - Этого не должно было случиться.
- What **is** to become of him? - Что станет с ним?

В вопросительных предложениях *to be* может выражать ожидание инструкций и указаний:

- What **am** I to do? - Что мне делать?

Если после глагола *to be* в прошедшем времени употребляется совершенный инфинитив, это означает то, что назначенное действие не свершилось:

- I **was** to have done it but conditions were against me. - Я должен был это

сделать, но обстоятельства были против меня.

Следует иметь введу, что употребление инфинитива после глагола *to be* не всегда говорит о том, что *to be* употребляется как модальный глагол. В некоторых случаях инфинитив может быть именным членом в составе именного сказуемого.

- The trick **is** to enjoy life. - Секрет заключается в получении удовольствия от жизни.
- Our goal **is** to help everyone. - Нашей целью является помочь всем.

В некоторых случаях именной член может стоять перед подлежащим, а обстоятельство быть выражено инфинитивом, в результате чего после глагола *to be* следует инфинитив;

- How lucky I **am** to have you. - Как мне повезло, что ты есть у меня.

<http://engram.su/grammar/to-be.html>

To have

Глагол *to have* может употребляться как **полнозначным (смысловым), вспомогательным и модальным**.

Глагол *to have* как полнозначный глагол

Как смысловой (полнозначный) глагол *to have* имеет значение: *иметь, владеть* (подробнее см. в словарях).

- I **have** a brother. - У меня есть брат.

Употребление глагола *to have*, как полнозначного глагола, в общем не отличается от употребления других полнозначных глаголов.

Глагол *to have* является неправильным и имеет нестандартную форму в третьем лице единственного числа: *has* [hæz], и в прошедшем времени форму *had* [hæd] для любого числа и лица:

- She **has** a lot of heart. - Она очень сердечный человек.
- It happened so quickly we **had** no time to get scared. - Это произошло так быстро, что мы не успели испугаться.

Таблица спряжения глагола to have (Present Simple)

Question	Positive Statement	Negative Statement
Do I (you, we, they) have ...?	I have	I do not have / don't have
Have I (you, we, they) got ...?	I've got	I have not got / haven't got
Does he / she / it have...?	He/she/it has	He/she/it does not have/ doesn't have
Has he/she/it got ...?	He/she/it has got	He/she/it has not got / hasn't got

Таблица спряжения полнозначного глагола *to have* в простом прошедшем времени (Past Simple)

Числолицо <i>to have a dream</i> - иметь мечту				
ед.ч.	1	<i>I had a dream.</i>	<i>Did I have a dream?</i>	<i>I did not have a dream.</i>
	2	<i>You had a dream.</i>	<i>Did you have a dream?</i>	<i>You did not have a dream.</i>
	3	<i>He had a dream.</i>	<i>Did he have a dream?</i>	<i>He did not have a dream.</i>
		<i>She had a dream.</i>	<i>Did she have a dream?</i>	<i>She did not have a dream.</i>
		<i>It had a dream.</i>	<i>Did it have a dream?</i>	<i>It did not have a dream.</i>
мн.ч.	1	<i>We had a dream.</i>	<i>Did we have a dream?</i>	<i>We did not have a dream.</i>
	2	<i>You had a dream.</i>	<i>Did you have a dream?</i>	<i>You did not have a dream.</i>
	3	<i>They had a dream.</i>	<i>Did they have a dream?</i>	<i>They did not have a dream.</i>

Как видно из таблиц, в современном английском, вопросительная и отрицательная форма смыслового глагола *to have*, как и других смысловых глаголов, образуется с помощью вспомогательного глагола *to do*. Но иногда можно встретить образование вопросительной и отрицательной формы смыслового глагола *to have* без вспомогательного глагола:

- Have you any idea? - У тебя есть какое-нибудь предположение (идея)?

Такое употребление глагола *to have* будет звучать очень консервативно и употребляется редко, что считалось нормой в британском варианте до середины XX века, в американском английском такой способ стал выходить из употребления раньше. Предпочтительными вариантами употребления в современном английском являются:

- Do you have any idea? - У тебя есть какое-нибудь предположение? (формальный английский),
- Have you got any idea? - У тебя есть какое-нибудь предположение? (более разговорная форма, распространена в британском варианте английского).

Оба варианта в данном контексте являются равнозначными и имеют один смысл.

Конструкция *have you got* является вопросительной формой **present perfect**, как и следует правилу, образуется путем постановки вспомогательного глагола *to have* перед подлежащим (см. ниже).

В современном английском полнозначный глагол может ставится перед

подлежащим для оформления риторического или претензионного вопроса:

- Have you no shame? - И как тебе не стыдно?

Глагол *to have* является полнозначным в устойчивых выражениях, хотя и не всегда переводится на русский язык в значении иметь, обладать:

- Do you **have a bath** every day? - Ты принимаешь ванну каждый день?
- We didn't **have in mind** what was going to happen to us. - Мы не подозревали, что случится с нами.

Глагол *to have* как вспомогательный глагол

В качестве вспомогательного глагола *to have* употребляется для образования совершенных и длительных совершенных форм глагола.

Спряжение вспомогательного глагола *to have* не отличается от его полнозначной формы. При образовании вопросительных форм вспомогательный глагол *to have* ставится перед подлежащим:

- **Has** anybody seen pink clouds? - Кто-нибудь видели розовые облака?

При образовании отрицания частица *not* ставится после вспомогательного глагола:

- You **have not** changed a bit. - Ты нисколько не изменился.

Глагол *to have* как модальный глагол

В качестве модального глагола *to have* употребляется с другим полнозначным глаголом в форме инфинитива и означает необходимость совершения действия выраженного полнозначным глаголом. Модальный глагол *to have* передаёт необходимость вызванную обстоятельствами, а также совет и рекомендацию. Образование различных временных форм, а также вопросительных и отрицательных форм у модального глагола *to have* не отличается от образования у полнозначных глаголов:

- I **don't have** to go home now. - У меня нет необходимости идти сейчас домой.
- We **have** to have a serious talk. - Нам нужно серьёзно поговорить.
- All they **had** to do was to stop. - Все, что им нужно было сделать - это остановиться. (Им всего лишь следовало остановиться.)
- Why **does** she **have** to be so difficult? - И зачем ей нужно быть такой сложной?
- How long **shall** I **have** to wait? - Как долго мне придется ждать?

http://engram.su/grammar/to_have.html

Оборот *there is (there are)*

Оборот there is (are) во времени Present Indefinite.

Предложения с этим оборотом употребляются, чтобы указать на наличие

или отсутствия какого-либо лица или предмета в определенном месте.

Предложения строятся по схеме:

There is (are) + подлежащее + обстоятельство места

- There is a newspaper on the table - На столе газета.

Сравните два предложения:

- На столе газета.

- Газета на столе.

В первом предложении мы просто выделяем класс предмета. Мы как бы даем ответ на вопрос "Что находится в данном месте?". И подлежащее в ед. числе употребляется с неопределенным артиклем a (an) , а во мн. числе без артикля.

Во втором предложении мы даем дополнительную информацию о какой-то определенной газете (сведения о ее местонахождении), т.е. выделяем предмет из класса. И подлежащее употребляется с определенным артиклем the. Поэтому предложения переводятся соответственно так:

- There is a newspaper on the table.- (*Что на столе?*) - На столе газета.

- The newspaper is on the table. - (*Где газета?*) - Газета на столе.

Если в предложении несколько подлежащих, то обычно число определяется по первому из них, т.е. по тому, которое следует сразу после глагола **to be**:

- There **is** a table and three chairs in the room. - В комнате стол и три стула.

- There **are** three chairs and a table in the room. - В комнате три стула и стол.

В обороте there is (are) слово there не имеет самостоятельного значения, поэтому если у нас в предложении встречается слово "там" в конце английского предложения мы должны добавить **there**:

- There are a lot of students **there**. - Там много студентов.

Оборот во времени Past Indefinite.

В прошедшем времени группы Indefinite если подлежащее стоит в ед. числе, употребляется оборот there was, а если во мн. числе, то there were.

- There **was** a pen here, but I don't see it. - Здесь была ручка, но я ее не вижу.

- There **were** books here. Have you got them? -Здесь были книги. Они у вас?

Оборот во времени Future Indefinite.

В будущем времени группы Indefinite для подлежащих в любом числе, употребляется оборот there will be.

- There **will be** many people at the meeting. - На собрании будет много людей.

Образование вопросительной формы:

Общий вопрос образуется путем изменения порядка слов в обороте. Надо поставить вспомогательный глагол (**to be** в нужной форме - для времени *Present Indefinite* и *Past Indefinite*, **will** для времени *Future Indefinite*) перед **there**:

- **Is** there a newspaper on the table? - На столе есть газета?

- **Were** there many mistakes in my test? - В моей контрольной было много ошибок?

- **Will** there be many people at the meeting? - На собрании будет много народу?

В вопросе к подлежащему употребляется вопросительное слово "what", являющееся подлежащим предложения:

- What **is** there for supper tonight? - Что сегодня на ужин?

Вопрос к подлежащему можно образовать и по-другому:

- What's that on the wall? - Что находится на стене?
- Who's that in the room? - Кто (находится) в комнате?
- What's in that box? - Что в ящике?
- There are some books in it. - Книги.
- Who's in the room? - Кто в комнате?
- There are some children in it. - Дети.

При вопросе к определению подлежащего употребляются вопросительные слова *how much, how many, what*, которые ставятся перед подлежащим:

- **How many** mistakes are there in his sentence? - Сколько ошибок в его предложении?

- **How much** money was there in your bag? - Сколько денег у вас в сумочке.

- **What** books were (there) in your bag? - Какие книги были в вашей сумке?

- There were English and Russian books. - Английские и русские книги.

Образование отрицательной формы.

Отрицательная форма образуется при помощи отрицательной частицы *not*, которая ставится после вспомогательного глагола:

- There **isn't** a book in my bag. - В моей сумке нет ни одной книги.

- There **weren't** any books on the table. - На столе не было (никаких) книг.

- There **won't** be many people at the meeting. - На собрании не будет много народа.

Отрицание можно образовать и по-другому. Для этого перед подлежащим надо поставить отрицательное местоимение *no*, которое будет служить определением к нему. Употребление **no** исключает употребление артикля. В английском предложении не может быть два отрицания, поэтому оборот будет стоять в утвердительной форме:

- There is **no** time for this work. - Для этой работы нет времени.

- There was **no** ink in my pen. - В моей ручке не было чернил.

<http://www.englishhome.ru/grammar31.html>

Местоимения **some, any, no. (A) few, (a) little, much, many, no.**

К неопределенным местоимениям (the indefinite pronouns) относятся *some, any, no, every* (и их производные); *much, many, little, few, other, all, none, one, either, neither, each* и др.

Some – какой-то, некоторый, сколько-то, несколько. *Any* переводится таким же образом, плюс еще «любой», а вот что выбрать и использовать в каждом конкретном случае, мы увидим далее. И *no* в качестве перевода имеет следующие слова – никакой, нисколько.

Местоимения *some* и *any* их производные работают как местоимения-существительные, так и местоимения-прилагательные для обозначения

неопределенного качества или количества. Сочетаться они могут со всеми классами имен существительных, как в единственном, так и во множественном числе.

I have got some nice ideas! – У меня есть несколько хороших идей!

Can I have some water? – Можно воды?

Have you got any friends? – У тебя есть какие-то друзья?

You can choose any hat you like.

You can choose any hat you like.

Это общая информация, касающаяся двух неопределенных местоимений.

Но у каждого из них есть особенности употребления, подходящие варианты перевода в различных случаях, поэтому есть смысл изучать этим местоимения по отдельности.

1. Местоимение *some*, как правило, работает в утвердительных предложениях. Но и в вопросительных предложениях его можно встретить, если речь идет о просьбе или предложении.

There is some portrait on the wall. – На стене (висит) какой-то портрет.

The boys broke some windows in the house. – Мальчики разбили несколько окон в доме.

Would you like some beer? – Хочешь немного пива?

Give me, please, some juice. – Дай мне, пожалуйста, немного сока.

Обратите внимание, что с исчисляемыми существительными в единственном числе местоимение *some* переводится «какой-то», с теми же существительными, но во множественном числе – «несколько», а вот с неисчисляемыми существительными – «немного».

2. Местоимение *any* используется в вопросительных и отрицательных предложениях вместо *some* и означает «какой-либо, сколько-нибудь, никакой». Также это неопределенное местоимение может быть употреблено в предложении как обстоятельство степени.

He isn't any better today. – Ему сегодня ничуть не лучше.

Are there any changes in your life? – Есть какие-либо перемены у тебя в жизни?

Do you speak any foreign languages? – Ты говоришь на каких-нибудь иностранных языках?

Did the manager take any decision? – Менеджер принял какое-либо решение?

I did not find any mistakes. – Я не нашел никаких ошибок.

She refused to say anything. – Она отказалась сказать что-либо.

(предложение утвердительное, но значение отрицания).

Употребление *any* в утвердительном предложении показывает, что в данном случае перевод этого слова будет следующим: любой, всякий, какой угодно.

Any weather is useful for your health. – Любая погода полезна для твоего здоровья.

Any girl wants to get married. – Всякая девушка хочет выйти замуж.

You can catch any of these buses. – Ты можешь сесть на любой из этих автобусов.

Часто мы используем неопределенное местоимение *any* после союза *if* (даже если его нет в предложении, но именно это значение подразумевается).

If anyone ring the doorbell, don't let them in. – Кто бы не позвонил в дверь, никого не впускай.

Местоимение *no* в качестве определения употребляется со всеми типами существительных, как в единственном, так и во множественном числе. Выражает оно, судя по своему значению, отсутствие чего-либо, да и используется лишь в отрицательных предложениях.

There aren't any books on the table. – На столе нет никаких книг.

John has no furniture in his flat. – У Джона нет никакой мебели в комнате.

Fortunately there are no pirates in the seas nowadays. – К счастью, сегодня на морях не орудуют пираты.

Если это местоимение определяет исчисляемое существительное в единственном числе, то значение *no* равно *not a (an)*.

Если же речь идет о таком же существительном, но во множественном числе, или о неисчисляемом существительном, равнозначным сочетанием является *not any*.

I have no telephone at home. – I have not got a telephone at home. – У меня дома нет телефона.

There are no pupils in the classroom. – There are not any pupils in the classroom. – В классе нет учеников.

There is not any information in the file. – В файле нет информации.

<http://engblog.ru/some-any-n>

Вопрос, касающийся использования неопределенных местоимений, а именно употребления *much, many, few, little, a lot of, plenty*, является достаточно актуальным, так как эти слова очень часто употребляются как в разговорной речи, так и на письме. Давайте только задумаемся. Мы редко указываем точное время или точную меру чего-либо, нечасто определяем точное расстояние или количество. Вместо этого мы предпочитаем насыщать нашу речь словами «мало» и «много», «несколько» и «немного».

В русском языке нет существенного различия в употреблении *much, many, few, little, a lot of, plenty*. А вот английский язык с его избытком исчисляемых и неисчисляемых имен существительных предлагает нам варианты использования того или иного слова. Более того, это не просто варианты, а четко сформулированные законы и особенности, нарушать которые нежелательно.

1. Разница между словами *much* и *many* состоит в том, что первое используется с неисчисляемыми именами существительными, а второе – с исчисляемыми. Та же особенность касается и слов, противоположных *much* и *many*. В компанию к *much* устремляется местоимение *little*, которое добавляется к неисчисляемым существительным; а компанию *many* составляет *few*, необходимое для исчисляемых существительных.

much work, much time, much water – много работы, много времени, много воды;

many friends, many people, many books – много друзей, много людей, много книг;

little ink, little money, little energy – мало чернил, мало денег, мало энергии (немного);

few cars, few countries, few problems – несколько машин, несколько стран, несколько проблем.

2. Местоимения *a lot of, lots of, plenty of* (много, *plenty* – более чем достаточно) можно равнозначно использовать с неисчисляемыми именами существительными и исчисляемыми во множественном числе. Поэтому, если вы наверняка не знаете, к какой группе существительных отнести используемое вами слово, а, значит, не можете выбрать между *much* и *many*, обратите свой взор на перечисленные в этом пункте слова.

Steve drinks a lot of milk every – one litre a day. – Стив пьет много молока, литр в день.

A lot of people do not like flying. – Многие люди не любят летать.

She's got no financial problems. She's got plenty of money. – У нее нет финансовых проблем, у нее много денег (более чем достаточно).

3. В каких случаях лучше использовать каждое слово? Например, местоимения *much* и *many* более желательны в отрицательных и вопросительных предложениях. В качестве синонима этих слов в утвердительном предложении мы используем *a lot of*. Но, несмотря на то, что *much* в утвердительных предложениях – явление достаточно необычное и не частое, обратите внимание, что, если ему составляют компанию такие слова, как *too / very / so / how / as* (*too much, very much, so much, how much, as much*), мы смело употребляем *much* в утвердительных предложениях.

We'll have to hurry. We haven't got much time. – Нам надо поторопиться. Времени немного.

We didn't take many photographs when we were on vacation. – Во время отпуска мы много не фотографировали.

Have you got many friends? – У тебя много друзей?

I put a lot of salt in the soup. – Я положила в суп много соли.

I can't drink this coffee. There's too much sugar in it. – Я не могу пить этот кофе, в нем много сахара.

4. Слова *little* и *few*, которые без неопределенного артикля (переводятся как – немного, мало), имеют негативный оттенок значения. Это ясно выражено в тех случаях, когда мы хотим сказать, что нам «мало, недостаточно чего-либо».

You won't be a good teacher. You've got little patience with children. – Ты не станешь хорошим учителем. Тебе не хватает терпения для работы с детьми.

This city doesn't have a lot of sights so few tourists come here. – В этом городе мало достопримечательностей, поэтому сюда приезжает мало туристов.

У этих же слов, сопровождаемых неопределенным артиклем а более положительный оттенок, по сравнению с предыдущим случаем. К ним мы обращаемся, когда хотим сказать, что «чего-то мало, но хватит, вполне достаточно».

We didn't have any money but you had a little. – У нас вообще не было денег, но у тебя было немного (=нам хватило).

She doesn't speak much Russian. Only a few words. – Она не очень хорошо говорит по-русски, знает лишь несколько слов (=хватает, чтобы ее поняли).

Would you like some tea? Yes, but only a little. – Будете чай? Да, только чуть-чуть (=достаточно, чтобы попробовать, например).

I've got a few friends, so I'm not lonely. – У меня есть несколько друзей, поэтому я не одинок (=пусть мало, но они все же есть).

А вот встречая выражения *only a little* и *only a few*, мы должны снова вспомнить о негативном оттенке данных слов.

I have only a few books on this subject. – У меня всего лишь несколько книг по этому предмету (=они есть, но мне недостаточно).

We've only got a little time, we may miss the train. – У нас совсем мало времени, мы можем опоздать на поезд (=времени недостаточно).

<http://engblog.ru/much-many-few-little-a-lot-of-plenty-usage>

Grammar exercises

Ex 1. Use the correct form of the verb 'be'.

1. The hour was late, there—no taxis. 2. There—a lot of students at our Institute now, there — more next year. 3. — there no talk about it at supper? 4. — there time to do this work tomorrow? 5. There — a lot of people at the meeting tomorrow. 6. There — little snow in this part of the country last year. 7. There — only a few new houses here some years ago. 8. The street was very noisy when there — a bus line here. 9. There — a lot of coal in the Donbas. 10. There — a lot of fruit in our garden next summer.

Ex 2. Practise the following according to the models.

Model 1: Now Mary is well but a week ago she (*very ill*).

but a week ago she **was very ill**.

1. I am a teacher now but a year ago I (*a student*). 2. Now we are students but a few months ago we (*school children*). 3. It is cold today but yesterday it (*still warm*). 4. Now she is a long way from here, but yesterday she (*at home*). 5. He is an engineer now but two years ago he (*worker*). 6. Now the weather is nice but early in the morning it (*rainy*). 7. Now the hall is empty but it (*full of people*) just five minutes ago. 8. There are a lot of people in the streets today, but yesterday they (*empty*).

Model 2: I think (*he, be, there, tomorrow*)

I think he'll **be there tomorrow**.

I think: 1. he, be a musician. 2. they, be present at the meeting. 3. we, be at home, on Sunday. 4. the weather, be good, tomorrow. 5. there, be a lot of people at the party. 6. she, be a good teacher. 7. the party, be very interesting. 8. the book, be very difficult for her. 9. I, be there, at five o'clock, too.

Ex 3. Translate the following sentences.

1. Она будет хорошим специалистом. 2. Мы были в Париже во время кинофестиваля. 3. Она сейчас в деревне. Они будут в городе не раньше понедельника. 4. Я буду дома в субботу. 5. Он был очень интересным докладчиком (лектором). 6. Они были в Лондоне два года назад. 7. Сколько студентов в вашей группе? 8. У него прекрасная библиотека. 9. Приходите к нам в воскресенье. Все будут рады видеть вас. 10. Много лет тому назад этот город был столицей страны. 11. У меня завтра не будет времени. 12. У них была прекрасная машина, а где она сейчас?

Ex 4. Study the following charts.

2. With Countable Nouns

1. There is ('s) There is	a (some) a	book on the table. pen and some pencils in my bag.
2. There are ('re)	some (a few)	chairs in the room.
3. Is there	any (a)	river in this place?
4. There was	no*	wind yesterday.
5. There were	few	factories in this district.
6. There will be (‘ll be)	a lot of	students at the meeting
7. There won't be	many	visitors tomorrow.

(B) With Uncountable Nouns

There is	some	bread in the breadbox.
	little	sugar in the cup.
	a little	butter on the plate.
	no	money in my bag.
	a lot of	oil in our country.
	much	work at our office today.

Ex 5. Make up sentences of your own according to the patterns in the above

* Note other possible forms of negative sentences: There isn't a book on the shelf. There aren't any pictures on the walls. There isn't oil in that country.

charts.

1. a beautiful picture; on the wall. 2. a lot of children; in the garden. 3. any factories; in this town; before the revolution? 4. a few English books; in my library. 5. a rich library; at our institute. 6. one thousand words; in this dictionary. 7. any water; in the glass? 8. time; for this work; tomorrow. 9. how many parts; in this book? 10. a picture of London and two maps; on the wall. 11. a lot of fruit; in Bulgaria. 12. traffic lights; at every corner in this city. 13. any gold; in this part of the country? 14. no guests; in the house; last Sunday. 15. milk; a little; in the bottle. 16. much money; not; in my pocket; when I was a student. 17. how many; films; at the festival; of the Moscow Studio? 18. heavy traffic; in the centre of the city.

Ex 6. Change the following sentences, using 'there is ...', 'there are ...'.

1. We have about 5,000 male and female names in the list of Russian names, but not all of them are popular today. 2. This hotel is the biggest in Europe. It has 3,071 rooms and may have 5,374 guests. 3. This city has 28 markets and soon it will have another two. 4. "Have you tram-lines in your city?" "Yes, we have, but not many." 5. They still had several empty seats in the plane when we arrived at the airport. 6. They have a very good dance band in that restaurant. 7. Hurry up. We have no time for tea. 8. Some five years ago they had no metro in their town. Now they have several lines and no transport problems. 9. We shall have a heavy rain in a moment, I think. 10. They had no railway in that part of the country for a long time. 11. They will have a good film on at our local cinema tomorrow. 12. How many students have you got in your class?

Ex 7. Fill in the blanks with 'it' or 'there' according to the sense.

1. The Lake District in England is called so, because— are really a lot of lakes there. — is a very beautiful part of the country. At the beginning of the 19th century — was a group of poets who lived in this district. They were known as Lake Poets.
2. Prince Edward Island is the smallest province in Canada, both in territory and population. In fact, — is like one large, well-kept farm. — is no place more than a few miles from the coast. — is a very quiet island. — is almost like being in another world. — is no heavy industry on the island. Its main industry is agriculture. Yet — is a historical place for — is the birthplace of Canada.

Ex 8. Add the correct form of 'there is', or 'it is' to the following.

1. — a beautiful cathedral in this place before the war. 2. — a short way from here to the station? 3. — a shorter way to the station if you are in a hurry. 4. — a pity that you won't be at the party. 5. — a woman standing here a minute ago. 6. — a fact that he is a clever man. 7. — no time for tea if we are in a hurry. 8. — time to go to bed. 9. — no place like home. 10. — a problem to get to Oxford from London? — no problem at all. You can get there either by boat or by bus. 11. — one empty seat in the plane when I arrived. 12. — a beautiful park here in a couple of years. 13. Don't you think—time for another cigarette? 14. — a place I know where you can have good coffee. 15. — a crossing here?

Ex 9. Replace the Russian words by suitable English equivalents.

1. He takes (мало) sugar in his tea. 2. There is (немного) sugar in the sugar-bowl. 3. She has (немного) books on this subject in her library. 4. There are (много) interesting books in my bookcase. 5. There are (совсем нет) factories in this town. 6. There is (сколько-то) bread in the house. 7. There is (немного) butter in the butter-dish. 8. I had (мало) money on me at the moment. 9. You won't get (много) advice from him. He is too young. 10. Is there (какая-нибудь) river in those parts? 11. Give me (какую-нибудь) book on the Economy of this country. 12. There is (большое) traffic in this part of the city. 13. There is (много) fruit in the Caucasus. 14. Did you get (сколько-нибудь) information from this book?

Ex 10. Express the opposite idea.

1. There are **few** government offices in this part of the town. 2. There is only **one** bridge across the river in this place. 3. When I was there last, there were **no** houses on the left side of the street. 4. There isn't **any** sugar in my tea. 5. We had a fine spring, there will be **a lot** of apples this year. 6. There is **some** writing paper on the desk. 7. There was **no** time to visit the museum. 8. There are **several** bookshops in this street.

Ex 11. Complete the following, using "there is ...", "there are ..". Use "a lot of", "much", "many", "few", "a few", "little", "any", "no" where necessary.

1. This is the older part of the city (*historical places*). 2. Moscow is a very big city (*more than 5,000 streets, avenues, and squares*). 3. The theatre is not far from here (*still a shorter way across the square*). 4. This side street is very quiet (*traffic*). 5. The film was interesting to me (*people who did not like it*). 6. It's very late (*time to go there on foot*). 7. The sky is dark (*a heavy rain in a few minutes*). 8. The lecturer was a very interesting man (*questions when the lecture was over*). 9. I am sorry we are late. (*another train for at least two hours*). 10. Nobody is at home (*light in the windows*). 11. Don't leave yet (*supper soon*). 12. We'll have a hard time this spring (*examinations*). 13. I have an invitation to the party (*interesting people*).

Ex 12. Form disjunctive questions.

1. You weren't busy in the morning. 2. Your school was near home. 3. Your parents are not in town in summer. 4. A lot of people will be present at the meeting today. 5. There are a lot of interesting things in this museum. 6. Everybody'll be happy to meet the famous writer. 7. They had quite a problem with the boy. 8. The train was not late today. 9. We'll have a meeting on Friday. 10. Everybody's busy. 11. She has a country house near Moscow. 12. I'm right. 13. There's nobody at home. 14. You'll be in Irkutsk on Saturday. 15. The book won't be interesting for them. 16. Tomorrow's Sunday.

Ex 13. Open the brackets, using the correct form of the verb 'be' and retell the texts.

(A) PARKS OF LONDON

There — more than eighty parks in London. The best known parks near the

centre of London — Hyde Park, Regent's Park and St. James's Park. Hyde Park — a large park of three hundred and forty acres. At the time of King Henry VIII there — wild animals in the park. Today people walk in the park or sit on the grass. The Serpentine — a lake in the middle of Hyde Park. In summer you can swim in the Serpentine or go out in a boat.

Regent's Park — larger than Hyde Park. The London Zoo — in Regent's Park. There — more than six thousand animals and birds in the Zoo. You can visit the Zoo by boat. The boat goes along the Regent's Canal. There — also an open air theatre in Regent's Park. You can see Shakespeare's plays there in summer.

St. James's Park — the oldest and the smallest of these three parks. It — very near Buckingham Palace. The lake and gardens in St. James's Park — very beautiful.

(B) In A.D. 61, in the times of the Romans, London (it — Londinium in those days) — a walled city. But there — probably a small settlement even before that time. The first settlements — on two hills on the north bank of the Thames. These places today — Westminster and St. Paul's.* In the city walls there — "gates". Now there — still several: Bishopsgate and Ludgate — two of them.

Ex 14. Test translation.

(A) 1. Столица Великобритании - Лондон. Он расположен на берегах Темзы. Самый густонаселенный город в мире, центр мировой торговли. Центр города (Сити) находится на левом берегу реки. Вследствие близости моря климат в городе мягкий. Средняя температура воздуха (годовая) не превышает 10,3°C. В настоящее время Лондон населяют 8,5 миллионов человек, из которых только 44% коренные британцы. Все остальные жители столицы — мигранты из других стран. Это выходцы из Индии, Польши, стран Ближнего Востока, Италии, Франции, России. Столица Великобритании славится не только своими историческими памятниками. Внимание туристов привлекают и современные уникальные здания. Например, замечательный небоскреб «огурец». В действительности он называется "Мэри Экс 30". Лондон — столица Великобритании — является крупнейшим культурным центром Европы. Он славится огромным количеством музеев, выставочных и концертных залов.

(B) 1. Какой парк является самым крупным королевским садом Лондона? 2. На каком берегу Темзы находится центральный район Лондона? 3. Где расположена Трафальгарская площадь? 4. Чем отличаются новые здания Лондона от старых? 5. Является ли метро в Лондоне самым крупным и самым старым во всем мире? 6. Где самое большое уличное движение в Лондоне? 7. Чем славится Оксфорд? 8. Какое сооружение одной из главных достопримечательностей Англии? 9. Каково население Лондона?

Degrees of comparison of adjectives

Прилагательными называют слова, обозначающие свойства или качество предметов, например: large - большой, blue - голубой, simple - простой.

* St. Paul's Cathedral

В предложении они обычно выполняют функцию определения к существительному или именной части составного сказуемого, например:

It was early spring. Была ранняя весна.

The weather is cold. Погода холодная.

Прилагательные в английском языке не изменяются ни по родам, ни по падежам, ни по числам. Сравните: a long street - длинная улица, a long table - длинный стол, long tables - длинные столы.

В английском языке, прилагательные имеют три степени сравнения: **положительную степень (the positive degree)** - это изначальная форма прилагательного, **сравнительную степень (the comparative degree)** и **превосходную степень (the superlative degree)**.

- Положительная указывает на качество предмета и соответствует словарной форме, т.е. прилагательные в положительной степени не имеют никаких окончаний: difficult - трудный, green - зелёный. Часто, когда говорят о равной степени качества разных предметов, употребляют союз " **as ... as** - такой же... , как" или его отрицательный вариант " **not so ... as** - не такой ... , как".

The line AB is as long as the line CD. Линия AB такая же длинная, как и линия CD.

- Сравнительная и превосходная степени прилагательных образуются от положительной двумя способами: путём прибавления суффиксов **-er** и **-est** (для сравнительной и превосходной степени соответственно) а также с помощью наречий **more** и **most**:
- Если прилагательное в основной форме состоит из одного слога, его сравнительная степень образуется при помощи суффикса **-er**, а форма превосходной степени - при помощи суффикса **-est**:

cold-colder- the coldest (холодный - более холодный - самый холодный).

прилагательные, основная форма которых состоит из трёх и более слогов, сравнительная и превосходная форма образуются при помощи наречий **more** и **most** соответственно:

difficult - more difficult – the most difficult (трудный - более трудный - самый трудный).

от двусложных прилагательных, формы сравнительной и превосходной степени также образуются при помощи **more** и **most** но с некоторыми исключениями:

famous - more famous - most famous (знаменитый - более знаменитый - самый знаменитый).

Исключения:

easy - easier - the easiest (легкий - более легкий - самый легкий),

clever - cleverer - the cleverest (умный - ...),

narrow - narrower - the narrowest (узкий - ...).

Некоторые прилагательные образуют степени сравнения особо:

- **good-better- the best** (хороший - ...),
- **bad /ill-worse-the worst** (плохой/дурной, вредный-хуже-худший).
- **Little-less- the least** (маленький - ...),
- **old-older/elder- the oldest/ the eldest** (старый-более старый/старше по

возрасту-самый старый/самый старший).

- *I have a wife, the **worst** that may be.* (Chaucer. [Webster 1913]) - Моя жена самая отвратительная из возможных.
- *Love betters what is **best**.* (Wordsworth. [1913 Webster]) - Любовь улучшает лучшее.

При прибавлении суффиксов *-er* и *-est* к изначальной форме прилагательного, при письме, происходят следующие изменения:

- у меняется на *i* после согласной;
 - *dry — drier — the driest* (сухой -...).
- *e* в конце слова опускается:
 - *nice — nicer — the nicest* (милый - ...).
- в односложных прилагательных после краткого гласного согласная удваивается:
 - *big — bigger — the biggest* (большой - ...).

http://engramm.su/grammar/degrees_of_comparison_of_adjectives.html

The article

Артикль (an article) – класс слов, которые указывают на определенность или не определенность модифицируемого с их помощью существительного. Артикль модифицирует значение существительного, при этом самостоятельного значения не имеет.

В английском языке выделяют два артикля - это определенный артикль *the* и неопределенный артикль *a (an)*.

Определенный артикль *the*, как правило указывает на то что говорится уже об известном объекте:

- *See. There is a balloon in the sky. **The** balloon is red. - Смотри. В небе воздушный шар. Он красный.*

Неопределенный артикль *a (an)* как правило употребляется когда называем объект как один из ему подобных:

- *See. There is **a** balloon in the sky. **The** balloon is red. - Смотри. В небе воздушный шар. Он красный.*

В некоторых грамматиках слова *some*, *any* выделяют в класс **разделительных артиклей (partitive articles)**.

Разделительный артикль употребляется перед неисчисляемыми существительными или с исчисляемыми существительными во множественном числе, и указывает на неопределённую часть целого или на неопределённое количество:

- *I've got **some** money. - У меня есть деньги.* (неопределённая, некая сумма денег).
- *Do you have **any** books in English. - Есть ли у вас книги на английском языке.*

Также иногда выделяют класс - **отрицательный артикль (negative article): *no***.

Употребление отрицательного артикля указывает на противоположное значение существительного:

- *It is **no** dog.* - Это не собака.
- *He has **no** children.* - У него нет детей.
- ***No** other can do it better.* - Никто другой не сможет сделать это лучше.

В данной грамматике, как артикли будут рассматриваться только определенный и неопределённый артикль, так как к артиклям будем относить только служебные классы слов, которые не имеют самостоятельного лексического значения.

Слова *some*, *any*, *no* рассматриваются как неопределенные местоимения, в указанных случаях выполняющие функцию определителя к существительному.

В английском языке отсутствие артикля перед существительным является значимым.

Отсутствие артикля (the lack of an article) иногда называемое нулевой артикль (a zero article).

Можно выделить два основных случая отсутствия артикля перед существительным в английском языке;

- отсутствие артикля подразумевает, что говорится об объекте как об одном из ему подобных т.е. аналогично неопределенному артиклю *a (an)*, но при этом использование неопределенного артикля не допустимо, например с вещественными существительными или с существительными во множественном числе:

- перед неисчисляемыми, вещественными, отвлеченными существительными:

*There is **milk** in the cup.* - В чашке молоко.

***Friendship** is founded on **trust** and **respect**.* - Дружба основывается на доверии и уважении.

- перед исчисляемыми существительными во множественном числе когда представляем предметы как одни из ему подобных:

*It is **a** lamp.-These are **lamps**.*

*He is **a** student.-They are **students**.*

- артикль как правило не употребляется перед собственными существительным:

- перед именами собственными:

***London** is the capital of **England**.* - Столица Англии - Лондон.

- перед существительным, служащим обращением:

*How old are you, **young man**?*- Сколько вам лет, молодой человек?

Также следует различать "значимое" отсутствие артикля и опущение артикля в стилистических целях, в газетных заголовках, в инструкциях (мануалах), в поэзии - если при этом не нарушается смысл предложения.

Употреблении артиклей с личными именами (The Use of Articles with the Personal names)

В общем случае имена, фамилии (людей), уменьшительные имена и прозвища в английском языке обычно используются без артикля.

Тоже самое правило касается названий различных коммерческих фирм, компаний, транспортных и промышленных предприятий: *American Airways*, *Audi*, *Sony*, *Kodak*, *Google*, а также названий операционных систем и программ: *Ubuntu 11.10 Oneiric Ocelot* (операционная система), *Mozilla Firefox 7.0* (интернет браузер).

Sony has developed a biological battery that generates electricity from sugar in a way that is similar to the processes observed in living organisms. - *Sony разработала биологическую батарею, которая генерирует электроэнергию из сахара, способом похожим на процессы наблюдаемые в живых организмах.*

Here is Ubuntu Oneiric Ocelot (11.10)! New development cycle, new fun! - *А вот и Ubuntu Oneiric Ocelot (11.10)! Новый цикл разработки, новая забава!*

Употребление личных имён без артикля

Артикль не употребляется, если перед именем стоит определение, характеризующее относительно постоянные черты объекта:

Little Johnny was the only boy who helped me then. - *Маленький Джон был единственным мальчишкой, который помог мне тогда.*

Артикль также не употребляется если перед личным именем стоят слова, обозначающие ранг, титул, звание (воинское, научное, почетное), слова указывающие на родственные связи и другие слова служащее общепринятой формой обращения. Эти слова пишутся с большой буквы:

Aunt Mary said no more, and Mr. Belknap's thoughts were soon too busy with a new train of ideas, to leave him in any mood for conversation. - *Тётя Мэри больше ничего не сказала, и вскоре мысли м-ра Белкнапа были слишком заняты новым "караваном" идей, чтобы оставить расположенность для беседы.* (T.S. Arthur "Home Lights and Shadows").

Field Marshal Sir Douglas Haig was Commander-in-chief of the British Army on the Western Front from December 1915 until the end of the First World War. - *Фельдмаршал сэр Дуглас Хейг был главнокомандующий британской армии на Западном фронте с декабря 1915 до конца Первой мировой войны.*

Названия членов семьи рассматриваются как имена собственные и пишутся с большой буквы без артикля, если употребляются членами той же самой семьи.

I'll ask Father about it. - *Я спрошу (нашего) отца об этом.*

Употребление личных имён с определенным артиклем

Если перед именем стоит определение, характеризующее временное состояние объекта а также определение выделяющее его особую черту, имеющее отношение к данному контексту, то употребляется определенный артикль:

*"Please, don't let her get us," cried **the frightened Mary**. - "Пожалуйста, не дай ей добраться до нас" - кричала испуганная Мария.*

***The young Mary** is concerned with superficial things like physical beauty. - Юная Мария интересуется внешней стороной вещей таких как телесная красота.*

Перед личным именем ставится определенный артикль (в значении *тот самый, та самая*), если имя имеет ограничивающее определение или оно подразумевается:

*Is it **the Jones** whom you told me about? - Это (тот самый) Джонс, о котором ты мне рассказывал?*

*Now he isn't **the Garry** I used to love. - Он уже не тот Гарри, которого я когда-то любила.*

*Yesterday I met Tommy Lee Jones. - Do you mean **the Tommy Lee Jones**? - Вчера я встретил Томми Ли Джонса. - Ты имеешь ввиду того самого Томми Ли Джонса?*

Определенный артикль употребляется перед фамилией во множественном числе для обозначения всей семьи в целом:

*When will **the Arnolds** come to us? - Когда к нам придет семья Арнольдов?*

Употребление личных имён с неопределённым артиклем

Неопределённый артикль употребляется перед фамилией, чтобы показать, что это лицо является одним из членов определенной семьи:

*I couldn't believe he was **a Bawerman**. - Я не мог поверить что он принадлежит фамилии Бауэрман.*

Неопределённый артикль употребляется перед именем, для обозначения качеств с которыми ассоциируется данное имя:

*What a handsome man. He looks like **an Apollo**. - Какой красивый мужчина. Он похож на Аполлона.*

Неопределённый артикль употребляется перед именами и фамилиями в значении *некий, какой-то*:

***A Marian** asked for you. - Тобой интересовалась какая-то Мэриан.*

Неопределённый артикль употребляется при тиражировании имени собственного (авторы произведений искусства, названия промышленных фирм), т.е. указываем на экземпляр чей то работы:

***A Rubens** is a good investment of your money. - Рубенс - хорошее вложение твоих денег. (имеется ввиду картина).*

*My phone is **a Sony Ericsson**. - У меня телефон фирмы Sony Ericsson.*

Употребление артикля с названиями месяцев и дней недели

Названия месяцев и дней недели обычно употребляются без артикля: определённый артикль употребляется когда подразумевается конкретный месяц или день а неопределённый артикль в значении *некий, какой-то*:

*It was published in **February** 2012. - Это было опубликовано в январе 2012.*

*We meet every **Saturday** in the afternoon.* - Мы встречаемся каждую субботу пополудни.

*We met on **the Saturday**.* - Мы встретились в ту самую субботу.

*We met on **a Saturday**.* - Мы встретились как то в субботу.

Употребление артикля с названиями различных мест, объектов и организаций

Некоторые имена собственные могут традиционно употребляться с определенным артиклем. Употребление определенного артикля с названиями мест, объектов и организаций не является устойчивым и не подчиняется жесткому правилу, здесь можно выделить лишь частичную закономерность употребления определенного артикля с некоторыми группами слов.

Названия улиц, парков и скверов чаще употребляются без артикля: ***Wall Street, Piccadilly, Hyde Park, the High Street***, в современном английском имеется тенденция к опущению артикля даже в тех случаях, когда он традиционно употреблялся.

Названия театров, музеев, художественных галерей, кинотеатров, концертных залов, клубов, памятников и других архитектурных артефактов культуры, как правило, употребляются с определённым артиклем: ***The Bolshoi Theatre, The British Museum, The Festival Hall, The Washington Monument***, названия гостиниц тоже, как правило, употребляются с определенным артиклем: ***The Plaza Hotel***.

Названия учебных заведений употребляются без определённого артикля.

В Англии официально названия университетов употребляются в конструкции ***the University of:***

The University of Cambridge, The University of Oxford, неофициально; ***Oxford University, Cambridge University***.

В США официальные названия учебных заведений могут встречаться в обоих вариантах употребления: ***Vincennes University, Dartmouth College, The College of William & Mary***.

Названия государственных, социальных учреждений и организаций употребляются с определённым артиклем: ***The House of Lords, the United Nations Organization, The Liberal Party, The Army, The Church***, но без артикля употребляются некоторые распространенные сокращения: ***NATO (The North Atlantic Treaty Organization), UN (The United Nations)***.

Традиционно определенный артикль не употребляется перед словами ***Parliament*** (в Англии) и ***Congress*** (в США).

Названия газет чаще употребляются с определенным артиклем, а журналов, наоборот, чаще без артикля: ***The Times, Today, National Journal***.

Если мы называем газету или журнал, как экземпляр то, как и положено здравому смыслу, употребляем неопределенный артикль: ***Give me a Times, please.*** - Дайте мне (газету) Таймс, пожалуйста.

Употребление артикля с географическими названиями (The Use of Articles

with Geographic Names)

Названия континентов употребляются без артикля: *Africa, Asia, Australia, Europe, South America, North America*, так же как и словосочетания с этими словами: *Asia Minor, Latin America, Central Africa, Northern Europe*.

Но с определённым артиклем употребляются слова: *The Arctic, The Antarctic*, подразумевая сушу и моря в районе северного и южного полюсов.

Названия стран, областей (провинций, штатов), городов, посёлков, как правило употребляются без артикля: *Russia, England, America; Quebec, Texas, Saratov Oblast, Krasnodar Krai; Moscow. London. Oxford; Borodino*, некоторые исключения: *The Cameroon, The Ukraine*.

Названия стран образованные с помощью нарицательных существительных, употребляются с определённым артиклем:

The Russian Federation, The United States of America, The United Kingdom, The United Arab Emirates, также определённый артикль употребляется с названиями стран во множественном числе, указывающее на то что они образованы определенной группой, например островов: *The Netherlands, The Philippines*.

Названия океанов, морей, проливов, каналов, рек, озёр обычно употребляются с определённым артиклем: *The Pacific (ocean), The Indian (ocean); The Baltic (sea), The Black Sea; The Bering Strait, The Dardanelles; The English Channel, The Panama Canal; The Volga, The Nile; The Leman, The Baikal, The Ontario*.

Если перед названием озера стоит слово *lake* (озеро), то название употребляется без артикля: *Lake Baikal, Lake Ontario, Lake Michigan*.

Названия заливов обычно употребляются без определённого артикля: *Baffin Bay, Hudson Bay*.

Названия полуостровов без слова *peninsula* (полуостров) употребляются без артикля: *Scandinavia, Kamchatka*, но: *The Balkan Peninsula*.

Названия островов, отдельных гор (горных вершин) и водопадов обычно употребляются без артикля: *Mont Blanc, Everest, Kilimanjaro; Sicily, Cuba, Madagascar; Niagara Falls, Derna waterfalls, Dettifoss*, но названия групп островов, горных цепей и ущельев употребляются с определённым артиклем: *The Bahamas, The Canary Islands (The Canaries), The British Isles; The Andes, The Pamirs, The Rocky Mountains; The Khyber Pass, The Great St. Bernard's Pass*.

Названия пустынь употребляются с определённым артиклем: *The Karakum, The Sahara*.

Следует отметить, что перед конструкциями образованных с помощью нарицательного существительного и предлога *of* всегда стоит определённый артикль: *The Gulf of Mexico, The City of Sochi*.

Перед названиями, употребляющихся обычно без определённого артикля, ставится определённый артикль, если название имеет ограничивающее определение:

The London of the 17th Century was significantly different to the London we know today.- Лондон XVII века был существенно отличным от Лондона

известном нам сегодня.

The England of the Middle Ages was a strong monarchy, theocratic to the bone, tied not to capital but to land, deeply conservative and proud as a nation. - В Средневековой Англии была сильная монархия, теократическая до мозга костей, но объединённая землёй а не столицей, глубоко консервативна и горда, как нация.

В некоторых случаях географическое название может употребляться с неопределённым артиклем, если хотят указать на определенное качество:

It was a new America, hardly known to the world or to itself. - Это была новая Америка, едва знакомая миру, как и самой себе.

If Russia wants to be a part of the West, it will have to be a different Russia. - Если Россия хочет быть частью Запада, то это должна быть другая Россия.

<http://engramm.su/grammar>

Pronouns

Местоимение (a pronoun) - класс слов, которые указывает на предмет или свойства предмета не называя его, в предложении выполняют синтаксическую функцию субстантива (употребляется вместо существительного) или определителя к существительному.му:

- *Marisha gave Vladimir a magazine. He took it.* - Мариша дала владимиру журнал. Он его взял.
- *These are coloured pencils. I'd like to have them.* - Это цветные карандаши. Я хотел бы их.

Обычно местоимения разделяют на следующие подклассы:

- личные местоимения (personal pronouns)
- усилительные местоимения (intensive pronouns)
- возвратные местоимения (reflexive pronouns)
- притяжательные местоимения (possessive pronouns)
- указательные местоимения (demonstrative pronouns)
- вопросительные местоимения (interrogative pronouns)
- неопределённые местоимения (indefinite pronouns)
- взаимные местоимения (reciprocal pronouns)
- относительные местоимения (relative pronouns)

Личные местоимения (Personal pronouns) указывают на предметы с точки зрения их отношения к диалогу, определяют, указывается ли на себя, на предмет участвующий в диалоге или на предмет вне диалога. Личные местоимения в предложении выполняют синтаксическую функцию субстантива (*a substantive*) (употребляется вместо существительного (*a noun*)) или определителя к существительному (**a determiner**):

В отличие от существительного, которое не меняет своей формы в зависимости от того выполняет ли оно функцию подлежащего или дополнения, личные местоимения в этом случае имеют разные формы: **именительный падеж (the subjective case)** и **объектный падеж (the objective case)**:

Таблица личных местоимений

Лицо	Число	Именительный падеж (Subjective case)	Объектный падеж (Objective case)	Притяжательный падеж (Possessive case)	Определительная форма (Determinative form)	Абсолютная форма (Absolute form)
1(st)	единственное (singular)	<i>I</i> [aɪ]	<i>Me</i> [mi:]	<i>my</i> [maɪ] <i>mine</i> [maɪn]		<i>mine</i>
	множественное (plural)	<i>We</i> [wi:]	<i>Us</i> [ʌs]	<i>Our</i> ['aʊər]		<i>Ours</i> ['aʊərz]
2(nd)	singular	<i>You</i> [ju:]	<i>You</i>	<i>Your</i> [jɔ:r]		<i>Yours</i> [jɔ:rz]
	plural					
3(rd)	singular	<i>He</i> [hi:]	<i>Him</i> [hɪm]	<i>His</i> [hɪz]		<i>his</i>
		<i>She</i> [ʃi:]	<i>Her</i> [hə:r]	<i>her</i>		<i>Hers</i> [hə:rz]
		<i>It</i> [ɪt]	<i>It</i>	<i>Its</i> [ɪts]		<i>its</i>
	plural	<i>They</i> [ðeɪ]	<i>Them</i> [ðəm]	<i>Their</i> [ðeər]		<i>Theirs</i> [ðeərz]

Употребление именительного падежа или объектного падежа определяется тем, является ли личное местоимение субъектом или объектом действия выраженного глаголом, т.е. подлежащим (или именной частью сказуемого) или дополнением.

Именительный падеж (The Subjective case)

Личные местоимения в **именительном падеже** выполняют функцию подлежащего и именной части сказуемого:

- В качестве подлежащего;
 - *I know him very well.* - Я знаю его очень хорошо.
 - *She doesn't understand me.* - Она меня не понимает.
- В качестве именной части составного сказуемого;
 - *Who is there? – It is I.* - Кто там? – Это я.

Местоимение **I** всегда пишется с прописной буквы независимо от места, занимаемого в предложении. При перечислении с другими личными местоимениями или существительными ставится после них:

- *My friend and I are having a conflict.* - У меня с моим другом сейчас конфликт.

Местоимения **he, she** употребляются в отношении одушевлённых лиц, **it** -

в отношении неодушевленных предметов, абстрактных понятий и животных.

Объектный падеж (The Objective case)

Личные местоимения в **объектном падеже** выполняют функцию дополнения:

*I know **him** very well.* - Я знаю его очень хорошо.

*She doesn't understand **me**.* - Она меня не понимает.

*I sent a letter to **them**.* - Я послал им письмо.

Неопределенные местоимения в единственном числе и собирательные существительные могут ссылаться на личное местоимение множественного числа:

- *If anybody comes, tell **them** I'm not in.* - Если кто придет, говори им, что меня нет.
- *His family was waiting in the next room and **they** had not yet been informed.* - Его семья ждала в соседней комнате и они еще не были проинформированы.

Сравнительное употребление местоимений в именительном и объектном падеже:

- *Mary likes grapes more than **I**.* - Мария любит виноград больше чем я.
- *Mary likes grapes more than **me**.* - Мария любит виноград больше чем меня.

Уточнить форму местоимения помогает разворачивание предложения:

- *Mary likes grapes more than **I** (do).* - Мария любит виноград больше чем я (люблю).
- *Mary likes grapes more than (she likes) **me**.* - Мария любит виноград больше чем (любит) меня.
- *Who told him that? It was **I** (who did it).* - Кто ему сказал это? - Я.
- *She is as tall as **he** (is).* - Она того же роста, что и он.

Сравните:

- *It was **I** who finished first. (I finished first.)* - Это я, тот кто закончил первый.
- *It was **me** (whom) they elected class president. (They elected **me** class president.)* - Это меня выбрали старшиной группы.
- *It was **she** who stole the tart. (She stole the tart.)* - Это - она украла пирог.
- *It was **her** (whom) they saw steal the tart. (They saw **her** steal the tart.)* - Это она, тот кого они видели как воровала пирог.

В разговорном варианте американского английского языка, при употреблении личного местоимения в качестве дополнения с другими местоимениями или существительными, вместо **me** может использоваться **I**:

- *Mama told **you and I** to tidy up our rooms.* - Мама говорила тебе и мне убрать в наших комнатах.
- *They came to watch TV with **my brother and I**.* - Они приходили смотреть телевизор с моим братом и со мной.

Это отклонение от правила возникло благодаря усиленной борьбе (к

месту и не к месту) американской системы образования с распространенным разговорным вариантом *me and ...*:

- *Me and my friend were asked to go.* - Меня и моего друга попросили уйти. (неформальное употребление),
- *My friend and I were asked to go.* - Меня и моего друга попросили уйти. (правильный вариант).

<http://engramm.su/grammar/pronoun.html>

Numerals

Числительное (A numeral) - часть речи, которая обозначает количество предметов: количественные числительные (cardinal numerals) или порядок предметов при счете: порядковые числительные (ordinal numerals).

Количественные числительные (cardinal numerals) обозначают количество предметов и отвечают на вопрос *Сколько? (How many?)*

Количественные числительные употребляются в качестве определителя и существительного:

Простые и производные числительные

Количественные числительные от 1 до 12 представляют собой простые слова, от простых с помощью дополнительного окончания образуются производные числительные, числительные от 13 до 19 оканчиваются на **-teen**, числительные, обозначающие десятки, оканчиваются на **-ty**:

0 Zero ноль	10 Ten десять	
1 One один	11 Eleven одиннадцать	
2 Two два	12 Twelve двенадцать	20 Twenty двадцать
3 Three три	13 Thirteen тринадцать	30 Thirty тридцать
4 Four четыре	14 Fourteen четырнадцать	40 Forty сорок
5 Five пять	15 Fifteen пятнадцать	50 Fifty пятьдесят
6 Six [siks] шесть	16 Sixteen шестнадцать	60 Sixty шестьдесят
7 Seven семь	17 Seventeen семнадцать	70 Seventy семьдесят
8 Eight восемь	18 Eighteen восемнадцать	80 Eighty восемьдесят
9 Ninem девять	19 Nineteen девятнадцать	90 Ninety девяносто

Употребление числительных с существительным без определенного артикля the указывает на неопределенность существительного, и представляет объект (объекты) как один (одни) из числа ему подобных (аналогично функции неопределенного артикля a (an)):

- *Nelly gave me **one** orange.* / *Nelly gave me **an** orange.* - Нелли дала мне апельсин. (какой то один апельсин),
- *I ate the orange.* - Я съел (этот) апельсин. (определенный артикль указывает на уже известный объект из контекста),
- *Nelly gave me **two** oranges.* - Нелли дала мне два апельсина. (каких то два),
- *I ate the two.* - Я съел (эти) два (апельсина). (определенный артикль с

числительным указывает на два уже известных объекта).

Если существительное определяемое числительным требует дополнительного определителя, например местоимения, то более формальным способом будет употребление количественного числительного в качестве существительного в конструкции с предлогом *of*:

- *These are **two of my** favorite movies.* - Это два моих любимых фильма.
- *These are **the two of my** favorite movies.* - Это, те два моих любимых фильма.
- *These are **my two** favorite movies.* - Это два моих любимых фильма. (неформальный английский).

Если количественное числительное нужно употребить к местоимению то также употребляется конструкция с предлогом *of*:

- *God gave me the **two of you**, my dears.* - Бог подарил мне вас двоих, мои дорогие.

Если мы называем само количественное число, то артикли не используются, если мы используем слово *number* (число), то употребляется определённый артикль:

- ***Two** is greater than **one**.* - Два больше, чем один.
- ***The number two** is greater than **the number one**.* - Число два больше, чем число один.

Следующие числительные без определителя не употребляются и требуют перед собой или артикль или другое числительное:

12	<i>a dozen / one dozen</i> ['dʌzn] дюжина
144	<i>a gross / one gross</i> [grəʊs] 12 × 12, a dozen dozen
20	<i>a score / one score</i> [skɔ:r] два десятка
100	<i>a hundred / one hundred</i> ['hʌndrəd]
1.000	<i>a thousand / one thousand</i> ['θaʊzənd]
1.000.000	<i>a million / one million</i> ['mɪljən] и т.д.

Количественные числительные, в качестве определителя, не образуют форму множественного числа:

- ***Two hundred** people were left homeless after the flood.* - Двести человек остались без крова после наводнения.
- *From **one hundred thousand** kilometers, Earth is a small orbit.* - На расстоянии ста тысяч километров, Земля выглядит небольшим шаром.

Если числительное употребляется в качестве существительного, то оно употребляется в форме множественного числа:

- *Around **twenty thousands** of migrants were forced to return to their home countries.* = *Around **twenty thousand** migrants were forced to return to their home countries.* - Около 20 тысячи переселенцев было возвращено на родину.

Если числительное употребляется в форме множественного числа, без другого

числительного перед ним, то оно указывает на приблизительное количество:

- *Hundreds of people can't make me laugh the way you do.* - Сотни людей не могут заставить меня смеяться так, как это делаешь ты.

Составные числительные

К **составным числительным** относятся числительные, начиная со второго десятка, пишутся через дефис:

- *twenty-one* - 21
- *thirty-two* - 32
- *fifty-eight* - 58
- *ninety-nine* - 99

Примеры образования составных числительных (в американском варианте *and* как правило опускается):

- *twenty-one thousand*- 21.000
- *a hundred (and) seventeen*- 117
- *three hundred (and) thirty-four*- 334
- *nine hundred (and) ninety-nine thousand*- 999.000

Два варианта наименования чисел в английском языке

В европейской традиции исторически сложились два варианта построения системы наименования чисел: **короткая шкала (short scale** - используется в США и все чаще в Великобритании) и **длинная шкала (long scale** - все реже используется в Великобритании):

Численное	Короткая шкала	Длинная шкала
1.000.000	<i>one million</i> ['mɪljən]	<i>one million</i>
1.000.000.000	<i>one billion</i> ['bɪljən] или <i>a thousand million</i>	<i>one milliard</i> ['mɪljɑ:rd] или <i>a thousand million</i>
1.000.000.000.000	<i>one trillion</i> ['trɪljən] или <i>a thousand billion</i>	<i>one billion</i> или <i>a million million</i>
1.000.000.000.000.000	<i>one quadrillion</i> [kwɔ'drɪljən] или <i>a thousand trillion</i>	<i>one billiard</i> или <i>a thousand billion</i>
1.000.000.000.000.000.000	<i>one quintillion</i> [kwɪn'tɪljən] или <i>a thousand quadrillion</i>	<i>one trillion</i> или <i>a million billion</i>
1.000.000.000.000.000.000.000	<i>one sextillion</i> [seks'tɪljən] или <i>a thousand quintillion</i>	<i>one trilliard</i> или <i>a thousand trillion</i>

Порядковые числительные (Ordinal numerals) обозначают порядок объектов при счете.

В английском языке порядковые числительные образуются от соответствующих количественных числительных добавлением суффикса **-th** [-θ], за исключением первых трех;

- *first* [fɜ:rst] - первый,
- *second* ['sekənd] - второй,

- *third* [θə:rd] - *третий*.

Изменение написания некоторых числительных нужно запомнить;

- *five - fifth* [fifθ] (*ve* меняется на *f*),
- *twelve - twelfth* [twelfθ] (*ve* меняется на *f*),
- *eight — eighth* [eitθ] (прибавляется только *h*),
- *nine — ninth* [naɪnθ] (опускается буква *e*).

У числительных обозначающие десятки, конечная *u* меняется на *ie*;

- *twentieth* ['twentɪθ] - *двадцатый*,
- *thirtieth* ['θɜ:rtɪθ] - *тридцатый*,
- *fortieth* ['fɔ:rtɪθ] - *сороковой*,
- *fiftieth* ['fɪftɪθ] - *пятидесятый*,
- *sixtieth* ['sɪkstɪθ] - *шестидесятый*,
- *seventieth* ['sevntɪθ] - *семидесятый*,
- *eightieth* ['eɪtɪθ] - *восемидесятый*,
- *ninetieth* ['naɪntɪθ] - *девяностый*.

У составных числительных при образовании порядкового числительного изменяется форма только последней части числительного;

- *twenty-one — twenty-first* (*двадцать один - двадцать первый*).

Обычно порядковые числительные являются исключительными словами и выделяют конкретный объект из себе подобных. Поэтому перед порядковыми числительными в этом случае стоит определённый артикль *the*;

- *The first day in a new job is always stressful.* - *Первый день на новой работе это всегда стресс.*

Как видно в таких случаях порядковое числительное подобно местоимению указывает на объект не называя его, и вместе с определённым артиклем выполняет функцию определителя к существительному.

Но порядковые числительные не всегда могут иметь исключительный смысл и соответственно могут употребляться с неопределённым артиклем *a (an)*, выполняя синтаксическую функцию прилагательного:

- *You can have fun while learning English as a second language.* - *Изучая иностранный язык можно хорошо проводить время.*
- *it is sometimes thought that learning a first language is not very difficult.* - *Некоторые думают, что изучение родного языка является не очень трудным занятием.*
- *There is a first time for everything.* - *Всё когда-то происходит в первый раз.*

Порядковые числительные могут выполнять синтаксическую функцию наречия:

- *I first met him last year.* - *Впервые я его встретил в прошлом году.*
- *Surrender? We'll die first.* - *Сдаться? Да мы скорее умрем.*
- *He arrived third.* - *Он прибыл третьим*

<http://engramm.su/grammar/numeral.html>

Modal verbs

Модальные глаголы (*modal verbs*) — это глаголы, которые выражают не само действие, а передают отношение говорящего к определённому действию.

Не все модальные глаголы имеют форму прошедшего времени (указана в скобках):

- *shall (should)*,
- *will (would)*,
- *may (might)*,
- *can (could)*,
- *must*,
- *ought (to)*,
- *need*,
- *dare*.

Перечисленные модальные глаголы употребляются со смысловым глаголом в форме инфинитива без частицы *to* (за исключением модального глагола *ought*):

- I **will** help you. - Я желаю помочь Вам.
- You **ought** to speak louder. - Вам следует говорить громче.

Вопросительные и отрицательные формы модальных глаголов образуются без вспомогательного глагола *to do*. Для образования вопросительной формы, модальный глагол ставится перед подлежащим, а для образования отрицательной формы частица *not* ставится после модального глагола:

- **Can** you help me? - Вы можете мне помочь?
- They **must not** do that. - Они не должны этого делать.

Модальные глаголы не изменяют своей формы в зависимости от лица и числа:

- I **can** fly. - Я могу летать.
- You **can** fly. - Ты можешь летать.
- He / She / It **can** fly. - Он / Она / Оно может летать.
- Mary **can** fly. - Мария может летать.
- We **can** fly. - Мы можем летать.
- They **can** fly. - Они могут летать.

Модальные глаголы не образуют неличных форм глагола (поэтому их называют **недостаточными глаголами (defective verbs)**) и соответственно не могут употребляться в качестве инфинитива, и соответственно в одном сказуемом не может быть более одного модального глагола, мы не можем сказать:

- ~~I want him to may walk about.~~ - Я хочу, чтобы ему разрешили прогуливаться.
- ~~I must can swim.~~ - Я должен мочь плавать.

В этом случае вместо модального глагола употребляются равносильные по значению глагольные выражения:

- I want him to **be allowed** to walk about. - Я хочу, чтобы ему разрешили прогуливаться.
- I must **be able** to swim. - Я должен мочь плавать.

В разговорном варианте, все модальные глаголы в отрицательной форме могут употребляться в сокращённой форме глагола, которые образуются путем объединения модального глагола с сокращённой отрицательной частицей *n't*. Исключением являются глаголы *shall* и *will*, которые изменяют свою форму: *shall not = shan't*; *will not = won't*:

- You **needn't** have come. - Тебе ненужно было (не было необходимости) приходить.
- I **won't** do that. - Я не намерен этого делать.

Слова выполняющие функцию аналогичную с модальными глаголами

Некоторые полнозначные глаголы и глагольные выражения могут выполнять аналогичную с модальными глаголами функцию:

- had better,
- to be (to),
- to be going (to),
- to have (to),
- have got (to),
- used (to).

После глагольного выражения *had better*, инфинитив употребляется без частицы *to*.

- You **had better see** the doctor about your cough. - Вы бы лучше сходили к врачу по поводу вашего кашля.

http://engramm.su/grammar/modal_verbs.html

Grammar exercises

Ex 1. Study the following chart.

Positive	Comparative	Superlative
small hot easy narrow	smaller hotter easier narrower	smallest hottest easiest narrowest
old	older elder	oldest eldest
comfortable	more comfortable	most comfortable
good bad little much many far	better worse less more farther further	best worst least most farthest furthest

Ex 2. Compare the following according to the model.

Model: the Don, the Dnieper, the Volga: long, short

1. The Don, the Dnieper and the Volga are long rivers.
2. The Dnieper is longer than the Don but shorter than the Volga.
3. The Volga is the longest of the three, and the Don is the shortest.

1. the Urals, the Pennines, the Alps: high, low; old, young. 2. the climate of Karelia, the Central Asia Republics, Siberia: damp, dry; cold, hot. 3. the Azov Sea, the White Sea, the Caspian Sea: deep, shallow; cold, warm. 4. the Behring Strait, the

English Channel, the Gibraltar Strait: narrow, wide. 5. the four seasons of the year: spring, summer, autumn, winter; cold, warm; beautiful.

Ex 3. Use the following patterns in sentences of your own.

1. The weather today is better (worse) than it was yesterday.
2. This book is as interesting as that one.
3. The Thames is not so (as) long as the Dnieper.
4. He is twice as old as I am.
5. His library is much richer than mine.
6. She is two years younger than I (am).

Ex 4. Translate the following sentences.

1. Какой из шести континентов самый большой? 2. Какой самый короткий месяц в году? 3. Днем на улицах города гораздо больше транспорта, чем вечером. 4. Новые здания гостиниц более современные и они гораздо выше, чем старые. 5. Моя библиотека не столь интересна и богата, как библиотека моего друга. 6. Николай самый молодой из моих друзей. Ему столько же лет, сколько и моей младшей сестре. 7. Кто у них в семье самый-старший из детей? 8. Летом у нас больше свободного времени, чем зимой. 9. В конце года у них в отделе вдвое больше работы, чем обычно. 10. Мой брат на три с половиной года старше меня.

Ex 5. Fill in the blanks with the correct form of the adjective given in the brackets. Use the article where necessary.

1. Russia is — country in the world (*large*). Its territory is 17,098,242 thousand square kilometres. 2. There is no country in the world that is as — in minerals as Russia (*rich*). Russia has — reserves in the world of important minerals such as coal, oil, gas, iron, zinc, nickel and others (*rich*). 3. Moscow, the capital of the Russian Federation, is one of its — towns (*old*). It is — than Saint Petersburg (*old*). 4. Red Square is — place in Moscow (*beautiful*). In old days it was — place in Moscow (*busy*). 5. The Hermitage in Saint Petersburg is one of—of the world's art museums (*fine*). There are—than two and a half million works of art of different ages, countries and peoples (*many*). 6. Saint Petersburg, like Moscow, is one of — industrial centres in our country (*important*). 7. The British Museum in London is famous for its library, which has one of — collections of books in the world (*rich*). 8. The English Channel, at its — part, the Strait of Dover, is 32 kilometres wide (*narrow*). 9. Among the world's— countries are the Vatican, in Rome, and Monaco, which is situated in the South of France (*small*). 10. The Sears Tower in Chicago is the world's — all-electric building (*tall*). It is — than both the Empire State building and the World Trade Centre in New York (*tall*).

Ex 6. Make up situations, explaining the use of the article in the following pairs of sentences.

1. (I) This is a house, (II) This is **the** house. 2. (I) You can have a new bag. (II) You can have **the** new bag. 3. (I) May I have an English dictionary? (II) May I have

the English dictionary? 4. (I) This is a famous picture, (II) This is **the** famous picture. 5. (I) You had a copy of my report, (II) You had **the** copy of my report. 6. (I) She is a doctor, (II) She is **the** doctor.

Ex 7. Fill in the blanks with articles.

1. This is—very difficult sentence for me.—sentence has too many unknown words in it. 2. Ours is — noisy street. — street is in the centre of the city. It is — street with very heavy traffic during the day. 3. "Is there — theatre in your town?" "Yes, we have one. — theatre is in the town's central square." 4. You have — mistake in the second form of the verb. — mistake is bad, it is not — spelling but — grammar mistake. 5. He has— interesting collection of butterflies. —collection is the second best in our country. 6. He has — elder brother. — brother is away the greater part of the year. He is— sailor.

Ex 8. Fill in the blanks with articles. Retell the passage.

I like Elsom. It is — seaside resort in — South of England. — town is not very far from Brighton and it has the charm of — old town. — town was never fashionable. In winter Elsom was usually — quiet place and the Dolphin — very comfortable inn. In — hall of — inn there still is a framed letter from Mr Thackeray, — famous writer. In August and September — town is full of holiday-makers and is for two months — noisy place.

(After "The Round Dozen" by W. S. Maugham)

Ex 9. Personal Pronouns - Subject

Replace the words in brackets by the correct personal pronouns. Note that Sue is the person speaking. The (*) means that you are asked a question.

My name is Sue. (Sue) am English. And this is my family.

My mum's name is Angie. (Angie) is from Germany.

Bob is my dad. (My dad) is a waiter.

On the left you can see Simon. (Simon) is my brother.

(Sue and Simon) are twins.

Our dog is a girl, Judy. (Judy) is two years old.

(Sue, Simon, Angie and Bob) live in Canterbury.

(Canterbury) is not far from London.

My grandparents live in London. (My grandparents) often come and see us.

What can (*) tell me about your family?

Ex 10. Fill in the blanks with suitable pronouns.

1. Does _____ (her, she) know that _____ (me, I) was absent?
2. Please tell _____ (he, him) _____ (I, me) have obtained a degree in Chemistry.
3. I remember that _____ (they, them) bought the fruits from _____ (we, us).
4. Please don't tell _____ (she, her) about _____ (I, me).
5. _____ can swim because _____ has webbed feet.
6. I met Alice yesterday. _____ invited _____ to her house.
7. Jane has a cat; _____ likes to play with _____.

8. When the dog chased John, _____ ran as fast as _____ could.
9. My uncle works in a factory. _____ says _____ is a noisy place.
10. The teacher said to the class, "When _____ finished your work, please pass _____ up to me."

Ex 11. Replace the personal pronouns by possessive pronouns.

This book is (you).
 The ball is (I).
 The blue car is (we).
 The ring is (she).
 We met Paul and Jane last night. This house is (they).
 The luggage is (he).
 The pictures are (she).
 In our garden is a bird. The nest is (it).
 This cat is (we).
 This was not my fault. It was (you).

Ex 12. Fill the gaps with the correct pronouns.

Once upon a time there was a girl called Little Red Riding Hood. Together with ___ mum, ___ lived in a big forest. One fine day, Little Red Riding Hood's mother said, "___ grandma is ill. Please go and take this cake and a bottle of wine too. Grandma's house is not too far from ___ house, but always keep to the path and don't stop!" So, Little Red Riding Hood made ___ way to Grandma's house. In the forest ___ met the big bad wolf. Little Red Riding Hood greeted ___ and the wolf asked: "Where are ___ going, Little Red Riding Hood?" "To ___ grandma's house." answered Little Red Riding Hood. "Can you tell ___ where grandma lives?" "___ lives in a little cottage at the edge of the forest." "Why don't ___ pick some nice flowers for ___?" asked the wolf. "That's a good idea." said Little Red Riding Hood and began looking for flowers. Meanwhile, the wolf was on ___ way to grandma's house. The house was quite small but nice and ___ roof was made out of straw. The wolf went inside and swallowed poor old Grandma. After that ___ put Grandma's clothes on and lay down in ___ bed.

Ex 13. Choose the right answer.

1. Independence Day, commonly known as the (Fours of July, Fourt of July, Fourth of July), is a federal holiday in the United States.
2. Kate is having a party for her (twenty-two, second-twenty, twenty-second) birthday.
3. I felt very bad during my (fiveth-hour, five-hour, fivth-hour) trip.
4. Her sister is (twentieth-seven, twenty-seventh, twenty-seven) years old. She is tall and she has long curly hair.

5. He died on the (twenty-fiveth, twenty-fifth, twenty-fifth of May), in the seventy-second year of his age.

6. When Mary was in her (twenties, twentyies, twents), she left her city.

7. He was the (eleventh, elevenieth, elefen) person arrested in this city last month.

8. America was discovered in (fourteen ninety-two, fourteen ninety-two, fourteen ninety-second). Probably by Columbus.

9. Susan has been the (fourteenth, fourteenth, forteenth) girl to win such an expensive award since 2000.

10. Ted was the (nine millionths, nine millions, nine millionth) citizen born in this city.

Ex 14. Choose the correct modal verb.

1. _____ I have more cheese on my sandwich?

- | | |
|----------|------------|
| a) Must | c) Would |
| b) Could | d) Have to |

2. You _____ eat more vegetables.

- | | |
|-----------|----------|
| a) should | c) may |
| b) might | d) could |

3. I _____ like to buy the same television for my house.

- | | |
|----------|------------|
| a) could | c) would |
| b) must | d) have to |

4. _____ I have a coffee please?

- | | |
|------------|----------|
| a) Must | c) May |
| b) Have to | d) Would |

5. You _____ smoke near children.

- | | |
|------------|--------------|
| a) have to | c) shouldn't |
| b) may | d) couldn't |

6. The passengers _____ wear their seatbelts at all times.

- | | |
|----------|--------|
| a) could | c) can |
| b) must | d) may |

7. We _____ go to the concert if the rain stops. We don't know for sure.

- | | |
|------------|-------------|
| a) mustn't | c) have to |
| b) might | d) wouldn't |

8. I _____ ice skate very well.

- | | |
|--------|-----------|
| a) can | d) should |
| b) may | |

9. The boys _____ wake up earlier than 7:30 am. They have class at 8:00 am.
a) would c) could
b) can't d) have to

10. The rock band _____ play very well last year. Now they are much better.
a) must c) can
b) couldn't c) should

Ex 15. Translate the following sentences into English, using 'there is ...', 'there are ...'.

(A) 1. В Лондоне много театров. Все они в Уэст-Энде. 2. В Сити нет жилых домов. 3. Днем на улицах Сити очень много народа, а ночью улицы пустые. 4. На Оксфорд Стрит очень много магазинов. 5. В Ист-Энде мало парков, там много фабрик и заводов.

(B) 1. В России много больших рек. 2. Сколько озер в Канаде? 3. На Волге много больших промышленных городов. 4. Сколько рек в Москве? 5. В этой части города много высоких красивых домов. Много там и магазинов. 6. В Лондоне четырнадцать железнодорожных вокзалов.

(C) 1. Сколько слов в этом словаре? 2. Раньше эта улица не была шумной, а теперь на ней большое движение. 3. В этом году в нашем саду будет очень много цветов. 4. У нас в аудитории нет часов. 5. В этой библиотеке есть читальный зал? 6. Сколько будет аудиторий в новом здании вашего института? 7.—Почему твой портфель такой тяжелый? — В нем словарь, учебник и несколько тетрадей. 8. В бутылке мало молока. 9. В этой части страны мало холодных месяцев, но в каждом месяце бывает несколько холодных дней. 10. Раньше в этом городе не было кинотеатров, а теперь здесь три кинотеатра и клуб.

The plural of nouns

В английском языке существительное может быть **исчисляемым** и **неисчисляемым**. **Неисчисляемые существительные (uncountable)** - те существительные, которые сосчитать нельзя, это как правило существительные обозначающие вещественные, собирательные и абстрактные понятия: *water, crowd, beauty*.

The milk is fresh. - Молоко свежее.

Kindness is a good quality. - Доброта - хорошее качество.

Исчисляемыми существительными (countable) называются существительные, обозначающие предметы, которые можно сосчитать, т.е. от них можно образовать множественное число. Исчисляемые существительные имеют два числа: **единственное (singular)** и **множественное (plural)**:

I have a car. - У меня есть машина.

I have two cars. - У меня две машины.

Иногда одно и тоже существительное может употребляться как исчисляемое и неисчисляемое:

Jon is losing his hair. - Джон лысеет (теряет свой волос).

I found a hair in my soup. - В супе мне попался волос.

Образование множественного числа существительных (Formation of Plurals)

Форма множественного числа существительных как правило образуется с помощью окончания *-s* или *-es*, которое прибавляется к основе единственного числа:

book [buk] – *books* [buks]

boy [bɔɪ] – *boys* [bɔɪz]

house ['haus] – *houses* ['hausɪz].

Окончание множественного числа читается как [s] после глухих согласных, как [z] после звонких согласных и гласных, и как [ɪz] после *s*; *ss* [s]; *sh* [ʃ]; *ch*, *tch* [tʃ]; *x* [ks]; *books* [buks], *boys* [bɔɪz], *rains* [reɪnz], *classes* ['kla:sɪz].

В некоторых диалектах возможен переход согласной, на которую оканчивается слово в единственном числе, из глухой в звонкую:

house ['haus] – *houses* ['hausɪz]

bath ['bæθ] ['bɑ:θ] – *baths* ['bæðz] ['bɑ:ðz]

mouth ['mauθ] — *mouths* ['mauðz].

Изменение на письме при образовании множественного числа существительных

Окончание *-es* во множественном числе имеют:

- существительные оканчивающиеся в единственном числе на *s*, *ss*, *sh*, *ch*, *tch*, *x*, например:

bus-buses

class-classes

bush-bushes

speech-speeches

match-matches

box-boxes.

- существительные оканчивающиеся на *-y*, перед которым стоит согласная (при этом *y* меняется на *i*):

army-armies

factory-factories

Но, если букве *-y* предшествует гласная, то прибавляется окончание *-s*, и буква *y* не меняется:

way-ways

key-keys

boy-boys.

- существительные оканчивающиеся в единственном числе на *-o*:

hero-heroes

potato-potatoes
tomato-tomatoes
cargo-cargoes

Некоторые существительные оканчивающиеся на *-o* образуют множественное число при помощи окончания *-s*:

- когда конечному *-o* предшествует гласная:
radio-radios (радиоприемник - радиоприемники)
kangaroo-kangaroos (кенгуру - кенгуру)
- когда существительное оканчивающееся на *-o* является сокращением:
photo(graph)-photos (фотография - фотографии)
kilo(gramme)-kilos (кило(грамм)- кило(граммы))
- заимствованные из иностранных языков слова:
canto-cantos
homo-homos
zero-zeros
piano-pianos
portico-porticos
pro-pros
kimono-kimonos

В ряде случаев наблюдается двойное написание с *-s* и *-es*:

flamingo-flamingos-flamingoes
mango-mangos-mangoes
volcano-volcanos-volcanoes

При образовании множественного числа имён собственных, их основа не изменяется:

Christy ['kristi]- *Christys*
Munro [mʌn'ɹəʊ]- *Munros*

Ряд существительных оканчивающихся в единственном числе на *-f* или *-fe* образуют множественное число окончанием *-es, f* при этом меняется на *-v*.

Данное правило касается только следующих существительных:

- *calf-calves* (теленок - телята)
- *half-halves* (половина - половинки)
- *elf-elves* (эльф - эльфы)
- *knife-knives* (нож - ножи)
- *leaf-leaves* (лист дерева - листья)
- *life-lives* (жизнь - жизни)
- *loaf-loaves* (каравай - караваи)
- *self-selves* (собственная личность - мы сами)
- *sheaf-sheaves* (связка - связки)
- *shelf-shelves* (полка - полки)
- *thief-thieves* (вор - воры)
- *wife-wives* (жена - жены)
- *wolf-wolves* (волк - волки)

В ряде случаев наблюдается вариация в употреблении между формами с

окончанием *-f* и *-v*;

hoof-hoofs, hooves

scarf-scarfs, scarves

wharf-wharfs, wharves

Множественное число составных существительных (Plural Forms of Compound Nouns)

В составных существительных, образованных с помощью слов *man* и *woman*, оба существительных принимают форму множественного числа, если они используются для указания на определённое множество элементов:

man-servant – men-servants (мужчина слуга - мужчины слуги),

woman driver - women drivers (женщина водитель - женщины водители).

Welcome to the society of Women Writers. - Добро пожаловать в общество женщин писателей.

Если первое существительное выполняет роль модификатора, то форму множественного числа принимает только последнее существительное:

man-eater-man-eaters (людоед - людоеды),

mother-country-mother-countries (родина - родины),

family-name-family-names (фамилия - фамилии),

girl-friend - girl-friends (подруга - подруги).

Существительные обозначающие человека, какой-нибудь профессии образованные с помощью существительных обозначающих определенную службу, род занятия или объект деятельности и с помощью *-man*, *-woman* и т.п., изменяют число с помощью основного слова:

policeman-policemen (полицейский - полицейские),

sportswoman-sportswomen (спортсменка - спортсменки),

schoolgirl-schoolgirls (школьница - школьницы).

Множественное число составных существительных образуется путем прибавления окончания множественного числа к существительному с более общим значением:

family-name-family-names (фамилия - фамилии)

ball-bearing-ball-bearings (шарикоподшипник - шарикоподшипники)

commander-in-chief-commanders-in-chief (главнокомандующий - главнокомандующих)

looker-on-lookers-on (зритель, наблюдатель - зрители, наблюдатели)

passer-by – passers-by (прохожий - прохожие)

teaspoonful — teaspoonsful (полная чайная ложка (чего-л.) - полные чайные ложки) (в разговорном варианте: *teaspoonfuls*)

При отсутствии существительного в составе комплекса, *-s* добавляется к последнему элементу:

forget-me-not - forget-me-nots (незабудка - незабудки)

merry-go-round – merry-go-rounds (карусель - карусели)

good-for-nothing – good-for-nothings (бездельник - бездельники)

Множественное число иностранных слов в английском языке (Plural of Foreign Words).

Форма множественного числа существительных заимствованных из латинского и греческого языка.

Некоторые существительные латинского и греческого происхождения сохранили оригинальную форму множественного числа, как правило, в научной литературе, но в зависимости от контекста и степени соблюдения формальности могут образовывать множественное число по общим правилам:

- Окончание **-a** меняется на **-ae** (или **-æ**):

alumna [ə'lmnə] — *alumnae* [ə'lmni:] (бывшая студентка, выпускница (колледжа или университета) - выпускницы),

formula ['fɔ:rmjulə] — *formulae* ['fɔ:rmjuli:] / *formulas* (формула - формулы).

- Окончание **-ex** меняется на **-ices**:

index ['indeks] — *indices* ['indisi:z], *indexes*, (указатель - указатели).

Matrix ['meitriks] — *matrices* ['meitrisi:z] (матрица - матрицы),

vertex ['və:teks] — *vertices* ['və:tisi:z] (вершина, зенит - вершины, зениты).

- Окончание **-is** меняется на **-es**:

analysis [ə'næləsis] — *analyses* [ə'næləsi:z] (анализ - анализы),

axis ['æksis] — *axes* ['æksiz] (ось - оси),

basis ['beisis] — *bases* ['beisi:z] (основа - основы),

crisis ['kraisis] — *crises* ['kraisi:z] (кризис - кризисы),

thesis — *theses* (тезис, диссертация, тема для сочинения - тезисы, диссертации, темы для сочинения).

- Окончание **-ies** не меняется:

series ['siəri:z] (серия - серии),

species ['spi:ʃi:z] (биол. вид - виды),

- Окончание **-on** меняется на **-a**:

automaton [ɔ:'tɔmətən] - *automata* [ɔ:'tɔmətə] (автомат - автоматы),

criterion [krai'tiəriən] - *criteria* [krai'tiəriə] (критерий - критерии),

phenomenon [fi'nɒmɪnən] - *phenomena* [fi'nɒmɪnə] (явление - явления),

polyhedron ['pɒli'hedrən]-*polyhedra* ['pɒli'hedrə]/*polyhedrons* (многогранник - многогранники).

- Окончание **-um** меняется на **-a**:

addendum [ə'dendəm] — *addenda* [ə'dendə] (приложение, дополнение (к чему-либо - *to something*) - приложения, дополнения),

datum ['deɪtəm] — *data* ['deɪtə] (данная величина - данные, в современном английском *data* часто употребляется как неисчисляемое сущ.),

erratum [e'ra:təm] — *errata* [e'ra:tə] (опечатка - список опечаток),

forum ['fɔ:rəm] — *fora* ['fɔ:rɹ], *forums* (конференция, собрание, форум - форумы),

medium ['mi:djəm] — *media* (в современном английском *media* часто употребляется как неисчисляемое сущ.), *mediums* (в значении: спиритуалисты),

memorandum [ˌmemə'rændəm]-*memoranda* [ˌmemə'rændə]/*memorandums*

(запись 'на память', чтобы не забыть - записки),

millennium [mɪ'lenɪəm]-**millennia** [mɪ'lenɪə]/ **millennium** (тысячелетие - тысячелетия).

- Окончание **-us** меняется на **-i**, **-era** или **-ora**:

alumnus [ə'λʌmnəs] — **alumni** [ə'λʌmnaɪ] (бывший питомец (школы или университета) - бывшие воспитанники),

corpus ['kɔ:rpəs] — **corpora** ['kɔ:rpərə] (корпус, туловище, свод (документов) - корпусы),

focus-foci,

genus-genera,

locus ['ləʊkəs]- **loci** ['ləʊsaɪ] (местоположение - местоположения),

radius['reɪdɪəs], ['reɪdjəs]- **radii** ['reɪdɪaɪ] (радиус - радиусы),

syllabus-syllabi, syllabuses,

viscus-viscera,

cactus - cacti -cactuses,

fungus-fungi,

hippopotamus – hippopotami, hippopotamuses,

nucleus – nuclei (ячейка - ячейки),

octopus – octopi (редко), **octopodes, octopuses**,

platypus – platypi (редко), **octopodes, platypuses**,

terminus- termini, terminuses,

uterus- uteri- uteruses,

- Окончание **-us** остается неизменным:

meatus- meatus,

status- status,

- К окончанию **-ma** в греческих словах добавляется **-ta**, но обычно множественное число образуется по общим правилам:

stigma-stigmata- stigmata,

stoma-stomata- stomata,

schema-schemata- schemas,

dogma-dogmata- dogmata,

lemma-lemmata- lemmata,

anathema-anathemata- anathemata

Форма множественного числа существительных заимствованных из других языков

- Некоторые существительные, заимствованные из французского, образуют множественное число с помощью суффикса **-x**, который может не произноситься или произноситься как [z]:

beau-beaux,

bureau-bureaux/bureaus,

château-châteaux,

tableau-tableaux,

- Существительные английского языка заимствованные из русского могут образовывать множественное число с помощью суффиксов **-a** или **-i**,

следуя оригинальным правилам:

blin- blini, bliny ['bli:ni] ['blɪni]/ **blinis** (блин - блины),
oblast- oblasti/ oblasts,

- Существительные заимствованные из иврита могут образовывать множественное число с помощью суффиксов **-im** или **-ot**, согласно родным правилам:

cherub- cherubim/ cherubs,

seraph- seraphim/ seraphs,

matzah- matzot/ matzahs,

kibbutz – kibbutzim /kibbutzes,

- Многие существительные, заимствованные из японского языка, не изменяются:

benshi -benshi,

otaku-otaku, С

samurai-samurai, хотя слова **futon, kimono, ninja, tsunami** часто изменяются по общим правилам.

Употребление числа существительного (The Noun Number Usage)

Конкретизация неисчисляемых существительных

Некоторые неисчисляемые существительные могут употребляться как исчисляемые, когда речь идет о различных видах, сортах, разновидностях, при конкретизации:

science-наука (вообще), **a science** - отрасль науки, **sciences** - отрасли науки,

success-удача, успех (вообще), **a success** - удача, удачный результат, **successes** - удачные результаты,

hair- a hair (волос - волосок)

coal - a coal (уголь - уголек)

Success is in the details.- Удача находится в деталях. (Скрупное отношение к делу - путь к успеху)

My new job is a success.- Моя новая работа - просто счастливый случай.

We learn from our successes and failures. - Мы учимся на наших удачах и ошибках.

Jon is losing his hair. - Джон лысеет.

I found a hair in my soup. - В супе мне попался волос.

I can't work here. There's too much noise. - Я не могу здесь работать. Здесь так шумно.

Did you hear a noise just now? - Ты слышал сейчас этот шум?

Teas of India - виды индийского чая,

mineral waters - минеральные воды.

Существительное может быть исчисляемым в одном значении и не исчисляемым в другом: **iron - an iron** (железо - утюг), **beauty - a beauty** (красота - красавица).

Употребление собирательных существительных

Собирательные существительные, не изменяя своей формы, могут согласовываться как с глаголом в единственном числе, так и во множественном;

- Если существительное обозначает группу людей, представленную как единое целое, это слово согласуется с глаголом в единственном числе;

My family is large. - *Моя семья большая.*

- Это же существительное согласуется с глаголом во множественном числе, если оно обозначает отдельных членов коллектива;

My family are early risers. - *У нас в семье все встают рано.*

The staff are full of enthusiasm. - *Персонал полон энтузиазма.*

Существительные, употребляющиеся только во множественном числе

Некоторые имена существительные по своему значению могут употребляться только в форме множественного числа. К ним относятся **существительные обозначающие парные предметы** (предметы, состоящие из двух аналогичных частей), например:

binoculars - бинокль,

breeches ['britʃɪz]- бриджи,

briefs [bri:fs]- разг. шорты, трусы,

goggles ['gɒɡlz] - защитные очки от ветра, пыли, воды и т.д.

Jeans - джинсы,

pantaloons [ˌpæntəˈlu:nz] — панталоны (детские или женские),

pants [pænts] — собир. штаны,

panties ['pæntɪz] — разг. детские штанишки,

pajamas, pyjamas [pəˈdʒɑ:məz] - пижама,

pincers ['pɪnsəz] — зоол. клешни,

pliers ['plaiəz] - плоскогубцы,

scissors - ножницы,

shorts - шорты, трусы,

slacks [slæks] - слаксы, брюки свободного покроя из плотной хлопчатобумажной ткани,

spectacles ['spektəklz], (*eye-*)*glasses* ['aɪglɑ:sɪz] - очки,

stockings - носки,

tights [taɪts] - трико,

tongs - щипцы,

trousers - брюки.

Where are my glasses? - *Где мои очки?*

Если перед такими существительными стоит неопределенный артикль или числительное, то перед ними употребляется оборот **pair of** (пара чего-либо).

Во множественном числе слово **pair** в данном случае не имеет окончания -s:

This is a new pair of jeans. - *Это новые джинсы.* (Это новая пара джинсов.)

He has two pair of scissors. - *У него две пары ножниц.*

Если слово *pair* употребляется в значении: *пара*, относительно предметов или лиц объединенных по двое, то слово *pair* во множественном числе имеет окончание *-s*:

I have five pairs of shoes. - У меня пять пар обуви.

Two pairs of newlyweds rode on a bus. - Две пары молодожен катались на автобусе.

Ряд существительных употребляется только во множественном числе, в единственном числе имеют другое значение или не употребляются:

contents - содержимое,

proceeds - доход,

riches - богатство,

savings - сбережения,

surroundings - окрестности,

thanks - благодарность,

wages - заработок.

What are the proceeds from this shop? - Какой доход с этого магазина?

These are nice surroundings. - Это милые окрестности.

I gave him my thanks. - Я поблагодарил его.

Their wages are good. - У них хорошие заработки.

His riches are known to all of us. - Нам всем известно о его богатстве.

Похожие на множественное число существительные в английском языке

Некоторые имена существительные, оканчивающиеся на *-s*, имеют значение единственного числа и согласуются с глаголом в единственном числе. К ним относятся существительные:

news - новость, новости,

a works - завод,

a barracks — казармы и др.

некоторые названия наук: *mathematics, economics, physics, phonetics, statistics* и др:

The news was received with loud applause. - Эта новость была встречена громкими аплодисментами.

Thermodynamics is a science that deals with energy. - Термодинамика - наука которая имеет дело с энергией.

Число существительного, служащее модификатором

Прилагательное, образованное от существительного с предшествующим числительным не образует множественного числа, например:

a five-year plan - пятилетний план,

Nelly is a six-year-old girl. - Нелли - это шестилетняя девочка.

Следует учесть, что если существительное используется только во множественном числе, а также если существительное изменяет свое значение во множественном числе или несет дополнительную смысловую нагрузку то в

качестве прилагательного существительное используется в форме множественного числа:

*a **savings** bank* - *сберегательный банк,*

*a **sports** hall* - *спортивный зал.*

Существительное, в притяжательном падеже, с предшествующим числительным сохраняет форму указывающую на множественное число:

*a **five years'** plan* - *план пяти лет.*

Существительные меры в английском языке

Имена существительные, обозначающие различные счетные значения или значения меры, служащие к определителем к другому существительному, употребляются только в форме единственного числа:

*three **dozen** eggs* - *три дюжины яиц,*

*three **score** people* - *шестьдесят человек,*

*one hundred **thousand** years* - *сто тысяч лет,*

Определяемое существительное может подразумеваться:

*He earns two **thousand dollars** a week.* - *Он зарабатывает две тысячи долларов в неделю.*

*He earns two **thousand** a week.* - *Он зарабатывает две тысячи в неделю.*

Если существительные обозначающее счетные значение не является определителем, то оно принимает множественное число:

*three **dozens** of eggs* - *три дюжины яиц,*

*This year, around 20 **thousands** of migrants were forced to return to their home countries.* - *В этом году, около 20 тысячи переселенцев было возвращено на родину.*

***Dozens** of times* - *множество раз,*

***scores** of people* - *приблизительно 60 людей,*

***hundreds** of people* - *сотни людей.*

Последние три примера указывают на большое число, без точного количественного значения.

Существительные используемые в качестве счетных слов; *stone* (используемое для указания меры веса человека или большого животного, около 6,36 кг), *head* (используемое для подсчета скота) - не употребляются в форме множественного числа:

*A man of 12 **stone**.* - *Человек весом 76 кг.*

*That night the 100 **head** of cattle were driven up from the prairie.* - *В ту ночь 100 голов скота были пригнаны из прерий.*

Если группа; числительное плюс существительное меры, является определением к другому существительному, то существительное, которое следует за числительным, употребляется только в единственном числе:

*a **five-year** plan* - *пятилетний план,*

*a **two-year** child* - *двухлетний ребенок,*

*a **two-meter** man* - *двухметровый человек.*

Существительные с неправильными формами множественного числа

(Irregular Plurals)

Некоторые существительные имеют форму множественного числа, совпадающую с формой единственного числа:

craft [kra:ft] (*корабль — корабли*) и производные от слова **craft**;

aircraft ['eəkra:ft] (*самолёт - самолёты*),

hovercraft ['hɒvəkra:ft] (*транспортное средство на воздушной подушке - транспортные средства на воздушной подушке*),

spacecraft ['speɪskra:ft] (*космический корабль - космические корабли*),

alms (*подаяние - подаяния*),

barracks (*казарма - казармы*),

crossroads (*пересечение дорог - перекрестки*),

headquarters ['hed'kwɔ:rtərz] (*главное управление - центральные органы*),

gallows (*виселица - виселицы*),

deer (*олень - олени*),

fish [fɪʃ] (*рыба - рыбы*),

fruit [fru:t] (*фрукт - фрукты*),

grouse (*куропатка - куропатки*),

means (*средство - средства*),

sheep (*овца - овцы*),

swine (*свинья - свиньи*), в переносном смысле образует множественное число с помощью окончания **-s**:

My neighbours are just such swines! - *Moi соседи - просто такие свиньи!*

Works (*завод - заводы*),

There is one aircraft left on the runway. - *На взлетно-посадочной полосе остался один самолет.*

There are many aircraft in the sky today. - *Сегодня в небе много самолетов.*

Some fish are dangerous. - *Некоторые рыбы опасны.*

В английском языке слово **fish** может образовывать множественное число также с помощью окончания **-es**, употребляется, когда речь идет об отдельных видах рыб:

I've caught many fish. - *Я поймал много рыбы (количество).*

I've caught many different fishes. - *Я поймал много разной рыбы.*

The fishes of the Amur River. - *Рыбы Амура.*

Слово **fish** также употребляется как неисчисляемое существительное, обозначая продукт питания:

I've eaten too much fish. - *Я съел слишком много рыбы.*

Почти все существительные обозначающие виды рыб имеют форму множественного числа совпадающую с единственным числом:

cod ['kɒd] - *треска*,

salmon ['sætmən] - *лосось*,

trout - *форель*,

за исключением: **rays**, **sharks**, **lampreys**.

Образования множественного числа в английском путем прибавления окончания **-en**

В английском языке некоторые существительные сохранили древние формы образования множественного числа путем прибавления окончания **-en**:
brother ['brʌðər] – *brethren* ['breðrɪn] (*собрат* - *собратья*),
child [tʃaɪld] - *children* ['tʃɪldrən] (*дитя* - *дети*),
cow [kau] — *kine* [kaɪn] (устаревшее; *корова* - *коровы*),
eye [aɪ] — *eyen* [aɪn] (редко, встречается в диалектах; *глаз* - *глаза*),
house [haus] — *housen* [hausn] (редко, встречается в диалектах; *дом* - *дома*),
hose [həʊz] — *hosen* [həʊzn] (редко, устаревшее; *штаны в обтяжку*),
ox [ɒks] — *oxen* ['ɒksən] (*бык, вол* - *рогатый скот*),
shoe [ʃu:] - *shoon* [ʃu:n] (редко, встречается в диалектах; *башмак* - *башмаки*),
sow [səʊ] — *swine* [swaɪn] (*свинья* - *свиньи*).

Образования множественного числа в английском языке путем изменения корневого гласного

Некоторые существительные сохранили древние формы образования множественного числа путем изменения корневого гласного:

foot [fʊt] – *feet* [fi:t] (*ступня* - *ступни*),
goose [gu:s] – *geese* [gi:s] (*гусь* - *гуси*),
louse ['laʊs] – *lice* [laɪs] (*вошь*),
man [mæn] - *men* [men] (*мужчина* - *мужчины*),
mouse [maʊs] – *mice* [maɪs] (*мышь* - *мыши*),
tooth [tu:θ] – *teeth* [ti:θ] (*зуб* - *зубы*),
woman ['wʊmən] — *women* ['wɪmɪn] (*женщина* - *женщины*).

http://engramm.su/grammar/number_of_nouns.html

Падеж существительных (The Case of Nouns)

Падеж (case) - грамматическая категория существительного, выражаемая с помощью изменения формы слова и отряжающая разные типы синтаксических отношений существительного к другому слову, словосочетанию или к предложению в целом. В английском языке, как правило, выделяют два падежа: **общий падеж (the common case)** и **притяжательный падеж (the possessive case)**.

Общий падеж (The Common Case)

Общий паде (a common case) - эта форма слова, в которой существительное даётся в словаре.

В отличие от русского языка, в английском языке отношение существительного к другим словам в предложении определяется предлогом без изменения формы слова, также существительное не меняет своей формы в зависимости от того является ли оно субъектом или объектом действия (т.е.

является подлежащим или дополнением):

- *the child* — ребёнок (Кто? Что?),
- *of the child* – ребёнка (Кого? Чего?),
- *to the child* - ребёнку (Кому? Чему?),
- *the child* — ребёнка (Кого? Что?),
- *by the child* - ребёнком (Кем? Чем?),
- *about the child* - о ребёнке (О ком? О чём?).

Следует отметить, что в отличие от существительных и других местоимений, личные местоимения имеют **объективный падеж (the objective case)**:

- *I am looking at a **girl**.* - Я смотрю на девушку.
- *The **girl** is looking at **me**.* - Девушка смотрит на меня.

Притяжательный падеж (The Possessive Case)

Существительное в притяжательном падеже является определителем к другому существительному и отвечает на вопрос *whose?* (чей?), обозначая отношение принадлежности одного объекта к другому. Существительные образуют притяжательный падеж при помощи окончания *-s*, перед которым ставится апостроф:

- *the child's toy* - игрушка ребенка,
- *the airplane's crew* - экипаж самолёта.

Притяжательный падеж личных местоимений (The Possessive Case of Personal Pronouns)

Притяжательный падеж личных местоимений образуется не регулярным способом и их нужно просто запомнить:

- *his toy* - его игрушка,
- *her voice* - её голос.

Объектный падеж (The Objective Case)

Существительное в **объектном падеже (objective case)** выполняют функцию дополнения.

Форма существительного в объективном падеже совпадает с общим падежом, поэтому строго говоря в английском языке нет объективного падежа, за исключением личных местоимений, которые изменяют свою форму в объективном падеже:

- *I am talking with **Marisha**.* - Я разговариваю с Маришей.
- ***Marisha** is talking with **me**.* - Мариша разговаривает со мной.

Звательный падеж (The Vocative Case)

Звательный падеж (vocative case) также не изменяет своей формы, но иногда выделяется на основе семантической роли, называет объект к которому направлено обращение.

На письме, существительное в звательном падеже отделяется запятой:

- *Nelly, what are you watching? - Нелли, что смотришь (по телевизору)?*

Пост-притяжательный падеж в английском языке (The Post-possessive)

В английском языке можно встретить предложения, в которых принадлежность образована одновременно с помощью предлога *of* и притяжательного падежа с окончанием *'s*, такая конструкция называется **пост-притяжательный падеж** или **двойной притяжательный падеж (a post-possessive /double possessive case)**.

Пост-притяжательный падеж образуется по аналогии с употреблением личных местоимений в притяжательном падеже (в абсолютной форме):

- *No daughter of mine will stir out-of-doors after sundown.* - Ни одна из моих дочерей не выйдет на улицу после захода солнца.
- *No daughter of Henry's will stir out-of-doors after sundown.* - Ни одна из дочерей Генри не выйдет на улицу после захода солнца.

Как видно, пост-притяжательный падеж употребляется, когда принадлежность нельзя выразить с помощью простого притяжательного падежа, например: *my daughter* или *Henry's daughter*, и требует дополнительного определения: *no daughter of mine / no daughter of Henry's*.

В некоторых случаях употребление пост-притяжательного падежа позволяет уточнить значение выражения:

- *It is my picture.* - Это моя картина (которая принадлежит мне). / Это моя картина (на которой изображена я).
- *It is a picture of mine.* - Это - картина принадлежащая мне.
- *It is a picture of me.* - Это - картина на которой изображена я.
- *It is Nelly's picture.* - Это - картина Нелли (которая принадлежит Нелли). / Это - картина Нелли (на которой изображена Нелли).
- *It is a picture of Nelly's.* - Это – картина, принадлежащая Нелли.
- *It is a picture of Nelly.* - Это – картина, на которой изображена Нелли.

В разговорном, неформальном варианте английского языка, после предлога *of*, существительное может употребляться не в притяжательном падеже:

- *No daughter of Henry stirs out-of-doors after sundown.*

Но борцы за чистоту и стройность языка считают, что если существительное указывает на отношение принадлежности, то в таких случаях, оно всегда должно употребляться в притяжательном падеже, т. е. допустим только вариант:

- *No daughter of Henry's stirs out-of-doors after sundown.*

Частные случаи употребления пост-притяжательного падежа

Некоторые случаи, когда может употребляться пост-притяжательный падеж:

- простой притяжательный падеж:
 - *She is Nelly's guest.* - Она гость Нелли.
 - *They are Nelly's guests.* - Они гости Нелли.
- определяемое слово дополнительно требует числительное:

- *The two guests of Nelly's are still in.* - Эти два гостя Нелли все еще в доме.
- *Two guests of Nelly's are still in.* - (Какие-то) два гостя Нелли все еще в доме.
- определяемое слово дополнительно требует местоимение:
 - *Which guest of Nelly's stayed longest?* - Кто из гостей Нелли оставался дольше всех?
 - *A few guests of Nelly's are still in.* - Несколько гостей Нелли все еще в доме.
- с последующим ограничительным придаточным предложением:
 - *That was **the** guest of Nelly's **that I disliked most.*** - То был гость Нелли, который мне больше всего не понравился.
- определяемому слову предшествует неопределенный артикль или определяемое слово употребляется в форме множественного числа при этом акцент делается на выделение предмета (предметов) из числа не относящихся к существительному в притяжательном падеже:
 - *He is **a** guest of Nelly's.* - Он гость Нелли. (Он один из гостей Нелли а не кого-то ещё.)
 - *They are also guests of Nelly's.* - Они тоже гости Нелли.

http://engramm.su/grammar/case_of_nouns.html

Grammar exercises

Ex 1. Fill in the sentences with the proper plural form of the noun in parentheses.

- a) There are three big ___ in my yard. (tree)
- b) I eat two ___ for breakfast. (sandwich)
- c) My friend's twin ___ are very cute. (baby)
- d) My ___ are small. (foot)
- e) He earns two thousand _____ a week. (dollar)
- f) I've caught many different _____. (fish)
- g) I have two _____ in my purse. (brush)
- h) There are two ___ under the sofa. (mouse)
- i) The sheik has many _____. (wife)
- j) These _____ are very old. (church)

Ex 2. Change the sentences below to the plural form.

- a) There's **a fly** in my soup. _____ in my soup.
- b) The **knife is** on the table. The _____ on the table.
- c) The **family is** at home. The _____ at home.
- d) **That gentleman works** here. _____ here.
- e) **This person has a great life.** _____.
- f) **That story is** interesting. _____ interesting.
- g) **This crystal glass is** beautiful. _____ beautiful.

- h) **That lady has** beautiful hair. _____ beautiful hair.
 i) The **thief is** in jail. The _____ in jail.
 j) **This student is** excellent. _____ excellent.

Ex 3. What is the correct PLURAL of the word?

1. How many person / people study English as a second language?
2. Five woman / women opened a computer services company.
3. Even child / children enjoy learning on the Internet.
4. Most basketball players are 6 foot / feet tall or more.
5. Which breed of sheeps / sheep produces the finest wool?
6. My tooth / teeth are sensitive to the cold.
7. At daylight savings time, we have to change our watch / watches .
8. The boys went fishing and caught 10 fish / fishes.
9. There are 10 man / men in the Maintenance Department.
10. The wife / wives keep their knife / knives on the shelf / shelves.

Ex 4. Fill the gaps with the possessive case of nouns. Decide whether you have to use 's or an of-phrase.

1. The boy has a toy. → It's the boy's toy.
2. Peter has a book. → It's
3. The magazine has my picture on its cover. → My picture is on
4. Our friends live in this house. → It's
5. There is milk in the glass. → It's
6. This house has a number. → What is
7. The walk lasts two hours. → It's
8. John has a sister, Jane. → Jane is
9. The film has a name, "Scream". → "Scream" is
10. This school is for girls only. → It's a

Ex 5. Write the following nouns in the possessive plural and add an appropriate noun after them in the following form.

Tailor - The tailors' shears
 men - The men's apartment

- | | |
|------------|--------------|
| 1. seaman | 6. arch |
| 2. captain | 7. child |
| 3. doctor | 8. director |
| 4. valley | 9. president |
| 5. folly | 10. sheep |

Ex 6. Paraphrase the sentences using the possessive case of nouns.

1. The room of my friend.
2. The questions of my son.
3. The wife of my brother.
4. The table of our teacher.
5. The poems of Pushkin.
6. The voice of this girl.
7. The new club of the workers.
8. The letter of Pete.
9. The car of my parents.
10. The life of this woman.
11. The handbags of these women.
12. The flat of my sister is large.
13. The children of my brother are at home.
14. The room of the boys is large.

15. The name of this girl is Jane. 16. The work of these students is interesting.

Ex 7. Translate into English using the possessive case of nouns.

1. Он показал мне письмо своей сестры. 2. Она взяла коньки своего брата. 3. Дайте мне тетради ваших учеников. 4. Принесите вещи детей 5. Вчера дети нашли птичье гнездо. 6. Это семья моего друга. Отец моего друга инженер. Мать моего друга преподаватель. 7. Чья это сумка? - Это сумка Тома. 8. Чьи это словари? - - Это словари студентов. 9. Вы видели книгу нашего учителя? 10. Мне нравится почерк этого мальчика. 11. Я слышу голос моей сестры. 12. Она открыла окно и услышала смех и крики детей. 13. Она поставила мокрые сапоги мальчиков к печке. 14. Это бабушкино кресло.

Ex 8. Test translation.

(A) 1. Утром я встаю около семи часов, делаю зарядку и через несколько минут сажусь завтракать. За завтраком я успеваю просмотреть газету. 2. Я ухожу из дома в восемь часов. В институт я еду автобусом. 3. Мы занимаемся каждый день кроме воскресенья. Занятия начинаются в девять утра и кончаются в три часа дня. 4. У нас читаются лекции по различным предметам. Мой любимый предмет — история. 5. На уроке английского языка мы разговариваем по-английски, задаем друг другу вопросы и отвечаем на них. Закончив чтение текста, мы обсуждаем его. 6. Я часто остаюсь в институте заниматься. У нас хороший читальный зал и богатая библиотека, где можно получить любую книгу. В течение дня читальный зал обычно заполнен студентами. 7. Все наши студенты любят спорт. Одни увлекаются лыжами и коньками, другие волейболом и теннисом. Многие студенты любят играть в шахматы. Однако самый любимый вид спорта большинства студентов — это футбол или хоккей.

(B) 1. — Где вы обычно питаетесь? — Завтракаю и ужинаю я дома, а обедаю в институте. 2. В воскресенье мы часто обедаем в кафе напротив. У них всегда разнообразный выбор блюд: мясных, овощных, рыбных. 3. — Что у нас сегодня на обед? — На первое суп, на второе мясное блюдо с овощами и на третье что-нибудь сладкое. 4. — Какое ваше любимое блюдо? — Я люблю все кроме рыбы. 5. Скажите детям, чтобы они не забывали мыть руки перед едой. 6. Скорее садитесь в поезд, он отправляется через две минуты. 7. — Скажите, пожалуйста, как мне доехать отсюда до центра? — Любой автобус довезет вас туда. Автобусная остановка напротив. 8. Он поехал туда автобусом, так как у него не хватило денег на такси. 9. Они уехали на юг вчера и пробудут там до конца отпуска. 10. Я его недостаточно хорошо знаю, чтобы обсуждать с ним такие вопросы. 11. Попросите Николая описать картины, которые он видел вчера в музее. Он сделает это лучше меня. Он даже сделает это лучше любого из нас. 12. Я недостаточно хорошо понял вчера ваше объяснение. Повторите, пожалуйста, еще раз. 13. Игра была настолько интересной, что я остался смотреть ее до конца. 14. Больше всего моему сыну нравятся книги, в которых описываются исторические события.

The Indefinite Tense Forms. Простое настоящее время (The Simple Present Tense)

Простое настоящее время глагола (**simple present / present indefinite**) для первого лица, а также множественного числа совпадает с основой инфинитива (даётся в словаре):

- *I **study** English grammar.* - Я изучаю грамматику английского языка.
- *We **read** English books.* - Мы читаем английские книги.
- *You **watch** television too much.* - Вы смотрите телевизор слишком много.
- *They **translate** Russian magazines into English.* - Они переводят русские журналы на английский.

В третьем лице единственном числе глагол в форме **simple present** имеет окончание **-s** и **-es**, окончание **-es** употребляется если:

- основная форма глагола заканчивается на: **s, ss, ch, sh, tch, x**:
 - *He **watches** television.* - Он смотрит телевизор.
- основная форма глагола заканчивается на **-у** перед которой стоит согласная, при этом **у** меняется на **i**:
 - *He **tries** to watch English language television.* - Он пытается смотреть англоязычное телевидение.

в остальных случаях, в третьем лице единственном числе, прибавляется окончание **-s**:

- *to **work** - she **works**,*
- *to **write** - he **writes**.*

Окончание третьего лица единственного числа читается как [s] после глухих согласных, как [z] после звонких согласных и гласных и как [ɪz] после букв **s, ss[s], sh [ʃ], ch, tch [tʃ], x [ks]**:

*he **works** [wə:ɹks], he **reads** [ri:dz], he **tries** [traɪz], he **watches** [wɒtʃɪz].*

Глаголы **to do** [tu du:] и **to say** [tu sei] в третьем лице единственного числа произносятся не по общему правилу:

- *He **does** his lesson.* [dɪz] - Он делает свои уроки.
- *When she **says** "no".* [sez] - Когда она говорит "нет".

В редких случаях может встречаться устаревший способ образования третьего лица единственного числа с помощью окончания **-th**, употребляется в некоторых устойчивых выражениях или для придания архаичного стиля повествования:

- *"God **giveth** and God **taketh** away."* - Бог даёт Бог и отнимает. ("Бог дал, Бог и взял.")

Особое положение занимает глагол **to be**, который спрягается не по общему правилу и имеет больше форм при спряжении:

- *I **am** glad to see thee with all my heart.* - Я рад видеть тебя всем сердцем.
- *It **is** cold today.* - Сегодня холодно.
- *They **are** asleep.* - Они спят.

Отрицательная форма Simple Present

Отрицательная форма **simple present** образуется при помощи вспомогательного глагола **to do** (в соответствующей форме) и частицы **not**, при этом смысловой глагол не склоняется (не изменяет своей формы). Глагол **to do** употребляется в форме **do** [du:] для первого и второго лица и во всех лицах множественного числа и **does** [dʌz] для третьего лица в единственном числе:

- *I do not watch television.* - Я не смотрю телевизор.
- *She does not watch television.* - Она не смотрит телевизор.

Вместо глаголов с отрицанием **do not**, **does not** может употребляться их сокращённая форма **don't** [daʊnt], **doesn't** [dʌznt]:

- *I don't watch TV.* [,ti:'vi:] - Я не смотрю телевизор.
- *She doesn't play tennis.* - Она не играет в теннис.

Вопросительная форма Simple Present

Вопросительная форма **simple present** образуется при помощи вспомогательного глагола **to do** (в соответствующей форме), вспомогательный глагол ставится перед подлежащим:

- *Do you read books?* - Вы читаете книги?
- *Does she read books?* - Она читает книги?

Отрицательная и вопросительная форма **simple present** глагола **to be** образуется без помощи вспомогательного глагола **to do**:

- *He is not at home.* - Он не (находится) дома.
- *Is he at home?* - Он (находится) дома?

При употреблении модальных глаголов, отрицательная и вопросительная форма глаголов образуются с помощью самих модальных глаголов без вспомогательного глагола **to do**:

- *Do you read English books?* - Вы читаете английские книги?
- *Can you read English books?* - У Вас есть возможность читать английские книги?
- *You do not read English books.* - Вы не читаете английские книги.
- *You cannot read English books.* - Вы не можете читать английские книги.

Вопросительно-отрицательная форма Simple Present

В вопросительно-отрицательной форме **simple present** частица **not** ставится после подлежащего, исключением являются сокращённая форма вспомогательного глагола, которая целиком ставится перед подлежащим:

- *Do you not read books?* - (Разве) Вы не читаете книги?
- *Don't you read books?* - ...

Употребление Simple Present

Simple present tense в основном употребляется для выражения повторяющегося действия или констатации постоянного признака

характеризующего предмет в настоящем времени или в абсолютном значении:

- *I study English on my own.* - Я изучаю английский язык самостоятельно.
- *Water boils at 100 degrees Centigrade.* - Вода кипит при температуре 100 градусов.
- *The average American watches television almost seven and a half hours a day.* - Средний американец смотрит телевизор почти семь с половиной часов в день.

Для указания на повторяющийся или постоянный характер действия, состояния в **simple present** часто употребляются слова: *every day / week / month / year* (каждый день / неделя / месяц / год), *often* (часто), *seldom* (редко), *usually* (обычно), *never* (никогда) и т.п.

Форма простого настоящего времени может употребляться для указания на действие в будущем, если оно считается предопределённым, как правило употребляется с циклическими, повторяющимися событиями или действие должно произойти согласно определённого расписания или намеченного плана:

- *He arrives tomorrow.* - Он приезжает завтра.
- *What time does your bus leave.* - Во сколько отходит ваш автобус.
- *The sun rises at 6.20 tomorrow.* - Завтра, солнце восходит в 6.20.

В придаточных предложениях (**conditional clauses**) времени и условия для указания на будущее время, используется форма простого настоящего времени (**simple present**):

- *I will wait until he comes.* - Я буду ждать, пока он не придет.
- *When I am at my brother's I will ask him.* - Когда я буду у моего брата, я спрошу его.
- *Call me up when you get back.* - Позвони мне, когда вернёшься.
- *In case it rains we won't go out.* - В случае дождя, мы не выйдем на улицу.
- *Tell him if he asks.* - Расскажи ему, если спросит.
- *I will come unless I change my mind.* - Я приду, если не передумаю.

Простое прошедшее время (The Simple Past Tense)

Простое прошедшее время (a simple past / past simple / past indefinite) правильных глаголов образуются от основы инфинитива (даётся в словаре) при помощи окончания **-ed** или **-d**:

- *to ask* - спрашивать;
- *I asked* - я спросил;
- *you asked* - ты спросил;
- *he asked* - он спросил;
- *she asked* - она спросила;
- *it asked* - оно (это) спросило;
- *we asked* - мы спросили;
- *you asked* - вы спросили;
- *they asked* - они спросили;
- *He asked me in some foreign tongue.* - Он спросил меня на каком-то иностранном языке.

Окончание **-d** прибавляется к глаголу, если он оканчивается на **-e**:

- *to decide* (решать) – *she decided* (она решила).

Окончание **-ed / -d** читаются как [ɪd] после согласных **t** и **d**, как [d] после гласных и звонких согласных звуков, и как [t] после глухих согласных:

- *to want* [wɒnt] – *wanted* [wɒntɪd],
- *to play* [pleɪ] – *played* [pleɪd],
- *to open* ['əʊpən] – *opened* ['əʊpənd],
- *to work* [wɜ:rk] – *worked* [wɜ:rkt].

Если глагол оканчивается на **y**, перед которой стоит согласная то **y** меняется на **ie**, без изменения в произношении:

to try - *tried*.

Если глагол оканчивается на согласную, которой предшествует краткий звук, то конечная согласная обычно удваивается:

- *to stop* - *stopped*.

В английском языке имеются глаголы, которые образуют формы **simple past** не по общему правилу и требует запоминания см. Список неправильных глаголов.

Отрицательная форма Simple Past

Отрицательная форма **simple past** образуется при помощи вспомогательного глагола **to do** в форме прошедшего времени **did** [dɪd] и отрицания **not**, при этом смысловой глагол не склоняется (не изменяет своей формы):

- *I did not study English at school.* - Я не изучал английский в школе.

Вместо глагола с отрицанием **did not** может употребляться его сокращенная форма **didn't** [dɪdnt]:

- *I didn't watch TV.* [,ti:'vi:] - Я не смотрел телевизор.

Вопросительная форма Simple Past

Вопросительная форма **simple past** образуется при помощи вспомогательного глагола **to do** (в соответствующей форме). Вспомогательный глагол ставится перед подлежащим, а смысловой глагол в форме инфинитива (без частицы **to**) после подлежащего:

- *Did you watch television?* - Вы смотрели телевизор?

Отрицательная форма Simple Past

Отрицательная форма **simple past** образуется при помощи вспомогательного глагола **to do** (в соответствующей форме) и отрицания **not**:

- *I did not study English in school.* - Я не изучал английский в школе.

Вместо глагола с отрицанием **did not** может употребляться его сокращенная форма **didn't** [dɪdnt]:

- *I didn't watch TV.* [,ti:'vi:] - Я не смотрел телевизор.

Вопросительно-отрицательная форма Simple Past

В вопросительно-отрицательной форме **simple past**, частица **not** ставится после подлежащего, исключением являются сокращенная форма

вспомогательного глагола, которая целиком ставится перед подлежащим:

- *Did you not know?* - (Разве) Вы не знали?
- *Didn't you know?* - ...

Отрицательная и вопросительная форма **simple past** глагола *to be* образуется без помощи вспомогательного глагола *to do*:

- *He was not at home.* - Он не был дома.
- *Was he at home?* - Он был дома?

При употреблении модальных глаголов, отрицательная и вопросительная форма глаголов образуются с помощью самих модальных глаголов без вспомогательного глагол *to do*:

- *How did you do it?* - Как Вы это делали?
- *How could you do it?* - Как Вы могли это делать?
- *You did not do it.* - Вы не делали этого.
- *You could not do it.* - Вы не могли этого делать.

Употребление Simple Past

Simple past tense употребляется следующих случаях:

- для выражения повторяющегося действия или констатации постоянного признака характеризующего объект в прошлом:
 - *I learned English on my own.* - Я учил английский язык самостоятельно.
- для выражения цепи последовательных действий в прошлом:
 - *I took my favourite book, opened it and began reading it.* - Я взял свою любимую книгу, открыл её и стал читать.
- для указания на однократное действие в прошлом:
 - *You threw away your future.* - Ты отказался от своего будущего.
- для выражения вежливого, скромного, ненавязчивого обращения, пожелания или вопроса:
 - *I wanted to have a word with you.* - Я бы хотел с вами поговорить.
 - *I wondered if he comes.* - Мне хотелось бы знать, придёт ли он.
 - *Did you help me, please?* - Помогите мне, пожалуйста!
- при образовании условного наклонения, для указания на действие которое рассматривается как нереальное:
 - *If I came tomorrow, it would be late.* - Если бы я пришёл завтра, было бы уже поздно.

Формы глагола будущего времени (The Future Tense)

Традиционно в учебных пособиях и многих классических грамматиках английского языка существует понятие **формы глагола будущего времени (the future tense)**, которые образуются с помощью вспомогательных глаголов *will* и *shall*, что с лингвистической точки зрения является неверным, так как глаголы *shall* и *will* являются не вспомогательными, а модальными глаголами, и несут определённую смысловую нагрузку, и в некоторых случаях могут вообще не указывать на действие в будущем. Также глаголы *will* и *shall* имеют смысловое ограничение, и их не всегда можно употребить для указания на действие в

будущем, например уже запланированного.

Нужно понимать, что **временная форма глагола (tense)** является грамматическим понятием, и в английском языке отсутствует какая-либо конкретная форма глагола указывающая на то, что действие происходит в будущем времени (*time*) в отличие от форм глагола **настоящего (present tense)** и **прошедшего времени (past tense)**, первичная функция которых - указывать на то, что действие происходит в настоящем (*present time*) и в прошедшем времени (*past time*) соответственно.

Существование этой традиции объясняется тем, что примером для написания первых учебников грамматики английского языка были учебники латинского языка, так как в английском не было форм глаголов будущего времени, на эту должность были поставлены глаголы *shall* и *will*.

Дело усложняется наличием упрощенных вариантов речи, в которых глагол *will* теряет какую либо модальность и становится аналогом вспомогательного глагола, большое влияние оказало вековое описание многими грамматиками этих глаголов как вспомогательных, служащих для образования форм глагола будущего времени, а также то, что глаголам *will* и *shall* приписывалась грамматическая связь с конкретными местоимениями, в результате чего можно было придти к выводу, что это один и тот же глагол меняющий свою форму при спряжении см. *will* и *shall*.

В традиционных грамматиках, под формами глагола будущего времени, как правило подразумевают составное модальное сказуемое, образованное с помощью модальных глаголов *shall* и *will*, а также с помощью глагольного оборота *to be going to (do something)*:

- *I will say no more to that.* - Я больше ничего не скажу.
- *Are you going to stay here?* - Вы здесь останетесь?
- *How shall I get back?* - Каким способом мне вернуться?

Событие (действие) в будущем выраженное с помощью простого настоящего времени глагола

Форма простого настоящего времени (*simple present*) может употребляться для указание на действие в будущем, если оно считается предопределённым, как правило, употребляется с циклическими, повторяющимися событиями или действие должно произойти согласно определённого расписания:

- *The train comes at 10:20.* - Поезд придёт в 10:20.
- *The play starts at 19 o'clock tomorrow.* - Игра начинается в 19 часов завтрашнего дня.
- *He is twenty tomorrow.* - Завтра ему исполняется 20 лет.
- *It is spring soon.* - Скоро весна.

Форма простого настоящего времени, также используется в придаточных предложениях (**conditional clauses**) времени и условия:

- *She will wait until I come.* - Она будет ждать, пока я не приду.
- *When she comes home I will be making dinner.* - Когда она придёт домой, я буду готовить обед.

Событие (действие) в будущем выраженное с помощью настоящего длительного времени глагола

Указание на событие в будущем может образовываться с помощью формы настоящего длительного времени (a present continuous) для выражения ранее намеченного действия или события, и если для этого были выполнены или выполняются другие способствующие действия:

- *We **are having** guests tonight.* - Сегодня вечером, мы принимаем гостей. (уже пригласили гостей или определённым образом подготовились),
- *Great hotel, next year we **are staying** there again.* — Великолепный отель, в следующем году мы снова там остановимся. (уже обсудили это между собой или например, уже уточнили цены или график работы на следующий год).

Модальные глаголы и их аналоги употребляются для передачи различных смысловых оттенков значения:

- *He **shall be** twenty tomorrow.* - Завтра ему исполняется 20 лет (и от этого никуда не деться).
- *It **has to be** spring soon.* - Скоро должна быть весна.
- *You **must be having** guests tonight.* - Должно быть сегодня вечером, вы принимаете гостей.
- *What **could** you **be doing** at this time tomorrow?* - Что бы ты мог делать завтра в это время суток?

Условное событие (действие) в будущем выраженное с помощью простого прошедшего времени глагола

Простое прошедшее время (a simple past) может использоваться для образования условного наклонения, указания на действие в будущем, которое рассматривается как нереальное:

- *If I **came** tomorrow, it **would be** late.* - Если бы я пришёл завтра, было бы уже поздно.
- *What if it **happened** tomorrow.* - А что если бы это произошло завтра.
- *I wish you **were** with me tonight.* - Как бы мне хотелось, чтобы ты был со мной сегодня вечером.

Событие (действие) в будущем выраженное с помощью глагольных оборотов

Указание на то, что действие должно произойти в будущем, может передаваться с помощью глагольных оборотов *to **be going to***, *to **be about to***:

- *I **am going to be** there at 6.* - Я буду там в 6. (Я планирую быть там в 6),
- *She **is about to** cry.* - Она сей час заплачет.
- *It **is about to** begin.* - Это вот-вот начнется.

<http://engramm.su/grammar/ndex.html>

Grammar exercises

Ex 1. Practise the 3rd person singular. Present Indefinite Tense.

Model 1: Does Ann study at the Institute for Foreign Languages?
No, she doesn't. She studies at the Institute for International Relations.

1. Does he teach at school? (at the Institute). 2. Does it often rain here in summer? (in autumn). 3. Does she work at a factory? (at an office). 4. Does he live in Leningrad? (in Moscow). 5. Does he get up at 7 o'clock? (at 8 o'clock). 6. Does he go to his office by bus? (by the underground). 7. Does she sleep in the open air during the summer? (in the house). 8. Does he smoke before lunch? (after lunch),

Model 2: You **speak** English and Mary **speaks** French.

1. They like to dance and she — to sing. 2. Her parents live in the country and she — in town. 3. I go to bed at 11 o'clock but the child — to bed at nine o'clock. 4. We have tea at five o'clock and Mary — milk at five o'clock. 5. They watch TV in the evening and their son — it in the afternoon. 6. You read English books and your brother — French books. 7. I hear well and my grandmother — badly.

Ex 2. Open the brackets, using the Present Indefinite tense form, and retell the story.

MID-MORNING BREAK

Have you ever heard of "elevenses"?

At eleven o'clock a lot of people (*stop working*) and (*have*) a cup of tea or coffee, or, if they (*be*) at school, a bottle of milk. This mid-morning snack (*be*) called "elevenses".

"Elevenses" also (*mean*), of course, time for a chat and there (*be*) always a lot to talk about. Ladies (*talk*) about the weather and the latest fashion. Men (*discuss*) politics, business and the latest news. Mike and Jane (*work*) at an office. They usually (*have*) their "elevenses" right in the office room. It (*not take*) them much time, fifteen minutes all in all. Mike (*like*) his tea rather sweet and strong. Jane usually (*have*) a cup of coffee with one lump of sugar.

Ex 3. Complete the following sentences, using the Past Indefinite Tense.

Model: Now he **lives** in Moscow but a few years ago he **lived** in Kiev.

1. Now he **studies** English but at school —. 2. Now he often **sleeps** in the daytime but he never — before. 3. Now she **knows** something about the life of these people but before she came to live here she — nothing about them. 4. Now I **play** tennis well but when I was eighteen —. 5. I am a student now and **have** my lunch at the Institute but when I was a schoolboy, I —. 6. He **leaves** home at 8 in the morning but when he lived in the country he —. 7. He **doesn't smoke** now but only a few months ago —. 8. She seldom **writes** to me now but there film was to their liking. 6. I don't. My brother does. He goes to work by the underground. 7. No, it isn't. Fifty

roubles is not enough to buy a good radio-set. 8. No, they won't. They are out of town. 9. I do. But my English is not quite up to the mark. 10. Yes, there are. The only thing we haven't got in our flat is air-conditioning.

Ex 4. Express disagreement with the following statements.

1. She never has milk for supper. 2. He won't answer her letters. 3. They studied German at school. 4. The students at our Institute have lunch at three o'clock. 5. She will never go there by plane. 6. There won't be many people in the streets on Sunday. 7. They work at this office on Saturdays. 8. He left school long before the war.

Ex 5. Make up sentences from the following groups of words, the missing elements may be added.

1. during their summer vacation; go home; all foreign students.
2. next year; these students; study many more subjects.
3. be his favourite writer; Mark Twain; when he was a schoolboy.
4. bring more chairs; be a lot of guests; at today's meeting.
5. when it began to rain; stop playing football; the boys.
6. be no more wars; if peace-loving people; fight for peace.
7. often; we; have long discussions; the current situation; our teacher.
8. after two years in the army; come back; a different man; I am sure.
9. Bernard Shaw; be born to a poor family; begin to work at an early age.
10. the last years of his life; Nikolai Gogol; Suvorov Boulevard; live; here; read for the first time; to the actors of the Art Theatre; his comedy "Inspector General".
11. Alaska; leave for; 1897; Jack London together with thousands of other people; not find gold; write a lot of stories.

Ex 6. Open the brackets, using the correct tense form.

THERE IS NO PRESENT WITHOUT THE PAST

Although we (*live*) in the twentieth century, many people (*be interested*) in things that (*happen*) in the sixteenth century or (*happen*) in the twenty-first century. A lot of films, books and plays (*be*) about historical subjects or science fiction.* One day you (*watch*) a film about Henry VIII, and the next day (*read*) a book about men on Mars.

We must remember though that the present (*come*) from the past, and the future (*come*) from what (*happen*) now.

It (*be*) difficult to imagine man in different ages. What (*feel*) it like to live in the thirteenth century? What (*eat*) we in the year 2000? Of course, we (*know*) a lot about what (*happen*) in the past. There (*be*) books that (*describe*) the past, letters and things from the past centuries. But what it (*be*) like in the twenty-second century? Historians (*look*) at our clothes and (*laugh*)? They (*be surprised*) that our transport

* научная фантастика

(be) slow, and our life busy? They (*think*) that our food (*be*) strange? Perhaps they (*think*) we (*be*) lucky to live in a world which still (*have*) some room and where people (*be*) happy. Or perhaps they (*be*) happy living on the Moon or even Mars and (*stay there and not wonder*) about what (*happen*) on Earth.

Ex 7. Translate the following sentences into English, using the Indefinite tense forms (Present, Past or Future).

1. Он ездит на работу на автобусе. 2. Я помню, что я тоже ездил на работу на автобусе, когда жил в этом районе. 3. Вчера мы не обедали дома, мы ходили в ресторан. 4. Что у вас обычно бывает на завтрак? 5. Он начал изучать английский язык, когда был еще ребенком. 6. Сколько вам понадобится времени, чтобы закончить перевод? 7. Он очень хорошо описал нам дорогу к историческому памятнику. Мы сразу нашли его. 8. Ты знаешь, когда начнется собрание? 9. Я просмотрю ваш доклад завтра. 10. Мой день начинается с зарядки. 11. Когда он уехал в Ленинград? 12. Все студенты ездили в Киев во время каникул, кроме Петрова. 13. — Поезд давно отошел? — Десять минут назад. 14. Когда я жил в деревне, я любил утренние прогулки до завтрака. 15. Этот автобус здесь не останавливается, пройдите немного дальше по улице. 16. Вчера у них была беседа на эту тему. 17. Он не всегда обедает в институте.

Reported Speech

Утверждения

1 Если в главном предложении глагол стоит в прошедшем времени (*said, told*), то в придаточном глагол обычно «сдвигается на одно время назад».

Present → past

present perfect → past perfect

past → past perfect

'I'm going.' *He said he was going.*

'She's passed her exams.' *He told me she had passed her exams.*

'My father died when I was six.' *She said her father had died when she was six.*

2 Если в главном предложении глагол стоит в настоящем времени (*says, asks*), никаких изменений времени в придаточном не будет.

'The train will be late.' *He says the train will be late.*

'I come from Spain.' *She says she comes from Spain.*

3 Правило «одного времени назад» имеет исключения. Если в придаточном говорится о том, что действительно и в настоящем, то время в придаточном не меняется.

Rainforests **are being destroyed**. *She told him that rainforests are being destroyed.*

'I hate football.' *I told him I hate football.*

4 Правило «одного времени назад» также применяется для косвенных мыслей и чувств.

I thought she was married, but she isn't.

I didn't know he was a teacher. I thought he worked in a bank.

I forgot you were coming. Never mind. Come in.

*I hoped you **would** ring.*

5 Меняются некоторые модальные глаголы.

can → could

will → would

may → might

'She **can** type well.' *He told me she **could/can** type well.*

'I'll help you.' *She said she'd help me.*

'I **may** come.' *She said she **might** come.*

Другие модальные глаголы не меняются.

'You **should** go to bed.' *He told me I **should** go to bed.*

'It **might** rain.' *She said she thought it **might** rain.*

Must can stay as *must*, or it can change to *had to*.

'I must go!' *He said he **must/had to** go.*

6 В более формальной речи можно использовать *that* после глагола в главном предложении.

He told her (that) he would be home late.

She said (that) sales were down on last year.

7 Существует много глаголов вводящих придаточные в косвенной речи.

Мы редко используем *say* с косвенным дополнением (то есть, человек, к которому обращаются).

She said she was going. NOT **She said to me she was going.*

Tell всегда используется с косвенным дополнением в косвенной речи.

She told us/me/the doctor/her husband the news.

Многие глаголы более «описательны», чем *say* и *tell*.

Например: *explain, interrupt, demand, insist, admit, complain, warn.*

Иногда мы передаем только идею высказывания, а не сами слова.

'I'll lend you some money.' *He offered to lend me some money.*

'I won't help you.' *She refused to help me.*

Косвенные вопросы

1 Порядок слов в косвенных вопросах прямой. В них нет вспомогательных глаголов (*do/does/did*).

'Why have you come here?' *I asked her why she had come here.*

'What time is it?' *He wants to know what time it is.*

'Where do you live?' *She asked me where I lived.*

Примечание

В косвенных вопросах не ставится вопросительный знак.

В косвенных вопросах не используется *say*.

He said, 'How old are you?' *He asked me how old I am.*

2 Если нет вопросительного слова, то используется *if* или *whether*.

She wants to know whether she should wear a dress.

She wants to know if she should wear a dress.

Косвенные команды, просьбы и так далее.

1 Косвенные команды, просьбы и т. д. образуются:

V + дополнение (к кому обращаются) + *to* + infinitive.

They told us to go away.

We offered to take them to the airport.

He urged the miners to go back to work.

She persuaded me to have my hair cut.

I advised the Prime Minister to leave immediately.

Примечание

1 *Say* не используется. Вместо него идет *ask ... to* или *told ... to* и так далее.

2 Обратите внимание на отрицательную команду. Ставьте *not* перед *to*.

He told me not to tell anyone.

The police warned people not to go out.

Обратите внимание, что *tell* используется и в косвенных утверждениях и в косвенных командах, но форма разная:

Утверждения

He told me that he was going.

They told us that they were going abroad.

She told them what had been happening.

Команды

He told me to keep still.

The police told people to move on.

My parents told me to tidy my room.

4 *Ask* используется и в косвенных командах и вопросах, но форма разная.

I was asked to attend the interview.

He asked me to open my suitcase.

She asked me not to smoke.

Вопросы

He asked me what I did for a living.

I asked her how much the rent was.

She asked me why I had come.

<http://www.langinfo.ru/index.php>

The article with the names of meals

Главная мысль: если артикли с существительными, обозначающими приемы пищи, отсутствуют, эти имена существительные были использованы в своем абстрактном значении. В данном случае они лишь называют ту или иную трапезу и привязаны ко времени. Например:

to have breakfast — завтракать

to cook dinner – готовить обед

to prepare supper – готовить ужин

to serve lunch – подавать обед (поздний завтрак)

to take tea – пить чай

I very often invite my friends for tea and supper. – Я часто приглашаю своих друзей поужинать и выпить чаю.

If you hurry, you will be in time for dinner. – Если поторопишься, успеешь к обеду.

Let's arrange a lunch for all your friends. – Давай организуем ланч для твоих друзей.

Когда же можно увидеть неопределенный артикль с существительными, обозначающими приемы пищи? Неопределенный артикль появится, если у такого существительного будет присутствовать описательное определение.

- *A European breakfast consists of toast with marmalade and tea or coffee. – Завтрак европейца состоит из кусочка тоста с джемом и чашки чая либо кофе.*
- *They organized a charity dinner for the homeless. – Они организовали благотворительный обед для бездомных.*
- *Stephen cooked a delicious supper for us last night. – Вчера вечером Стефан приготовил нам вкусный ужин.*
- *On the first day of the vacation we all slept late and then had a huge brunch. – В первый день отпуска мы проснулись поздно а потом очень плотно позавтракали.*

Определенный артикль тоже можно встретить с существительными, обозначающими приемы пищи. Это бывает в ситуации или контексте, которые содержат лимитирующее определение. Второй вариант – подразумевают саму еду.

- *The supper which she cooked was uneatable. – Ужин, который она приготовила, был несъедобным.*
- *The dinner in the Indian restaurant was very spicy. – Еда на обеде в индийском ресторане была очень острой.*
- *I won't eat the breakfast, it's burnt again. – Я не буду кушать завтрак, он снова подгоревший.*

А может быть и такое – названия приемов пищи могут становиться исчисляемыми и обозначать либо званый вечер, либо порцию.

The guests began arriving for the wedding dinner. – Гости начали прибывать на свадебный ужин.

Many celebrities were present at the dinner in the White House. – На званом вечере в Белом доме присутствовало много известных людей.

Источник: <http://engblog.ru/articles-with-names-of-meals>

Grammar exercises

Ex 1. Use Reported Speech according to the model.

Model: She says: "I am busy."
 She says (that) she is busy.

1. They say: "We have lunch at the Institute." 2. He says: "My parents live in Kiev." 3. She says: "I entered the Institute three years ago." 4. Mary says: "I can describe the place to you. I know it very well." 5. John says: "I'll meet my parents at the station." 6. The teacher says: "You know this lesson."

M o d e l 2:

	<i>Direct Speech</i>	<i>Reported Speech</i>
Peter asks (me, him, etc)	1. "Are you a student?" 2. "Does Mary know my address?" 3. "Will you be present at the meeting?" 4. "Did they come here by train or by bus?"	if/whether I am a student if/whether Mary knows his address if/whether I'll be present at the meeting whether they came here by train or by bus

1. Do you often have lunch here? 2. Will you have coffee or milk for breakfast? 3. Does she like tea better than coffee? 4. Will you leave in a week? 5. Do trains stop here? 6. Are you both fond of music? 7. Did she get a letter from her parents? 8. Were they all there at the station? 9. Is there anything else to see in this town? 10. Are all boys fond of playing football?

M o d e l 3: He asks: "Why (when, how many times a week, etc) do you get up so early?"

He asks (wonders) why (when, how many times a week)

I get up so early.

Begin the sentence with: (a) I wonder (ask) why...

(b) I don't know (nobody knows) why (when...)

1. Why do they stop their work at one o'clock? 2. How many students are there at Moscow University? 3. What questions did they discuss at their meeting? 4. Where did he hear the news? 5. When will he leave for Leningrad? 6. What did she speak about at the meeting? 7. How many students will be present at the conference? 8. How long did he stay there? 9. How did she describe the place to them? 10. Who teaches them English?

Ex 2. Use Reported Speech.

1. She said: "I like oranges better than bananas." 2. The music teacher said (to me): "You play the piece very well." 3. "Are you busy now?" he asked. 4. The dean said: "I want to have a word with you." 5. "Do you always have ice-cream for dessert?" she asked. 6. "We'll have enough time to finish the work," the workers said. 7. The teacher asked: "How long will it take you to prepare your talk?" 8. My mother asked: "Why are you so sad?" 9. "Shall I open the window?" the student asked. 10.

The boy said: "I'll never smoke again." 11. The librarian said: "There are a lot of English books in our library." 12. "Do you know why he is absent?" the teacher asked.

Ex 3. Read the dialogue, study the sample in narrative form, refer the narrative to the past.

WAITING FOR TEA

(Anne, Peter, Mother)

A.: Where's Mother, Peter?

P.: She is out shopping, but she'll be back soon.

A.: I am hungry, I want my tea.

P.: Oh, here's Mother. Anne is hungry, so am I.

M.: Sorry, dears. There are so many people shopping, but I won't be long.

A.: What have you got, Mummy?

M.: Plenty of good things, darling. See how heavy my shopping bag is.

P.: Did you get a pot of marmalade? We finished the last one at breakfast, and there are no more cornflakes.

M.: Well, I've got a big pot of marmalade this time to last us longer but I haven't got the cornflakes. There was no more room in my shopping bag. Buy one or two packets, Peter, after tea.

P.: All right, Mother.

Sample Paraphrase

Anne and Peter are alone at home. Anne wonders where Mother is. Peter tells her she is out shopping and will be back soon. They are both hungry and want their tea. Soon Mother comes in. She explains to them why she is late. There were so many people shopping. She also says tea will soon be ready. Anne wants to see what Mother has in her bag. There are a lot of good things in it, it is heavy. Peter asks her about the marmalade because they finished the pot at breakfast. But this time Mother has got a larger pot to last them longer. There was not enough room in the bag to buy cornflakes and she asks Peter to buy a packet or two after tea. He says he will.

Ex 4. Translate the following.

1. Что у нас сегодня на ужин? 2. В кафе напротив всегда можно получить горячий завтрак. 3. По воскресеньям у нас обычно кто-нибудь бывает к обеду. 4. У вас достаточно времени для небольшой прогулки перед завтраком. 5. Твоя сестра угостила нас прекрасным обедом. 6. Мы позавтракаем на террасе, хорошо? 7. Врачи рекомендуют ранний и легкий ужин. 8. Купить что-нибудь на обед? 9. Закажи, пожалуйста, обед из трех блюд на меня тоже, 10. Я больше всего люблю кашу на завтрак.

Ex 5. Explain the use of the article. Translate the sentences.

1. Waiter, a coffee and two teas, please. 2. I met him at a dinner at Smith's house. 3. "Essentuky" is a mineral water. 4. Of all the teas I like the green tea most; it's a nice drink on a hot day. 5. A hot coal fell from the fire on the carpet. 6. Have an ice-cream. 7. Hungary is famous for its wines. 8. This is a light Caucasian wine.

Ex 6. Insert the article where necessary.

1. He usually has a glass of — water with his dinner. 2. There are places where — water is as precious as gold.* 3. — water in the lake is so clear that you can see every single stone. 4. After a hard day's work I like — hot milk. 5. Come quickly, — milk is getting cold. 6. Don't sit on — sand, it's damp after the rain. 7. My shoes are full of — sand. 8. There are people who will eat — ice-cream in the street even in winter. 9. Why is — coal better for heating than wood? 10. — coal of Newcastle is rich in carbon. 11. Put the bottle into the ice-box to cool — wine for dinner.

Ex 7. Read the following. Answer the questions. Retell (or write up) the passage in English.

СЕГОДНЯ В МЕНЮ АЛЛИГАТОР-ФРИ

На одной из тихих улочек Монпарнаса в Париже есть небольшой ресторан. Ресторан славится на весь Париж своей кухней. Лишь в меню этого ресторана есть такие блюда, как суп из морских змей (sea snakes), паштет из носорога (rhinoceros paté) и аллигатор-фри.

Многие парижане любят эти экзотические блюда, и в любой день недели в ресторане полно посетителей.

Однажды в ресторан пришел корреспондент газеты. Просмотрев меню, он спросил шеф-повара: «Где вы достаете столько аллигаторов и носорогов, что на всех посетителей всегда всего хватает?»

Шеф ответил: «Когда кончаются аллигаторы, я просто открываю банки с тушеной говядиной. И, знаете, клиенты довольны».

Questions

1. What is there in a quiet street in Montparnasse? 2. What is the restaurant famous for? 3. What dishes do they have on the menu? 4. Why is the restaurant full of customers every day of the week? 5. Who came to the restaurant one day? 6. What question did he ask the head cook after he looked through the menu? 7. What does the head cook do when there are no more alligators? 8. Do the customers know the difference between fried alligators and canned beef?

Sequence of Tenses / Согласование времен.

Характерная особенность английского языка заключается в т.н. согласовании времён: время глагола придаточного предложения зависит от времени главного предложения. Это правило "согласования времён" представляет особую трудность, когда сказуемое главного предложения выражено глаголом в одной из форм прошедшего времени. В этом случае в придаточных предложениях не могут употребляться формы настоящего и будущего времени глаголов, хотя речь идёт о действиях, которые совершаются в настоящем или будут совершаться в будущем.

Если глагол в главном предложении стоит в одном из прошедших времен, то и глагол придаточного предложения должен стоять в одном из прошедших времен. Пользуйтесь следующей схемой:

Время, требующееся по смыслу и ситуации (в прямой речи)	Present Indefinite	Present Continuous	Present Perfect	Past Indefinite	Past Perfect	Future Indefinite
Время, фактически употребляемое в придаточном предложении (в косвенной речи)	Past Indefinite	Past Continuous	Past Perfect	Past Perfect	Past Perfect	Future Indefinite e-in-the-Past

В подобных случаях возможны три основных варианта:

1. Действие придаточного предложения происходит одновременно с действием главного предложения: в этих случаях глагол придаточного предложения стоит в Simple Past либо в Past Continuous. (одновременность)

Например:

Я знал, что он ежедневно играет в теннис.

I knew (that) he played tennis every day.

Я знал, что он играет в теннис и мне не хотелось его беспокоить.

I knew (that) he was playing tennis and I didn't want to disturb him.

2. Действие придаточного предложения предшествует действию главного предложения: в подобных случаях в придаточном предложении употребляется Past Perfect.(предшествование). Например:

Я знал, что Билл ещё не успел прочесть моё письмо.

I knew (that) Bill had not time to read my letter.

3. Действие придаточного предложения относится к будущему времени, а действие главного предложения - к прошедшему; при наличии подобной

ситуации в придаточном предложении употребляется т.н. будущее в прошедшем Future in the Past.(следование).

Например: Я знал, что Билл придёт ко мне после 10 часов вечера. **I knew (that) Bill would come to see me after 10 P.M.**

Следует иметь в виду, что модальные глаголы can и may в прошедшем времени имеют формы: could, might. Формы прошедшего времени названных модальных глаголов следует употреблять в составе сказуемого придаточного предложения, если глагол главного предложения также стоит в прошедшем времени.

Например: Он сказал, что не может прийти на вечеринку.

He said (that) he could not promise to come to the party.

Правила согласования времён соблюдаются в придаточных дополнительных предложениях, в том числе и в косвенной речи.

В определительных, сравнительных, причинных и других придаточных предложениях они не действуют.

	it is interesting (now).
Jim says (that)	it was interesting (yesterday).
	it will be interesting (tomorrow).

	it was interesting (now).
Jim said (that)	it had been interesting (yesterday).
	it would be interesting (tomorrow).

Direct Speech

Indirect Speech

this, these

now

here

today

tomorrow

the day after tomorrow

yesterday

the day before yesterday

ago

that, those

then, at that moment

there

that day

the next day

two days later

in two days

the day before

two days before

before

<http://enative.narod.ru/theory/grammar/sequence.htm>

Grammar exercises

Ex 1. Rewrite (or retell) in narrative form.

MONDAY MORNING

Monday morning is always the worst morning of the week in the Crawford family. Everybody is sleepy and everybody is in a hurry.

"Hurry up, Nick," father called out as he stood in front of the bathroom door. "I've got a train to catch."

"I'm shaving," Nick answered. "I'll be out in a minute."

"Breakfast is ready," mother called from the kitchen. "Where's David? Is he still in bed?" She went up to David's room: "Get up! It's a quarter to eight. Your breakfast will get cold."

"I don't want any breakfast," David said; "I'll have another five minutes sleep." At this moment the postman rang the bell;

"Good morning, Mrs. Crawford. Isn't it a nice day?"

"Monday is never a nice day in our house."

(After "Present Day English for Foreign Students" by E. F. Candlin)

Ex 2. Translate into Russian; pay attention to the sequence of Tenses.

1. I knew that you were ill. 2. I knew that you had been ill. 3. We found that she left home at eight o'clock every morning. 4. We found that she had left home at eight o'clock that morning. 5. When he learnt that his son always received excellent marks in all the subjects at school, he was very pleased. 6. When he learnt that his son had received an excellent mark at school, he was very pleased. 7. We did not know where our friends went every evening. 8. We did not know where our friends had gone. 9. She said that her best friend was a doctor. 10. She said that her best friend had been a doctor. 11. I didn't know that you worked at the Hermitage. 12. I didn't know that you had worked at the Hermitage.

Ex 3. Rewrite the following sentences using Past Tenses.

1. My uncle says he has just come back from the Caucasus. 2. He says he has spent a fortnight in the Caucasus. 3. He says it did him a lot of good. 4. He says he feels better now. 5. He says his wife and he spent most of their time on the beach. 6. He says they did a lot of sightseeing. 7. He says he has a good camera. 8. He says he took many photographs while travelling in the Caucasus. 9. He says he will come to see us next Sunday. 10. He says he will bring and show us the photographs he took during his stay in the Caucasus.

Ex 4. Rewrite the following sentences using Past Tenses.

1. Nick says he is going to the hotel to see his friends, who have just arrived in St. Petersburg from the United States of America. 2. He says they have not been here for a long time. 3. He says they were friends at school. 4. He says he will take them to the theatre on Sunday. 5. They say they will write me a letter when they return home.

6. Mike says he is sure Ann and Kate will be excellent guides. 7. He says they have made good progress in English. 8. Oleg says that in a day or two several English students will come to pay a visit to their school and he will probably have to act as interpreter. 9. Ann says she has just met Boris in the street. 10. She says Boris told her a lot of interesting things about his travels in the south.

Ex 5. Open the brackets and choose the necessary tense.

1. He said he (is staying, was staying) at the "Ritz" Hotel. 2. They realized that they (lost, had lost) their way in the dark. 3. He asked me where I (study, studied). 4. I thought that I (shall finish, should finish) my work at that time. 5. He says he (works, worked) at school two years ago. 6. Victor said he (is, was) very busy. 8. My friend asked me who (is playing, was playing) the piano in the sitting-room. 9. He said he (will come, would come) to the station to see me off. 10. I was sure he (posted, had posted) the letter. 11. I think the weather (will be, would be) fine next week. I hope it (will not change, would not change) for the worse. 12. I knew that he (is, was) a very clever man. 13. I want to know what he (has bought, had bought) for her birthday. 14. I asked my sister to tell me what she (has seen, had seen) at the museum.

Ex 6. Open the brackets and choose the necessary tense.

1. He said he (to leave) tomorrow morning. 2. She says she already (to find) the book. 3. He stopped and listened: the clock (to strike) five. 4. She said she (can) not tell me the right time, her watch (to be) wrong. 5. I asked my neighbour if he ever (to travel) by air before. 6. The policeman asked George where he (to run) so early. 7. The delegates were told that the guide just (to go) out and (to be) back in ten minutes. 8. I knew they (to wait) for me at the metro station and I decided to hurry. 9. I didn't know that you already (to wind) up the clock. 10. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her. 11. He says that he (to know) the laws of the country. 12. Sarie understood why Lanny (not to come) the previous evening. 13. She asked me whether I (to remember) the legend about a faithful lion. 14. He understood that the soldiers (to arrest) him. 15. He could not understand why people (not to want) to take water from that well. 16. I suppose they (to send) a dog after the burglar immediately.

Ex 7. Rewrite the following sentences paying attention to the sequence of Tenses.

1. The children are playing in the yard. (She thought) 2. Her friend will come to see her. (She hoped) 3. Father has repaired his bicycle. (He thought) 4. She knows English very well. (I supposed) 5. Our sportsmen will win the game. (We were sure) 6. She made no mistakes in her dictation. (She was glad) 7. He works at his English hard. (I knew) 8. She dances better than anybody else, (I was told) 9. My cousin has received a very interesting offer from his firm. (I learnt) 10. She will come to stay

with us. (My aunt wrote in her letter) 11. He is painting a new picture. (We heard) 12. His new picture will be a masterpiece. (We were sure) 13. You will fall and break your leg. (I was afraid) 14. My friend has never been to Wash-ington. (I knew) 15. She never drinks milk. (I was told) 16. He is a very talented singer. (We were told) 17. They live a happy life. (We knew) 18. He does not know German at all. (I found out)

Ex 8. Translate into Russian; pay attention to the sequence of Tenses.

1. Мы вчера узнали, что она больна. 2. Он ду-мал, что она не придет в школу. 3. Я знал, что моя сестра изучает французский язык, и думал, что она поедет в Париж. 4. Мне сказали, что ты мне звонил. 5. Я думал, что ты в Москве. 6. Я не знал, что ты уже вернулся в Санкт-Петербург. 7. Я боялся, что заблужусь в лесу. 8. Она знала, что мы никогда не видели ее картины. 9. Ученый был уверен, что найдет решение проблемы. 10. Я знал, что ты приехал в Санкт-Петербург, и пола-гал, что ты наведишь меня. 11. Мы не думали, что он так рассердится. 12. Мы надеялись, что поедem в Лондон. 13. Учитель сказал, что наши друзья прислали письмо из Лондона. 14. Она сказала, что ее подруга пригласила ее в театр. 15. Мы боялись, что не купим билета в театр. 16. Мы увидели, что дети играют в песке. 17. Она сказала, что больше не будет купаться, потому что вода холодная. 18. Мой дедушка сказал, что в молодости он любил кататься на коньках. 19. Моя двоюродная сестра сказала, что любит оперу и будет рада пойти с нами в театр, хотя уже дважды слушала "Травиату."

Ex 9. Translate into Russian; pay attention to the sequence of Tenses.

1. Все были уверены, что Борис хорошо сдаст экзамены. 2. Он говорил, что Лев Толстой его любимый писатель. 3. Я знал, что вы живете в Москве, но не знал вашего адреса. 4. Он сказал, что бросит курить. 5. Все знали, что она поедет в Рим. 6. Простите, мы не думали, что вы ждете нас. 7. Я не знал, что вы тоже любите футбол. 8. Я был уверен, что он будет выдающимся артистом. 9. Я боялся, что вы не последуете моему совету. 10. Я думал, что он подождет меня. 11. Я не знал, что ты будешь работать в читаль-ном зале. 12. Он боялся, что ему будет трудно сделать доклад. 13. Он сказал нам, что когда он вошел в комнату, его друг уже сидел на диване. Он читал газету. 14. Мы надеялись, что она ско-ро придет. 15. Он сказал, что не знает, когда начнется конференция. 16. Я был уверен, что если мы поспешим, мы не опоздаем на поезд. 17. Он спросил меня, что я буду делать вечером. Я ответил, что не знаю, буду ли я свободен вечером, но сказал, что если буду свободен, то позво-ню ему часов в восемь.

Ex 10. Translate into English making indirect speech transformations.

1. «Почему твои упражнения по русскому языку всегда намного лучше упражнений по английскому?» - спросил учитель.

2. Он сказал, что на прошлой неделе побывал в Париже, а завтра летит в Нью-Йорк.
3. Сторож сообщил нам, что никто из жильцов не знает человека, который скоро въедет в комнату №17.
4. Тренер поинтересовался у одного из игроков: «В какой команде Вы играли до того, как приняли решение перейти в наш клуб?»
5. Декан: «Вы помните, что рассказывали мне однажды об ошибках этого студента? Сегодня он будет сдавать экзамен. Я думаю, что он сдаст экзамен хорошо, поскольку он усердно занимался».
6. Она совсем забыла, что оставила зонт дома и не может выйти из офиса, пока не кончится гроза.
7. Доктор сообщил пациенту, что лекарство, которое он принимал последние два месяца оказало положительный эффект и результаты последнего обследования значительно лучше.
8. « Вы ведь Семенов, не правда ли? - начал редактор - Мы прочитали ваш рассказ и решили опубликовать его».
9. Мальчик не заметил, что собака убежала далеко в лес, и продолжала звать ее.
10. Он был уверен, что когда он вернется домой, жена уже закончит уборку, приготовит обед и будет готова идти в кино.
11. Подруга спросила, смогу ли я подвезти её в аэропорт.
12. Соседка пожаловалась, что дети воруют лимоны из моего сада. Я ответила, что они могут просто заходить и брать их.
13. Спасатели предупредили жителей деревни, что ожидается большой снегопад, и посоветовали сделать недельный запас продуктов.
14. Жена попросила Джека не сердиться на неё из-за того, что она потеряла ключи от машины.
15. Мэр города заявил, что новая дорога существенно сократит время поездок из одного города в другой.

Revision. Grammar exercises

Ex 1. Use articles where necessary

1. What do you do after ... breakfast? — After ... breakfast I go to ... school.
2. My granny likes • to read ... book after ... lunch.
3. ... people usually have ... breakfast in ... morning. They have) ... dinner in... afternoon. In ... evening ... people have ... supper.
4. There is a proverb: "After ... dinner sleep awhile, after ... supper walk ... mile.
5. Who cooks ... dinner in your family?
6. Yesterday father told us ... very interesting story at ... breakfast.
7. What did you have for ... lunch at... school on ... Wednesday? — We had ... salad and ... tea.
8. My mother never has ... supper with ... family because she does not like to eat in ... evening.
9. When do you clean your teeth in ... morning: before ... breakfast or after ... breakfast?

Ex 2. Use articles where necessary

1. For ... breakfast I have ... coffee with ... milk and ... sugar. I have ... jam, too. There are ... different things on ... dinner-table. There is ... bread, ... butter and ... ham. There are ... cups and ... glasses there. There is ... jug on ... table. ... milk in ... jug is hot. There is ... tea-pot on ... table. There is ... tea in ... tea-pot. ... tea is hot, too. There are ... plates, ... forks and ... knives on ... table. 2. ... lamp is on ... table. 3. There is ... lamp on ... table. 4. Is there ... lamp on ... table? 5. Is ... lamp on ... table? 6. Is there ... clock on ... wall? 7. There are two ... shelves on ... wall. 8. Where are ... shelves? — ... shelves are on ... wall. 9. They have ... large flat. There are ... four rooms in ... flat. 10. Is ... newspaper on ... table? 11. Is there ... newspaper on ... table? 12. There is ... butter on ... plate. 13. Where is ... butter? ... butter is on ... little plate. 14. There is ... white and ... brown bread on ... table.

Ex 3. Insert some, any, no, the or don't make any changes.

1. Суп (вообще) содержит много воды. ... soup contains much water. 2. Суп готов. ... soup is ready. 3. Дайте мне супу. Give me ... soup. 4. Название этого супа — борщ. The name of ... soup is borshch. 5. Прежде всего, нам нужно согреть воды. First of all we must heat ... water. 6. Прежде всего нам нужно согреть воду. First of all we must heat ... water. 7. Вода состоит из водорода и кислорода. ... water consists of hydrogen and oxygen. 8. Мыло необходимо для мытья. ... soap is necessary for washing. 9. На умывальнике нет мыла. There is ... soap on the wash-stand. 10. Мыло на полке. ... soap is on the shelf. 11. Мне не нравится цвет этого мыла. I don't like the colour of ... soap. 12. Есть у вас карболовое мыло? Have you got ... carbolic soap? 13. В Карелии много фабрик, которые производят бумагу. There are many factories in Karelia that produce ... paper. 14. Бумага для стенгазеты на столе. ... paper for the wall-newspaper is on the table. 15. Дайте мне бумаги. Give me ... paper. 16. Я очень люблю этот сорт бумаги. I like this sort of ... paper very much. 17. Передай мне масло. Pass me ... butter, please. 18. Дай ему масла. Give him ... butter. 19. Я не хочу масла. I don't want ... butter. 20. Эта ферма производит масло. This farm produces ... butter. 21. В этом стакане нет молока. There is ... milk in this glass. 22. Возьми варенья. Take ... jam. 23. Возьми варенье. Take ... jam. 24. Любите ли вы бекон? Do you like ... bacon? 25. Какова цена бекона? What is the price of ... bacon? 26. Он никогда не кладет сахару в чай. He never puts ... sugar in his tea. 27. Сахар - важный пищевой продукт. ... sugar is an important food product.

Ex 4. Insert much, many, little, few, a little or a few.

1. He had ... English books at home, so he had to go to the library for more books. 2. She gave him ... water to wash his hands and face. 3. I'd like to say ... words about my journey. 4. After the play everybody felt ... tired. 5. Let's stay here ... longer: it is such a nice place. 6. There were ... new words in the text, and Peter spent ... time learning them. 7. There was ... hay in the barn, and the children could not play there. 8. There was ... water in the river, and they decided to cross it. 9. My mother knows German ... and she can help you with the translation of this letter. 10. When

we walked ... farther down the road, we met another group of students. 11. Have you got I... ink in your pen? 12. At the conference we met I... people whom we knew well. 13. There are very ... old houses left in our street. Most of them have already been pulled down. 14. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 15. There are ... things here which I cannot understand. 16. Shall I bring ... more chalk? — No, thank you. There is... chalk on the desk. I hope that will be enough for our lesson.

Ex 5. Use the verbs in brackets in Present Continuous, Present Simple or Future Simple.

1. When you (to get) up every day? - I (to get) up at seven o'clock. 2. My brother usually (not to get) up at seven o'clock. As a rule, he (to get) up at six o'clock, but tomorrow he (to get) up at seven o'clock. 3. Why she (to come) home so late tomorrow? 4. We (to go) to the country the day after tomorrow. 5. Our friends always (to go) to the country for the week-end. 6. Look! The kitten (to play) with its tail. 7. Your parents (to watch) TV now? 8. My sister (not to rest) now. She (to help) mother in the kitchen. She (to help) mother in the kitchen every day. 9. Where she (to go) tomorrow? 10. She (to go) to the country with us tomorrow? 11. They (to stay) at home tomorrow. 12. What you (to do) now? I (to see) that you (not to read). 13. When you (to finish) your homework? It (to be) very late, it (to be) time to go to bed. 14. How you usually (to spend) evenings? 15. What you (to do) in the country next summer? 16. They (not to drink) tea now. I (to think) they (to watch) TV. 17. What your father (to drink) in the evening?

Не забывайте употреблять настоящее время вместо будущего в придаточных предложениях времени и условия после союзов if, when, as soon as, before, after, till (until).

Ex 6. Open the brackets using the necessary Tense Forms.

1. If you (to translate) this article into Russian, I shall use it in my report. 2. If she (to be) in St. Petersburg now, she will meet you at the railway station. 3. If you (not to hurry), you will miss the train. 4. If it (to rain), we shan't go to the country. 5. When my friend (to come) to St. Petersburg, we shall go to the Russian Museum. 6. What will you be doing when he (to come) to your place? 7. Don't forget to pay for your dinner before you (to leave) the canteen. 8. I shall /be able to translate this article if you (to give) me a dictionary. 9. You will have to work hard at home if you (to miss) the lesson. 10. Where will you go when you (to come) to London? 11. The child won't be healthy if you (not to give) him much fruit. 12. I shan't have dinner before mother (to come) home.

Ex 7. Paraphrase the sentences using the Reported Speech.

1. "My friend lives in Moscow," said Alec. 2. "You have not done your work

well," said the teacher to me. 3. The poor man said to the rich man: "My horse is wild. It can kill your horse." 4. The rich man said to the judge: "This man's horse has killed my horse." 5. "This man spoke to me on the road," said the woman. 6. "I can't explain this rule to you," said my classmate to me, 7. The teacher said to the class: "We shall discuss this subject tomorrow." 8. The woman said to her son: "I am glad I am here." 9. Mike said: "We have bought these books today." 10. She said to me: "Now I can read your translation," 11. Our teacher said: "Thackeray's novels are very interesting." 12. She said: "You will read this book in the 9th form." 13. Nellie said: "I read 'Jane Eyre' last year."

Ex 8. Paraphrase the sentences using the Reported Speech.

1. Masha said: "I usually spend my holidays in the south." 2. She said: "I spent my holidays in the Crimea last year." 3. Boris said: "I go to the south every year." 4. He said: "I am going to a rest-home tomorrow." 5. Ann said to us: "They haven't yet come." 6. She said to us: "They arrived in St. Petersburg yesterday." 7. I said: "I was in London last year. My friends in London sometimes invite me to spend my holidays with them." 8. Nick said: "I have never been to London. I think I shall go there next year." 9. He said: "I shall not stay with my friends too long." 10. He said to me: "They are staying at the 'Europe' hotel." 11. He said: "They are leaving next Monday." 12. The clerk said to them: "You can leave the key with the maid upstairs."

Ex 9. Translate into English using the following modal verbs: must, to have to или to be to.

1. Мне предстоит сделать много работы сегодня. 2. Мне пришлось идти туда самому. 3. Вам придется немного подождать. 4. Когда он должен прийти? (как вы договорились?) 5. Поезд должен был прибыть через несколько минут. 6. Должно быть, он очень умен. 7. Должно быть, он вас узнал. 8. Ему предстояло пойти к директору и объяснить свое поведение. 9. Вам придется поговорить с ней. 10. Им пришлось очень долго идти пешком. 11. Ему не придется переписывать сочинение. 12. Должно быть, он пишет ее портрет. 13. Вероятно, они уже ушли. 14. Ему предстояло совершить удивительное открытие.

Ex 10. Paraphrase the sentences using the modal verb may.

1. Perhaps he is at home, but I am not sure he is. 2. It is possible that we studied at the same school, but I don't remember her. 3. Perhaps she was proud of her knowledge, but she never showed it to her classmates. 4. Perhaps there was a chance for him to win the match. 5. Perhaps Peter was as capable as the old workers, but he was given no chance to show his skill. 6. It is possible that your brother has never heard about this singer. 7. Perhaps she tried to enter the university, but failed. 8. It is possible that you asked the wrong people, that's why you didn't get the right answer. 9. Perhaps our friends will arrive here tomorrow. 10. Perhaps they will come home very soon: be ready. 11. Perhaps the question was too difficult for her. 12. Try this

delicious drink: perhaps you will like it. 13. Why didn't Nick ring us up? — It is possible that he forgot about it.

The Present Continuous Tense

Настоящее длительное время (a present continuous tense) в английском языке образуется с помощью вспомогательного глагола *to be* в настоящем времени и смыслового глагола в форме причастия настоящего времени (**a present participle**);

I am speaking English. - Я говорю на английском.

Вопросительная форма **present continuous** образуется постановкой вспомогательного глагола *to be* перед подлежащим:

Are you speaking English now? - Ты сейчас говоришь на английском?

Отрицательная форма **present continuous** образуется с помощью отрицания *not*, которое ставится после вспомогательного глагола;

He is not speaking. - Он не говорит.

Употребление Present Continuous Tense

Настоящее длительное время (**present continuous**) употребляется для выражения действия которое происходит в настоящий момент или период времени,

She is reading a newspaper at this moment. - В настоящий момент она читает газету.

Sorry, I can't give you the magazine, I'm reading it myself now. - К сожалению, я не могу дать вам журнал, пока читаю его сам.

Особые случаи употребления Present Continuous Tense

Форма настоящего длительного времени может употребляться для выражения намеченного, запланированного действия в будущем;

c) *We are having guests tonight.* - Сегодня вечером, мы принимаем гостей.

d) *He's leaving in an hour.* - Он уезжает через час.

e) *What are you doing tonight?* - Что вы делаете сегодня вечером?

Глагол *to go* в **present continuous** (*to be going*) может употребляться для выражения намерения совершить действие в будущем;

• *I'm going to visit you tomorrow.* - Я собираюсь навестить тебя завтра.

Длительные формы глагола могут употребляться для эмоциональной окраски постоянного, повторяющегося действия (чаще неодобрение, нетерпение, употребляются с наречиями указывающие на регулярность происходящего, например: *always* ['ɔ:lwəz], *constantly* ['kɒnstəntli]), в случаях когда обычно употребляется форма **simple present**:

I am getting into trouble all the time. - Я все время попадаю в неприятности.

Глаголы, которые как правило не употребляются в длительной форме

В английском языке есть группа глаголов, которые обычно описывают состояние а не сам процесс, так называемые **глаголы состояния (stative verbs)** и как правило употребляются не в длительной форме а в простой форме глагола:

К глаголам состояния относятся глаголы выражающие принадлежность, например: *to be, to consist, to contain, to belong, to have, to live, to stay* и др.:

- *She is a honest girl.* - Она порядочная девушка.
- *He stays with me.* - Он остаётся со мной.
- *I have a very good friend.* - У меня есть очень хороший друг.

Иногда глаголы состояния употребляются в длительной форме, чтобы указать на временное состояние:

- *Stop! You are being (like) a child.* - Прекрати! Ты (ведешь себя) как ребенок (сей час).
- *I'm glad we've come to the party. We're having a great time.* - Я рад что мы пришли на этот вечер мы хорошо проводим время.

Если глагол *to have* употребляется в устойчивых словосочетаниях обозначающих какое-либо действие или процесс, то он может употребляться в длительной форме:

- *Nelly is having dinner now.* - Сей час, Нелли обедает.

К глаголам состояния, также относятся глаголы, обозначающие ментальные процессы, например:

- Глаголы, обозначающие мыслительную деятельность или эмоциональное состояние, самые распространённых из них: *to think, to understand, to believe, to realise, to suppose, to feel, to hate, to know, to mean, to plan, to need, to prefer, to remember, to like, to love, to want*:

- *Do you know what he means?* - Ты знаешь, что он имеет в виду?
- *He does not understand what I say.* - Он не понимает того, что я говорю.

- глаголы обозначающие пассивное восприятие: *to hear, to see, to seem, to smell, to taste*:

- *I hear what you're saying.* - Я слышу то, что ты говоришь.
- *Your perfume smells delicious.* - У твоих духов аппетитный запах.
- *She seems to be avoiding me.* - Мне кажется, что она меня избегает.
- *It tastes sweet.* - Это сладкое на вкус.

Некоторые из глаголов ментального действия могут употребляться в длительной форме, если подразумевается процесс в определённый момент времени, сравните:

- *I think it's time to be off.* - Я думаю (полагаю, считаю) пора отправляться.
- *I'm thinking about how to get out of here.* - Я думаю (обдумываю сей час) как отсюда сбежать.
- *Who do you think will come?* - Как ты думаешь, кто придет?
- *What are you thinking about?* - *I'm thinking of looking for a new job.* - О чём

ты думаешь? - Я думаю о том чтобы поискать новую работу.

- *I **plan** to arrive tomorrow. - Я планирую приехать завтра. (Я решил и верю что приеду.)*
- *I **am planning** to arrive tomorrow. Is that all right with you? - Я планирую приехать завтра. Как ты к этому относишься. (Я ещё определяюсь и уточняю у тебя эту возможность.)*

Некоторые из перечисленных глаголов могут иметь значение не подразумевающее ментальный процесс и соответственно употребляться в длительной форме, например глагол *to see* в значении: *видеться, встречаться*:

- *I'm **seeing** my stranger tonight. - Сегодня вечером, я встречаюсь со своей незнакомкой (своим незнакомцем).*

Привести полный список глаголов, обозначающих ментальные процессы, не предоставляется возможным, так как другие глаголы, обычно обозначающие какое-либо действие в некоторых фразах или в определенном контексте, могут подразумевать ментальный процесс и соответственно не употребляться в длительных формах глагола:

- *I **take** it you'll be back before long. - Я так понимаю вы скоро вернётесь.*

http://engramm.su/grammar/present_continuous_tense.htm

The Past Continuous Tense

Прошедшее длительное время (past continuous tense) в английском языке образуется с помощью вспомогательного глагола *to be* в прошедшем времени и смыслового глагола в форме причастия настоящего времени (**a present participle**):

*They **were reading**. - Они читали.*

Вопросительная форма **past continuous** образуется постановкой вспомогательного глагола *to be* перед подлежащим;

***Were you reading**. - Ты читал?*

Отрицательная форма **past continuous** образуется с помощью отрицания *not*, которое ставится после вспомогательного глагола;

*He **was not reading**. - Он не читал.*

Употребление Past Continuous Tense

Прошедшее длительное время (**past continuous**) употребляется для выражения действия, которое происходило в прошлом в определенный момент или определенный период времени.

http://engramm.su/grammar/past_continuous_tense.html

The Future Continuous Tense

The Future Continuous Tense (будущее длительное время) обозначает

длительное действие, которое будет совершаться в определенный момент или отрезок времени в будущем.

Образование Future Continuous Tense

Future Continuous образуется при помощи вспомогательного глагола *to be* в форме будущего времени (*shall be, will be*) и формы причастия настоящего времени (Present Participle) смыслового глагола, т.е. глагола с окончанием *-ing*. *Shall* употребляется с 1-м лицом единственного и множественного числа, а *will* с остальными лицами. Однако в современном английском глагол *will* может употребляться во всех лицах и числах:

I shall be working.

He will be working.

В вопросительной форме первый вспомогательный глагол ставится перед подлежащим:

Shall I be working?

Will he be working?

В специальном вопросе вспомогательный глагол ставится перед подлежащим, а перед вспомогательным глаголом используется нужное вопросительное местоимение:

Where shall I be working?

Why will he be working?

With whom will you be working?

В вопросе к подлежащему вопросительное местоимение *who* ставится перед сказуемым вместо самого подлежащего (в данном вопросе всегда используется вспомогательный глагол *will*):

Who will be working?

Отрицательная форма образуется при помощи частицы *not*, которая ставится после первого вспомогательного глагола:

I shall not be working.

He will not be working.

В вопросительно-отрицательной форме частица *not* ставится непосредственно после подлежащего:

Shall I not be working?

Will he not be working?

В разговорной речи используются сокращения:

will='ll

shall='ll

They'll be working.

shall not=shan't='ll not

I shan't be working=I'll not be working.

will=won't='ll not

She won't be working. = She'll not be working.

Shan't I be working?

Won't he be working?

Утвердительная форма Отрицательная форма

I shall be working	I shall not be working
He (she, it) will be working	He (she, it) will not be working
We shall be working	We shall not be working
You will be working	You will not be working
They will be working	They will not be working

Вопросительная форма Вопросительно-отрицательная форма

Shall I be working?	Shall I not be working?
Will he (she, it) be working?	Will he (she, it) not be working?
Shall we be working?	Shall we not be working?
Will you be working?	Will you not be working?
Will they be working?	Will they not be working?

При присоединении окончания *-ing* к основе инфинитива на письме происходят некоторые изменения.

Употребление Future Continuous Tense

Future Continuous выражает будущее действие в процессе его совершения, т. е. незаконченное длительное действие. Оно переводится на русский язык будущим временем глагола несовершенного вида (буду что-либо делать). Это время употребляется весьма редко как в разговорной речи, так и в письменном повествовании.

Future Continuous употребляется:

1. Для выражения длительного действия, которое будет совершаться в определенный момент в будущем. Этот момент может быть определен:

а) такими обозначениями времени, как *at five o'clock* в пять часов, *at noon* в полдень, *at midnight* в полночь, *at that moment* в этот момент и т. п.:

I shall still be working at six o'clock. Я еще буду работать в шесть часов.

He can't come at two o'clock tomorrow because he'll be working at that time. Он не может придти завтра в два часа, потому что он будет работать в это время.

б) другим будущим действием, выраженным глаголом в Present Simple в придаточном предложении времени или условия:

When I come back, they will be having supper. Когда я вернусь, они будут ужинать.

If you come after eleven o'clock, I shall be sleeping. Если вы придете после одиннадцати часов, я буду спать.

Примечание. Future Continuous не употребляется в придаточных предложениях времени и условия. В этих случаях Future Continuous заменяется Present Continuous:

If he is not sleeping when you come, tell him to phone me. Если он не будет спать, когда вы придете, попросите его позвонить мне.

2. Для выражения длительного действия, которое будет совершаться в определенном отрезке времени в будущем, хотя и не будет происходить непрерывно в течение всего этого отрезка:

I shall be preparing for my examination in June. Я буду готовиться к экзамену в июне.

3. Для выражения длительного действия, которое будет совершаться в определенном отрезке времени в будущем непрерывно, с такими обозначениями времени, как *all day long* весь день, *all day tomorrow* завтра весь день, *all the time* все время, *the whole evening* весь вечер, *from five till six* с пяти до шести и т.п.

He will be reading the whole evening. Он будет читать весь вечер. I shall be preparing for my examination all day tomorrow. Я буду готовиться к экзамену весь день завтра.

Когда два длительных действия совершаются одновременно, оба действия могут выражаться либо временами группы Continuous (Future Continuous в главном предложении и Present Continuous в придаточном), либо временами группы Simple (Future Simple в главном предложении и Present Simple в придаточном). При употреблении времен Continuous говорящий изображает действие как процесс, а при употреблении времен Simple он лишь констатирует факт совершения действия:

While he is having his breakfast. I shall be reading the newspaper. Пока он будет завтракать, я буду читать газету. (важны процессы, сами действия)

While he has his breakfast, I shall read the newspaper. Пока он будет завтракать, я буду читать газету. (важен только факт совершения действия)

4. Future Continuous употребляется также для выражения действия недлительного характера. В этом случае Future Continuous употребляется вместо Future Simple и выражает намерение совершить действие или уверенность в его совершении. В этом употреблении Future Continuous переводится на русский язык будущим временем глагола как несовершенного, так и совершенного вида.

He will be meeting us at the station. Он будет встречать (встретит) нас на вокзале. I shall be writing to him tomorrow. Я буду писать (напишу) ему завтра.

Примечание. Сопоставление Future Continuous с Past Continuous показывает, что эти времена употребляются в аналогичных случаях с той разницей, что Future Continuous относит действие к будущему, а Past Continuous — к прошедшему:

*I shall be working at six o'clock. / I was working at six o'clock.
I shall be working when you come. / I was working when you came.*

Сводка случаев употребления Future Continuous Tense

1. Длительное действие, которое будет совершаться в определенный момент в будущем.
2. Длительное действие, которое будет совершаться в определенном отрезке

- времени, но не будет происходить непрерывно.
3. Длительное действие, которое будет совершаться в определенном отрезке непрерывно.
 4. Недлительное действие (вместо Future Simple), когда выражается намерение совершить действие или уверенность в его совершении.

<http://www.englishhelp.ru/learn-english/grammar/102-the-future-continuous-tense>

Grammar exercises

Ex 1. Answer the following questions, using the continuous tense forms (Present, Past or Future).

1. What is the weather like? (*rain a little*).
2. Why didn't you go to the country yesterday? (*rain*).
3. What will the weather be like tomorrow? (*the radio, give the weather forecast in a few minutes*).
4. Why did the militia-man stop him? (*walk across the street in the wrong place*).
5. Why don't you want to go to the cinema tonight? (*finish a book which I must give back tomorrow*).
6. Where is Mother? (*work in the garden*).
7. Why didn't he hear the bell? (*play football*).
8. Why can't we speak to him now? (*write business letters*).
9. What is the noise about? (*watch a football match*).
10. Why do you think you won't get much sleep tonight? (*travel all night*).
11. Will you come to the party? (*not move to a new flat*).

Ex 2. Practise the following according to the model (mind the possible adverbial modifiers of time: 'now', 'today', 'this morning', 'tonight', etc).

Model 1: She usually reads the newspaper at breakfast but she is not reading it today. She is busy with other things.

1. They often watch TV in the evening.
2. He always works in the garden after office hours.
3. He usually plays chess very well.
4. He goes to the library every day.
5. She always leaves town in summer.
6. She always sleeps after lunch.

Model 2: Please tell John it's time to finish the work. But he is (already) finishing it.

1. Tell the children it's time to get up.
2. Please, tell her to wash the floor.
3. May I ask you to translate this article?
4. Please, ask him to look through her report.
5. Please, tell her to make some coffee.
6. Tell them it's time to leave for the station.

Ex 3. Open the brackets, using the Present Continuous or the Present Indefinite according to the sense.

1. She (*wear*) a new coat today.
2. Peter never (*wear*) a hat.
3. I (*get up*) at eight in the morning.
4. It's eight o'clock. He (*get up*).
5. What you (*say*)? I (*not hear*) you well enough.
6. It (*get*) late. It's time to go home.
7. It (*get*) dark early in winter.
8. Listen! Somebody (*sing*) in the street!
9. She (*sing*) well and she (*have*) a pleasant voice.
10. When it is foggy in London, cars (*move*) very slowly.
11. Our train (*move*)

very fast.

Ex 4. Translate the following sentences, using either the Present Indefinite Tense or the Present Continuous according to the sense.

1. (i) Ты много читаешь? (ii) Что ты читаешь? 2. (i) Здесь часто идет дождь? (ii) По-моему, идет дождь. 3. (i) Он пишет родителям довольно часто, (ii) Он занят. Он что-то пишет. 4. (i) Он не носит теплого пальто зимой, (ii) Он сегодня в новом пальто. 5. (i) Ребенок просыпается несколько раз за ночь. (ii) Не шумите. Ребенок просыпается. 6. (i) Они часто обсуждают такие проблемы, (ii) Они обсуждают что-то интересное. 7. (i) Погода в Англии меняется очень часто, (ii) Возьми плащ. Погода меняется.

Ex 5. Open the brackets, using either the Past Indefinite or the Past Continuous Tense according to the sense.

1. When we got off the train it (*rain*) heavily. 2. The summer that year was cold. It often (*rain*). 3. The weather was foggy. Cars and buses (*move*) slowly. 4. While I (*pack*) my things, he (*ring*) up for a taxi to take me to the station. 5. The house was quiet. The boys (*play*) chess and Mary (*read*) a book. 6. When you (*see*) him last? 7. I (*buy*) the guide book in London. It (*catch*) my eye when I (*pass*)-a shop window. I (*return*), (*call*) at the shop and (*buy*) it. 8. In 1972 Peter (*be*) in Siberia, he (*build*) a railway together with his friends. Later he (*write*) a book about it. 9. Who (*speak*) over the telephone at five yesterday? The line (*be*) busy for an hour at least. 10. The whole family (*watch*) a detective film on TV when I (*come*) into the room. 11. I (*look*) into the window and (*see*) an old woman (*sit*) at it, a cat (*sleep*) on the window-sill, next to a flower pot. The picture (*take*) me back to my childhood. 12. Ships (*travel*) from Southampton to New York in four or five days last season.

Ex 6. Open the brackets, using the correct tense form. Use Reported Speech in place of Direct Speech.

RAINY SUNDAY

It was Sunday. I never (*get up*) early on Sundays. I sometimes (*stay*) in bed until lunch-time. Last Sunday I (*get*) up very late. I (*look*) out of the window, it (*be*) dark outside. "What a day!" I (*think*). "It (*rain*) again." Just then the telephone (*ring*). It (*be*) my Aunt Lucy. "I (*be*) at the station. I (*come*) to see you." "But I still (*have*) breakfast," I (*say*). "What you (*do*)?" she (*ask*). "I (*have*) breakfast," I (*repeat*). "Dear me!" she (*say*), "You always (*get up*) so late? It (*be*) one o'clock."

Ex 7. Make up sentences, using the Past Continuous Tense.

I	to play badminton in the garden	when we arrived.
Mother	still to rain	when the telegram came

We	to get dark	when he turned to her.
It	to make coffee in the kitchen	when suddenly it began to rain.
He	to come into the station	when the door bell rang.
She	to write business letters	when we returned home
The train	to smile	when I looked out of the window.

Ex 8. Complete the following sentences, using the Future Continuous Tense according to the model.

Model: My vacation is coming to an end. (return to the University in two days).

I'll be returning to the University in two days.

1. I can't discuss the matter with you now. But (*see you tomorrow*), won't I? 2. "I think, he'll be here in time." "Yes, I think he will." (*he, come by the fast train*). 3. She is on a visit, (*she, not dine with us today*). 4. I don't think they will come. (*they, move to a new flat*). 5. There are a lot of people here and (*more, arrive next week*). 6. Let's wait. (*he, wake up soon*). 7. Look, it is getting dark. (*it, rain in a minute*). 8. There's nothing he likes better than to tell stories. I wonder what (*he, tell us next*). 9. "Who (*give*) a talk on the current situation Friday next? 10. Don't leave yet. (*we, have supper in about twenty minutes*).

Ex 9. Translate the following sentences, using the Future Continuous Tense.

1. Давайте пойдем побыстрее. Через минуту начнется (будет) дождь. 2. Я не буду писать ему. Я увижусь с ним. 3. Приходите, пожалуйста. Соколов будет рассказывать о своей поездке в Англию. 4. Через месяц мы переезжаем на новую квартиру. 5. Ты будешь завтра проходить мимо кинотеатра, купи два билета. 6. — В чем ты будешь на вечере? — В новом платье, конечно. 7. Никуда не уходи. Поезд прибывает через несколько минут. 8. Летом вы, конечно, опять будете путешествовать?

Ex 10. Complete the following, using the Continuous tense forms (Present, Past or Future).

Model: Ask the students of Group One to come here. (*have classes*).
They **are having** classes now.

1. Where is Jane? It's time to leave, (*have breakfast*). 2. What are your plans for tonight? (*take a friend to a concert*). 3. Is your dress ready? (*wear it to the party tomorrow*). 4. Where's everybody? (*cover the roses in the garden, have a hard frost at night*). 5. Let's have dinner at a restaurant tomorrow. But we can't. The Browns (*come for dinner*). 6. Why didn't you come at 4 o'clock yesterday? (*wait for me?*). 7. Don't make so much noise, (*anybody, sleep?*). 8. Why did we see so little of you last month? (*write a paper on history*).

Ex 11. Open the brackets, using the correct tense form.

IN THE WAITING ROOM

I (*enter*) the dentist's waiting room which (*be*) full. Like any other waiting room, it (*have*) an atmosphere of its own. A small table (*be covered*) with very old magazines; the curtains (*be*) of indefinite colour and the armchairs definitely unclean. There (*be*) dusty pictures on the wall. I (*take*) my seat and (*decide*) to pass the time watching the people around me.

A little man beside me (*turn*) over the pages of a magazine quickly and nervously. It (*be*) hard to understand what he (*look*) at; from time to time he (*throw*) the magazine on the table and (*pick up*) another. Opposite me there (*be*) a young mother who (*try*) hard to quiet her son. The boy (*make*) aeroplane-noises as he (*move*) an ashtray on the floor. Near him an old man (*sleep*) and the boy's mother (*be*) afraid that sooner or later her son (*wake up*) him. I myself (*be*) sleepy. The boy (*be*) quiet now in his mother's arms. There (*be*) a deathly silence in the room and just at this moment the loud speaker (*call*) out the name of the next lucky person.

Ex 12 . Test translation.

(A) 1. – Расскажите, пожалуйста, какая у вас бывает зима. – Зима у нас наступает рано. Иногда уже в конце ноября все покрывается снегом. Декабрь и январь — самые холодные месяцы в году. В декабре выпадает много снега, а в январе самые сильные морозы. Зимой дни короткие, а ночи длинные. Солнце светит ярко, но оно не греет.

2. Осенью погода обычно сырая. Небо серое, покрыто тучами. Часто идут дожди. Дни пасмурные. Солнца мало. По ночам бывает сильный туман. Ветер часто меняется. Когда он дует (приходит) с севера, то становится холодно.

(B) 1. Он мне верный друг. Я всегда могу обратиться к нему за советом. 2. Вы говорите, что все эти факты достоверны. По правде говоря, я не совсем в этом уверен. 3. В своих рассказах автор дал правдивое описание жизни островитян. 4. Мой старший брат очень любит путешествовать. Для него нет ничего более увлекательного, чем путешествовать по морю. 5. — Ваши часы показывают точное время? — Нет, они спешат (отстают) на пять минут. 6. Не говорите так быстро. Вас трудно понимать. 7. Мы позвонили на станцию, чтобы узнать время прибытия поезда из Киева. 8. Если мы будем проезжать Байкал ночью, разбудите меня, пожалуйста. Я хочу посмотреть на это чудесное озеро. 9. Странно, что во время собрания он не проронил ни слова. Мы решили, что с ним что-то случилось. 10. — Скажите, пожалуйста, как пройти к музею Пушкина? — Это где-то поблизости, но я не знаю, где точно. Дело в том, что я нездешний. Обратитесь к кому-нибудь еще. 11. У меня уходит более часа на дорогу от дома до работы? Сначала я еду на метро с пересадкой в центре, а затем автобусом. 12. — Где мне сделать пересадку на станцию метро Пушкинская? — Доезжайте до станции Горьковская, а там пересядете на Пушкинскую. 13. Я уверен, что после нашего разговора все изменится к

лучшему. 14. Экзаменационная сессия — трудное время у студентов. Они много и напряженно работают. 15. Кто усердно работает, тот хорошо сдает экзамены. 16. Вы сейчас свободны? Я хочу поговорить с Вами по важному делу. 17. — Когда вы переезжаете на новую квартиру? — Как только закончится учебный год. 18. Он не такой уж скучный человек, как вы говорите. Мы с ним хорошо побеседовали о текущих событиях. 19. Музыка играет большую роль в его жизни. Его любимый композитор — Чайковский. 20. В Англии погода очень изменчива. Поэтому англичане всегда носят с собой зонты. 21. Начинается дождь. Надень плащ и возьми с собой зонт. 22. Он крикнул ей что-то, но она не расслышала. 23. Я хочу знать всю правду относительно этого дела.

Sequence of tenses (contd.)

*Ex 1. Study the following chart.**

1. I don't know **if** she **will come** tomorrow.
2. Ask her **when** they **will move** to their new flat.
3. I wondered **if** they **would discuss** this question at the meeting.
4. He wanted to know **when I would make** a report on the work of the English speaking club

Ex 2. Complete the following sentences according to the above chart.

1. I was not sure if he (*get to the village before dark*). 2. He doesn't know when they (*arrive*). 3. I wonder when he (*wake up*). 4. Do you know when he (*have a talk with her about her future work*)? 5. They asked him if he (*go by plane*). 6. They want to know if there (*be any changes in their plans*).

Ex 3. Practise the following according to the model.

Model: I don't know if (when) he will come but if (when) he comes (does), I'll speak to him about it. (Give two variants if possible.)

1. I don't know if she (*get the tickets for the concert*) but if (*phone you*). 2. We don't know if the weather (*change for the worse*) but-if it (*not go to the country*). 3. She doesn't know if she (*find out his address today*) but if she (*send him a telegram*). 4. He doesn't know if the teacher (*look through our course-papers this week*) but if she... we (*have time to make changes*). 5. We don't know when the delegation (*arrive*) but when they (*show them the places of interest*). 6. I don't know if he (*come*) but if he... his arrival (*change my plans*). 7. I don't know if he (*stay*) for the week-end but if he (*ask him to tell us about his trip to England*). 8. She doesn't know when he (*wake up*) but when he (*phone you*).

* The Future Tense can be used after the conjunctions "if" and "when" if they introduce object clauses.

Ex 4. Complete the following sentences, bearing in mind the chart and the model above.

1. The students knew when the delegation (*arrive*) but they were not sure if (*at the appointed time*). 2. We asked the weather man when the weather (*change for the better*) and if (*remain good till the end of the month*). 3. I wasn't sure if they (*get to the station in that fog in time*). 4. It was not clear if the weather (*change*) but what we wanted to know was if the plane (*be late*). 5. She was not sure if anybody (*meet at the station*) and she wanted to know if (*find a taxi*). 6. Mother did not ask me if (*come late*) but she wanted to know when (*return*). 7. The foreign tourists wondered if (*have a chance to see Leningrad*). 8. At the time I did not know whether (*buy tickets for a fast train*).

Ex 5. Study the chart, and use Reported Speech in the following sentences.

(A)

Direct Speech	Reported Speech
1. He asked: (a) "What are you discussing ?" (b) " Will you be seeing her?"	1. (a) He asked what we were discussing . (b) He asked if I would be seeing her.
2. She said: "The children were playing in the garden when it started raining."	2. She said that the children were playing in the garden when it started raining.

1. "Don't wait for me. I'll be dining out," he said. 2. "The weather is changing for the worse," the guide said. "It will be raining in a minute." 3. "Our office will be moving to a new building, won't it?" the secretary asked. 4. "All the passengers were looking out of the compartment window when the train was passing the lake," the porter said. 5. "What big cities shall we be passing?" the fellow-traveller asked me. 6. Hurry up. The train will be starting in a minute," I shouted after him. 7. "What were they broadcasting when he turned on the radio?" she asked. 8. "The baby is waking up, quiet," Mother said to me. 9. "She was wearing a new dress at the party and looked very beautiful," he said.

(B)

Direct Speech	Reported Speech
1. He asked: "What will you do, if you don't get the ticket for the train?"	1. He asked what I would do if I did not get the ticket for the train.
2. She said: "I'll leave as soon as I get a telegram."	2. She said (that) she would leave as soon as she got a telegram.

1. "Will it be safe to stay in the mountains for the night if the weather doesn't change for the better?" we asked the guide. 2. The porter said: "I'll wake you up, when the train arrives in Smolensk." 3. My wife said to me: "While you are away, I'll do the packing." 4. "Don't leave until I phone you," he asked me. 5. "After he leaves hospital, they'll take him to the South," the doctor said. 6. "They'll wait for the fisherman to return until it gets dark," the local man explained to me. 7. "As soon as I hear from him, I'll let you know," my neighbour said to me. 8. "I'll live in town till my husband returns from the expedition and when he returns, we'll go to the sea-side together," she said.

Ex 6. Open the brackets and paraphrase the dialogue for Reported Speech.

FOOD AND TALK

Last week at a dinner party the hostess (*ask*) me to sit next to Mrs Rumbold. She (*be*) a large unsmiling lady in a tight black dress. She (*not look*) up when I (*take*) my seat beside her. Her eyes (*be fixed*) on her plate and in a short time she (*be*) busy eating. I (*try*) to make conversation.

"A new play is coming to the Globe soon," I said, "Will you be seeing it?"

"No," she answered.

"Will you be spending your holidays abroad this year?" I asked.

"No," she said.

"Will you be staying in England?" I asked.

"No," she answered.

In despair I (*ask*) her whether she (*enjoy*) her dinner. "Young man," she answered, "if you eat more and talk less, we shall both enjoy our dinner."

(After "An Elementary Course" by L. G. Alexander)

Ex 7. Translate the following sentences, using either the Past Indefinite or the Past Continuous tense form.

1. Наш поезд шел очень быстро, я не успевал читать названия станций, которые мы проезжали. 2. Когда поезд тронулся, он, что-то крикнув мне, но я ничего не слышал. 3. Когда я добрался до станции, уже темнело. 4. Мы вызвали врача, когда поняли, что ее состояние ухудшается. 5. — Когда вы видели ее в последний раз? — Я не помню точно, но знаю, что это было в прошлом месяце. 6. Вчера в это время мы были еще в поезде и ехали по Украине. 7. Когда он зажег свет, он увидел, что кто-то спал на кровати. 8. Когда поезд прибыл, мы все стояли на платформе. 9. Я завтракал в маленьком кафе на станции, когда я увидел его в окно. Он стоял под большими часами и ждал кого-то.

Degrees of comparison of adverbs.

У некоторых простых наречий есть степени сравнения. В основном это

касается наречий образа действия (Adverbs of Manner), в меньшей степени — наречий неопределенного времени (Adverbs of Indefinite Time).

Степени сравнения односложных наречий образуются (как и степени сравнения прилагательных) прибавлением суффикса **-er** в сравнительной степени, а в превосходной — суффикса **-est**:

hard — harder — hardest
soon — sooner — soonest
loud — louder — loudest

Перед многосложными наречиями в сравнительной степени ставим **more**, а в превосходной — **most** (все, как у прилагательных):

seldom — more seldom — most seldom
carefully — more carefully — most carefully
quickly — more quickly — most quickly

You must do it carefully — more carefully — most carefully. — Вы должны это делать осторожно — более осторожно — предельно осторожно.

Не изменяются по степеням сравнения многие наречия места (Adverbs of Place) и определенного времени (Adverbs of Definite Time): *there, here, now, then, today, etc.*

Напомним, что несколько прилагательных свои степени сравнения образуют изменением основы. То же самое происходит при образовании степеней у родственных им наречий:

well (хорошо) — better (лучше) — best (лучше всего, всех)
badly (плохо) — worse (хуже) — worst (хуже всего, всех)
little (мало) — less (меньше) — least (меньше всего, всех)
much (много) — more (больше) — most (больше всего, всех)

I played badly, you did it worse and he played (the) worst. — Я играл плохо, ты играл хуже, он играл хуже всех.

He was more frightened than hurt. — Он больше испугался, чем ушибся.

К этому списку добавим наречие **far** (далеко). У него, как и у прилагательного *far*, в сравнительной и превосходной степени по две формы:

farther, further (дальше) и farthest, furthest (дальше всего).

It is not safe to go any further — Дальше идти небезопасно.

The village is about two miles farther on. — Деревня находится двумя милями дальше.

Article (contd.)

Артикли с существительными, обозначающими части суток и времена года

Не отступаем от канонов основного правила и запоминаем, что артикля с существительными, обозначающими части суток и времена года, не бывает в том случае, если эти слова используются в абстрактном значении. Они выражают свое основное значение (а именно время суток или время года) в весьма общем смысле.

- *Spring is the best time to start new life.* – Весна – это лучшее время для того, чтобы начать новую жизнь.
- *It was midsummer, the garden was full of flowers.* – В середине лета сад был полон цветов.
- *The gnomes were building their tiny house from dawn to dusk.* – Гномы строили свой крошечный домик от рассвета до заката.
- *Night fell when we were halfway to town.* – Мы были на полпути в город, когда наступила ночь.
- *In autumn I always feel blue.* – Осенью мне всегда грустно.
- *It was late evening when she called Tom.* – Она позвала тома поздно вечером.

Если у существительного есть описательное определение, мы прибегаем к использованию неопределенного артикля в английском языке. Исключением являются такие определения, как *early* (ранний), *late* (поздний), *real* (настоящий), *broad day* (днем); существительные в функции предикатива, некоторые выражения.

- *We were expecting a frosty winter this year.* – Мы ожидали, что в этом году зима будет морозной.
- *It all started on a Saturday evening.* – Все это началось вечером субботним вечером.
- *The storm is over; it'll be a lovely day tomorrow.* – Шторм закончился, завтра будет прекрасный день.
- *I can never sleep on a moonlit night.* – Я не могу спать ночью, если на улице все залито лунным светом.

Обратите внимание на исключения:

- *In late evening all birds fly up into the trees to roost.* – Поздним вечером все птицы взлетают на деревья, чтобы устроиться на ночлег.
- *It was September. It was early autumn.* – Был сентябрь, ранняя осень.

Кстати, следует заметить, что словосочетание *to have an early (a late) night*, которое переводится как «рано / поздно лечь спать», употребляется с неопределенным артиклем:

I haven't had an early night for a week already. – Я уже неделю поздно

ложусь спать.

Если мы встречаем определенный артикль с существительными, обозначающими части суток или времена года, мы понимаем, что речь идет о чем-то конкретном в данном контексте или ситуации. Вторая причина присутствия определенного артикля в данном случае – существование лимитирующего определения при таком имени существительном.

- *It was the first Saturday of September.* – Это была первая суббота сентября.
- *Last time I saw her in the autumn of 2000.* – Последний раз я видел ее осенью 2000 года.
- *The night before departure was frosty.* – Ночь перед отъездом была морозной.

Говоря об артиклях в английском языке, использующихся со словами, определяющими время суток и время года, нельзя не сказать о тех выражениях с английскими предлогами, в которых эти существительные употребляются.

Эти выражения имеют четкую структуру и установленный набор слов, включая предлог, артикль и имя существительное.

Например, в следующих фразах используется определенный артикль:

in the morning (утром)

in the daytime (днем, в дневное время)

during the winter (зимой) *in the late autumn* (поздней осенью)

all through the night (всю ночь) *in the dead of night* (глубокой ночью)

А вот в этих выражениях с предлогами *at, by, about, past, before, after, towards, till* артикля вообще нет:

at night (ночью)

by noon (к полудню)

by midnight (к полуночи)

past noon (после обеда)

after sunset (после заката)

Но это не все выражения, которые не имеют «артикль» в качестве компании. Вы также можете встретить и такие:

all day (long) / from morning till night – целый день, с утра до ночи

all night (through) – всю ночь

day after day / day in / day out – день за днем, изо дня в день

day and night – круглые сутки

Listen to the news early in the morning. – Послушай новости рано утром.

What do you usually do in the daytime? – Что ты обычно делаешь днем?

The visitor appeared only by noon. – Посетитель появился лишь к полудню.

Small children usually sleep in the afternoon. – Маленькие дети обычно спят в обеденное время.

I like to look at the stars at night. – Я люблю смотреть на звезды ночью.

The storm lasted all night long. – Шторм бушевал всю ночь.

Grammar exercises

Ex 1. Study the following chart.

Positive degree	Comparative degree	Superlative degree
late early	later earlier	latest earliest
exactly beautifully	more exactly more beautifully	most exactly most beautifully
often quickly slowly	oftener more often quicker more quickly	oftenest most often quickest most quickly
well badly much* little	better worse more less	best worst most least

Ex 2. Make up sentences, using the adverbs given in the chart according to the following model.

Model: Nick speaks French **well**, Ann speaks French **better** than Nick, and Peter speaks French **best** (of all).

Ex 3. Translate the following sentences, using 'much', 'far', 'a great deal', 'still' with the adverbs in comparative degree.

1. Мой брат говорит по-французски **намного** лучше, чем по-английски. 2. Некоторым людям **гораздо** больше нравится путешествовать зимой, чем летом. 3. По воскресеньям я встаю **намного** позднее обычного. 4. Перед экзаменами студенты, как правило, **значительно** больше и усерднее занимаются. 5. Моя сестра **гораздо** чаще меня ходит в театр. 6. Вчера наши спортсмены играли еще быстрее. 7. Со словарем Вы переведете статью **намного** точнее. 8. Сегодня солнце светит **гораздо** ярче, чем вчера.

* "Much" is commonly used to intensify the meaning of the comparative degree eg "She speaks English **much** better than Nick."

Ex 4. Study the chart.

1. It was **rain, rain** all the week-end. **A heavy rain** started when we arrived at the station. **The rain** lasted for two days.
2. We had a lot of **snow*** last night. In the morning the **snow** was thick on the road.
3. Yesterday we had 10 degrees of **frost**. There was a **heavy frost** in the

Ex 5. Explain the use of the article. Retell the passage.

The weather is the most important topic in Britain. On the Continent, if you want to describe someone as a very dull person, you remark: "He will only discuss the weather with you." In Britain this is a topic which is always interesting for the English.

Here are two conversations:

For Bad Weather

- It's an awful day, isn't it?
- Yes, isn't the day awful?
- The rain ... I hate rain.
- Such a day in July. Rain in the morning, then some sunshine and then rain all day long.

For Good Weather

- It's a lovely day, isn't it?
- Yes, isn't the day lovely?
- The sun...
- Isn't it wonderful!
- It's so nice and warm.
- I think it's so nice when it's warm, isn't it?

(After "How to Be an Alien" by G. Mikes)

Ex 6. Translate the following.

1. Густой туман окутал весь город. 2. Давай подождем, дождь скоро прекратится. 3. Ветер с запада обычно приносит дождь. 4. Как используется сила ветра? 5. Ветер был сильным, и идти было трудно. 6. Сильный мороз погубил фруктовые деревья. 7. Вчера вечером шел сильный снег, выпало много снега. 8. Посмотри, снег около фабрики совсем черный. 9. Он выглянул в окно — везде лежал снег: на деревьях, дорожках сада, клумбах (flower beds).

Ex 7. Study the chart.

It is **early/late** morning (evening, etc.).
It was a **bright Sunday morning of early/late autumn** (spring, etc).
They came **in the morning** (afternoon, etc); **in (the) autumn** (winter, etc).
It was a **rainy morning** (night, etc); a **rainy autumn** (spring, etc).
I met him **on the morning** of the exam; **in the autumn** of 1980.
He is here **since Friday morning** (autumn, etc).

* Note that the English for Шел сильный снег is "There was a heavy snow-fall" or "It snowed heavily".

Ex 8. Fill in the blanks with articles where necessary.

1.— autumn has come and early in — morning sheets of — ice cover the puddles on the road. 2. — rain never stopped in — night, and — morning started with — dull rain typical of — late autumn. 3. We had — cold winter last year with a lot of — snow. — frost didn't let go even during — day. 4. The champion said he would always remember — winter of 1980 when he went mountain-skiing for the first time. 5. All through — winter the old hunter is alone in the taiga, the first tourists come only in — summer. 6. You can get to Yakutsk only by plane but in — bad weather there may be no flights and the passengers have to wait in the airport all through — night hoping that — weather may change for the better in — morning and they will be able to catch a plane some time during — day. I have been waiting here since — Monday noon. 7. It was — late afternoon on — foggy September day when we left the town in our car. 8. We are expecting them in — evening, some time after seven.

The Present Perfect Tense

The Present Perfect Tense используется для выражения действия или состояния, которое началось в прошлом и только что завершилось и связано с настоящим временем своим результатом или которое началось в прошлом и продолжается в момент речи или в настоящий период времени.

Аналогичного грамматического явления в русском языке нет и поэтому удобнее запомнить употребление *Present Perfect* в определенных моделях, которые основываются на наличии в предложении временного индикатора, характеризующего действие:

1. Временной индикатор отсутствует, он скрыт в контексте, но налицо результат совершенного действия:
 - The taxi **has arrived**. (It's outside the house now.) - Такси прибыло. (Оно сейчас у дома.)
 - I've **recovered** from my illness. (I'm better now.) - Я выздоровел. (Мне сейчас лучше.)
 - She's **broken** her leg. (That's why she can't walk.) - Она сломала ногу. (Поэтому она не может ходить.)

The Present Perfect Tense может использоваться и для выражения действия, которое произошло в прошлом и закончилось, но говорящего не интересует, когда оно закончилось. Говорящий заинтересован в каком-то событии как в чьем-то опыте:

- **Have** you ever **been** in a car crash? - Ты когда-нибудь попадал в авткатастрофу?

В том случае, если известно время действия или описываются детали действия, время меняется:

- **Have** you ever **had** a car accident? - Ты когда-нибудь попадал в автомобильную аварию?

- Yes, I have. - Да.

- When did it happen? - Когда это произошло?

- In 1979. I was driving a road when a car came out in front of me. - В 1979 году. Я ехал по дороге, когда передо мной выскочила машина.

Часто говорящий подчеркивает, передавая какие-то новости, что действие является событием, связанным с настоящим:

- Have you heard? Mary has had a baby girl. - Ты слышал? У Мэри - девочка.

Однако, если есть детали, уточняющие событие или действие, время изменяется:

- Mary had the baby at 6.30 this morning. The baby weighs seven pounds. - Мэри родила сегодня утром в 6.30. Ребенок весит 7 фунтов.

2. Временные индикаторы, которыми являются наречия неопределенного времени *already, ever, never, often, always, so far, just, yet, lately* и др., подчеркивают связь действия, начавшегося в прошлом и только что или не так давно завершившегося, с настоящим временем.

Как и все наречия неопределенного времени их ставят перед смысловым глаголом:

- They have just gone out. - Они только что ушли.

Наречия *yet* и *already* могут стоять в конце предложения:

- I've finished my work already. - Я уже закончил работу.
- He has not finished his work yet. - Он еще не закончил работу.

Наречие *yet* употребляется в отрицательных предложениях.

Наречие *ever* употребляется чаще всего в вопросительных предложениях:

- Have you ever seen this man? - Ты когда-нибудь видел этого человека?

3. Временные индикаторы *today, this morning, this week, this month, this year* и др. подчеркивают включенность действия, которое началось в прошлом в период настоящего времени:

- He has been to the cinema twice this week. - На этой неделе он дважды был в кино (неделя еще не истекла).

4. Временные индикаторы *for* (в течение), *since* (с тех пор как, с):

	two	years		August
for	ten	years	Since	last year
	half an	hour		Christmas
	ages			8.00

Слова *since* и *for* подчеркивают, что действие является незавершенным, оно началось в прошлом и еще продолжается в момент речи. Такое употребление настоящего совершенного времени характерно для глаголов, которые не могут использоваться в продолженных временах, таких как *to be, to have, to know, to want*:

- I have known Bob for ten years. - Я знаю Боба уже 10 лет.
- We have been in class since ten o'clock this morning. - Мы находимся в классе с 10 часов утра.

- He has wanted to study at a summer school in London since 1995 (he began to study English). - Он хочет учиться в летней школе в Лондоне с 1995 года (с тех пор, как начал изучать английский).

The Present Perfect Tense никогда не употребляется:

если есть обстоятельства, указывающие на время совершения действия в прошлом. В этом случае употребляется *The Past Indefinite (Simple) Tense*:

- I never smoked when I was young. - Я никогда не курил, когда был молод. в специальных вопросах, начинающихся со слова *when* (когда):

- When did you start your job? - Когда вы начали работу?

в специальных вопросах, начинающихся со слов *where* (где) и *how* (как):

- - Where did your uncle receive his guests? - Где твой дядя принимал гостей? - Right here. - Прямо здесь.

(Говорящий имеет в виду некое конкретное действие).

- How did he get in? - Как он вошел?

- Oh, he has a key. - Да у него есть ключ.

Вопрос *Where have you been?* (Где ты был?) можно задать человеку, который только что вошел:

- - Hello, Mum. I'm sorry, I'm late. - Здравствуй, мама. Прощу прощения, я опоздала.

- Where have you been? - Где ты была?

Во всех прочих случаях следует задавать вопрос *Where were you?*:

- - Did the party go off nicely? - Вечеринка прошла хорошо?

- I don't know. I wasn't there. - Не знаю. Меня там не было.

- Where were you? - Где ты был?

Перевод

The Present Perfect Tense чаще всего переводится на русский язык глаголом в прошедшем времени:

I have read this book. - Я читал (прочитал, прочел) эту книгу.

I have never been there. - Я никогда там не был.

Если *Present Perfect* употребляется для выражения действия, начавшегося в прошлом и продолжающегося до настоящего момента, то предложения переводятся настоящим временем:

- He has wanted to study at a summer school in London since 1995 (he began to study English). - Он хочет учиться в летней школе в Лондоне с 1995 года (с тех пор, как начал изучать английский).

- Jane has been out of town for two days. - Джейн нет в городе два дня.

В аналогичных же отрицательных предложениях *Present Perfect* может переводиться и прошедшим временем:

- I have not seen him since Sunday. - Я не видел его с воскресенья.

- I have not seen him for two days. - Я не видел его два дня.

http://www.langust.ru/unit_ur/ureg_052.shtml

The Past Perfect Tense

Время **Past Perfect** обозначает действие, которое завершилось до некоего момента в прошлом:

I called Jim too late, he **had** already **left**.

Я позвонил Джиму слишком поздно, он уже ушел.

We **had lived** in Paris for 12 years before we moved to America.

До переезда в Америку мы прожили в Париже 12 лет.

Образование Past Perfect

Утвердительные предложения:

I had played	We had played
You had played	You had played
He / she / it had played	They had played

Вопросительные предложения:

Had I played?	Had we played?
Had you played?	Had you played?
Had he / she / it played?	Had they played?

Отрицательные предложения:

I had not played	We had not played
You had not played	You had not played
He / she / it had not played	They had not played

Время **Past Perfect** образуется при помощи вспомогательного глагола to have в прошедшем времени и причастия прошедшего времени значимого глагола, то есть его «третьей формы».

To have в прошедшем времени имеет единственную форму **had**.

Причастие второе, или причастие прошедшего времени (**Participle II**), можно получить, прибавив к начальной форме значимого глагола окончание **-ed**: examine – **examined**, enjoy – **enjoyed**, close – **closed**

Однако в английском языке есть также достаточно большая группа неправильных глаголов, которые образуют форму прошедшего времени не по общим правилам.

В **вопросительном предложении** вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

Had you brushed your teeth before you went to bed?

Ты почистил зубы, прежде чем пойти спать?

В **отрицательных предложениях** за вспомогательным глаголом следует отрицательная частица **not**. При этом они могут быть сокращены до формы **hadn't**.

How did you hope to pass the exam if you **had not (hadn't)** even **opened** the textbook?

Как ты надеялся сдать экзамен, если ты до этого даже учебник не открыл?

Случаи употребления Past Perfect:

- Действие, закончившееся до определенного момента в прошлом, на который может указывать точная дата или час, начало другого действия или контекст:

After the Sun **had set**, we saw thousands of fireflies.

После того, как зашло солнце, мы увидели тысячи светлячков.

- Перечисление действий в прошлом, произошедших до времени повествования в целом:

I finally caught Lucky and looked around. The nasty dog **had scratched** the furniture, **had torn** the wallpapers and **had eaten** my lunch on the table.

Я наконец поймал Лаки и осмотрелся вокруг. Мерзкая собака исцарапала мебель, порвала обои и съела мой обед на столе.

<http://www.native-english.ru/grammar/past-perfect>

The Future Perfect Tense

The Future Perfect Tense образуется при помощи вспомогательного глагола *to have* в будущем времени и причастия прошедшего времени смыслового глагола:

The Future Perfect Tense

(shall) will have + Participle II

- I will (shall) have finished my work by 5 o'clock. - Я закончу работу к 5 часам.
- He will have finished his work by 5 o'clock. - Он закончит работу к 5 часам.

В вопросительной форме вспомогательный глагол будущего времени ставится перед подлежащим:

- Will he have finished his work by 5 o'clock? - Он закончит работу к 5 часам?

В отрицательной форме отрицание *not* ставится после вспомогательного глагола будущего времени:

- He will not have finished his work by 5 o'clock. - Он не закончит работу к 5 часам.

Употребление

The Future Perfect Tense употребляется для выражения будущего действия, которое совершится до определенного момента в будущем. Момент в будущем, к которому будет закончено действие, может быть выражен двояко:

указывается время, к которому действие будет закончено (обычно обстоятельством времени с предлогом *by*):

- I shall have written the report by 7 o'clock. - Я напишу доклад к 7 часам.

указывается другое будущее действие, к началу которого рассматриваемое действие уже закончится:

- He will have finished the report when you come. - Он закончит доклад (к тому моменту), когда ты придешь.

Перевод

На русский язык *The Future Perfect Tense* переводится глаголом будущего

времени совершенного вида часто со словом "уже":

- By 8 o'clock he will have finished his report. - К восьми часам он уже закончит свой доклад.

http://www.langust.ru/unit_ur/ureg_054.shtml

Grammar exercises

Ex 1. Study the following chart.

1. He has travelled a lot.
2. He has **never** been to Leningrad.
3. He has **always** wanted to have a car.
4. We have **already** done our work.
5. They have **just** finished the text.
6. I haven't seen him **this week (lately, for the last few days, etc)**.
7. I've known him **since 1947 (I was a child; I came here, etc)**.

Ex 2. Complete the following situations according to the model (bear in mind the chart above).

Model: It's cold in the room (*the window, be open, for a long time*).
 The window has been open for a long time.

1. It's warm (*the weather, be fine, all week*). 2. Peter is absent (*he, be ill, for a week*). 3. She can't show you the way there (*never, be there*). 4. He may go to the cinema (*he, do one's work*). 5. I can't say anything about this film (*not see it, yet*). 6. We may go for a walk (*the rain, stop*). 7. She knows English well (*live in England, for three years*). 8. Don't describe the place to me (*I, be there, several times*). 9. I know him very well (*be friends since childhood*). 10. You look wonderful (*I, just, come back, after, a good rest*). 11. It's getting colder every day (*winter, come*).

Ex 3. Answer the following questions, using the Present Perfect Tense.

1. Why can't you give the book back? (*not finish, yet*). 2. Why can't you repeat the question? (*not hear*). 3. Are they leaving? (*not change their plans*). 4. What's the matter with you? I think ... (*catch cold*). 5. Why is it so quiet in the house? (*everybody, leave*). 6. Where will you go in summer? (*not decide, yet*). 7. How long has this film been on? (*for about a week*). 8. Have you ever been late for classes? (*never*). 9. How are they? I don't know (*not see them lately*). 10. Where is yesterday's newspaper? (*just, throw out*). 11. How long have you lived in Moscow? (*since, be born*). 12. How much time has passed since he left? (*a fortnight*). 13. How many times have you been to Leningrad?

Ex 4. Give two answers to the following questions according to the model.

Model: How long have you lived here?

(a) I've lived in Moscow **for three years.**

(b) I've lived in Moscow **since 19...**

1. How long have they known each other? 2. How long have you had this coat? 3. How long has this film been on? 4. How long has he been out? 5. How long have you been a student? 6. How long has she been absent from classes? 7. How long have you been here? 8. How long have the children been with their aunt?

Ex 5. Give answers to the following questions according to the model.

Model 1: Have you ever been to Tashkent?

No, I've never (not) been there.

1. Has he ever told you the story of his life? 2. Have you ever translated anything from English into Russian? 3. Has it ever been so warm in April before? 4. Have you ever read anything by John Updike? 5. Have you ever been to the Far East? 6. Has he ever shown his picture to anybody? 7. Have they ever spoken to you about their plans for the future? 8. Have they ever studied this problem?

Model 2: Have you finished the book yet?

No, I haven't finished it yet.

I am still reading it.

1. Have you translated the article yet? 2. Have they finished discussing the problem? 3. Have you decided who will make a report on the international situation? 4. Has she had her lunch yet? 5. Have they finished working at their course papers? 6. Has he woken up? (to sleep). 7. Has she made breakfast?

Ex 6. Express (a) agreement, (b) disagreement and complete the situation, if necessary, according to the model.

Model: 1. He has done all his home-work.

(a) (Yes,) he has. (b) But he hasn't. He has done only one exercise.

2. Jack hasn't bought the text-book.

(a) (No,) he hasn't. He can't get it. (b) But he has. Here it is.

1. You have never been to this theatre before. 2. He has answered all the questions. 3. They have called on him several times. 4. You've caught a cold. 5. The film has been on at our local cinema the whole week. 6. You've made three mistakes in your dictation.

Ex 7. Practise the following according to the model.

Model: You may leave the child with her. She **is fond of children.**

She always has been.*

1. I don't like their parties. They **are dull**. 2. It's difficult to ask him for anything. He **is a hard man**. 3. Let's buy flowers for her. She **is fond of flowers**. 4. He is an unpleasant person. He is **too sure of himself**. 5. I can't say anything bad about her. She **is a nice girl**. 6. It's a beautiful place but it **is rainy**.

Ex 8. Make up suitable sentences, using the Present Perfect Tense.

1. The wind	see	at the Moscow Art Theatre since I was a boy.
2. I	just stop	it will happen one day.
3. The Blue Bird	not answer	from North to East.
4. You	always be kind	everything for your trip.
5. The rain	be on	to you about this new arrangement?
6. They	change	him lately.
7. My aunt	always say	to me.
8. The secretary	arrange	my question yet.
9. Nobody	ever speak	her this week?
10. Who	call on	

Ex 9. Make up sentences with the following groups of words, using either the Past Indefinite or the Present Perfect, supply the missing words.

1. the boy; catch cold; no doubt.
2. Shakespeare; many comedies; tragedies.
3. last night; wonderful ballet; "Swan Lake"; the Bolshoi Theatre.
4. the writer; not yet; finish; new book he's writing.
5. during; war; her family; two years; in Siberia.
6. for the last few weeks; thousands; people; visit; the Tretyakov Gallery.
7. last summer; holiday; the Crimea.
8. I am hungry; because; not yet; lunch.
9. this story; happen; many years ago.

Ex 10. Study the following chart.*

* *She has always been* is also possible. It's less emphatic.

* In the principal clause of a complex sentence with an adverbial clause of time introduced by "before" both the Past Indefinite and Past Perfect are possible, eg "The family **lived (had lived)** in Leningrad **before** the war broke out."

1. **By** three o'clock yesterday he **had arranged** everything for the trip.
2. He said that they **had left** Moscow **a week before**.
3. She told me that she had known him since 1962.
4. When we arrived at the stadium, the match **had already started**.
5. As soon as (when, after) they **had finished** breakfast the children ran out to play.
6. He did not want to go to the cinema because he **had seen** the film on TV.

Ex 11. Complete the following sentences, using the Past Perfect Tense (see the chart above).

(A) 1. He told her that he (*buy a TV set the year before*). 2. The man at the station said that the train (*leave already*). 3. Mary told me that she (*not get a letter from her son yet*). She said that she (*not hear from him for some weeks*). 4. He understood that he (*get off at the wrong station*). 5. He said that his parents (*always live in the country*). 6. I didn't know that she (*change her address*). 7. He didn't remember how it all (*happen*). 8. We were sure that she (*tell the truth*). 9. I saw that the child (*catch a cold*). 10. She hoped that I (*pay for the tickets already*). 11. When he woke up next morning and looked out of the window he understood that it (*rain heavily during the night*).

(B) 1. When we came back, the telegram (*arrive already*). 2. When I got to the station the train (*already leave*). 3. The rain (*already stop*) when we started. 4. When I finished school my elder sister (*be a teacher for two years*). 5. We (*make all the arrangements already*) when we learned that he wouldn't come.

(C) 1. I knew her immediately because my brother (*describe her to me very well*). 2. The militiaman stopped her because she (*cross the street in the wrong place*). 3. I was not hungry because I (*have lunch just an hour before*). 4. Nobody knew when he came in because he (*enter the house through the back door*). 5. I thought he knew English well because he (*live in England for some years*). 6. It happened to him because he (*always be too sure of himself*).

(D) 1. As soon as they (*take a decision*) they could discuss less important questions. 2. After we (*make a fire*) it became warm. 3. When I (*throw out all the old newspapers and magazines*) I could arrange my new books nicely on the shelf. 4. After he (*pay the money for the plane tickets*) he had very little left in his pockets. 5. I met her soon after I (*learn the news*). 6. When he (*finish his work*) he went to bed.

Ex 12. Study the following chart.

1. They **will have done** their work **by 7 o'clock**.
2. **By this time tomorrow** he **will have crossed** the channel and will be in England.
3. In 1990 he **will have lived** in Moscow **for twenty years**.
4. **By the time you come back**, he'll **have been** here for two hours.

Ex 13. Complete the following sentences, using the Future Perfect Tense.

1. By the time he arrives they — (*leave*). 2. She is ill now. By the first of April she — (*be in hospital for three weeks*). 3. He has bought this TV set on credit. He — (*pay all the money by the 21st of August*). 4. How long has she stayed with your family? By the end of the month she —. 5. She has lived here a long time. By 1990 she —. 6. He is still a school boy, but by this time next year he — (*leave school*).

Предлоги till & until

Предлоги (они же иногда и союзы) **till** и **until** являются взаимозаменяемыми в 99% случаев. Они имеют аналогичный перевод и практически идентичное значение за исключением легкой разницы в семантическом оттенке:

Till – (предлог) до, не раньше; (союз) пока, до тех пор пока (не)

Until – (предлог) до; (союз) до тех пор пока (не)

Не имеет значения, как вы скажете: I'll stay till the baby is awake или I'll stay until the baby is awake – оба варианта будут грамматически корректными.

Единственный случай, где с точки зрения хорошей грамматики не рекомендуется ставить till – это *в начале предложения*. Здесь уместнее будет использовать until.

Until you are completely ready, don't even pay attention to what Greg says.

Иногда союз till имеет легкое семантическое значение того, что произойдет ожидаемое, определенное событие, тогда как until может нести в себе, опять же повторюсь, легкое значение внезапности, неожиданности наступившего действия:

He ran and ran till he felt bad. – Он все бежал и бежал, пока не почувствовал себя плохо (Бежал долго – вот и почувствовал себя плохо – вполне ожидаемо).

He ran until he felt bad. – Он бежал, пока вдруг не почувствовал себя плохо. (Это было неожиданно)

Союз **until** считается более книжным, официальным. Он чаще используется в письменной и строго официальной речи. **Till** имеет более бытовой, разговорный оттенок и в современном английском употребляется немного реже

<http://grammar-tei.com/raznica-mezhdu-slovami-till-i-until>

Придаточные предложения времени с союзом *before*

Before = до определенного момента

Пример: She (had)* left before I telephoned. - Она ушла до того, как я звонила

We will finish before he arrives - Мы закончим до того, как он придет

<http://www.activeenglish.ru/grammar/english-sentence/clauses-of-time/придаточные-предложения-времени-time-clauses>

Grammar exercises

Ex 14. Translate the following sentences, using 'till' ('until') or 'before' according to the sense.

до	till (вплоть до) I'll stay here till 5.
	before (перед, раньше) Call on me before 5.

1. Мы будем ждать вас **до** шести часов. 2. Это случилось **до** нашего приезда. 3. Они следили за игрой **до** самого конца матча. 4. Обсуждение продолжалось **до** вечера. 5. Мы пришли за десять минут **до** начала концерта. 6. Они жили здесь вплоть **до** самой войны. 7. Они жили здесь еще **до** войны. 8. Наше учреждение переедет в новое здание **до** нового года. 9. Мы собираемся пробыть здесь до конца лета. 10. Они уехали **до** обеда. 11. Мы договорились встретиться **до** собрания. 12. Разбудите меня **до** семи часов, пожалуйста. 13. Он успевает просматривать газету **до** завтрака. 14. Дети были на свежем воздухе **до** вечера. 15. Он сошел с автобуса за две остановки **до** своей и пошел пешком домой.

Too & either

"**Too**" имеет такое же значение, как наречие "**also**" — "**также**", "**тоже**".

Их отличие в том, что наречие "**too**" обычно ставится в конец предложения.

Например:

Jane speaks French. Sam speaks French too.

I love chocolate. I love pizza too.

I am Canadian too.

I can speak French too.

I am studying economics too.

Хотя наречие "**too**" обычно встречается в конце предложения, в официальной речи оно может выделяться запятыми после подлежащего.

Например:

Mr. Jones wanted the contract. Ms. Jackson, too, thought it was necessary. - М. Джонс хотел заключить контракт. Мистер Джексон также полагал, что это

необходимо.

- Наречие "**either**" переводится "**также**", "**тоже**", но используется в отрицательных предложениях и ставится в конце.

Например:

Jane doesn't speak French. Sam doesn't speak French either. Джейн не говорит по-французски. Сэм тоже (не говорит по-французски).

I don't love chocolate. I don't love pizza either. Я не люблю шоколад. И пиццу тоже (не люблю).

I don't want to eat either. - Я тоже не хочу есть.

I didn't like the movie either. - Мне тоже не понравился фильм.

<http://www.inplanet.net/index.php/blog/blog/anglijskie-narechiya-also-too-either>

Ex 15. Translate the following, using 'too' or 'either'.

1. Я иду спать. Телевизор выключить? — Да, уже поздно. Я тоже больше не буду смотреть. 2. Они сегодня тоже собираются за город, только более поздним поездом. 3. Я тоже не люблю ходить в кино один, пойдем вместе. 4. Это письмо мне, но для вас тоже есть письмо. 5. Когда будешь выбрасывать старые газеты, выкинь и эти журналы. 6. — Ну, я пошел. — Подожди меня, я тоже пойду с тобой. 7. Я тоже не ходил вчера на вокзал провожать ее, я был занят. 8. На работе его нет, дома тоже. Интересно, где он. 9. Она тоже молчала и не знала, как начать этот неприятный разговор. 10. Мы тоже не знаем точно, где он живет; знаем только, что недалеко отсюда.

Used to + Infinitive

В английском языке простое прошедшее время (Past Simple) можно передать, не только используя соответствующие формы глагола, но и с помощью конструкции *used to* + неопределенная форма глагола.

Этот оборот описывает регулярные действия или отдельные события, которые были в прошлом, но потом прекратились. Конструкция имеет такое же значение, как и любой другой глагол, употребленный в простом прошедшем времени. Оборот употребляется весьма часто как в разговорной, так и в литературной речи. В структуре конструкции глагол *use* теряет свое основное значение (использовать) и переводится словом «раньше». А о том, что происходило раньше, сообщает смысловой глагол, употребленный в форме инфинитива.

Например: *They used to be friends.* – Раньше они были друзьями (а теперь нет); *It used to be my house.* – Раньше это был мой дом (а теперь нет).

Предложения с оборотом *used to + Infinitive* можно употреблять в утвердительной, вопросительной и отрицательной формах. Рассмотрим подробно формулу образования каждой из них:

Утвердительная форма (*used to + инфинитив* основного глагола):

в структуре конструкции есть два основных элемента – простая прошедшая

форма глагола use и инфинитив основного глагола. Форма глагола used не меняется независимо от употребляемого падежа и числа. Утвердительная форма является самой употребительной.

Отрицательная форма (did not + use + инфинитив основного глагола).

При образовании менее употребительной отрицательной формы необходимо расширять конструкцию, добавив вспомогательный глагол do в форме прошедшего времени did и отрицательную частицу not. Сам же глагол use, как и основной глагол следует употреблять в инфинитиве.

Например: *He did not use to play hockey when he was at school.* – Когда он был школьником, он не играл в хоккей.

Вопросительная форма (did + use + инфинитив основного глагола). Для образования вопросительной формы также необходимо расширить начальную конструкцию, добавив глагол do в форме прошедшего времени. Глагол use и основной глагол употребляются в неопределенной форме.

Например: *Did he use to play hockey when he was at school?* – Он играл в хоккей, когда был школьником?

<http://eng911.ru/rules/used-to-pravilo.html#variacion-oborota-used-to>

Ex 16. Translate the following, using 'used to + Infinitive'.*

1. Я надеюсь, вы меня не забыли, мы когда-то вместе учились. 2. Видите тот маленький домик на другой стороне улицы? Мы там когда-то жили. 3. Одно время они были друзьями, затем что-то произошло, и они больше не видятся. 4. В молодости он много путешествовал; его дом — настоящий музей. 5. Она, бывало, к нам часто заходила до того, как ее семья переехала в новый район. 6. Когда я работал на заводе, я обычно ехал на работу первым автобусом. 7. Когда-то он любил классическую музыку и мог часами слушать Баха и Бетховена (Bach, Beethoven). 8. Вы раньше носили очки, не так ли? 9. Когда-то он играл только маленькие роли, а сейчас он знаменитый актер. 10. — Я не видел его более трех лет. — Разве он не бывал у вас регулярно прошлым летом?

Sequence of tenses. Grammar exercises

Ex 1. Study the following chart, compare the use of the tense forms in direct and reported speech.*

Direct Speech	Reported Speech
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* Note the interrogative and negative forms of "used to": "Did you use(d) to live here? Used you to live here? You used to live here, didn't you? Usedn't you to go to school with him? Didn't you use to go to school with him?"

* Some other changes should be observed in reported speech: "yesterday" is changed to "the day before/the previous day", "last Tuesday" to "the previous Tuesday", "last week/month, etc" to "the week before/earlier/previously", "two days, weeks, etc ago" to "two days, weeks, etc before", "at the moment" to "at the time".

1. Mary said: "I've caught a cold."	1. Mary said that she had caught a cold.
2. "Have you seen him since he moved to Kiev?" Mary asked.	2. Mary asked if I had seen him since he moved to Kiev.
3. "Peter saw the film yesterday ," Mary said to me.	3. Mary told me that Peter had seen the film the day before .
4. "He lived in Leningrad from 1960 till 1965," she said.**	4. She said that he lived in Leningrad from 1960 till 1965.
5. The dean asked them: "Will you have returned by the beginning of term?"	5. The dean asked them if they would have returned by the beginning of term.

Ex 2. Use Reported Speech.

1. "Have you travelled abroad much?" he asked. 2. "Who has written this note?" he asked the secretary. 3. "I've just received a post-card from Mother," my brother said to me. 4. "The students also took part in arranging the conference," the chairman said. 5. "Have you been here long?" the stranger asked me. 6. "Did you really see this happen with your own eyes?" the militiaman asked the boy. 7. "I hope they will have taken a decision by the end of the meeting," she remarked. 8. "Did you watch the detective film on TV yesterday?" he asked her. 9. "This story happened long ago," he said, "and few people remember anything about it." 10. "I haven't read so interesting a book since I don't remember when," she said.

Ex 3. Translate into Russian payin attention to the sequence of tenses.

1. I knew that you were ill. 2. I knew that you had been ill. 3. We found that she left home at eight o'clock every morning. 4. We found that she had left home at eight o'clock that morning. 5. When he learnt that his son always received excellent marks in all the subjects at school, ho was very pleased. 6. When he learnt that his son had received an excellent mark at school, he was very pleased. 7. We did not know where our friends went every evening. 8. We did not know where our friends had gone. 9. She said that her best friend was a doctor. 10. She said that her best friend had been a doctor. 11. I didn't know that you worked at the Hermitage. 12. I didn't know that you had worked at the Hermitage.

Ex 4. Change the sentences using the tense forms in direct speech.

1. "Why do you help him?" said Alec to us. "He is lazy. He can do everything himself." 2. "I don't want to go to the zoo. I was there last week with my cousin and saw all the animals," said Lena. 3. "Look at my stamps, father," said Nick. "When

* With a definite indication of the time of action, there will be no change in the tense form, eg "I lived in Leningrad when the war broke out," she said. → She said (that) she lived in Leningrad when the war broke out. He said: "I was born in 1961." → He said (that) he was born in 1961.

will you buy some new ones for me?" 4. "I can't do this exercise: it is too difficult," said Tanya. "Why didn't you ask your teacher to explain it?" said her brother. 5. "Can you see the lights over there in the distance?" said the lighthouse keeper. "Yes, I can," said his assistant. "A ship is giving signals." 6. "Did you run a race yesterday?" said Peter. "Yes, we did," said Ann. "Tamara was the first to come to the finish." 7. "Where is my bag, mother?" asked Tom. "I have put it on the chair near the door," said his mother. "Don't forget to put your record-book into it." 8. "Why can't we play here, mother?" asked the children. "Father is sleeping," said their mother. "He has worked very much today. Keep quiet."

Обратите внимание на передачу следующих конструкций в косвенной речи

"Let's play chess," said Nick. — Nick suggested playing chess. "All right," said Pete. - Pete agreed. "Oh no," said Mike. — Mike refused.

Ex 5. Test translation.

1. Я недостаточно хорошо его знаю, чтобы сказать тебе, что он за человек. Я встречался с ним всего лишь несколько раз. 2. Вы еще успеете на семичасовой поезд, если поедете на такси. Правда, в это время дня трудно поймать такси. 3. Здесь нет моста на ту сторону. Единственный способ перебраться через реку—это на лодке. 4. Вы не так написали адрес. Англичане пишут адрес следующим образом: сначала они указывают фамилию, затем номер дома и улицу, а потом уже название города и страны. 5. Мне очень понравилось, как он вчера выступил на собрании. Он говорил мало, но сказал много. 6. Хотя обратный путь продолжался около недели, время прошло очень быстро. 7. Он очень изменился со времени нашей последней встречи. Что-нибудь случилось? 8. — Как мы поедем? На автобусе или на на такси? — Мне все равно. 9. Не волнуйтесь! Я уверен, что все будет хорошо. 10. Когда он узнал эту новость, он страшно разволновался. Он достал папиросу и закурил. 11. Когда ребенок заснул, мать вышла из комнаты и закрыла за собой дверь. 12. — Ты хочешь поесть? — Нет, спасибо, я ничего не хочу, только чашечку кофе, если можно. 13. Не толкайтесь, пожалуйста. На этой остановке все выходят. 14. Мы надеемся, что вы зайдете к нам, как только вернетесь из поездки. 15. — Вы не знаете, что сегодня идет в кинотеатре «Россия»? — «Война и мир». Фильм идет с понедельника. 16. Ты придешь завтра провожать его? Он уезжает во Владивосток. Мы все условились встретиться на вокзале. 17. Вчера была чудесная погода. Мы весь день были на воздухе.

The Use of Articles With the Nouns: *School/College, Hospital, Bed.*

В английском языке есть ряд исчисляемых существительных, которые часто употребляются без артикля вследствие того изменения значения и того, что они трактуются как неисчисляемые (абстрактные) существительные.

1) Существительные *bed, school, town ...* употребляются без артикля, когда они теряют своё конкретное значение и выражают цель, которой служат объекты, обозначенные этими существительными. Таким образом, фраза "He is in bed

может означать "He is ill" или "He is asleep" или "He is not up". Но мы говорим: "There were no chairs enough and we sat on the bed".

Фраза "My brother goes to school (college)" означает "He learns there". Тем не менее, если мы имеем в виду здание или организацию, мы употребляем артикль в соответствии с общими правилами, как например: "Ours is a very good school"; "I must go to the school to a parent's meeting".

Без артикля - когда существительное обозначает не конкретный предмет, а его предназначение.

Обычные правила употребления артикля, когда существительное обозначает предмет.

<i>School/ college/ University</i>	* to be at school, to go to school (учиться в школе); * to leave school (заканчивать школу)	• to go to the school (идти в здание определенной школы). * There is a school not far from our house.
<i>Hospital</i>	* to go to hospital (лечь в больницу); * to be in hospital (лечиться в больнице)	* When our friend was ill we went to the hospital to visit him. (ходили в определенную больницу как посетители)
<i>Bed</i>	• to go to bed (лечь спать); • to be/to stay in bed (спать, лежать в постели)	* There is a bed , two armchairs and a table in the room.
<i>Home</i>	• to go home (идти домой); • to come home (приходить домой); • to be at home (быть дома)	* The Arctic Ocean is a home of the polar bear.
<i>Work</i>	• to go to work (идти на работу); • to be at work (работать)	* They like the work they are doing now. * It is a real work of art .

http://window.edu.ru/resource/775/59775/files/Pages/t2_9.html

Grammar exercises

Ex 1. Study the chart.

Kislovodsk is **a town** in the Caucasus. **The town** is a well-known resort. They stayed **in town** last summer. If you **go to town** bring me today's newspapers.

Ex 2. Fill in the blanks with the words given in brackets with an appropriate article (where necessary).

1. (i) At lunch-time you can always find him at — in the corner. (ii) I told the waiter I wanted — all -to myself. (iii) There were three of us at — that night. (*table*).
2. (i) — is too small for the child. (ii) I went upstairs; there was — ready for me. (iii) On Sundays, after the show, the actress seldom went to — before midnight and usually had her breakfast in — on Monday mornings, (*bed*).
3. (i) — for Saratov leaves in a quarter of an hour. (ii) If you don't catch this train, there is — at 5:27. (iii) Will you go to Odessa by — or plane? (*train*).
4. (i) Cambridge is 70 miles away from London, — is on the river Cam. (ii) I saw him in — not a week ago. (iii) His family has moved to — somewhere in the South. (*town*).
5. (i) After lunch the doctor was off to — again. (ii) There used to be — in this building once, now it is a museum of the History of Medicine, (iii) How long have you been in —? (*hospital*).
6. (i) — has a good football ground, (ii) Next year he'll be old enough to go to —. (iii) We used to learn such things at —. (*school*).

Ex 3. Translate into English.

1. — Он уже встал? — Нет, еще в постели. 2. Иди спать! 3. Врач подошел к кровати у двери. 4. Он болен уже с месяц: он в больнице, разве ты не знал? 5. Автобус 57 довезет вас до больницы. 6. Ваши дети учатся? 7. Этой осенью у них в деревне откроется новая школа. 8. В школе прекрасная библиотека. 9. Когда отходит поезд? 10. Есть ли какой-нибудь поезд в город около 7? 11. — Как туда добраться? — Поездом или автобусом. 12. В этом году городу исполняется 800 лет. 13. Мы все прошлое лето провели в городе. 14. Мы обычно обедаем в пятером. 15. Подвинь стол к окну, там значительно светлее.

Ex 4. Translate the following sentences, using the Present Perfect Tense.

1. — Вы бывали когда-либо в Карелии? — Нет, но я очень много слышал о ней и собираюсь поехать туда как-нибудь летом. 2. Почему вы ничего не сделали, чтобы организовать поездку в эти исторические места? 3. Мы условились встретиться на станции, тебе это удобно? 4. Я заходил к нему на этой неделе. Он чувствует себя значительно лучше. 5. Мне нравится, как вы расставили книги на полке. 6. Что с ним случилось? Я давно его не вижу. 7. Я уверен, он простудился. Погода так быстро изменилась. Сразу стало холодно. 8. Ему очень нравится книга, которую вы ему дали. Ему всегда нравились такие книги. 9. Мы еще не решили, кто из нас пойдет на конференцию. 10. Этот фильм идет с понедельника. 11. Я уже заплатил вам за билет. 12. Я здесь новый человек. Я здесь всего несколько дней. 13. Она только что позвонила ему. Он придет попозже. 14. Я вижу, что ты мне не рассказал всю правду. 15. Его лекция очень интересная. Его лекции были всегда интересными.

Revision. Grammar exercises

Ex 1. Practise the following according to the model.

Model: Mary **told** us a story she **had never (not) told** us before.

1. When I was at the Tretyakov Picture Gallery last, I saw some pictures there I —. 2. At their dinner party we met some people we —. 3. I went for a walk and decided to take the road I —. 4. He taught me Judo, in a way nobody —. 5. He showed us the pictures he —. 6. She spoke of something she —. 7. The lecture was very interesting, we heard something we —. 8. The dinner was quite unusual, I ate something —.

Ex 2. Translate the following sentences, using the correct tense form.

(A) 1. Они сказали, что приехали сюда на поезде. 2. Все знали, что они дружат с детства. 3. Мы сказали им, что еще не уладили это дело. 4. По радио объявили, что поезд из Сочи уже прибыл. 5. Он писал, что погода там пасмурная с первого сентября. 6. Сосед по купе сказал, что мы уже проехали мост. 7. Когда поезд тронулся, я понял, что сел не на тот поезд. 8. Врач сказал, что ребенок простудился.

(B) 1. Когда я нашел их дом, уже стемнело. 2. Когда она пришла на собрание, мы уже обсудили первый вопрос. 3. Когда врач пришел, они уже увезли ребенка в больницу. 4. Когда я вернулся из театра, гости уже разошлись (ушли). 5. Когда она приехала в деревню, мы жили там уже неделю. 6. Когда я вернулся в купе, я понял, что мой сосед уже сошел.

(C) 1. В комнате было холодно, потому что всю ночь было открыто окно. 2. Он был взволнован потому, что получил телеграмму из дома. 3. Она получила плохую оценку на экзамене потому, что сделала очень много ошибок. 4. Он не хотел обедать у нас потому, что уже поел в институте. 5. Ему не хватило денег до конца месяца, потому что он купил велосипед.

Ex 3. Translate the following sentences, using the Future Perfect Tense.

1. Я надеюсь, что к концу собрания мы уладим этот вопрос. 2. На будущий год к этому времени он проработает на нашем заводе тридцать лет. 3. К тому времени, когда он приедет, я буду жить на юге уже две недели. 4. К тому времени, когда ты приедешь домой, ты забудешь все, что я говорил тебе. 5. К 1 Мая они уже переедут в новую квартиру. 6. Они закончат строительство школы к началу учебного года.

Ex 4. Open the brackets, using the correct tense form. Explain the use of the

tenses.

Mr Sherlock Holmes (*sit*) one morning at the breakfast table in his room in Baker Street. His friend Dr* Watson (*stand*) near the window, examining a walking stick which a visitor (*forget*) the day before. "To Dr Mortimer, from his friend," was engraved upon it, with the date "1884". Sherlock Holmes suddenly (*turn*) to Watson and (*say*): "The owner of this stick (*have*) a dog which (*be*) larger than a terrier and smaller than a mastiff."

"How you (know)?" (*ask*) Watson in surprise.

"I (*examine*) that stick carefully and (*notice*) the marks of a dog's teeth on it," (*answer*) Holmes. "They (*be*) too broad for a terrier and not broad enough for a mastiff. Probably the dog often (*carry*) the stick behind its master. I think it must be a spaniel, in fact it (*be*) a spaniel."

Holmes (*leave*) the breakfast-table and (*stand*) near the window as he (*say*) this. Watson (*look*) at him in surprise and (*ask*): "How can you be so sure of that?"

"For the simple reason that I (*see*) the dog at our door and I (*hear*) the bell which its master (*ring*). I wonder why Dr Mortimer (*want*) to see Mr Sherlock Holmes. Well, we soon (*know*). Come in," he (*add*), there (*be*) a knock at the door.

(After "The Hound of the Baskervilles" by A. Conan Doyle)

Ex 5. Change this dialogue into Reported Speech.

- What will you order?
- Give me the menu, please.
- Here you are.
- Chicken soup for the first course...
- For the second course I recommend you to take fried fish. It is very good.
- All right, bring me fried fish.
- Any vegetables?
- Yes, bring me some potatoes, and then cheese, coffee and fruit.
- Yes, sir.

Ex 6. Change this dialogue into Reported Speech.

MOTHER. Nick! Do you hear the alarm-clock? Wake up!

NICK. Oh, I am so sleepy!

MOTHER. Well, that's what you always say. Now, get out of bed quickly.

NICK. Oh!

MOTHER. Be quick, or you will be late for school.

NICK. No fear. I have a lot of time.

MOTHER. You forget that you have to brush your teeth and to wash your hands and face.

NICK. Mummy, I remember everything.

* **Dr:** a written abbreviation for "Doctor".

Ex 7. Change this dialogue into reported Speech.

PETER. Are you coming my way?

JOHN. Yes, I am. How are you getting along?

PETER. Jolly well. How did you find the last test in geometry?

JOHN. Rather difficult. I am not very good at solving problems.

PETER. Why didn't you ask me to help you? I'll gladly do it.

JOHN. Oh, thanks a lot. I shall. Have you got a lot of home-work for tomorrow?

PETER. Yes. You know the time-table, Friday is always a bad day. We have six lessons tomorrow, and all the subjects are difficult. Besides, there will be questions from my little sister. She is not very good at sums.

JOHN. All right, then. I'll come to your place tomorrow evening, if you don't mind.

PETER. Let's make it tomorrow. I'll be waiting for you.

Ex 8. Change this dialogue into reported Speech.

SUSAN. Good morning, doctor.

DOCTOR. Good morning, Susan. What's the matter with you?

SUSAN. I feel bad. I have a headache, and I am afraid I am running a temperature.

DOCTOR. Open your mouth and show me your throat. You have a bad cold, Susan. You must stay in bed for two days until your temperature is normal and you stop coughing.

SUSAN. How I hate being ill and staying in bed!

DOCTOR. But if you are not careful, you may fall ill with the flu or pneumonia. I'll prescribe some medicine.

SUSAN. Thank you, doctor. Good-bye.

Ex 9. Change this dialogue into reported Speech.

JANE. May I come in?

KATE. Is that you, Jane? Come in! It is very good of you to come and see me.

JANE. I came before, but you were too ill to see anybody. Did you get the flowers?

KATE. Surely, I did. It was very nice of you to send them to me.

JANE. How are you now?

KATE. Oh, I am much better, thank you. The doctor says that I shall be allowed to go out in a few days.

JANE. Do you miss school?

KATE. Very much. I am afraid I'll be lagging behind the group in my lessons now.

JANE. Don't think about it. We shall help you.

KATE. Thank you very much.

Ex 10. Change this dialogue into reported Speech.

MICHAEL. I say, Bill, can you show me around a bit? I only came here two days ago and I haven't been anywhere as yet.

BILL. Of course, I shall do it with pleasure. Let's go at once. And let's invite Alice to come with us. She knows a lot about the places of interest here.

MICHAEL. That's a good idea.

BILL. Alice, can you come with us? We are going for a walk, and I want to show Michael some places of interest.

ALICE. No, I can't go with you, boys. I am sorry. Mother told me to buy some bread, and I forgot about it. I shall have to do it now. Go without me. I shall go with you some other time.

BILL. It's a pity. All right, Michael, let's go.

Ex 11. Read the passage, answer the questions, and retell (or write up) the passage in English.

ЛЮБОВЬ ... ЛЮБОВЬ?

Так называется книга английского писателя Стена Барстоу. Это книга о юноше и девушке, которые встретились и понравились друг другу. Через некоторое время он понял, что это ошибка, что это не любовь, но было уже поздно. Они поженились и стали жить в доме ее матери. Их семейная жизнь была несчастливой. Однако молодые люди решили начать всё сначала, уехать из дома родителей жены, но это уже конец книги.

В книге Стена Барстоу описывается обычная, повседневная жизнь. Фамилия героя, Браун, одна из самых распространенных в Англии. Ничего нет романтического и в том, как познакомились Вик Браун и Ингрид (они работают на одном заводе). Он забыл дома деньги и просит ее купить ему билет в автобусе.

Книга обсуждает проблемы, которые важны и интересны для молодежи любой страны, помогает им лучше понять себя и других.

Questions

1. What is the name of the book? 2. Who wrote the book? 3. What is the book about? 4. What did the young man understand after some time? Was it real love or a mistake? 5. Where did the young people live after getting married? 6. Was their family life happy? 7. What did the young people decide to do? 8. How does the book end? 9. What kind of life does the author describe in the book? 10. Why did the author call his hero Brown? 11. Are there many people of the same name in England? 12. Was there anything romantic about the way Vic met In-grid? 13. Where did they both work? 14. What problems does the book discuss? 15. Why is the book both

important and interesting for young people in any country? 16. In what way can the book help young people?

General Revision

Ex. 12. Fill in the blanks using the correct form of the verb in brackets:

1. The metro station ... far from my house now. (**to be**)
2. Mary and Nelly ... friends now. (**to be**)
3. There ... little snow in this part of the country last year. (**to be**)
4. There ... a lot of fruit in our garden next summer. (**to be**)
5. ... there any factories in this town before the revolution? (**to be**)
6. We ... a little child. She is four. (**to have**)
7. She ... two mistakes in her test yesterday. (**to have**)
8. What ... your parents' address last year? (**to be**)
9. How many parts ... there in this book? (**to be**)
10. The hour was late, there ... no taxis. (**to be**)

Ex. 13. Change the following sentences using the construction “there is (are)”.

1. We have a lot of nice theatres in our city.
2. How many students have you in your French class?
3. He had several dictionaries on the table.
4. In two years we shall have some more libraries in our district.
5. I had no writing paper at home yesterday and so I couldn't write the letter.
6. What books on philosophy have you in your library?
7. Have we got enough meat for supper?
8. They have five hundred bridges in Amsterdam.
9. We have only one bridge across the river in this place.
10. I don't have sugar in my tea.

Ex. 14. Translate into English using the construction “there is ... there are ...”

1. В Лондоне много театров. Они все в Вест Энде.
2. В этом тексте много трудных слов.
3. Завтра на собрании будет много людей.
4. Как в каждом старом городе, в Лондоне много красивых мест.
5. Не уходите сейчас. Через двадцать минут в зале № 1 будут показывать (будет) фильм.

Ex. 15. Translate into English using the correct form of the verb “to be”.

1. Погода была ужасная в прошлое воскресенье. Было очень холодно.

2. Вы были в парке вчера? Нет, не были. Мы были дома вчера.
3. Ты будешь завтра в Москве? Нет. Завтра я буду в Лондоне со своими друзьями.
4. Студенты сейчас в библиотеке. Она находится в центре города.
5. Когда моя бабушка была молодая, она была актрисой.

Ex. 16. Fill in the blanks with the correct form of the adjective given in brackets. Use the article where necessary.

1. St. Petersburg is ... than Moscow (*young*).
2. The British Museum is famous for its library, which has one of ... collections of books in the world (*important*).
3. You know him ... than anyone else (*good*).
4. English pronunciation is ... than German pronunciation (*difficult*).
5. This building is ... than that one (*big*).
6. Oxford Road is not so ... as Walnut Street (*pretty*).
7. You are just as ... as your sister! (*bad*)
8. Her brother is five years ... than she (*old*).
9. The building of the Bolshoi Theatre is one of ... examples of theatrical architecture (*fine*).
10. The world's ... countries are Vatican City, in Italy, and Monaco, which is situated in the south of France (*small*).

Ex. 17. Fill in the blanks using the correct form of the verb in brackets:

1. Ann ... her hair every day (to wash).
2. ...you always ... your flat when you leave? (to lock)
3. I work in a travel agency now. Before that I ... in a shop. (to work)
4. Mozart ... more than 600 pieces of music. (to write)
5. The police ... me on my way home last night. (to stop)
6. When ... Mr Nickolson ...? – About ten years ago. (to die)
7. Fred ... at the meeting tomorrow. I think Jane ... too. (to be; to come)
8. – This letter is in French, and I a word of French. Can you help me? (not to speak)
9. Yesterday she ... to the dentist. (to go)
10. The food wasn't very good. I ... it very much. (not, to enjoy)
11. Her brothers always tell the truth, she sometimes ... (to lie).
12. We go to the disco every Sunday, she never ... there. (to go)
13. When you ... me back my textbook? (to give) I need it very much now.
14. Dickens ... to write when he ... very young. (to begin; to be)
15. Her neighbours have two cats, she ... a kitten. (to have)

Ex. 18. Translate into English:

1. Он ездит на работу на автобусе.
2. Вчера мы не обедали дома, мы ходили в ресторан.

3. Сколько вам понадобится времени, чтобы закончить этот перевод?
4. Я просмотрю ваш доклад завтра.
5. Когда он уехал в Лондон?

Ex. 19. Put the following sentences into Reported Speech:

1. "Don't sit up late," said the doctor to Mary.
2. "My friend lives in Moscow," said Alec.
3. "This man spoke to me on the road," said the woman.
4. The teacher said to the class, "We shall discuss this question tomorrow."
5. Ann asked Mike, "When did you live London?"
6. I asked Lena, "What will you do after dinner?"
7. Nick asked his friends, "Where do you usually spend your summer holidays?"
8. Victor asked me, "Will you go to the cinema with me?"
9. He asked us, "Did you go to the museum yesterday?"
10. He asked his friend, "Have you written this poem yourself?"
11. "Tom won a gold medal yesterday," John said.
12. "How many letters did you write last week?" my sister asked me.
13. "The teacher is going to give us a test tomorrow," the pupil remarked.
14. He asked: "How much have you paid for the TV set?"
15. She said: "I didn't go to the station to see him off."

Ex. 20. Translate the following sentences using the correct tense form:

1. "Вы бывали когда-либо в Лондоне?"
2. Этот фильм идет с понедельника.
3. Мы уже написали эти письма.
4. Она уже закончила свою работу вчера к пяти часам.
5. Она уже приготовила завтрак? – Нет, она еще его готовит.
6. Мы были уверены, что она сказала нам правду.
7. Что вы делали вчера в шесть часов?
8. Она слушала свою любимую программу, когда я вошел в комнату.
9. "Где мама?" – "Она работает в саду."
10. Я думаю, что они не придут. Они будут переезжать на новую квартиру.

Ex. 21. Translate into English. Mind the sequence of tenses.

1. Они сказали, что приехали на поезде.
2. Мы сказали им, что еще не решили этот вопрос.
3. Она сказала, что погода меняется снова.
4. Он спросил, что мы будем делать вечером в восемь часов.
5. Мы не знали, когда они вернутся.
6. Она попросила меня не опаздывать.
7. Я спросил его, как он это сделал.
8. Она спросила, видел ли его кто-нибудь.

9. Мама спросила, когда я буду дома.

10. Они не понимали, почему я отказался ехать с ними.

Ex. 22. Open the brackets using the correct tense form: Present, Past, Future Indefinite; Present, Past Continuous; Present, Past Perfect.

It was 8 o'clock in the morning and time for me to go to work. I **(to look)** out of the window. It **(to rain)** hard. "You **(to get)** wet through if you **(to go)** out now," said my mother.

"No, I won't," I answered, "I **(to take)** an umbrella."

We **(to have)** five umbrellas in the house, but they all are broken. So I **(to take)** them all and **(to carry)** them to the umbrella maker, saying that I would take them back on my way home in the evening.

When I **(to go)** to have lunch in the afternoon, it still **(to rain)** very hard. I **(to go)** to the nearest café, and **(to sit)** down at a table. A few minutes later a young woman **(to come)** in and **(to sit)** down at the same table with me. When I **(to finish)** my lunch and **(to be)** ready to leave, I accidentally **(to take)** her umbrella and **(to start)** for the door. She **(to stop)** me saying that I **(to take)** her umbrella. I **(to return)** the umbrella with many apologies. In the evening I **(to go)** to the umbrella maker, **(to take)** my five umbrellas and **(to get)** on the tram to go home. It so happened that the woman I **(to meet)** at the café **(to ride)** in the same tram. When she **(to see)** me with my five umbrellas, she **(to say)**: "You **(to have)** a successful day today, **(to have not)** you?"

Part 3. Listening
3.1. Listening Comprehension

Listening 1. Dating someone's else. An Old Love.

1) Dating someone's else.

1. Listen to the podcast attentively and write down all the new words.

II. Answer the following questions:

1. What did Claudia want to know about Marco and Beth?
2. Marco and Claudia were going to get married. (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is False – correct the statement.
3. Why was Shane interested in Beth?
4. Marco was going to bring his new girlfriend to the party. (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is False – correct the statement.
5. They all were going to meet at the party on Sunday. (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is False – correct the statement.

2) An Old Love.

1. Listen to the podcast attentively and write down all the new words.

II. Answer the following questions:

6. Juan got an email from an old flame. (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is False – correct the statement.
7. When did Juan and Diana lose touch?
8. What did Diana say in her email?
9. Diana's email came out of the blue. (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is False – correct the statement.
10. Juan was not going to meet Diana as he had no feelings for her. (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is False – correct the statement.

Listening 2. Describing people's Looks.

1. Listen to the podcast attentively and write down all the new words.

II. Answer the following questions:

1. What was Nora looking at?
2. When were the pictures taken?
3. Nora and her sister are alike in appearance. (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is False – correct the statement.
4. Nora looks much more like her cousin Keira. (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is False – correct the statement.
5. Who has dark hair and dark eyes?
6. Give details of Keira's appearance (her face, lips, cheeks, eyebrows).
7. How old is the little girl in the picture? Who is she?
8. When was her baby brother born?

9. Adriano's daughter has a pudgy face and big eyes. ((TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is False – correct the statement.
10. Why did Gilles want to stop complimenting Nora?

Listening 3. Describing people's personalities.

1. Listen to the podcast attentively and write down all the new words.

II. Answer the following questions:

1. What are Adam and Joan talking about?
2. How many children does Adam have?
3. How do his sons look?
4. What was said about their personalities?
5. Who is cheerful and talkative all the time?
6. Who is moody and timid?
7. Does Joan have an older sister? (TRUE, FALSE, NOT CLEAR FROM THE TEXT)
8. What is the age difference between Joan and her sister?
9. Was Joan a little angel in her childhood?
10. Adam easily believed that Joan was bad-tempered. (TRUE, FALSE, NOT CLEAR FROM THE TEXT)

Listening 4. Why Is the Elephant Important in Thailand?

1. Listen to the podcast attentively and write down all the new words.

II. Answer the following questions:

1. What do elephants symbolize?
2. What did elephants do many years ago?
3. What law appeared in 1989?
4. Who made that law?
5. Where are the forests in Thailand?
6. Why do people need elephants for work in the forest?
7. Who is a *mahout*?
8. How old must an elephant be to live without his mother?
9. How much does an elephant eat every day?
10. How much does an elephant drink every day?
11. How much time does an elephant train every day?
12. How long do *mahouts* train their elephants?
13. At what age does an elephant start to work?
14. How long do elephants work? When do elephants stop working?
15. Do *mahouts* still have work today?

Listening 5. Guitar Heroes: Les Paul, B. B. King, Willie Nelson, Chuck Berry, Jose Feliciano, Montoya, Paganinni, Schubert, ...

1. Listen to the podcast attentively and write down all the new words.

2. Answer the following questions:

1. For what kind of music do musicians use the guitar?
2. How is the traditional Spanish folk music called?
3. Finish the following sentence: “The sound of American blues music ...” “And rock and roll music...”
4. When was the ancestor of the modern guitar brought to Spain? Where from?
5. How did Franz Schubert use the guitar?
6. How does an electric guitar differ from a traditional one?
7. Lucille, B.B. King’s large, beautiful black guitar, is important to American music. Visitors can see King’s very first guitar at the Rock and Soul Museum in Memphis, Tennessee. (**TRUE, FALSE, NOT CLEAR FROM THE TEXT**). If it is false – correct the statement.
8. Match the names of the guitarists with the names of the guitars:
Guitars: Lucille, Trigger
Guitarists: Willie Nelson, B.B. King
9. When did Chuck Berry record one of his hit songs “Johnny B. Goode.”
10. Finish the following sentence: “Jose Feliciano plays a song that...”

Listening 6. Seeing a specialist.

1. Listen to the pod cast attentively and write down all the new words.

2. Answer the following questions:

1. Who is “a specialist”?
2. Simon went to see the specialist because:
 - a) he didn’t trust his GP
 - b) he was referred to the specialist by his doctor
 - c) he wanted to get a second opinion
3. What was wrong Simon’s health?
4. What does the doctor mean when he speaks about doing some routine tests? What tests can be called routine ones?
5. What was the doctor’s suggestion in Simon’s case?
6. How can a person become a doctor in the US? How old will he /she be by that time?
7. What is the medical system in the US?
8. Who is a “general practitioner (GP)”?
9. Give the definition to the word “diagnosis”.
10. Why do people usually need surgery? What is a high risk operation?
11. After seeing the specialist, Simon plans to:
 - a) talk to another specialist
 - b) get surgery
 - c) never see another doctor

Vocabulary list:

1. nagging pain = bothering pain
2. to diagnose = to find the problem

3. to relieve = to reduce or stop pain
4. treatment options = choices for medical care
5. course of treatment = a series of things the doctor does to cure you
6. going under the knife = to have surgery

Listening 7. Who Made Hollywood Into Hollywood?

1. Listen to the pod cast attentively and write down all the new words.

2. Answer the following questions:

1. What is the topic of the program?
2. What do people usually think of when they hear the name Hollywood?
3. In what year was one of the first full-length movies “Squaw Man” produced?
4. Finish the following sentence: Cecil B. DeMille was among the very few filmmakers in Hollywood ...
5. What kinds of movies did Cecil B. DeMille make?
6. What is an epic movie?
7. How many films did Cecil B. DeMille produce and direct?
8. What special Academy Award did Cecil B. DeMille receive in 1949?
9. How was Cecil B. DeMille called in Hollywood?
10. In what year did a thirteen-year-old boy from Warsaw (Poland) find his way to the United States?
11. In 1913 Samuel Goldfish worked with Jesse Lasky and Cecil B. DeMille to make the movie “Squaw Man” (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is false – correct the statement.
12. Three years later Samuel Goldfish and Edgar Selwyn combined their names and called the new company *Wyngold*. (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is false – correct the statement.
13. Finish the following sentence: Samuel Goldwyn was one of ...
14. Samuel Goldwyn also created funny expressions known in Hollywood as Goldwynisms. And one of his most famous expressions was “Include me out.” (TRUE, FALSE, NOT CLEAR FROM THE TEXT). If it is false – correct the statement.
15. How long did Samuel Goldwyn stay in the movie business?
16. How did Louis B. Mayer begin his career?
17. In what year did Louis B. Mayer form his own movie production company?
18. In the early nineteen twenties, *Louis B. Mayer Pictures* joined two other companies to form *Metro-Goldwyn-Mayer*. (TRUE, FALSE, NOT CLEAR FROM THE TEXT).
If it is false – correct the statement.
19. Finish the following sentence: A popular expression used at the time was MGM had “more”
20. Finish the following sentence: Cecil B. DeMille, Samuel Goldwyn and Louis B. Mayer are remembered for ...

Listening 8. Japan, a year after the disaster.

1. Listen to the pod cast attentively and write down all the new words.

2. Answer the following questions:

1. What was the magnitude of the quake that struck near the east coast of Honshu in 2011?
2. How many people died?
3. How many building were destroyed?
4. How many people were left homeless?
5. How many hectares of farmland are heavily irradiated?
6. How did Japan's government try to solve the problem with the disabled power plant? Who helped them?
7. Finish the sentence: "But since the disaster, officials have faced"
8. What problems did Japan face after the disaster?
9. "Before the accident, nuclear power produced fifty percent of Japan's energy needs." (TRUE, FALSE, NOT CLEAR FROM THE TEXT.)
10. When did the Three Mile Island meltdown in Pennsylvania happen?

Vocabulary list:

1. disaster – бедствие, несчастье
2. earthquake – землетрясение
3. tsunami — цунами
4. nuclear accident – авария на атомной станции, «ядерная авария»
5. Honshu, Japan's main island - Хонсю (самый крупный остров Японского архипелага; другое название - Хондо)
6. a magnitude - сила землетрясения, магнитуда
7. rebuilding – восстановление
8. nuclear power station - АЭС
9. nuclear reactor – ядерный реактор
10. meltdown - расплавление ядерных топливных элементов реактора; авария на АЭС
11. Three Mile Island meltdown — авария на атомной станции на острове Три-Майл, шт. Пенсильвания
12. becquerels - беккерель (единица радиоактивности)
13. spew - извергаться, бить ключом, фонтанировать
14. crippled reactor – поврежденный реактор
15. absorb (doses of radiation) – впитывать, поглощать
16. hectares – гектары
17. irradiate – облучить
18. affect – воздействовать, поражать (о болезни и т.д.)
19. reduce the radiation levels – снизить уровень радиации
20. government official - государственный чиновник
21. disabled power plant – вышедшая из строя электростанция
22. huge costs - большие затраты

23. seismologist – сейсмолог
24. underestimate - недооценивать, преуменьшать
25. emergency power systems - системы аварийного энергоснабжения
26. backup power – резервный источник питания
27. elevation - высота (над уровнем моря)
28. provide (decision makers) with - предоставить кому-то что-либо
29. set up emergency response systems – установить аварийную систему
30. dairy farm - молочная ферма

Listening 9. Tornado Season Returns

1. Listen to the pod cast attentively and write down all the new words.

2. Answer the following questions:

1. How many tornadoes moved through the Ohio and Tennessee Valleys on March 2nd? What was reported about deaths?
2. What is a tornado? How is it shaped?
3. When do tornadoes form?
4. What are the most severe tornadoes (their wind speeds, the resulting paths of damage)?
5. What tornadoes are considered to be the most damaging (large tornadoes, the smallest tornadoes)?
6. How many people are killed and injured every year? (According to the records of the National Oceanic and Atmospheric Administration).
7. What is a “Tornado Alley”?
8. When do most tornadoes happen?
9. Where is the best place to hide during a tornado? What should people driving a car do to survive during a tornado?
10. Finish the sentences: *No two tornadoes.... . And no two tornadoes*
11. What do tornado warnings depend on?
12. In what direction do tornadoes usually travel? With what speed do they travel?
13. Finish the sentence: *“In the United States, the force of tornado is judged ...”*
14. Who is Ted Fujita? What did he develop?
15. What is an “EF-zero”? What is an “EF-five”?
16. Who are tornado (storm) chasers?
17. What is VORTEX2?
18. Finish the sentence: They used weather measurement instruments to...
19. What was the goal of the VORTEX2 project?
20. What does the film about the VORTEX2 project include?

Vocabulary list:

- | | |
|---------------------------------------|-----------------------------------|
| 1. Funnel – воронка | 4. Shelter – укрытие |
| 2. To extend – тянуться, простираться | 5. To rate – оценивать |
| 3. Injury – травма, повреждение | 6. Chaser – преследователь |

Listening 10. Boy bands.

1. Listen to the radio interview about boy bands.
2. Do the exercises to practise and improve your listening skills.

1) Check your understanding: fill the gaps

Do this exercise before you listen. Complete the gaps with the following words: reality, music, 'look', feel-good, record, good-looking.

How to create a boy band

1. Find four or five _____ boys.
2. Check they have at least some _____ ability.
3. Decide on a _____ for the band.
4. Write them some songs with safe, _____ lyrics.
5. Ideally, get them on a _____ TV show.
6. Make as much money as possible from _____ sales, concerts and merchandising.

2) Check your understanding: true or false

Do this exercise while you listen. Circle True or False for these sentences.

- | | | |
|--|-------------|--------------|
| 1. Many boy bands are not successful.
In the past, boy band members dressed differently but had similar | <i>True</i> | <i>False</i> |
| 2. _____
personalities.
Having different types of boy in the group is supposed to appeal to | <i>True</i> | <i>False</i> |
| 3. _____
different girls. | <i>True</i> | <i>False</i> |
| 4. One Direction first became famous on YouTube.
One Direction lyrics are written for girls who like rebellious | <i>True</i> | <i>False</i> |
| 5. boys.
One Direction's stylists try to give each band member an | <i>True</i> | <i>False</i> |
| 6. individual look.
One Direction became famous in the US by clever use of | <i>True</i> | <i>False</i> |
| 7. social media.
One Direction have not tried to make money from | <i>True</i> | <i>False</i> |
| 8. merchandising. | <i>True</i> | <i>False</i> |

3) Check your understanding: multiple choice

Do this exercise while you listen. Circle the best phrase to complete these sentences.

The most important thing for boy bands in the past was that *they had some musical ability / they*

1.

could dance well / they had different personalities.

Things have changed because *people wanted something different / the media and new*

2.

technology influence things differently / both of the above.

Starting on a reality show like X Factor is great for a band because *appearing on TV is the*

3. *quickest way to get famous / the many viewers who vote every week become loyal fans / people*

feel a personal connection with bands they see on TV.

The words to One Direction songs are designed to *make teenage girls feel good about*

4. *themselves / appeal to mums by being a bit cheeky / communicate universal messages about love.*

One Direction's
clothes *are very*
individual and they
each have a strong
look / create a
clean-cut,

5. *safe and non-*
threatening image /
are casual and
fashionable with a
touch of
rebelliousness.

6. Lots of people said One Direction *be regarded as serious musicians*
wouldn't */ get famous in the*

US as well as the
UK / have a number
one record .

One Direction were the first British *have their first album go to*
band to *number one in the US / sell*

7. *so many copies of their first album in just one week / break into the US*
market by using social media .

The boys have also made money from *selling One Direction products like dolls and phones /*

8. *performing as many sell-out concerts as possible / giving talks about their success .*

Listening 11. Looking Back on the Life and Music of Whitney Houston.

1. Listen to the AMERICAN MOSAIC in VOA Special English.

2. Answer the following questions:

1. Finish the phrase: “Whitney was”
2. Her close friend and gospel singer Marvin Winans said that below the surface Whitney Houston was still the same little girl from New Jersey. (TRUE, FALSE, NOT CLEAR FROM THE TEXT)
3. What did her childhood friend, Gregory Whittle, say about growing up with her?
4. Where did she sing publicly for the first time?
5. In what year was Whitney Elizabeth Houston born?
6. Who were her parents?
7. Whitney Houston was the only family musician. (TRUE, FALSE, NOT CLEAR FROM THE TEXT)
8. She had a successful modeling career by the time she was twenty. (TRUE, FALSE, NOT CLEAR FROM THE TEXT)
9. When was her first record album “Whitney Houston” released?
10. How many copies did her album “Whitney” sell?
11. What professional move was the most important in her career? In what year?
12. “The Bodyguard” was a big hit, making more than four hundred million dollars in ticket sales worldwide. (TRUE, FALSE, NOT CLEAR FROM THE TEXT)
13. How did she change her personal life in 1992?
14. In the late nineteen nineties, Whitney Houston’s professional behavior began to come under question. (TRUE, FALSE, NOT CLEAR FROM THE TEXT)
15. Finish the sentence: “Officials have not yet released a cause of death. However, news reports say.....”

Vocabulary List:

1. funeral – похороны
2. performer – исполнитель (песен)
3. gospel singer – церковный певец
4. basement – подвал
5. pool – пруд
6. gift – дар
7. the church choir – церковный хор
8. entertainment business – индустрия развлечений
9. godmother – крестная мать
10. performance – выступление, муз. исполнение
11. goddaughter – крестница
12. to praise – хвалить

13. teenager – подросток
14. a back-up singer – бэквокалист
15. cover (of a magazine) – обложка (журнала)
16. a recording agreement – соглашение о записи песен
17. female – женщина
18. soundtrack – саундтрек
19. to star in – играть роль в фильме
20. to record a song – записать песню
21. a band – муз. группа
22. to cancel a show – отменить шоу
23. drug abuse – злоупотребление наркотиками
24. to enter a recovery treatment program – пройти программу избавления от наркотической зависимости.
25. drug-free – независимый от наркотиков
26. entertainer – эстрадный артист
27. prescription drugs - лекарственное средство отпускаемое по рецепту

PERSONAL AND GEOGRAPHICAL NAMES:

NEWARK, NEW JERSEY	Aretha Franklin, Whitney's
June Simms	godmother
Marvin Winans, Whitney's close	Chaka Khan
friend and gospel singer	Lou Rawls
Gregory Whittle, Whitney's	Clive Davis, the head of Arista
childhood friend	records
the NEW HOPE BAPTIST	Kevin Costner, an actor
CHURCH	Dolly Parton
Cissy Houston, Whitney's	Bobby Brown, Whitney's
mother	husband
Dionne	Bobbi Kristina, Whitney's
Dee Dee Warwick	daughter

Listening 12. Human Traffic.

1. Listen to the Pod cast and write down all the new words:

2. Answer the following questions:

1) Say whether these statements are True or false?

- (a) Many refugees die while moving to a new country.
- (b) Only big criminals trade in human traffic.
- (c) Josip Loncaric worked with Chinese criminals.
- (d) Loncaric was arrested in 1998.
- (e) Criminals are caught more easily when countries work together.
- (f) "Understand your neighbour". Learning this will help solve the world's refugee problem.

2) Finish these sentences.

- (a) Twenty years ago, Josip Loncaric
- (i) began working with Chinese criminals.
 - (ii) had 200 people working under him.
 - (iii) took cheap fruit and vegetables into Italy.
- (b) If countries don't fight the trade in human traffic together
- (i) criminals will have more success.
 - (ii) refugees will be sent home.
 - (iii) criminal activity will stop.

3) Complete these sentences using five of these words: then finally by soon when but

In 1992, Josip Loncaric started taking illegal immigrants across the Italian border.

- (a)1994, he was moving 500 people a week.
- (b)he bought more vehicles.
- (c)Loncaric married Wang Xuemi he had 200 people working under him.
- (d) Tomo Fodor worked for Loncaricgave information to the police.
- (e) Loncaric wasarrested in July, 2000.

4) Work in small groups.

Imagine you are an important politician. You are discussing the problem of human traffic with politicians from other countries. Try to agree on ten things you would do to solve the problem. When you have finished, present your ideas to the rest of the class.

Vocabulary List:

- | | |
|-------------------------|---------------------------|
| 1. Refugee | 7. Slovenia |
| 2. Asylum seeker | 8. Tomo Fodor |
| 3. Illegal immigrants | 9. Trade in human traffic |
| 4. Josip Loncaric | 10. Kosovo |
| 5. Croatian taxi driver | |
| 6. Trieste | |

Giving opinions:

- I think
- In my view
- As far as I'm concerned

Agreeing:

- I agree with you.
- I think so, too.
- I couldn't agree more.
- Yes, I see what you mean.

Disagreeing:

- Do you really think so?
- I don't agree.
- You must be joking.

Modifying opinions:

- You could be right. That's a good point.

Listening 13. Botanical Garden with a Difference.

1. Listen to the Pod cast and write down all the new words:

2. Answer the following questions:

1) Match (a) - (j) with (i) - (x) to make sentences. Write the number of the sentences next to the correct letter.

- | | |
|---|---|
| (a) ETFE is able to | (i) warm, wet tropical climate. |
| (b) Grapes and cotton are grown | (ii) in a hole 50 metres deep. |
| (c) Malaysia has a | (iii) three kinds of climates. |
| (d) The tallest conservatory is | (iv) build the Eden project. |
| (e) They used six-sided shapes | (v) to describe a climate. |
| (f) The purpose of the Eden project is to | (vi) to build the conservatories. |
| (g) They needed J80 million to | (vii) teach people about plants and crops. |
| (h) At the Eden project you will find | (viii) hold the sun's heat inside the conservatories. |
| (i) The word 'biome' is used | (ix) 45 metres high. |
| (j) They built the Eden project | (x) in a warm, temperate climate. |

2) Put 'of' in the right place in these sentences.

- The conservatories hold in heat because the material used.
- The huge domes are made special transparent plastic.
- The tropical biome has an area more than 15,000 square metres.
- They used thousands six-sided shapes to build the conservatories.
- The climate tropical countries is hot and wet.
- Which part the country is the Eden project in?
- A huge number people have already visited the Eden project.
- What is the size the largest conservatory?
- Course we must visit the Eden project. It sounds wonderful.
- Have you heard the Eden project?
- My husband took photographs the plants.
- I don't know any these plants.

3) **Work in pairs.** Imagine that you visit the Eden project. Write a letter to a friend describing your day and the things you see and do.

3.2. SCRIPTS

Listening 1. Dating Someone's Else. An Old Love.

1. ESL Podcast 134 - Dating someone's else.

Marco: Hello.

Claudia: Hey, Marco? It's Claudia. **Got a minute?**

Marco: Sure. **What's up?**

Claudia: I'm just wondering **what's going on with** you and Beth. Are you guys still **going out?**

Marco: We went out for a while, but we never **got serious.** **Why all the questions?** Are you interested in Beth?

Claudia: (Laughs) No, I'm not interested but Shane is. He's been asking me

about you guys. He wants **to ask her out** but he didn't know whether you guys were **still together**, or how do you feel about him asking out your **ex**.

Marco: Why didn't he just ask me? Beth and I were **casual** and we haven't seen each other in months. He should **go for it**.

Claudia: Okay, I'll tell him. So, if you're not going out with Beth, who's the **new girl**? Marco: **Wouldn't you like to know**. Actually, I've been **seeing** a great girl. I'm bringing her to the party on Saturday. You'll meet her then.

Claudia: Great. I'm bringing Lenny so you'll get to meet him, too. See you Saturday.

Marco: See ya.

Script by Dr. Lucy Tse

2. ESL Podcast 299 – An Old Love

Juan: You'll never guess who I got an email from yesterday.

Naomi: Who?

Juan: Diana Shultz.

Naomi: Weren't you two **an item** back in high school? So, you got an email from an **old flame**. Very interesting.

Juan: Well, that's **ancient history**. We **lost touch** after we went off to college.

Naomi: What did she say in her email?

Juan: She said she was going to be in town next month and wanted to know if I wanted to get together for dinner.

Naomi: Are you going to go?

Juan: I don't know. Her email came **out of the blue**.

Naomi: Aren't you **dying of curiosity**? I know I would be. Maybe she still **has feelings for you**.

Juan: Stop it! It's just dinner, and I'm sure she just wants **to catch up on old times**, nothing more.

Naomi: I wouldn't be so sure. You'll go, right?

Juan: I **might as well**. If I **make an excuse**, she might think I'm trying **to avoid her**.

Naomi: Good. Go and then tell me all about it **afterwards**. You know I have no **social life**,

so I **live vicariously through you**.

Juan: Stop **making things up**. You date more than anyone I know. Okay, I'm going, so stop **pestering** me.

Naomi: All right, but I can't wait to hear all about it!

Listening 2. ESL Podcast 169 - Describing People's Looks

Gilles: Hey, what are you looking at?

Nora: Oh, these? They're pictures from my trip **back home** last month.

Gilles: **Let's have a look**. So, who's this?

Nora: That's my sister and that's my **cousin** Keira.

Gilles: Your sister **looks nothing like** you. You're **fair** and she has dark hair and

dark eyes. Now, you **look much more like** your cousin.

Nora: Yeah, that's true. Keira and I both have **heart-shaped faces, thin lips, fat cheeks, and bushy eyebrows** . Gorgeous!

Gilles: You **don't give yourself enough credit**. Why do you think every one of your **guy friends** is interested in you? Hey, who's the little girl?

Nora: Oh, that's my cousin Adriano's daughter. She's seven. She's very **pretty** as you can see and has the most **beautiful wavy hair**. That's her baby brother who was just born in April.

Gilles: Oh, man, he's so **cute**. That **pudgy face, curly hair, and big eyes!** He's **adorable**.

Nora: Yeah, I think he looks just like me.

Gilles: Hmm...I think I'd better stop **complimenting** you. It's **going straight to your head**.

Script by Dr. Lucy Tse

Listening 3. ESL Podcast 261 – Describing People's Personalities

Joann: Oh, are those pictures of your kids?

Artem: Yes. These are my three daughters and these are my two sons.

Joann: Your sons look so alike. Are they similar in personality, too?

Artem: It's funny you ask that. My wife and I are always saying how different they are from one another, even though they're the closest in age. Sergey, the younger one, is moody and a little timid, while his older brother, Dennis, is talkative and cheerful all the time.

Joann: That's really interesting. You know, I have an older sister and we're only a year apart, but we have very different personalities, too. When I was little, I was bad-tempered and I always fought with my brothers and sisters, while my sister was a **little angel. She was always patient and generous. I really looked up to her.**

Artem: It's hard for me to believe that you were ever bad-tempered. You're so even-keeled now. Me, on the other hand, I was a selfish and stubborn kid. I'm surprised that my parents put up with me.

Joann: I'm sure you're exaggerating. All kids are a little selfish and stubborn, I think. Good thing most of us grow out of it as we get older.

Artem: Well, that may be true, but according to my wife and kids, I'm still the most stubborn person in the world. They may be right.

Script by Dr. Lucy Tse

Listening 4. Why Is the Elephant Important in Thailand?

Elephants are a very important part of Thailand's history. They are symbols of power and peace. They are strong and gentle at the same time. But many years ago, they also did important work. They helped the Thai people get wood from their forests.

In the past, the Thai people cut down a lot of trees. In 1989, the government made a law to stop this. They wanted to keep the trees in the forest. Today, the Thai people cut down only a few trees. Some elephants work in the forest to help them. The forests are in the mountains. Many trucks and machines cannot go up the mountains. But elephants can. Men cut down the trees, and the elephants pick up the trees. Then the elephants carry the trees to the river. The trees float down the river to other men. The men cut the trees into pieces of wood.

In the past, elephants trained for many years to learn how to work. Each elephant had its own trainer, or mahout. A mahout spent his life with the same elephant. Fathers wanted their sons to be mahouts, too. Mahouts bought baby elephants for their sons. First, the baby elephant stayed with its mother. When the elephant was three years old, it lived with the boy. The boy and the elephant grew up together. The boy took care of the elephant. They learned a lot about each other.

A mahout trained, fed, and took care of his elephant. This was a difficult job. An elephant eats 550 pounds (250 kilos) of plants and drinks 80 gallons (300 liters) of water every day! It trained every day for six hours in the morning. The elephant got used to the mahout. The elephant remembered the mahout's voice and smell. It understood its mahout's instructions. The elephant obeyed its mahout. It did not obey other mahouts. The mahout trained the elephant for twenty years. At age twenty, the elephant began to work. Elephants worked for about thirty-five years. They stopped work at age fifty-five or sixty – like people.

Today, most elephants and mahouts have no work. But the elephants are still very important in Thailand. Visitors to Thailand want to see them. The Thai people are very proud of their elephants.

Listening 5. Guitar Heroes: Les Paul, B. B. King, Willie Nelson, Chuck Berry, Jose Feliciano, Montoya, Paganinni, Schubert, ...

I'm Steve Ember. And I'm Phoebe Zimmermann with EXPLORATIONS in VOA Special English.

Today we tell about a very popular musical instrument. Listen and see if you can guess what it is. If you guessed it was a guitar, you are correct. Probably no other musical instrument is as popular around the world as the guitar. Musicians use the guitar for almost every kind of music. Country and western music would not be the same without a guitar. The traditional Spanish folk music called Flamenco could not exist without a guitar. The sound of American blues music would not be the same without the sad cry of the guitar. And rock and roll music would almost be impossible without this instrument.

Music experts do not agree about where the guitar first was played. Most agree it is ancient. Some experts say an instrument very much like a guitar was played in Egypt more than one thousand years ago.

Some other experts say that the ancestor of the modern guitar was brought to Spain from Persia sometime in the twelfth century. The guitar continued to develop in Spain. In the seventeenth century it became similar to the instrument we know today.

Many famous musicians played the instrument. The famous Italian violinist

Niccolo Paganinni played and wrote music for the guitar in the early eighteenth hundreds. **Franz Schubert** used the guitar to write some of his famous works. In modern times Spanish guitarist Andres Segovia helped make the instrument extremely popular.

One kind of music for the guitar developed in the southern area of Spain called Adalusia. It will always be strongly linked with the Spanish guitar. It is called Flamenco. **Carlos Montoya** was a Spanish Gypsy. Listen as he plays a Flamenco song called "Jerez."

In the nineteen thirties, **Les Paul** began experimenting with ways to make an electric guitar. He invented the solid body electric guitar in nineteen forty-six. The Gibson Guitar Company began producing its famous Les Paul Guitar in nineteen fifty-two. It became a powerful influence in popular music. The instrument has the same shape and the same six strings as the traditional guitar, but it sounds very different.

Les Paul produced a series of extremely popular recordings that introduced the public to his music. They included Paul playing as many as six musical parts at the same time. Listen to this Les Paul recording. It was the fifth most popular song in the United States in nineteen fifty-two. It is called "Meet Mister Callaghan."

The guitar has always been important to blues music. The electric guitar Les Paul helped develop made modern blues music possible. There have been many great blues guitarists. Yet, music experts say all blues guitar players are measured against one man and his famous guitar. That man is **B.B. King**. Every blues fan knows that years ago B.B. King named his guitar Lucille. Here B.B. King plays Lucille on his famous recording of "The Thrill Is Gone".

Lucille, B.B. King's large, beautiful black guitar, is important to American music. Visitors can see King's very first guitar at the Rock and Soul Museum in Memphis, Tennessee. The museum is the only permanent exhibit organized by the Smithsonian Institution outside Washington, D.C., and New York City.

Another famous guitar in American music also has a name. It belongs to country music star **Willie Nelson**. His guitar is as famous in country music as Lucille is in blues music. Its name is Trigger.

Trigger is really a very ugly guitar. It looks like an old, broken instrument someone threw away. Several famous people have written their names on it. A huge hole was torn in the front of it a long time ago. It looks severely damaged. But the huge hole, the names and other marks seem to add to its sound. Listen while Willie Nelson plays "Angel Flying Too Close To the Ground."

Many rock and roll performers are very good with a guitar. One of the best is **Chuck Berry**. Berry's method of playing the guitar very fast was extremely popular when rock music began. He still is an important influence on rock and roll music. Listen as Chuck Berry plays and sings one of his hit songs. He recorded it in nineteen fifty-seven. The song is about a guitar player named "Johnny B. Goode."

There are almost as many different kinds of guitar music as there are musicians. We cannot play them all in one program. So we leave you with one guitar player who often mixes several kinds of music.

His name is **Jose Feliciano** . Here he plays a song that is based on traditional

Spanish guitar music. He mixes this with a little jazz and a little blues and adds a Latin sound. Here is “Bamboleo.”

This program was written by Paul Thompson. It was produced by Mario Ritter. I’m Phoebe Zimmermann. And I’m Steve Ember.

Listening 6. Seeing a specialist.

Welcome to English as a Second Language Podcast Number 164, “Seeing a Specialist.” You are listening to English as a Second Language Podcast Episode 164. I’m your host, Dr. Jeff McQuillan, coming to you from the Center for Educational Development in the beautiful city of Los Angeles in the beautiful state of California here in the United States. On today’s podcast, we are going to the doctor to see a specialist. Let’s go!

I went to see my doctor because I had a nagging pain in my leg. After he examined me and did some routine tests, he suggested that I go see a specialist. I made an appointment with Dr. Sloop.

Dr. Sloop: Good morning! How are you today?

Simon: I’m fine, Dr. Sloop. My GP, Dr. Harding, referred me to you. He thought that you might be able to diagnose the problem with my leg.

Dr. Sloop: Well, let’s take a look. Hmm, I want to order some tests, but I think you may need surgery. It’s a simple procedure and it will relieve your pain.

Simon: So, it’s not a high risk operation?

Dr. Sloop: No, not at all. It’s quite routine.

Simon: Are there any other treatment options?

Dr. Sloop: Not that I’d recommend. This is the best course of treatment, in my opinion.

I was really surprised by what Dr. Sloop said. I really didn’t want to have surgery. I think I’d better get a second opinion before going under the knife.

This podcast is called “Seeing a Specialist.” A “specialist” is usually a doctor that is an expert in one particular area of medicine. So, it could be a cardiologist, someone who’s an expert with the heart. It could be a pediatrician, someone who works especially with young children. Well, [there are] many different types of specialties and specialists in medicine. And, in today’s podcast, the story begins by me saying that I went to my doctor because I had a nagging pain in my leg.

A “nagging pain” or a “nagging paint”—in my dialect in Minnesota here in the United States, I say “nagging,” [a long “a” sound] but the more common pronunciation, the more standard pronunciation is probably “nagging.” “Nagging, nagging”—see, it’s hard for me to say it!—is “nagging.” And we say that we have a nagging pain, we mean that it is a pain that is bothering us for a long time, that isn’t serious in the sense that you have to go to the hospital, but it bothers you, it hurts you enough so that you may want to go to the doctor. The word “nagging” comes from a verb, “to nag,” which means to bother. We usually use the verb, however, as something that someone does to someone else. “His wife is always nagging him about something,” means she’s always telling him to do something, always asking

him to do something, over and over again, so much that it begins to bother him. So, that is the word “nagging.”

So, after the doctor examined me - and the verb “to examine” is the verb we use to...what doctors do to you, they examine you. When you go to a hospital or to the doctor's office, there's usually an “exam room” or an “examination room.” This is not “exam,” like a test, but it's exam, here, means to look at, to examine. You go into the examination room and the doctor examines you. In this case, my doctor ran some routine tests. A “test” could be a “blood test,” where they take some of your blood and they send it to a laboratory to check for certain things.

The verb we use for medical tests is usually to “run.” “I'm going to run some test on you” or “he ran some tests on me.” It means he performed or he did some of these tests. When we say something is a “routine test,” we mean it's a normal, regular test that the doctor runs many, many different times with different patients, not a special test. Routine tests may be...a blood test, that sort of thing.

Well, the doctor suggested that I go see a specialist, and we already know what a specialist is, someone who is an expert in a particular area of medicine. Usually in the United States, to become a doctor, first you have to go through four years of a regular bachelor's degree. In some countries, you can start training to become a doctor as soon as you graduate from high school, but that's not true in the US. In the United States, you have to have a bachelor's degree, a four-year bachelor's degree usually in some science area, but it's not required. Then, you have to go to a separate school, to graduate school, to medical school, and that can last anywhere between four and six years. If you want to become a specialist, you have to study even more and work even more, so it could be two or three more years before you become a specialist. So, from the time you leave high school until you can become a specialist, it could be as much as ten years. You could be in your late 20's if you started right away. (No, you'd be older than that, wouldn't you?) No, you'd be in your late 20's if you started college when you were 18.

Anyway, in this case, going back to the story, I said I made an appointment with Dr. Sloap. “I made an appointment.” Of course, we use the verb to “make” an appointment when we are trying to schedule or arrange a time to see our doctor.

Again, here in the United States, the medical system, it depends on how much money you have, honestly. We have a private medical system and we have a public medical system. The better private medical systems, of course, offer a much better range of services, more things that you can see..rather, uh, get from the hospital and the doctor.

Well, the examination with the doctor begins by the doctor coming in and saying, “Good morning! How are you today? How are you feeling?” A doctor could say a lot of things here, like, “What seems to be the problem?” or “Why have you come to see us today?” But here, he begins with just “How are you today?” Simon, that's me in the story, Simon says “I'm fine, Dr. Sloap. My GP, Dr. Harding, referred me to you.” My GP—the letter G and the letter P, capital letter GP—means my “general practitioner.” And “practitioner” is “practitioner.” And a general practitioner is a doctor who is not a specialist. He is or she is what you could call a generalist, somebody who knows a little bit about lots of different things and a general

practitioner is usually the first and main doctor that you have, the one that you go see for all of your problems. If he doesn't know the answer or can't help you, he will send you to a specialist. So, a general practitioner is sometimes called also, a "primary physician;" that is, the person who you see the most, your main doctor.

Well, in the story, the GP, Dr. Harding, refers Simon to the specialist. To "refer" means to tell someone that they should go see someone else. In the medical system in the United States, you can't just call up the specialist because *you* think you should go see a specialist. Usually, you have to talk to your general practitioner and if then he or she thinks you should see a specialist, they refer you to the specialist. They give you a piece of paper or they tell you to call back at the doctor's office and ask for the particular specialist. That is the use of the verb here, to "refer." We can use that verb in other senses, too: "I refer you to today's newspaper." It means I am recommending or I am telling you you should look at today's newspaper. You could use "refer" in other areas, too: "I was referred to you by your friend, John," means your friend John said I should talk to you.

Dr. Sloap looks at Simon. Simon says that he was hoping that Dr. Sloap would be able to diagnose the problem. To "diagnose," the verb, is to figure out what's wrong with you. It's a verb we usually use for medicine, for doctors. The doctor diagnoses the patient. The doctor figures out what's wrong with the person. The "patient," of course, is the person who is sick, the person who is seeing the doctor. The noun for diagnose is "diagnosis," with an -sis at the end, and that is what the doctor tells you that you have, what problem you have. So, someone may say, "What's the diagnosis?" they mean, "What is the problem?" That would be the noun. You can use that verb "diagnose" outside of medicine. It is sometimes used, for example, if you have a problem with your computer, and the IT, the technical people may come in and "diagnose" the problem on your computer, figure out or find out what is wrong with your computer. Dr. Sloap says, "Well, let's take a look," and that is a common expression, "Let's take a look," "Let's examine you." He says that he wants to order some tests, but he thinks that Simon may need surgery.

To "order some tests" is very similar to "to run some tests." To order a test means that the doctor gives you a piece of paper that you take to the laboratory. He's telling you, he's ordering, if you will, these tests from the laboratory. But here, it usually means to run the test. The laboratory actually does the test; they actually run the test, but we usually use those verbs pretty much in the same way: "to order a test," "to run a test."

The doctor says he's going order some tests, but he thinks that Simon may need surgery. "Surgery," a noun, is when the doctor has to cut you, open you, somehow. Usually, it's something that you do in a hospital, usually it's something you do in an operating room. To "operate" means the same as "to do surgery" on someone. You may need surgery to fix your heart, you may need surgery to fix your knee. The doctor has to actually, we would say, "cut you open" and fix you or go inside your body to fix whatever is the problem. "Surgery" is the noun, again, the verb is "to do surgery" or "to operate." There's also the adjective "surgical," which is related to things that are, uh, related to surgery.

Dr. Sloap says, "It's a simple procedure and it will relieve your pain." A

“procedure” is another word really for surgery or operation. It's what the doctor has to do to you. It's not always the same as a surgery. A procedure may be, for example, that they need to examine your stomach, so they may need to put something in your mouth and down your throat into your stomach. That would be a procedure. The procedure can also mean, however, an operation or a surgery.

The doctor says the procedure will relieve your pain. To “relieve” pain means to lessen pain, to lower your pain, to give you, uh, to make you feel better so you have less pain. The noun is “relief,” the verb is to “relieve.” Simon says to the doctor, “So, it's not a high risk operation?” A “high risk” (two words) means that it could be dangerous. When we say that something is “high risk,” that means that the surgery or the operation could cause more problems. Of course, an operation is the noun that means the same as surgery.

Dr. Sloap says, “Not at all,” meaning not even a little bit; it's not high risk. We say, “not at all” means “no,” “not in any way.” Dr. Sloap says, “It's quite routine.” And again, “routine” we know means it's common, it's quite normal. Notice that the use of the word “quite;” it's basically the same as it's “very” routine, very common. It's a little more formal, when someone says, “It's quite routine,” but they're used similarly—very and quite—in this case.

Simon says, “Are there any other treatment options?” “Treatment” is another word for what the doctor gives you or does to you to help you. That's called the treatment. So you go to the doctor, and the doctor diagnoses you, and then, he or she gives you a treatment, maybe some pills or drugs to take. It may be surgery, it may be changing your exercise or your diet, what you eat. (“Stop smoking,” for example; that's good advice.) So, Simon asks what the other treatment options or choices are. Dr. Sloap says that there are no other good treatment options. He says, “Not that I'd recommend,” meaning there are no other ones that I'd recommend. He says, “This is the best course of treatment, in my opinion.” The expression “course of treatment” really means the same as “This is the best treatment.” A course of treatment usually means that there is more than one thing that you have to do, several things that you may have to do.

At the end of the story, Simons says he's really surprised, that he doesn't want to have surgery. And, of course, who wants to have surgery? He says, “I'd better get a second opinion before going under the knife.” A “second opinion” is when you go to the doctor and the doctor says, “Well, I think you need this” or “I think the problem is that.” You say, “Okay, thanks, doctor. I want to talk to someone else, I want a second opinion.” And in most medical insurance plans in the United States, you can ask for a second opinion from a different doctor to make sure that it really is the correct diagnosis.

The expression “to go under the knife” means to have an operation, to have a surgery, to be operated on, where the doctor actually has to take a knife and cut you open. The expression is “to go under the knife,” to have surgery.

The script for our podcast was written by Dr. Lucy Tse.

Listening 7. Who Made Hollywood Into Hollywood?

SARAH LONG: I'm Sarah Long.

STEVE EMBER: And I'm Steve Ember with PEOPLE IN AMERICA in VOA Special English. Today we tell about three people who helped make Hollywood the center of the movie industry.

(MUSIC)

SARAH LONG: When you hear the name Hollywood, you probably think of excitement, lights, cameras and movie stars. Famous actors are not the only important people in the entertainment business. Directors and producers are important, too. Today, Hollywood is full of producers and directors. However, very few are as famous and successful as Hollywood's first motion picture businessmen, Cecil B. DeMille, Samuel Goldwyn and Louis Mayer.

(MUSIC)

STEVE EMBER: Cecil Blount DeMille was born in Ashfield, Massachusetts in Eighteen-Eighty-One. Both his parents were writers of plays. His father died when he was twelve years old. His mother kept the family together by establishing a theater company. Cecil joined the company as an actor. He continued working in his mother's theater company as an actor and a manager until nineteen thirteen.

That year, he joined Jesse L. Lasky and Samuel Goldfish to form the Jesse L. Lasky Feature Play Company. Goldfish later changed his name to Samuel Goldwyn.

SARAH LONG: The three men started making motion pictures immediately. They loved working in the movie business. They were deeply interested in its creative and financial possibilities. DeMille, Lasky and Goldfish began working on a movie version of the popular American western play "Squaw Man." DeMille urged that the movie be made in the real American West. He chose Flagstaff, Arizona. DeMille and the company traveled to Flagstaff by train. When they arrived, DeMille thought the area looked too modern. They got back on the train and kept going until they reached the end of the line. They were in a quiet little town in southern California. The town was called Hollywood. DeMille decided this was the perfect place to film the movie. "Squaw Man" was one of the first full-length movies produced in Hollywood. It was released in nineteen Thirteen and was an immediate success. DeMille is considered the man who helped Hollywood become the center of the motion picture business. He quickly became a creative force in the new movie industry. His success continued with "Brewster's Millions," "The Call of the North" and "The Trail of the Lonesome Pine."

STEVE EMBER: Cecil B. DeMille was among the very few filmmakers in Hollywood whose name appeared above the title of his movie. His name was more important to movie-goers than the names of the stars in the movie. DeMille's movies were known to be big productions. He combined a lot of action, realistic storytelling and hundreds of actors to make some of Hollywood's best movies. He made many kinds of movies including westerns, comedies, romances and ones dealing with moral issues

DeMille gained a great deal of fame with the kind of movie known as an epic. An epic tells a story of events that are important in history. DeMille's epic movies

were based on the settling of the American West, Roman history or stories from the Bible.

His first version of the historic film "The Ten Commandments" was a huge success among silent films in nineteen twenty-three. In nineteen fifty-six, he released a new version of "The Ten Commandments" to include sound. It is broadcast still on American television during the Christian observance of Easter.

SARAH LONG: Cecil B. DeMille produced and directed seventy movies. In nineteen Forty-Nine he received a special Academy Award for "thirty-seven years of brilliant showmanship." He died of heart failure in nineteen fifty-nine. One of DeMille's last films was "The Greatest Show on Earth." It won the Academy Award for best picture in nineteen fifty-two. It was about people who performed in the circus. Some people say it was a fitting subject because Cecil B. DeMille often was called the greatest showman in Hollywood.

(MUSIC)

STEVE EMBER: In eighteen ninety-five, a thirteen-year-old boy from Warsaw, Poland found his way to the United States. Samuel Goldfish was alone. He had no money. He found work as a glove maker. He continued working in the glove-making industry until he was almost thirty years old. In nineteen thirteen, Samuel worked with Jesse Lasky and Cecil B. DeMille to make the movie "Squaw Man. Three years later, Goldfish started a business with Edgar Selwyn. They combined their names Goldfish and Selwyn and called the new company Goldwyn. Samuel Goldfish liked the name and changed his to Samuel Goldwyn in nineteen eighteen. The Goldwyn Company made many successful motion pictures. Yet, the company was not a financial success.

In nineteen twenty-two, Samuel Goldwyn was forced to leave the company. The Goldwyn Company then joined with Metro Pictures and Louis B. Mayer Productions to form Metro-Goldwyn-Mayer, known as MGM. Samuel Goldwyn was not part of the deal. He promised never to be a joint owner of another company. He formed his own company Samuel Goldwyn Productions.

SARAH LONG: Samuel Goldwyn was one of the great independent producers during the "Golden Age" of Hollywood. Most of his films were successful financially and popular with critics. He insisted that his films be well made and of high quality. This became known as the "Goldwyn Touch."

Goldwyn usually paid for his films himself. He bought the best stories and plays to be made into movies. He employed the best writers, directors and actors. And he discovered new actors including Lucille Ball, Gary Cooper, Susan Hayward and Will Rogers.

Goldwyn was extremely independent. He had a strong desire to control every element of the production and marketing of his films. He made all decisions concerning his films including choosing directors, actors and writers. His best films include "The Little Foxes," "The Best Years of Our Lives" and "Porgy and Bess." His movies received many Academy Awards.

STEVE EMBER: Samuel Goldwyn was known also for his sense of humor. He created funny expressions. In Hollywood they are known as Goldwynisms. One of his most famous expressions was "Include me out."

In nineteen forty-six, Goldwyn received the Irving Thalberg Memorial Award for his excellent movie productions during the Academy Award ceremonies that year. He died in nineteen seventy-four. Samuel Goldwyn was in the movie business for almost sixty years. He is considered one of the most influential film producers ever.

(MUSIC)

SARAH LONG: Louis B. Mayer began as a theater operator in Haverhill, Massachusetts in nineteen seven. Over the next several years he bought more theaters. Soon he owned the largest group of theaters in New England. In nineteen seventeen, Mayer formed his own movie production company. In the early nineteen twenties, Louis B. Mayer Pictures joined two other companies to form Metro-Goldwyn-Mayer.

Mayer was appointed vice president and general manager of Metro-Goldwyn-Mayer. He had a strong, fatherly way of supervising the company and actors.

The company had some of the biggest names in show business including Judy Garland, Clark Gable, Katherine Hepburn and Elizabeth Taylor. A popular expression used at the time was MGM had "more stars than there are in heaven." MGM produced some of the most popular movies of all time including "The Wizard of Oz," "Gone with the Wind" and "The Philadelphia Story."

STEVE EMBER: In the nineteen thirties and nineteen forties, Louis B. Mayer was the most powerful businessman in Hollywood. He earned more than one million two hundred thousand dollars a year. He was paid more than anyone else in the United States.

In nineteen fifty, Mayer received a special Academy Award for excellent service to the motion picture industry. He died in Hollywood, California in nineteen fifty-seven. He was seventy-two years old.

SARAH LONG: Cecil B. DeMille, Samuel Goldwyn and Louis B. Mayer are remembered for their excellent movies and their continuing influence in the motion picture industry. They led the way for movie producers and directors of today and those still to come.

(MUSIC)

STEVE EMBER: This program was written and directed by Lawan Davis. Our studio engineer was Keith Holmes. I'm Steve Ember.

SARAH LONG: And I'm Sarah Long. Join us again next week for People in America in VOA Special English.

Listening 8. Japan, a year after the disaster.

VOA correspondent Steve Herman videotaping on the perimeter of the 20km radiation exclusion zone in Fukushima prefecture, Kawauchi Japan, March 6, 2012. This is IN THE NEWS in VOA Special English.

This Sunday is the first anniversary of the major earthquake and tsunami in Japan. It led to one of the worst nuclear accidents ever.

The quake struck near the east coast of Honshu, Japan's main island. It was one of the most powerful ever recorded -- a magnitude nine. A wall of water struck the land.

Twenty thousand people died, mostly from the tsunami. More than two hundred fifty thousand buildings were destroyed. Nearly four hundred thousand people were left homeless. Some rebuilding has begun. But many people are still in temporary housing.

Three reactors at the Fukushima-Daiichi nuclear power station suffered meltdowns. During the crisis, some government officials even considered urging people to leave Tokyo. VOA's Steve Herman reported on the disaster.

STEVE HERMAN: "I was among those near the atomic power facility on the fifteenth of March when, unknown to the public, an estimated ten million becquerels per hour of radioactive substances spewed from the three crippled reactors. For days, I and millions of people in Japan absorbed significantly higher doses of radiation than we normally would have been exposed to."

Radioactive material spread over an area that includes some of Japan's most valuable farmland. Officials say eighty-one thousand hectares of farmland are too heavily irradiated to let farmers plant rice. Vegetable, fruit and dairy farms also are affected.

Japan's government has been seeking advice from foreign scientists about how to reduce the radiation levels. Some of the scientists are from the former Soviet Union, site of the nineteen eighty-six Chernobyl nuclear accident.

No one has died from radiation as a result of the accident in Japan. Some scientists and government officials say radiation levels even close to the disabled power plant are safe. But since the disaster, officials have faced growing distrust among the Japanese public.

Japan also finds itself facing huge costs for cleaning up after the nuclear disaster and for paying damages to victims. Before the accident, nuclear power produced thirty percent of Japan's energy needs. Now some people think the accident will be the end of the nuclear power industry in the world's third largest economy.

Thorne Lay is a seismologist with the University of California, Santa Cruz. He says engineers had underestimated the chances that a great wave could drown the emergency power systems at the Japanese plant.

THORNE LAY: "Those are mostly design weaknesses that a good engineering think-through might say, let's put the backup power at very high elevations so that it could not possibly get drowned out."

Mr. Lay says scientists are better able to predict earthquake risks in some areas than they were in the past. Still, he says, they cannot provide decision makers with all the answers.

THORNE LAY: "We will try to our best to give early warning if that's possible and set up emergency response systems, but ultimately individuals have to prepare themselves."

In the United States, a nuclear plant is being built in Georgia. This is the country's first new one since the Three Mile Island nuclear accident in Pennsylvania in nineteen seventy-nine.

Safety is not the only concern. The cost of building a nuclear plant and producing electricity from it is much higher than other sources of power.

Listening 9. Tornado Season Returns.

Several tornadoes hit the Dallas-Fort Worth area of Texas last week, causing heavy damage but no deaths.

BARBARA KLEIN: This is SCIENCE IN THE NEWS in VOA Special English. I'm Barbara Klein.

BOB DOUGHTY: And I'm Bob Doughty. This week, we explore the science of tornadoes. These violent storms strike in many parts of the world but happen most commonly in the United States.(MUSIC)

BARBARA KLEIN: Tornado season has begun in the United States. Last Tuesday a series of storms tore across the Dallas-Fort Worth area in Texas. The tornadoes damaged or destroyed hundreds of homes. Yet no deaths were reported.

On March second, more than forty tornadoes moved through the Ohio and Tennessee Valleys, and the South. Reports say the storms killed at least thirty-nine people in five states. A tornado is a violently turning tube of air suspended from a thick cloud. It extends from a thunderstorm in the sky down to the ground. The shape is like a funnel: wide at the top, narrower at the bottom.

Tornadoes form when winds blowing in different directions meet in the clouds and begin to turn in circles. Warm air rising from below causes the wind tube to reach toward the ground. Because of their circular movement, these windstorms are also known as twisters. The most severe tornadoes can reach wind speeds of three hundred twenty kilometers an hour or more. In some cases, the resulting paths of damage can stretch more than a kilometer wide and eighty kilometers long.

BOB DOUGHTY: With a tornado, bigger does not necessarily mean stronger. Large tornadoes can be weak. And some of the smallest tornadoes can be the most damaging. But no matter what the size, tornado winds are the strongest on Earth. Tornadoes have been known to carry trees, cars or homes from one place to another. They can also destroy anything in their path. Tornadoes have been observed on every continent except Antarctica. But experts say they are most commonly seen in the United States. On average, more than one thousand are reported nationwide each year.

The National Oceanic and Atmospheric Administration keeps records of tornado sightings. It says tornadoes kill seventy people and injure one thousand five hundred others nationwide in an average year. (MUSIC)

BARBARA KLEIN: Tornadoes are observed most often in the middle of the United States, where the land is mostly flat. The area where the most violent tornadoes usually happen is known as "Tornado Alley." This area is considered to extend from north central Texas to North Dakota.

Tornadoes can happen any time of the year. But most happen from late winter to the middle of summer. In some areas, there is a second high season in autumn.

BOB DOUGHTY: Tornado seasons are the result of wind and weather patterns. During spring, warm air moves north and mixes with cold air remaining from winter. In autumn, the opposite happens. Cold weather moves south and combines with the last of the warm air from summer. Tornadoes can strike with little or no warning. Most injuries happen when flying objects hit people. Experts say the best place to be is in an underground shelter, or a small, windowless room in the lowest part of a

building.

People driving during a tornado are told to find low ground and lay flat, facedown, with their hands covering their head. People in the path of a tornado often just have minutes to make life-or-death decisions.

BARBARA KLEIN: The deadliest American tornado on record was the Tri-State Tornado of March eighteenth, nineteen twenty-five. It tore across Missouri, Illinois and Indiana. About seven hundred people were killed.

Between March and May of last year, there were one thousand one hundred fifty-nine confirmed tornadoes across the United States. Scientists say that is the most on record for any three-month period. The most active month was last April, when seven hundred fifty-eight tornadoes were confirmed. That is the most ever for any month.

Last April, the country also broke a thirty-seven year old record for the largest tornado outbreak. A "tornado outbreak" is often defined as six or more tornadoes produced by the same weather system within a day.

Scientists say the one hundred ninety-nine tornadoes on April twenty-seventh were the most for any single day. They say the storms killed three hundred sixteen people – the most ever in modern records for a twenty-four hour period. (MUSIC)

BOB DOUGHTY: No two tornadoes look exactly the same. And no two tornadoes act the same way. Even a weak tornado requires the right combination of wind, temperature, pressure and humidity. Weather experts can identify these conditions. And, when they observe them, they can advise people that tornadoes might develop. But they are not able to tell exactly where or when a tornado will hit. Tornado warnings still depend in large part on human observations.

Usually a community will receive a warning at least a few minutes before a tornado strikes. But each year there are some surprises where tornadoes develop when they are least expected.

BARBARA KLEIN: The tornado reporting system involves watches and warnings. A tornado watch means tornadoes are possible in the area. A tornado warning means that a tornado has been seen. People are told to take shelter immediately.

Yet tornadoes can be difficult to see. Sometimes only the objects they are carrying through the air can be seen. Some night-time tornadoes have been observed because of lightning strikes nearby. But tornadoes at night are usually impossible to see. Tornadoes that form over water are called waterspouts. But tornadoes cover a much smaller area than hurricanes, which form over oceans.

Tornadoes can be measured using wind speed information from Doppler radar systems. Tornadoes usually travel in a northeasterly direction with a speed of thirty-two to sixty-four kilometers an hour. But they have been reported to move in other directions and as fast as one hundred seventeen kilometers an hour.

BOB DOUGHTY: In the United States, the force of a tornado is judged by the damage to structures. Scientists inspect the damage before they estimate the severity of a tornado. They measure tornadoes on the Enhanced Fujita scale or the EF scale.

Ted Fujita was a weather expert who developed a system to rate tornados in the nineteen seventies. The EF scale is a set, or collection, of wind estimates. They are

based on levels of damage to twenty-eight different kinds of structures and other objects. Tornadoes that cause only light damage are called an EF-zero. Those with the highest winds that destroy well-built homes and throw vehicles great distances are called an EF-five. (MUSIC)

BARBARA KLEIN: Some people make a sport out of watching and following tornadoes. They are called tornado chasers or storm chasers. Their work can be seen in the extreme weather videos that are increasingly popular on television and on the Internet.

Some chasers do it just because it is their idea of fun. Others do it to help document storms and warn the public. Still others are part of weather research teams.

Two years ago, an international team of scientists completed a tornado research project called VORTEX2. More than one hundred researchers traveled throughout America's Great Plains in two thousand nine and two thousand ten. They used weather measurement instruments to collect scientific information about the life of a tornado. The goal of the project was to examine in detail how tornadoes are formed and the kinds of damage they cause.

Last year, a film about the VORTEX2 project was released. The film includes never before seen images of tornadoes. To safely capture up-close film footage of tornadoes, some project participants traveled in a seven-ton, armored tornado intercept vehicle directly into tornadoes as they formed.

BOB DOUGHTY: The National Weather Service says the United States gets more severe weather than any other country. For one thing, it is also bigger than most other countries. And it has many different conditions that create many different kinds of weather.

There are seacoasts and deserts, flatlands and mountains. The West Coast is along the Pacific Ocean, which is relatively calm. The East Coast is along the Atlantic Ocean, which is known for its hurricanes. These strike mainly the southeastern states. (MUSIC)

BARBARA KLEIN: This SCIENCE IN THE NEWS was written by Brianna Blake and George Grow. June Simms was our producer. I'm Barbara Klein.

BOB DOUGHTY: And I'm Bob Doughty. Read and listen to our programs at voaspecialenglish.com. Join us again next week for more news about science, in Special English, on the Voice of America.

Listening 10. Boy Bands.

Presenter: The internet is full of articles about what makes a good boy band. But many bands appear and disappear without a trace. Alana, it can't be as easy as following a formula, can it?

Alana: No, I don't think so. The traditional formula is that you have four or five good-looking young guys with some musical ability and the ability to dance – the choreographed dancing was very important to boy bands in the past. They tended to wear the same, or very similar, clothes when they performed, so you had to decide on a 'look' for the group. The most important element, however, was said to be that the band members had different and very distinct personalities.

Presenter: Right, the cute one, the rebel, the joker, the shy one, mysterious one

...

Alana: Yeah, although sometimes they all just seem to like the cute one! The idea is that different boys appeal to different girls, so you can have a bigger fan base. There's someone in the band for everyone.

Presenter: So, do you think this all still holds true? Or have things changed in the 21st century?

Alana: Yeah, I guess things have changed for several reasons – partly just because we needed a change, but mainly because of changes in the media and with new technology. Take One Direction ...

Presenter: Ah, I've been counting the seconds before you mentioned One Direction!

Alana: Well, we have to talk about them because they're the biggest thing at the moment, although who knows how long they will last.

Presenter: Oh, ages and ages ...

Alana: We'll see. Anyway, One Direction, as you know, came to fame through the X Factor, a reality show, and that was a great way to start. You had loads of people watching them every week and wanting them to win. They felt as if they had a personal stake in their story as they voted for them every week.

Presenter: What age group does One Direction appeal to exactly?

Alana: That's another clever thing. They seem very unthreatening, so they appeal to very young girls, they are cute so teenage girls really like them, but they also have a laddish, slightly naughty side to appeal to the mums! The teenage girls and the mums are the ones who will spend money. The lyrics to the songs are calculated to appeal to girls who feel a bit insecure about themselves, like most teenage girls. "You don't know you're beautiful, that's what makes you beautiful", that kind of thing. Lots of girls want to feel wanted, but not scared, and that's traditionally what boy bands do. They present this image of a clean-cut, reliable boyfriend. Actually, One Direction's clothes also help here: chinos and clean casual shirts and canvas shoes. You'll have noticed that they don't wear the same clothes. Their stylists have been instructed to keep them looking individual, but despite that they all have this attractive but unthreatening look. No tattoos, or piercings, or black leather, or make-up or anything.

Presenter: You make them seem very cold and calculating. Remember that they've been nominated for loads of music awards and they've won dozens, so they're regarded as serious musicians.

Alana: OK, if you don't want to believe they're calculating you can blame their management. They're nice boys who are fantastic musicians.

Presenter: They are! And they keep proving their critics wrong. A lot of people said they wouldn't make the leap from the UK to the US market, but they did very quickly.

Alana: Yes, and that's all down to their clever use of social media, or rather their management's clever use of social media. One Direction are all over Facebook, Twitter, YouTube and Tumblr. That's how they made it in the States so quickly. In the past it was a lot more difficult and took a lot longer. Bands had to try and get air-time

on local radio stations and that was really hard. But they've by-passed all that. Social media has become the new radio, as their manager said.

Presenter: Their first record, *Up All Night*, went to number one in the US, didn't it?

Alana: Sure did! They achieved a world record as the first British band in history to reach number one in America with a debut album. It sold 176,000 copies in the US in a single week.

Presenter: Amazing. And the boys are all rich from the merchandising too.

Alana: Yes, well, the boys and their management company. There are *One Direction* phones, toys and games. Dolls, even. I think that's another 21st-century thing – companies are cashing in on success in all possible ways as quickly as possible.

Presenter: May they all enjoy it while it lasts.

Listening 11. Looking Back on the Life and Music of Whitney Houston.

CHRISTOPHER CRUISE: Welcome to *AMERICAN MOSAIC* in VOA Special English. (MUSIC)

I'm Christopher Cruise. Today on our show we remember the life and music of singing superstar Whitney Houston ... (MUSIC: "One Moment in Time")

CHRISTOPHER CRUISE: Saturday, hundreds of people will gather in Newark, New Jersey, for the funeral of Whitney Houston. The forty-eight year old performer died a week earlier at a hotel in California. June Simms looks back at the life of the singer, actress, and mother. (MUSIC)

JUNE SIMMS: That is Whitney Houston performing the song, "I'm Every Woman." And that is what many who loved the singer say: Whitney was every woman. People in her hometown of Newark say she never forgot where she came from. Her close friend and gospel singer Marvin Winans recently said that below the surface Whitney Houston was still the same little girl from New Jersey. A childhood friend of the star, Gregory Whittle, remembers growing up with her.

GREGORY WHITE: "A lot of time in the basement you could hear her singing. Singing in the back by the pool. She had a gift. It was strictly from God."

Marvin Winans is to speak at the funeral. It will be held at the New Hope Baptist Church. Whitney Houston attended that church while growing up. It was also the first place she sang publicly. She was a member of the church choir. (MUSIC: "Greatest Love of All")

Whitney Elizabeth Houston was born in Newark in nineteen sixty-three. Her mother Cissy Houston is a gospel singer. Her father served in the military and was in the entertainment business. Cissy Houston was not the only family musician. Singers Dionne and Dee Dee Warwick were cousins of Whitney Houston. And her godmother was Aretha Franklin. At a performance earlier this week, Aretha Franklin remembered her goddaughter with a song and praise for the music and memories.

As a teenager, Whitney Houston performed as a back-up singer for Chaka Khan, Lou Rawls and other artists. But she also had a successful modeling career by

the time she was twenty. Her picture appeared on the cover of Seventeen and inside magazines including Glamour and Cosmopolitan.

In nineteen eighty three, Clive Davis, the head of Arista records, heard Whitney Houston singing in New York City. He offered her a recording agreement soon after. For the next two years, Whitney Houston worked on her first record album. "Whitney Houston" was released in nineteen eighty-five.

Slowly but surely, it became a huge hit. It stayed in the number one position on Billboard magazine's Top Two Hundred Albums chart for fourteen weeks. The first number one single from the album was "Saving All My Love for You." (MUSIC)

Another popular song from that first album was this dance number "How Will I Know." (MUSIC)

The album "Whitney Houston" had seven number one hit singles. It remains the biggest-selling first album by any artist.

The singer followed that success with another. Her album "Whitney" sold twenty million copies. It also made her the first female artist to enter the Billboard Top Two Hundred at number one. Whitney Houston was clearing a path of recognition for women artists.

However, her next professional move was her most important. She recorded the soundtrack for and starred in "The Bodyguard," in nineteen ninety-two.

Kevin Costner played opposite White Houston in the movie. It is the story of a relationship between a pop music star and a former secret service agent who protects her. The movie was a big hit, making more than four hundred million dollars in ticket sales worldwide. But the film's popularity did not even come close to the success of the album that went with it.

"The Bodyguard" is the fourth highest selling album of all time. Forty-four million copies have been sold. Among the singles is "I Will Always Love You," a song written and recorded earlier by Dolly Parton. Whitney Houston's version sold many more copies. (MUSIC)

In nineteen ninety-two, Whitney Houston's personal life also grew. She married singer Bobby Brown, of the band New Edition. The marriage surprised many people both in and outside the music industry. Bobby Brown was considered an industry "bad boy," while Whitney Houston had an innocence that led to her nickname the "prom queen of soul."

She and Bobby Brown had a daughter, Bobbi Kristina, in nineteen ninety-three. In the late nineteen nineties, Whitney Houston's professional behavior began to come under question. She began to cancel shows and was late for important events. Her appearance changed; she lost weight and looked unhealthy. Her voice also was suffering. Many reports said she was abusing drugs and alcohol. (MUSIC: "I Have Nothing")

Whitney Houston and Bobby Brown ended their marriage in two thousand seven. She also publicly admitted to drug abuse. But she entered a treatment program. In two thousand ten, she reported she was drug-free.

But, last Saturday, the singer and actress was found dead in her hotel room in Los Angeles. Officials have not yet released a cause of death. However, news reports say Whitney Houston's family has been told the entertainer died from taking too

many prescription drugs.

Her seventh and final studio album, "I Look to You," was released in two thousand nine. Critics generally praised the effort. We leave you with Whitney Houston performing the Leon Russell song, "A Song for You." (MUSIC)

CHRISTOPHER CRUISE: I'm Christopher Cruise. This program was written and produced by Caty Weaver.

Listening 12. Human Traffic.

'We will help you'. For the world's refugees and asylum seekers, it is a message of hope. For criminals that agree to take them to a new country, it's big business. Thousands of people are promised a better life in the rich countries of the west. But many die on terrible journeys. Things are not much better for those that arrive. How can the west fight the criminals and help the refugees? There are no easy answers. One of the problems is the large number of people moving illegal immigrants. And they are not all big criminals. Time and a vehicle are the only things anyone needs to make money in this way.

The story of Josip Loncaric is a good example. Loncaric was a Croatian taxi driver. Twenty years ago, he started taking cheap fruit and vegetables to the Italian border. When war came to Yugoslavia, Loncaric preferred taking refugees. He earned good money and bought more vehicles. Soon, he was transporting over five hundred refugees a week to the Italian border. When Chinese criminals also began moving refugees into Europe through Trieste, Loncaric joined them. He now had 200 people working for him. They brought illegal immigrants into Europe from all over the world. Loncaric grew rich.

His luck changed in 1998. The police in Italy, Slovenia and Britain decided to work together. They listened to Loncaric's telephone conversations, and sent special officers to watch him. Then one of Loncaric's workers, Tomo Fodor, agreed to help them. Finally, in July 2000, Loncaric was arrested. His business of making money from refugees was over.

This is only one success story. Hundreds of other criminals are still moving refugees. But the story shows what can be done when countries join together to stop the terrible trade in human traffic. Early this year, Italy and the UK decided to work together in a number of ways. They agreed to exchange information, to plan police operations between the two countries, to punish criminals more than before, and to help refugees return to their own countries.

This last point is perhaps the most important of all. The real answer to the refugee problem lies in helping to make their home countries safe again. The west is having some success in Kosovo. Other dangerous parts of the world may be different. But the message is the same: learn to live with your neighbour. Until the world understands this, the refugee problem will be here to stay.

Listening 13. Botanical Garden with a Difference.

In southwest England, in a part of the country called Cornwall, something new

and different has arrived. Near a small town called St Austell, you will find a hole 50 metres deep and more than 500,000 metres square. In the hole are a number of huge transparent domes. These domes are conservatories holding thousands of plants. Each dome is up to 45 metres high. Around them is an enormous botanical garden. This is 'the Eden project'.

The Eden project opened in March 2001 and cost £80 million to make. It already has a huge number of visitors. It isn't like anywhere else in the world. Because this huge botanical garden is built in a hole it is warmer. It grows many more plants than usual. Its purpose is to teach people about the world's plants. And to show people how we can use the earth's plants and crops without destroying nature. In this way, the future will be safe for man and plants.

To do this, the Eden project has chosen three of the world's climates. They have called these climates 'biomes'. Two of these biomes are found in the huge conservatories. The first biome has a warm, wet tropical climate. You find this climate in countries like Brazil and Malaysia. This conservatory has an area of over 15,500 square metres. You walk through areas of tropical rainforest with tropical fruits. And then you come to an area that looks like a small tropical island, with a 25 metre waterfall. You pass tropical crops, for example, rice and coffee, bananas and rubber. You learn about how the plants are grown and how we can use them without hurting the people or the countries they grow in.

The second biome has a warm, temperate climate. You find this climate in the Mediterranean, California and South Africa. These conservatories are over 6,500 metres square. In the warm, dry air visitors will find different crops: grapes, tomatoes, cotton. You learn about these crops and the countries they grow in. These conservatories are filled with the colour and smell of thousands of flowers.

The third biome has no roof. The plants grow outside. This biome has a temperate climate – the climate of Britain and parts of India and Chile. Here, there are flowers that turn their heads to follow the sun. Tea and wheat are grown. And many other plants that will grow in Britain's temperate climate.

Each conservatory is made out of thousands of six-sided shapes. They are made of a new, special, transparent plastic called ETFE. It can catch and hold the heat of the sun. People want to visit the Eden project just to see these beautiful conservatories from the outside.

The Eden project is an important place for scientists. They are working together throughout the world to understand how these plants and crops grow and how people can help. It is also a place for everyone to find out how people need plants and how to make sure that the world will always have enough plants and crops.

Part 4. Writing. English Texts for Written Reproduction.

The Story About A Judge

Once there lived a judge. His name was Sheba. Everybody said that he was the cleverest judge of all.

The king of the country heard so much about Judge Sheba that one day he said, "Everybody says that Sheba is the cleverest judge of my country. I want to see him myself."

The king put on some poor clothes, took a horse and went to the town where the judge lived.

On the way to the town he met a man. The man had no horse and had to walk.

"Poor man," thought the king, "the day is so hot, it is so far from the town, and he has to walk."

"My man," said the king, "we can ride my horse together." The man was happy, thanked the king and they went to the town together.

When they came to the town, the man said that the horse was his.

"No, this is my horse," said the king, "and if you say that this is your horse, we shall go to Judge Sheba, and he will decide whose horse it is."

("Now I shall see how clever Judge Sheba is," he thought.)

When they came to the judge, they had to wait for their turn. The judge had some other cases.

The first case was a case of a teacher and a farmer. These two men brought a slave-servant with them, and each man said that the slave-servant was his. Judge Sheba listened to them, and told them to leave the slave with him and to come back next day in the morning.

The second case was a case of an oilman and a worker.

"Oh, clever Judge," cried the oilman, "this man took my money from me. He came to my shop this morning. At that moment I had a gold coin in my hand, he quickly took my coin and put it into his pocket."

"Do not listen to him, my Judge," cried the worker angrily. "I came to his shop to buy some oil, and when I told him that I had a gold coin in my pocket, he said that it was his coin."

"Very well," said Judge Sheba, "give this gold coin to me and come back tomorrow."

Then the judge asked the king and the man to tell him about their case. When they told him their story, the judge asked them to leave the horse with him and to come back next day in the morning.

Next morning the king and the man came back to Judge Sheba. The teacher and the farmer, the oilman and the worker were already there.

Judge Sheba gave the slave-servant to the teacher, the gold coin to the worker, and punished the oilman and the farmer. Then he turned to the king and the man and said, "You must come to my stable. There are many horses there and you must show me your horse."

They went to the stable. The king and the man showed him the same horse.

“Very well,” said the judge to the king, “you take back your horse, and I shall punish the other man.”

The king said, “Now I can see that you are a great and clever judge. You are right, it is my horse and the man wanted to steal it from me. I am your king and I want to know why you think that the slave belongs to the teacher, and the coin to the worker.”

“Oh, my King,” said the judge. “That was easy. I took the slave to my house in the evening and asked him to make some ink for me. He did it very well, so I knew that he was the teacher’s servant but not the farmer’s. The case of the gold coin was easy too. I put this coin into very hot water and saw that there was no oil in the water. So I knew that the oilman, whose hands were all dirty with oil, never had this coin in his hands.”

“It was very clever of you,” said the king, “but how did you know that it was my horse and not the other man’s? We both recognized the horse.”

“Yes,” smiled the judge, “you both recognized the horse but the horse recognized only you.”

The Modern Venus

(after Mark Twain)

It happened in Rome. George Arnold, a poor artist, who had come from the USA to Italy to study art, was in love with Mary Brown, a beautiful daughter of a rich businessman. The girl loved the young sculptor too, but her money-loving father would not allow her to marry George.

One day Mr. Brown called the young man to his office and said to him, "My dear sir, I cannot allow my daughter to marry a poor man. If you want to be my daughter's husband you should have fifty thousand dollars. When you show me the money you can marry my daughter."

George was at a loss what to answer. He had no idea how to get such a big sum of money. "You must get the sum within six months," Mr. Brown added. "If you don't get the money she will marry another man." George went home. He felt very unhappy. "What shall I do?" he thought. He had nothing to sell except a beautiful statue of a girl—his last work. But he knew that nobody would buy it as he was not famous.

His thoughts were interrupted by the arrival of John Smith. John Smith was a pleasant clever fellow. George had made friends with him on board a steamer. They had come to Italy by the same steamer and they had been good friends since then. George told John about his conversation with Mary's father and asked him for advice. "You say he gives you six months to get the money, doesn't he?" asked John. "It's a lot of time and I'll help you. But promise not to protest if I do something that you don't like." "I promise," George answered.

John came up to the statue, broke off her nose, part of her right arm and her left leg. Then he put on his hat, took the statue and left.

Two months later an article appeared in one of the Italian newspapers. It said that Mr. John Smith, an American gentleman, had bought for a small sum of money a

piece of land not far from Rome. One day while digging the earth he found a wonderful statue of a beautiful woman. Unfortunately, the nose, the left leg and the right arm were gone. The experts said they were sure that it was the statue of Venus by some unknown artist. They also stated that it cost about ten million francs. Mr. Smith was to be paid five million francs and the statue was to be taken to one of the Italian museums. "Good luck!" said the Americans and immediately decided to form a company which would buy up lands in Italy.

As to George Arnold he married Mary Brown and they lived happily but George never mentioned to anybody what he knew about the famous Venus.

Notes:

1. George was at a loss — Джордж был в замешательстве
2. on board a steamer — на борту парохода
3. the statue of Venus ['vi:nəs] — статуя Венеры
4. as to George — что касается Джорджа

Answer the questions:

1. Why didn't Mary's father want his daughter to marry George Arnold?
2. On what condition could Mr. Brown agree to their marriage?
3. Who helped George to find the way out?
4. What did John do to the statue?
5. What article appeared in an Italian newspaper?
6. How did the two friends profit from Mr Smith's "find"?
7. Why did George never speak about "the secret" of the famous statue?

It Was His Secret

(A Japanese tale)

Mirror! Everybody in the world knows mirror. It is difficult to imagine people who have never seen a mirror but, when we read this Japanese tale, let us imagine such a place where people have never seen a mirror in their life and don't know what it is.

Many, many years ago, in a small Japanese town lived a young man. His name was Kiki.

The town where Kiki lived was very small but beautiful. There were beautiful gardens and nice small houses with bright paper windows there. Why were the windows made of paper? Because people there did not know what the glass was. And, of course, if they did not know what the glass was, they did not know what a mirror was.

Nobody in that town knew what his own face looked like. And even the girls did not know what their faces looked like, and had to ask their friends about it.

One day Kiki saw in the street a small mirror. He picked it up and looked at it. He saw a picture of a young man with brown face and dark eyes.

"It is a picture of my father when he was young," he thought.

He smiled, and the picture of his father smiled back. He laughed, and his father laughed too.

“Oh,” he thought, “this is a holy picture, and the gods sent it to me to make me remember my father always.”

He put the mirror into his pocket and went home. When he came home, he hid the mirror in an old lamp in his room and did not tell his young wife Lily anything about it.

“It is a great secret,” he thought, “and women cannot keep a secret.”

From that day Kiki thought about the holy picture all the time. Very often he came home in the daytime to look at this picture. Lily noticed it.

“What could that be?” she thought. “Why does Kiki come home in the daytime? What does he do in his room?”

She searched the room but could not find anything.

One day, when she came into the room, she saw her husband. He had an old lamp in his hands. He quickly put the lamp back on the table and went away. Now she knew his secret! There was something in the lamp.

She ran up to the table, looked into the lamp and in a moment she had the mirror in her hands. What did she see? It was a picture of a woman! Who was that woman? She did not know her. But it was a young and beautiful woman. So this was her husband’s secret! He did not love his wife any more; he loved another woman. Poor Lily! She began to cry. She cried and cried, and then she looked at the picture of the woman again.

“Why did I think that she was beautiful?” she thought. “She is ugly! Her face is red and her eyes are red, too. And my husband loves her more than he loves me!”

Now she was even more angry with her husband, and she cried again.

When Kiki came home in the evening, his dinner was not ready, and his wife did not want to talk to him.

“What happened to you, Lily?” he asked.

“And you ask what happened to me?!” cried Lily. “Nothing. Only that I know your secret now. I know why you come home in the daytime and go into your room.” I don’t understand what you are talking about.”

“I am talking about the picture that you keep in the old lamp – the picture of a woman. Here it is. Take it.”

“I don’t understand why you say that it is a picture of a woman.”

“You don’t understand, but I do. You like that ugly woman better than your wife.”

“What woman? That picture is the picture of my poor father when he was young. I found it in the street and put it into the old lamp.”

“Oh, now you want to tell me that I don’t know a woman’s face from a man’s!”

At that moment a man was passing by the house. He heard the shouts of a man and cries of a woman.

“My friends, what has happened? Why are you so angry?” he asked.

“My husband has a picture of a woman, and he keeps this picture in an old lamp,” answered Lily.

“It is not a picture of a woman,” said Kiki, “it’s a picture of my father in the

days when he was young.”

“Show me the picture,” asked the man.

He took the mirror and looked and looked at it.

“It is not a picture of a woman, but a picture of a very nice man with a beard,” he said at last.

“There is no beard in the picture,” Kiki cried, “my father had no beard.”

The man looked at the mirror again.

“Then it is not your father because the man in the picture has a beard.”

“Oh, oh, oh!” cried Kiki, “I am afraid of this picture now. Give it to me, I shall go and throw it into the water.”

“Throw it into the water!” cried the man. “I think it is a holy picture. Maybe it brings luck. Do not throw it away but give it to me. I shall take it home and give it to my wife. I think that she will like it.”

He took the mirror and went away.

Notes:

1. what his own face looked like – как он выглядит
2. to keep a secret – хранить тайну
3. ...that I don't know a woman's face from a man's – что я не могу отличить женского лица от мужского
4. was passing by the house – проходил мимо дома
5. Maybe it brings luck – Возможно, что она приносит счастье.

The Big Party

Harriet Reeves was a famous actress but her great success made her very selfish and unkind to people. On the stage she always tried to attract the attention of the public only to herself, and after the performance she took no notice of her fellow actors. She always made promises but never kept them.

When she grew older she began to have heart attacks and had to retire.

Harriet had a lot of money and could afford to live quite comfortably, but by this time everybody in the theatre hated her and she felt quite lonely.

A year later on her birthday she did not receive a single flower or a telephone call. She was so upset that she had a bad heart attack. The doctor who examined her told her frankly that her chance of living was not too good and insisted that she should stay in bed as much as possible.

Harriet took the news bravely and for a couple of weeks followed the doctor's instructions. But one day she could no longer be alone and called in her butler to talk over a plan.

"I want to give a big party next Saturday night," she said. "I shall invite all the people with whom I worked at the theatre. I don't doubt that they will come, as my parties with good food, drinks and music were always a success. Now I want you to make all the arrangements."

Knowing how ill she was the butler tried to persuade her not to do it but she wouldn't listen to him.

The same evening the old actress wrote invitations to the theatre people. She thought she would get them together and apologize for her behaviour in the past. "No doubt, I'll make friends with some of them and my life will be different in future," she went on thinking.

At 10 o'clock on Saturday night none of the guests turned up. When Harriet realized that nobody would come to the party she suddenly felt weak and tired.

"I can't blame them for not coming. I myself used to break a lot of appointments," she said to the doctor and started for her bedroom.

In a moment he heard a heavy fall. When he opened the door of the bedroom he saw Harriet Reeves lying on the floor. She was dead.

A few days later, when the butler was looking through the papers in her desk he discovered a pack of invitations which Harriet had forgotten to post.

Notes:

1. to take no notice of smb. — не обращать внимания на кого-л.
2. to keep promises — держать обещания
3. to feel lonely — чувствовать себя одинокой
4. to take the news bravely — мужественно отнестись к новости

Answer the questions:

1. What was Harriet Reeves like?
2. How did she live after she had retired?
3. Why did she decide to give a big party?
4. What arrangements did she make for the party?
5. What happened on Saturday night?
6. Why didn't her guests come?

Springtime

(after O'Henry)

It was a day in March. Sarah was crying over a bill of fare. Her work was typing. She did not type very quickly, and so she had to work at home. She lived in an old red-brick building where she had moved some time ago. She usually had dinner at Schulenberg's Home Restaurant, which was next door to her house. One evening after dining at Schulenberg's Sarah took a bill of fare away. The handwriting was almost unreadable and so difficult to understand that if you were not careful you began with "the sweet" and ended with "the soup".

The next day Sarah showed Schulenberg a card on which she had beautifully typed the bill of fare with the food listed in the right and proper order. Schulenberg was pleased. Before Sarah left him he had made an agreement with her. She was to provide typewritten bills of fare for his restaurant. In return Schulenberg was to send three meals a day to Sarah's room.

Sarah's room was at the back of the house. Looking out of the window she

could see a brick wall of the factory in the next street. But she thought of trees and bushes and roses. In the summer of last year Sarah had been in the country and fallen in love with a farmer's son, Walter. They were to marry in spring. "At the very first signs of spring," Walter said.

A knock at the door drove Sarah's dreams of that happy day away. A waiter from Schulenberg's brought a pencil list of fare for the next day. Sarah sat down to her typewriter.

Today there were more changes in the bill of fare than usual. The soups were lighter, there were changes in the meat dishes. The spirit of spring filled the whole list. Just before she reached "the fruit" Sarah began crying. She had received no letter from Walter for two weeks and the next thing in the bill of fare was "dandelions - dandelions with eggs". It reminded her of those happy days when she and Walter were sitting together and he was making a crown of dandelions for her hair...

At 6 o'clock the waiter brought her dinner and carried away the typewritten bills of fare. An hour later the front door bell rang. The landlady answered it. Sarah heard a strong voice in the hall below. It was Walter's voice!

"Why haven't you written to me?" cried Sarah rushing to him. "New York is a large city," said Walter. "I came a week ago to your old address and found that you had moved to a new place."

"I wrote to you about it," said Sarah.

"Never got it," Walter answered.

"How did you find me?"

The young man smiled a springtime smile.

"I went to the Home Restaurant next door this evening," he said. "After I had gone through the bill of fare I shouted for the owner. He told me where you lived."

"Why?!"

The young man took a bill of fare out of his pocket and pointed to a line at the bottom.

She recognized one of the cards she had typed that afternoon.

Between two dishes on the list there was: "Dandelions with dearest Walter".

Answer the questions:

1. Why did Schulenberg ask Sarah to type bills of fare for his restaurant? On what condition did she agree to do that?
2. What happened in Sarah's life last summer?
3. What made Sarah feel sad when she was typing the bill of fare one day?
4. Why did Walter call at Schulenberg's Home Restaurant?
5. Why was he sure that it was Sarah who had typed the bill of fare for the restaurant?
6. Why did Sarah type those strange words on the bill of fare?

Jack Abbott's Breakfast

(after Leigh Hynt)

"What a breakfast I shall eat!" thought Jack Abbott as he turned into Middle Temple Lane, towards the house of his old friend Goodall. "I shall eat rolls with cheese and ask for one more cup of coffee! But I'm rather late. The rolls will be cold, but I'm so hungry that everything will be delicious and I'll certainly enjoy myself."

Jack Abbott was a goodhearted fellow who came that morning to the West End to have breakfast with his old friend. When he arrived at the door of his friend's house he knocked and Goodall himself opened the door.

Unfortunately for Jack, Goodall had a very bad memory. He had forgotten about the appointment with Jack Abbott and had finished his breakfast long before his friend came.

Jack came into the house and looked at the breakfast table. "I'm late. But don't take any trouble, my good friend. I'll have only a piece of bread and butter." "Ah! You have come to have breakfast. That is very good of you," said Goodall. "I'll make some fresh tea. But I've got no milk. I'm afraid I'll keep you waiting while I go out and buy some."

"I can drink tea without milk, I often drink tea without milk," said Jack.

"Then I must go out for some sugar. Now, where is my hat?"

"Don't think of such a thing, my dear friend," cried Jack. "Sugar is a thing I don't care for."

"Yes, but butter —" Goodall started to say.

"Why, I haven't eaten butter for a long time. But I must hurry, for I've got to lunch with my lawyer and he will be waiting for me. I must be going now."

Jack decided to find the nearest coffee-house and have breakfast there. He ran into Fleet Street and then into the first coffee-house.

"Waiter! Breakfast immediately. Tea, cake and bacon and eggs. Do hurry up! I've never been so hungry in my life!"

Soon the waiter served him eggs, ham and toast. Jack was about to start eating, when he suddenly saw Goodall who had just entered the coffee-house. He had come to read newspapers. Jack couldn't hurt anybody's feelings so he quietly left the coffee-house. Jack hoped that Goodall hadn't seen him and soon ordered breakfast in another coffee-house.

The breakfast was already on the table when Jack remembered that he had left all his money at home. He looked up to see if the waiter who had served him was near-by and suddenly saw the waiter of the first coffee-house. He was standing near the door and looking for somebody. Several minutes later he left the coffee-house. Poor Abbott ran to the door and out of the coffee-house and started walking in the direction of his lawyer's.

"Now to the lawyer," he thought. "After all, I have an appointment with him to have lunch. I shall tell him that I prefer breakfast to lunch and I shall get something to eat at last."

The lawyer, Mr. Pallinson, lived in a good large house.

"I hope there is milk left, and bread and butter. What a breakfast I shall eat!"

Mr. Pallinson greeted Jack heartily and invited him to the table to have dinner with him. Jack had to tell his lawyer why he didn't want to have dinner but wanted to have breakfast.

When at last Jack started his meal Mr. Goodall came into the room.

"I'll never eat breakfast today," thought Jack.

The lawyer and Mr. Goodall knew each other well and the lawyer had invited him to have dinner with him.

"I'm happy to see you again, my friend. But don't let me interrupt your tea!" said Mr. Goodall.

"He thinks I'm having tea," thought Jack and started eating. He had eggs on one side of him, ham on the other, his friends at the table in front and was as happy as a man can be.

Notes:

1. Don't take any trouble. — Не беспокойтесь.
2. Sugar is a thing I don't care for. — Сахар — как раз то, что я не люблю

Answer the questions:

1. What breakfast did Jack Abbott hope to have at Goodall's?
2. Why do you think Jack left Mr. Goodall's house without having breakfast?
3. Why did Jack leave the coffee-house when he saw Mr Goodall?
4. Why did he hurry to the lawyer's house?
5. Why did he refuse to have dinner at the lawyer's?

Cupid A La Carte

(after O'Henry)

Jeff Peters travelled through the United States and sold cheap rings, bracelets and other things of that kind.

Once he told me what had happened to him at town in Oklahoma.

"As soon as I came to the town I found a good place to eat. It was a Restaurant Tent. Mr. Dugan and his family were the owners. There were no waiters in this place. Mrs. Dugan did the cooking and her daughter Mame served.

I began to come to the Tent to eat every day at the time when most of the customers had gone and the place was not crowded. The restaurant was small but cosy and the meals were good. Every day I had two or three dinners because I wanted to stay with Mame as long as possible.

One evening in September I asked Mame to take a walk with me after supper. We walked for some time and then I decided to open my heart to her. I made a long speech and told her that I had been in love with her for a long time; that I had enough

money for both of us; that she could change the name of Dugan for the name of Peters, that I wanted to marry her. Mame didn't answer right away. Then she said, "I like you as well as I like the other men who come and eat in our restaurant. But I shall never marry anyone. Do you know what a man is in my eyes? He is a machine for eating beef-steaks and ham-and-eggs, and cakes and biscuits. He is a machine for eating and nothing more." I did not know what to do. I could not stop eating and I could not stop loving Mame. I had a good appetite and had to eat several times a day. So I continued to come to the Tent and hoped that Mame would be sorry for what she had said. But each time I put some food into my mouth I felt that I was losing my chance to win Mame's love. The more I ate the less chance I had.

Then my business came to an end and I was ready to leave the town. I decided to go to Oklahoma City. I came to the Dugans to say good-bye. I was surprised to see Mame in a blue travelling dress. Her friend who lived in Terre Haute was to get married next Thursday. Mame was going to be present at the wedding. I offered to take her there in my wagon. She agreed and thirty minutes later we started for Terre Haute. She had only a small suit-case in her hand.

It was a fine morning. The sun was shining. We got on the wagon and our trip began. Mame was full of talk, and I was full of joy. But at noon Mame found that she had forgotten to take a basket with food. I did not say anything because I was afraid to talk to Mame about food. And then I found that I had lost my way. It began to rain. We were both very tired and hungry. Then we saw a river and a small house near it. We decided to stay at this house for some time and wait till the rain stopped. In the morning I opened the little window and looked out. The water in the river had risen. And it was still raining hard. All we could do was to stay and wait. Mame said: 'I see a table full of food: chicken soup, a steak with fried potatoes, green salad, cheese—hungry people always see pictures of food in their minds.'

Night came. The river was still rising and it was still raining. I looked at Mame and saw a hungry look in her eyes. The poor girl was very hungry, maybe for the first time in her life.

The next morning we found that the rain had stopped and the water around the house had gone. Two hours later we were in Oklahoma City. The first thing we saw was a big restaurant. We hurried inside. I ordered dinner for ten, not for two: soup, steaks with green salad and fried potatoes — all the things Mame had seen in her dream. Mame was looking at the food as a boy is looking at his first watch. Then she looked at me and said: 'Jeff, I did not understand many things. But that is over. Now I understand that men get hungry every day. They are big and they are strong and they work hard. They must eat in order to work. Well, Jeff, if you still love me I will be glad to have you always sitting across me at the table.'

Notes:

1. Cupid a la carte [ka:t]. — Купидон в меню.
2. I lost my way. — Я заблудился.
3. People see pictures of food in their minds. — Люди видят в мыслях (в воображении) картины еды.

4. They must eat in order to work. — Они должны есть, чтобы работать.

Answer the questions:

1. Why did Peter start going to the Tent every day?
2. How did Mame explain to Jeff her refusal to marry him?
3. Why did they travel together to Terre Haute?
4. Why did they have to stay at a small house?
5. Why did they feel terribly hungry?
6. Why did Mame change her mind and agree to marry Jeff?

Pearls

(after Philip Wylie)

Cedric Bradley, at fifty-three, was a short, apple-cheeked man with blue eyes and a cockney accent. He controlled Bradley Ltd., the largest jewellery house in London. He was proud of two things: he built his business with his own hands and brains and he had never been swindled or robbed.

One morning in May when Bradley was calculating his profits the card of Lord Throckmorton of Taine was brought to the jeweler. Throckmorton came in. He was a total stranger to Mr Bradley.

"My daughter is going to be married," he said. "I thought of a pearl necklace, well-matched and perfect. Nothing unusual – just the best. Now I'm going to Africa for three months. I thought—within three months — you can assemble something good. For, say, eighty thousand pounds?"

"Agreed."

His Lordship took out a check book from his coat. "A deposit of, say, ten thousand?" Mr. Bradley agreed. The check was written, the two men shook hands. Three months passed. Lord Throckmorton entered Mr. Bradley's office. The head of the firm showed him the necklace.

"Good Lord, Bradley. These are the best pearls I've ever seen. My wife is an invalid, I want her to see them before my daughter. Can you send them over?" "I'd be glad to bring them over myself," answered the jeweller.

The jeweller was received in the drawing room. Her Ladyship was there. When she saw the pearls she cried with admiration. Then a nurse took her away to her room. At that moment their daughter Gwen entered the room. As the pearls were to be a surprise at the time of the wedding the Lord hurriedly put them into his cabinet that belonged to Louis XV. Both the father and his guest rose to meet the girl. She was a real beauty and a very elegant girl. Bradley was all emotions.

Her father sat near the piano. "Play that old thing I like," he suggested. The servant came up to him and said something. He lifted his hands in apology and left. Gwen sang on. When she finished she asked, "Where is the father?"

"He was called out."

"Excuse me, I'll bring him back." She left the room.

Five, then ten minutes passed. By and by Mr. Bradley pulled the bell cord.

No response. He went to Louis XV cabinet and opened it. The pearls were gone. It was not a cabinet in fact, but a sort of chute lined with silk so that the pearls didn't make noise on the way to the other room.

Mr. Bradley walked out to the hall and left the house. Then at home he went to his bedroom. There he pushed a picture aside, opened the safe behind it, took the string of well-matched pearls from his coat pocket and locked them behind the door. Then he mopped his forehead with a silk handkerchief.

Notes:

1. well-matched pearls — хорошо подобранный жемчуг
2. his Lordship — его Светлость
3. her Ladyship — ее Светлость
4. in apology — извиняясь
5. no response — никакого ответа
6. by and by — вскоре

Answer the questions:

1. What was Cedric Bradley like and what was his business?
2. Who visited him one morning and what was the purpose of this visit?
3. What kind of necklace did Lord Throckmorton want to have for his daughter?
4. What were the terms of payment for the necklace?
5. When did Lord Throckmorton come to Mr. Bradley's office again?
6. How did he like the necklace?
7. Why did he want the necklace to be brought to his house?
8. How did Mr. Bradley find out that the necklace was gone?
9. Mr. Bradley was proud that he had never been swindled or robbed, wasn't he?
10. Could he still be proud of it after his visit to Lord Throckmorton? Why?

The Model Millionaire

(after Oscar Wilde)

Hughie Erskine was wonderfully good-looking, with brown hair, clear-cut features and grey eyes. He was popular both with men and women. He had every quality except that of making money. He had tried everything. He had bought and sold shares, he had been a tea trader, but he had soon tired of that. Then he had tried selling wine but nobody bought any.

To make matters worse, he was in love. The girl he loved was Laura, the daughter of a former army officer. Laura loved him too. They were the best-looking pair in London, but they had no money. Laura's father was very fond of Hughie, but would not hear of any marriage plans.

"Come to me, my boy, when you have got ten thousand pounds of your own, and we will discuss it," he used to say.

One morning Hughie called in to see a great friend of his, Alan Trevor. Trevor was a painter. He was a strange rough man, with spotty face and a red beard. But when he took up the brush he was a real master, and his pictures were very popular.

When Hughie came in, he found Trevor putting the finishing touches to a wonderful life-size picture of a beggar. The beggar himself was standing on a platform in the corner of the room. He was a tired old man with a lined face and a sad expression. There was a worn-out brown coat over his shoulder. His boots were old and mended. With one hand he held a stick, while with the other he held out his old hat for money.

"What an astonishing model," said Hughie, as he shook hands with his friend. "Poor old man. How miserable he looks! But I suppose to you, painters, his face is his fortune," he added.

"Certainly," replied Trevor, "you don't want a beggar to look happy, do you?"

"How much does a model get? And how much do you get for a picture, Alan?"

"He gets a shilling an hour, and I get two thousand pounds for a picture. But we mustn't talk, I'm busy. Smoke a cigarette and keep quiet."

After some time the servant came in, and told Trevor that the frame maker wanted to speak to him.

When Trevor left, Hughie felt in his pockets to see how much money he had. All he could find was a pound and some pennies.

He slipped the pound into the beggar's hand as he was very sorry for him. When Trevor returned Hughie went home, but he had to walk because he had no money for transport.

The old model was interested in Hughie and wanted to know all about him. Trevor told him about Hughie, who he was, where he lived, what his income was, what hopes he had. He also told him about Laura, her cruel father and the ten thousand pounds. Actually the old beggar was Baron Housberg. He was a good friend of Trevor, he bought all his paintings, and a month before he had asked Trevor to paint him as a beggar. There was nothing surprising about it. Rich men sometimes have strange ideas.

The next morning when Hughie was at breakfast, an old gentleman entered the room. He came from Baron Housberg. He gave Hughie a letter. On the outside it was written "A wedding present to Hugh Erskine and Laura Merton from an old beggar," and inside there was a cheque for ten thousand pounds.

Notes:

1. To make matters worse... — Ситуация осложнялась и тем, что ...
2. a life-size picture — картина в натуральную величину
3. He slipped the pound into the beggar's hand. — Он незаметно вложил фунт

в руку нищего.

Answer the questions:

1. What was Hughie like?
2. Why didn't Laura's father allow her to marry Hugie?
3. What picture was Trevor painting?
4. Why did Hugie give some money to the beggar?
5. Who was the old beggar?
6. How did he thank Hugie?

Lost In The Post

(after A. Philips)

Ainsley, a post-office sorter, turned the envelope over and over in his hands. The letter was addressed to his wife and had an Australian stamp.

Ainsley knew that the sender was Dicky Soames, his wife's cousin. It was the second letter Ainsley received after Dicky's departure. When the first letter came six months ago, he did not read it and threw it into the fire. No man ever had less reason for jealousy than Ainsley. His wife was frank as the day, a splendid housekeeper, a very good mother to their two children. He knew that Dicky Soames was fond of Adela and the fact that he had some years ago gone away to join his and Adela's uncle Tom in Australia made no difference to him. He was afraid that some day Dicky would return and take Adela away from him.

Ainsley did not take the letter when he was at work as his fellow workers could see him do it. So when the working hours were over he went out of the post-office together with the other people, but then he returned to take the letter addressed to his wife. As the door of the post-office was locked, he had to get in through a window. When he was getting out of the window the postmaster saw him. He got angry and dismissed Ainsley. So another man was hired and Ainsley became unemployed. Their life became hard, they had to borrow money from their friends.

Several months passed. One afternoon when Ainsley came home he saw the familiar face of Dicky Soames. "So he has turned up," Ainsley thought to himself.

Dicky Soames said he was delighted to see Ainsley. "I have missed all of you so much," he added with a friendly smile.

Ainsley looked at his wife. "Uncle Tom has died," she explained, "and Dicky has come into his money." "Congratulations," said Ainsley, "you are lucky."

Adela turned to Dicky. "Tell Arthur the rest," she said quietly. "Well, you see," said Dicky. "Uncle Tom had something over sixty thousand and he wished Adela to have half. But he got angry with Adela because she never answered the two letters I wrote to her for him. Therefore he changed his will and left her money to hospitals. I asked him not to do it, but he wouldn't listen to me!" Ainsley turned pale. "So those two letters were worth reading after all," he thought to himself. For some time everybody kept silence. Then Dicky Soames broke the silence, "It's strange about those two letters. I've often wondered why you

didn't answer them?" Adela got up, came up to her husband and said, taking him by the hand, "The letters were evidently lost." At that moment Ainsley realized that she knew everything.

Notes:

1. to be frank as the day — быть вне подозрений
2. to be hired — быть нанятым (*на работу*)
3. Dicky has come into his money. — Дики унаследовал его деньги.
4. the letters were worth reading — письма стоило прочитать

Answer the questions:

1. What was Ainsley's job?
2. Who was Dicky Soames?
3. What was the main reason for Ainsley's not giving Dicky's letters to Adela?
4. How did Ainsley behave when the second letter arrived?
5. What happened as a result of his behaviour?
6. Was Adela's uncle a rich person? Prove it.
7. Why did Adela's uncle have to change his will?
8. Why did Ainsley realize that his wife knew everything?

The Lost Gold Coin

(after Michael W. Swan)

After the First World War a small group of war veterans returned to their native town in England. Most of them found some kind of work and were able to earn their living. But Michael Cole, who had been wounded and never recovered his strength, was unable to work regularly and was becoming poorer and poorer. Yet his pride made him refuse help from his friends, though he needed it badly.

Each year the veterans had dinner together, that was their tradition. On one of such occasions they met in the house of Grandin who had made a lot of money and become rich. That night there was much excitement and merry-making in his house. When the party was drawing to its close Grandin showed his friends a large gold coin.

The coin attracted everybody's attention, and each of those present examined it with great interest. However, soon the gold coin was forgotten.

Later Grandin remembered it and asked his friends about it but the coin was nowhere to be found. After a long discussion the decision was taken to search everyone. All the guests immediately agreed, except Michael Cole. Looking at him with surprise his friends asked him why he objected to the idea.

"Do you understand what it means?" asked the owner of the gold coin making an effort not to show his feelings. "I have not stolen the gold coin and I will not let you search me," answered Cole.

On hearing it the rest of the group turned out their pockets one by one, but the coin didn't appear. "Why won't you let us search you?" wondered Grandin again

addressing Michael Cole, but Michael Cole made no comment on the question.

From that day on Cole was a disgraced man.

He became very poor and when his wife died everybody knew it was from hunger.

A few years later when the incident had been almost forgotten Grandin decided to rebuild his house as it needed reconstruction. One of the workmen found the gold coin between two planks of the floor of the room in which the dinner had taken place. As he was an honest man, Grandin hurried to Cole's poor house to tell him the coin had been found and to make excuses for having suspected him.

"But why didn't you let us search you?" asked Grandin.

"It was a long time ago," answered Cole, "and now I can tell you that my pockets were full of food I took from the table and was going to bring home for my wife."

Notes:

1. to earn one's living — зарабатывать себе на жизнь
2. He never recovered his strength. — Он так и не восстановил свои силы.
3. to draw to the close — приближаться к концу

Answer the questions:

1. Why was Cole unable to work regularly?
2. What party did Grandin arrange for the war veterans?
3. Why did the coin attract everybody's attention?
4. Why did all the people suspect Cole for stealing the coin?
5. How was the coin found?
6. Why didn't Cole allow the people to search his pockets?

Uncle Theo

This is a story about Theo Hobdell. He was a quiet, gentle and absent-minded man whose thoughts were always on learning and nothing else. Well, he applied for a post in Camford University. It was a very good post and there were hundreds of candidates who applied for it. The committee chose fifteen, including Theo, for an interview. Camford is a very small town; there is only one hotel in it, and this was so full that they had to put two of the candidates in a room. Theo was one of these, and the man who shared the room with him was a self-confident fellow called Adams, about twenty years younger than Theo, with a loud voice, and a laugh that you could hear all over the hotel. But he was a clever fellow all the same. The Dean, the head of the department at the University, and the committee interviewed all the candidates; and, as a result of this interview, only two men were left, Theo and Adams. The committee couldn't decide which of the two to take, so they decided to make their final choice after each candidate had given a public lecture in a college lecture-hall. They were to give the lecture in three days' time. For three days Theo never left his room. He worked day and night at his lecture,

writing it out and memorizing it. Adams didn't make any preparations at all. You could hear his voice and his laughter in the bar where he had a crowd of people around him. He came to his room late at night, asked Theo how he was working at the lecture, and told him how he had spent the evening playing billiards, going to the theatre or to the music-hall. The day of the lecture arrived. They all went into the lecture-hall and Theo and Adams took their seats on the platform. And then, Theo discovered that the copy of his speech had disappeared! The Dean said he would call the candidates in the alphabetical order, Adams first. Adams took the stolen speech out of his pocket and read it to the professors who gathered to hear it. And how well he read it! When Adams finished there was a great burst of applause. Now it was Theo's turn. But what could he do? He could only repeat, word for word in a low, dull voice the lecture that Adams had presented so well.

The Dean and the committee went out to decide who the successful candidate was, but everyone was sure what their decision would be. Soon the Dean and the committee came back. "Gentlemen," the Dean said, "the candidate we have chosen is Mr. Theo Hobdell." Theo had won! The professors were greatly surprised, but the Dean continued, "I think I must tell you how we arrived at that decision. We were all filled with admiration at the learning and eloquence of Mr. Adams. We were impressed. But you remember, Mr. Adams read his lecture to us. When Mr. Hobdell's turn came, he repeated that speech word by word from memory. Now, a fine memory is absolutely necessary for this post. That is why we decided that Mr. Hobdell was the man we wanted."

As they walked out of the room, the Dean came up to Theo, shook his hand and said, "Congratulations, Mr. Hobdell! But, my dear fellow, you must be more careful and not leave valuable papers lying about!"

Notes:

1. to apply for a post – подавать заявление о приеме на работу (претендовать на место)
2. a self-confident fellow - самоуверенный человек
3. a burst of applause – взрыв аплодисментов
4. to be filled with admiration - быть полным восхищения

Answer the questions:

1. For what post did Uncle Theo apply?
2. What kind of man did he share the room with?
3. How did the committee decide to make the final choice?
4. How was Uncle Theo preparing for the lecture? What about Adams?
5. How did both candidates deliver the lecture?
6. Why did the committee choose Uncle Theo for the post?
7. What advice did the Dean give to Uncle Theo?

A Good Start

Bill liked painting more than anything else. He started painting when he was 15 and people said that as a painter he had quite a lot of talent and had mastered most of the technical skills. At 22 he had his first one-man show. He was discovered by the critics and his pictures were all sold out. With the money he could afford to marry Leila and to rent a studio. To complete his education he went to Italy but after 5 months all the money was spent and he had to return.

Bill never had another show like the first one, though he became a better painter. The critics did not think him modern enough and said he was too academic. From time to time he managed to sell some of his paintings but eventually things got very tight and he was obliged to look for a job.

The day he went for an interview Bill was especially gloomy. In the morning he came up to one of his unfinished pictures in the studio but he felt he couldn't paint. He threw down his brush and a bright red spot appeared on the board which was covered with black and yellow paint from his previous work. The board was used to protect the floor and was at that moment a mixture of bright colours.

When Bill left, Leila got down to cleaning the studio. She took up the board and put it against the wall to clean the floor. At that moment Garrad, Bill's dealer, came in. Bill had asked him to look at his work and to arrange a show but the dealer had for some time been uncertain on the matter. So he was looking around the studio, explaining that the gallery was booked up for a year and that he could not really promise Bill to arrange a show for two years or so.

Suddenly the board against the wall attracted his attention.

"Leila, my dear," he exclaimed, "I felt that there must be something like this. Tell me, why is he keeping it away from us?"

Leila was too shocked to answer. But Garrad went on, "I think it's wonderful. I never doubted Bill would catch up with the modern trends. Now Leila, are there more pictures for a full show? I must go now but I'll ring Bill up. I'm going to change the whole plan and to show his new work in the autumn. Tell him not to waste time. As to this one if he wants to sell it, I'll buy it myself."

Leila stayed in the studio till Bill came back. She was too excited to tell him the story clearly and Bill could not understand anything at first. When he realised what had happened he shook with laughter. "You didn't explain the whole thing about the board to him, did you?" he managed to say at last.

"No, I didn't. I couldn't really, I believe I should have, but it would have made things look too silly. I just said I didn't think you'd sell it."

What was Bill to do?

Think of your own ending.

a variant:

What was Bill to do? "What a thing," he thought, "to find waiting for you on your return after taking a job at two pounds a week". He could paint more for an exhibition that very evening and show them to Garrad the next day. After all, why not use it as a start for a painter's career?

Notes:

1. things got very tight — ситуация стала очень трудной
2. to be booked up — быть занятым (*о галерее*)
3. to catch up with the modern trends — зд. сравняться с современными тенденциями

Answer the questions:

1. Was the beginning of Bill's career successful or not?
2. Why weren't his later paintings a success?
3. What happened in Bill's studio one morning?
4. How did the dealer behave when he saw the board?
5. Why did he decide to exhibit the board?

The Verger

(after W. Somerset Maugham)

There had been a wedding that afternoon at St. Peter's Church, and Edward Foreman still wore his verger's gown. He had been a verger for 16 years and liked his job. Now Foreman was waiting for the vicar. The vicar had just been appointed. He was a red-faced energetic man and the verger disliked him. Soon the vicar came in and said, "Foreman, I've got something unpleasant to tell you. You have been here a great many years and I think you've fulfilled your duties quite satisfactorily; but I found out a most striking thing the other day. I discovered to my astonishment that you could neither read nor write. I think you must learn, Foreman."

"I'm afraid I can't, sir. I'm too old a dog to learn new tricks." "In that case, Foreman, I'm afraid you must go." "Yes, sir, I quite understand. I shall hand in my resignation as soon as you have found somebody to take my place."

Up to now Edward's face hadn't shown any signs of emotion. But when he had closed the door of the church behind him his lips trembled. He walked slowly with a heavy heart. He didn't know what to do with himself. True, he had saved a small sum of money but it was not enough to live on without doing anything, and life cost more and more every year.

It occurred to him that a cigarette would comfort him and since he was not a smoker and never had any in his pockets he looked for a shop where he could buy a packet of good cigarettes. It was a long street with all sorts of shops in it but there was not a single one where he could buy cigarettes.

"That's strange," said Edward. "I can't be the only man who walks along the street and wants to have a smoke," he thought. An idea struck him. Why shouldn't he open a little shop there? "Tobacco and Sweets." "That's an idea," he said. "It is strange how things come to you when you least expect it."

He turned, walked home and had his tea.

"You are very silent this afternoon, Edward," his wife remarked. "I'm thinking," he said. He thought the matter over from every point of view and the next day he went to look for a suitable shop. And within a week the shop was opened and Edward was behind the counter selling cigarettes.

Edward Foreman did very well. Soon he decided that he might open another shop and employ a manager. He looked for another long street that didn't have a tobacconist's in it, found it and opened another shop. This was a success too. In the course of ten years he acquired not less than ten shops and was making a lot of money. Every Monday he went to all his shops, collected the week's takings and took them to the bank.

One morning the bank manager said that he wanted to talk to him.

"Mr. Foreman, do you know how much money you have got in the bank?"

"Well, I have a rough idea."

"You have 30 thousand dollars and it's a large sum. You should invest it. We shall make out a list of securities which will bring you a better rate of interest than the bank can give."

There was a troubled look on Mr. Foreman's face. "And what will I have to do?"

"Oh, you needn't worry," the banker smiled. "All you have to do is to read and to sign the papers."

"That's the problem, sir. I can sign my name but I can't read." The manager was so surprised that he jumped up in his seat. He couldn't believe his ears.

"Good God, man, what would you be if you could read?!"

"I can tell you that, sir," said Mr. Foreman. "I would be a verger of St. Peter's Church."

Notes:

1. I'm too old a dog to learn new tricks, (поел.) — В старости поздно учиться.
2. It occurred to him ... — Ему пришло в голову...
3. An idea struck him. — Его осенило.
4. to bring a better rate of interest — принести больше процентов

Answer the questions:

1. For how long did Edward Foreman work at St. Peter's Church?
2. What did the verger think of the new vicar?
3. Why did the vicar decide to dismiss Foreman?
4. Why did Foreman think of opening a tobacco shop?
5. His business was a success, wasn't it? Prove it.
6. How did Foreman accept the idea of investing his money in securities?
7. What made the banker jump up in his seat?

The Ant And The Grasshopper

(after W. Somerset Maugham)

When I was a small boy I was made to learn by heart some fables of La Fontaine and the moral of each was carefully explained to me. Among them was "The Ant and the Grasshopper". In spite of the moral of this fable my sympathies

were with the grasshopper.

I couldn't help thinking of this fable when the other day I saw George Ramsay lurching in a restaurant. I never saw an expression of such deep gloom. He was staring into space. I was sorry for him; I suspected at once that his unfortunate brother had been causing trouble again.

I came up to him. "How are you?" I asked. "Is it Tom again?" He sighed. "Yes, it's Tom again."

I suppose every family has "a black sheep". In this family it was Tom. He had begun life decently enough: he went into business, married and had two children. The Ramsays were respectable people and everybody supposed that Tom would make a good carrier. But one day he announced that he didn't like work and that he wasn't suited for marriage. He wanted to enjoy himself.

He left his wife and his office. He spent two happy years in the various capitals of Europe. His relations were shocked and wondered what would happen when his money was spent. They soon found out: he borrowed. He was so charming that nobody could refuse him. Very often he turned to George. Once or twice he gave Tom considerable sums so that he could make a fresh start. On these Tom bought a motor-car and some jewellery. But when George washed his hands of him, Tom began to blackmail him. It was not nice for a respectable lawyer to find his brother shaking cocktails behind the bar of his favourite restaurant or driving a taxi. So George paid again.

For twenty years Tom gambled, danced, ate in the most expensive restaurants and dressed beautifully. Though he was forty-six he looked not more than thirty-five. He was in high spirits and had an incredible charm. Tom Ramsay knew everyone and everyone knew him. You couldn't help liking him.

Poor George, only a year older than his brother, looked sixty. He had never taken more than a fortnight's holiday a year. He was in his office every morning at nine-thirty and never left it till six. He was honest and industrious. He had a good wife and four daughters to whom he was the best of fathers. His plan was to retire at fifty-five to a little house in the country. His life was blameless. He was glad that he was growing old because Tom was growing old, too. He used to say, "It was all well when Tom was young and good-looking. In four years he'll be fifty. He won't find life so easy then. I shall have thirty thousand pounds by the time I'm fifty. We shall see what is better -to work or to be idle."

Poor George! I sympathized with him. I wondered now what else Tom had done. George was very much upset. I was prepared for the worst. George could hardly speak. "A few weeks ago," he said. "Tom became engaged to a woman old enough to be his mother. And now she has died and left him everything she had: half a million pounds, a yacht, a house in London and a house in the country. It is not fair, I tell you, it isn't fair!"

I couldn't help it. I burst into laughter as I looked at George's face. George never forgave me. But Tom often asks me to dinners in his charming house and if he sometimes borrows money from me, it is simply from force of habit.

Notes:

1. Every family has "a black sheep". - В каждой семье есть «паршивая овца».
2. George washed his hands of him. - Джордж снял с себя ответственность за него.
3. He was in high spirits. — Он пребывал в приподнятом настроении:
4. to burst into laughter — расхохотаться
5. from force of habit — по привычке

Answer the questions:

1. Give a short sketch of the Ramsay family.
2. How do you understand the expression "a black sheep"? Why was it applied to Tom?
3. What was the decent beginning of Tom's life?
4. How did he change his life later?
5. Why did George give Tom considerable sums of money?
6. What did Tom do with the money?
7. Was his brother much older than Tom? Describe his way of life.
8. Why was George glad that he was growing older? What were his plans for the future?
9. What news did George break to the author?
10. What was the author's reaction to the news?

The Wrong House

(after James N. Young)

The night was dark. And the house was dark. Dark and silent. The two men ran towards it quietly. They slipped quickly through the dark bushes which surrounded the house. They reached the porch, ran quickly up the steps, knelt down, breathing heavily, in the dark shadows. They waited listening. Ten, twenty, thirty seconds. With one of the keys the men opened the door silently, entered the house, closed the door behind them and locked it. They discussed the situation in whisper. They wondered if they had awakened anyone in the house. Then one of them said: "Let's have a look at this place." "Careful, Hasty."

"Oh, there isn't anybody awake!" And the soft rays of a flashlight swept the room. It was a large room. A living room. Rugs, carefully rolled, lay piled on one side. The furniture — chairs, tables, couches — was covered with sheets. Dust lay like light snow over everything. The man who held the flashlight spoke first. "Well, Blackie," he said, "we're in luck. Looks as if the family's away." Together they searched the house. The family was really away. Hasty Hogan and Blackie Burns were in luck. Luck had been with them every moment—but one. That moment had come just one hour before. It came when Blackie, driving the car, ran over a policeman. And Blackie, thinking of the suitcase at Hasty's feet, had driven away. Swiftly. There had been a chase, of course. And they had had

to abandon the car. But luck or no luck, here they were. Alone, and without a car, in a strange town. But with the suitcase. The suitcase lay in the centre of the table. In the suitcase there were nearly three hundred thousand dollars. "Listen," said Hogan. "We have to get a car. But we can't steal one and use it. It's too dangerous. We have to buy one. That means that we have to wait until the stores open. That will be at about eight o'clock."

"But what are we going to do with that?" and Burns pointed to the suitcase.

"Hide it right here. It's much safer here than with us until we get a car." And so they hid the suitcase. Buried it deep in some coal which lay in the corner of the cellar. After this just before the dawn, they slipped out. "Say, Blackie," Hogan remarked as they walked down the street, "the name of the gentleman we're visiting is Mr. Samuel W. Rogers."

"How do you know?"

"Saw it on some of their books."

Shortly before nine Mr. Hogan and Mr. Burns bought a car. A nice little car. Three blocks from the house they stopped. Hogan got out. Walked towards the house. Fifty yards from the house he stopped. The front door was open. The window shades were up. The family had returned. Well, what bad luck! And what could they do? "Leave it to me, kid," he told Burns. "I'll do some special brain work. Let's find a telephone. Quick!" Ten minutes later Hogan was consulting a telephone directory. Yes, there it was—Samuel W. Rogers, Plainview 6329. A moment later he was talking to the surprised Mr. Rogers.

"Hello," he began, "is this Mr. Rogers, Mr. Samuel Rogers?"

"Yes, this is Mr. Rogers."

Hogan cleared his throat. "Mr. Rogers," he said, "this is Headquarters, Police Headquarters. I am Simpson, Sergeant Simpson, of the detective division." "Yes, yes," came over the wire. "The Chief—the Chief of Police, you know," here Hogan lowered his voice a little, "has ordered me to get in touch with you. He's sending me out with one of our men to see you." "Am I in some kind of trouble?" asked Mr. Rogers. "No, no, no. Nothing like that. But I have something of great importance to tell you." "Very well," came the voice of Mr. Rogers. "I'll wait for you." Within ten minutes "Sergeant Simpson" and "Detective Johnson" were speaking with the surprised Mr. Rogers. Mr. Rogers was a small man. Rather insignificant. He was a nervous, frightened man. Hogan told him the whole story. Somewhat changed. Very much changed. Mr. Rogers was surprised, but delighted. He accompanied Hogan to the cellar. And together they dug up the suitcase, took it to the living room, opened it, saw that it had not been touched — that it really did hold a small fortune. Bills, bills, bills. Hogan closed the suitcase. "And now, Mr. Rogers," he announced in his best official manner, "Johnson and I must hurry. The chief wants a report quickly. We have to catch the rest of the robbers. I'll keep in touch with you." He picked up the suitcase and rose. Burns also rose. Mr. Rogers also rose. The trio walked to the door. Mr. Rogers opened it. "Come in, boys," he said pleasantly, and the boys did.

Three men... Large men... Strong men. Men in police uniform, who

without fear stared at Hasty Hogan and Blackie Burns. "What does this mean, Mr. Rogers?" asked Hogan. "It's quite simple," said Mr. Rogers. "It just happens that I am the Chief of Police."

Answer the questions:

1. Why was it necessary for Hasty Hogan and Blackie Burns to find the place where they could hide?
2. Where did they hide?
3. Was the family at home or were they away?
4. What was the name of the owner of the house?
5. Why did Hasty and Blackie have to abandon their car?
6. Why did they have to buy a new car?
7. What frightened the men when they were approaching the house in their new car?
8. How did Hasty get in touch with the owner of the house?
9. What story did he tell Mr. Samuel Rogers?
10. What happened when Hasty and Blackie were about to leave the house?

The Adventure of My Aunt.

My aunt was a big woman, very tall, with a strong mind and will. She was what you may call a very manly woman. My uncle was a thin, small man, very weak, with no will at all. From the day of their marriage he began to grow smaller and weaker. His wife's powerful mind was too much for him, and very soon he fell ill.

My aunt took all possible care of him, half the doctors in town visited him and prescribed medicine for him enough to cure a whole hospital. She made him take all the medicines prescribed by the doctors, but all was in vain. My uncle grew worse and worse and one day she found him dead.

My aunt was very much upset by the death of her poor dear husband. Perhaps now she was sorry that she had made him take so much medicine and felt, perhaps, that he was the victim of her kindness. Anyhow, she did all that a widow could do to honour his memory. She spent very much money on her mourning dress, she wore a picture of him about her neck as large as a small clock, and she had a full-length portrait of him always hanging in her bedroom. All the world praised her conduct. "A woman who did so much to honour the memory of one husband, deserves soon to get another," said my aunt's friends.

Some time passed, and my aunt decided to move to her big country house. The house stood in a lonely, wild part of the country among the grey hills.

The servants, most of whom came with my aunt from town, did not like the sad-looking place, they were afraid to walk alone about its half-empty black-looking rooms. My aunt herself seemed to be struck with the lonely appearance of her house. Before she went to bed, therefore, she herself examined all the doors and the windows and locked them with her own hands. Then she carried the keys together with a little box of money and jewels, to her own room. She always saw to all things herself.

One evening, after she had sent away her maid, she sat by her toilet table,

arranging her hair. For, in spite of her sorrow for my uncle, she still cared very much about her appearance. She sat for a little while looking at her face in the glass. As she looked, she thought of her old friend, a rich gentleman, whom she had known since her girlhood.

All of a sudden she thought she heard something move behind her. She looked round quickly, but there was nothing to be seen. Nothing but the painted portrait of her poor dear husband on the wall behind her. She gave a heavy sigh to his memory as she always did whenever she spoke of him in company, and went on arranging her hair. Her sigh was re-echoed. She looked round again, but no one was to be seen.

"Oh, it is only a wind," she thought and went on arranging her hair, but her eyes were still fixed on the reflection of her husband's portrait in the looking-glass. Suddenly it seemed to her that in the glass she saw one of the eyes of the portrait move. It gave her a shock.

"I must make sure," she thought and moved the candle so that the light fell on the eye in the glass. Now she was sure that it moved. But not only that, it seemed to give her a wink exactly as her husband used to do when he was living. Now my aunt got really frightened. Her heart began to beat fast. She suddenly remembered all the frightful stories about ghosts and criminals that she had heard.

But her fear was soon over. Next moment, my aunt who, as I have said, had a remarkably strong will, became calm. She went on arranging her hair. She even sang her favourite song in a low voice. She again moved the candle and while moving it she overturned her workbox. Then she took the candle and began without any hurry to pick up the articles one by one from the floor. She picked up something near the door, looked for a moment into the corridor as if in doubt whether to go and then walked quietly out.

She hurried down the stairs and ordered the servants to arm themselves with anything they could find. She herself caught up a red-hot poker and, followed by her frightened servants, returned almost at once. They entered the room. All was still and exactly in the same order as when she had left it. They approached the portrait of my uncle.

"Pull down that picture," ordered my aunt.

A heavy sigh was heard from the portrait. The servants stepped back in fear.

"Pull it down at once," cried my aunt impatiently.

The picture was pulled down and from a hiding-place behind it, they dragged out a big, black-bearded fellow with a knife as long as my arm, but trembling with fear from head to foot. He confessed that he had stolen into my aunt's room to get her box of money and jewels, when all the house was asleep. He had once been a servant in the house and before my aunt's arrival had helped to put the house in order. He had noticed the hiding-place when the portrait had been put up. In order to see what was going on in the room he had made a hole in one of the eyes of the portrait.

My aunt did not send for the police. She could do very well without them: she liked to take the law into her own hands. She had her own ideas of cleanliness also. She ordered the servants to draw the man through the horse pond in order to wash away his crimes, and then to dry him well with a wooden "towel".

But though my aunt was a very brave woman, this adventure was too much

even for her. She often used to say, "It is most unpleasant for a woman to live alone in the country". Soon after she gave her hand to a rich gentleman.

Notes:

1. Will – воля
2. To prescribe medicine for smb – прописывать лекарство
3. To cure – лечить
4. In vain – напрасно, тщетно
5. The victim of her kindness – жертва ее доброты
6. A widow – вдова
7. To honour smb's memory – чтить ч-л память
8. A mourning dress – траурное платье
9. A full length portrait – портрет во весь рост
10. To praise – хвалить
11. Conduct – поведение
12. To deserve – заслуживать
13. To see to smth – присматривать за ч-л, заботиться о ч-л
14. To re-echo – отозваться эхом
15. To give smb a wink – подмигнуть
16. A ghost – привидение
17. A workbox with articles – корзинка для рукоделия с изделиями
18. To arm with – вооружить
19. A red-hot poker – накалившая докрасна кочерга
20. To steal into a room – прокрасться в комнату

Honesty Is The Best Policy.

A woodman was once working on the bank of a deep river. Suddenly his axe slipped from his hand and dropped into the water.

"Oh! I have lost my axe," he cried. "What shall I do? The water is very deep and I am afraid to dive into it. What shall I do? Who can help me?"

Mercury heard the poor man's cries and appeared before him.

"What is the matter, poor woodman?" he asked. "What has happened? Why are you so sad and unhappy?"

Mercury listened to the man's story and then said, "Perhaps I can help you." He dived into the river and brought up a golden axe. "Is this yours?" he asked. "No, that is not mine," was the answer. Mercury dived a second time and this time brought up a silver axe. "Is this yours?" he asked. Again the answer was "No." So Mercury dived a third time and brought up the very axe that the woodman had lost "That is my axe," cried the man. "Yes, that is my good axe. Now I can work again."

Mercury was so pleased with the fellow's honesty that at once he made him a present of the other two axes and disappeared before the man could say "Thank you."

The woodman went home very pleased with his good luck. He told his

friends all about it and one of them decided to try his luck. So he went to the same place, dropped his axe into the river, and cried out: "Oh! I have lost my axe. What shall I do? Who can help me?"

Mercury appeared as before, and when he learnt that the man had lost his axe, he dived into the river. Again he brought up a golden axe "Is this yours?" he asked. "Yes, it is," answered the woodman. "You are not telling me the truth," said Mercury. "You will neither have this axe nor the one that you so foolishly dropped into the water."

Notes:

1. the very axe that... — тот самый топор, который...
2. to try one's luck — испытать свою удачу (везение)
3. neither ... nor... — ни (не)... ни (не)...

Answer the questions:

1. What happened to the woodman?
2. How did Mercury test his honesty?
3. How did he teach the second woodman a lesson?
4. Comment on the title of the story.

Liverpool Cheeses

Jerome K. Jerome

I remember a friend of mine buying a couple of cheeses at Liverpool. They were excellent cheeses but there was too much odour about them. I was in Liverpool at that time, and my friend asked me to take the cheeses to London, as he was coming back only a day or two later, and he did not think the cheeses could be kept much longer.

"Oh, with pleasure, dear boy," I replied, "with pleasure."

I called for the cheeses and took them away in a cab. I put the cheeses on my knees, and we started off very slowly, and all went nicely until we turned the corner. There, the wind carried the smell from the cheeses to our horse. It woke the horse up, and the horse dashed off at reckless speed.

It took two porters as well as the driver to hold the horse in at the station; I think they could do it because the driver put a handkerchief over its nose, and lit a bit of brown paper.

I took my ticket, and marched proudly up the platform, with my cheeses, the people falling respectfully on either side. The train was crowded, and I had to get into a carriage where there were already seven other people. I put my cheeses on the seat, smiled and said it was a warm day. A few moments passed, and then an old gentleman said, "Very close in here."

"Quite oppressive," said the man next to him.

And then they both began sniffing, and some time later rose up without another word and went out. And then a stout lady got up, and said it was disgraceful, and gathered up a bag and eight parcels and went. The remaining four passengers sat on for a while, until a gentleman in the corner said it made him think of a dead baby; and

the other three passengers tried to get out of the door at the same time, and hurt themselves.

I smiled at the gentleman in the corner, and said I thought we were going to have the carriage to ourselves; and he laughed pleasantly, and said some people made such a fuss over a little thing. But even he grew strangely depressed, and so, when we reached Crewe, I asked him to come and have a drink. He accepted, and we went to the buffet. After we had waited for a quarter of an hour a young lady came and asked us if we wanted anything.

“What’s yours?” I said, turning to my friend.

“I’ll have brandy,” he answered.

And he went off quietly after he had drunk it and got into another carriage. From Crewe I had the compartment to myself, though the train was crowded. As we stopped at the different stations, the people, seeing my empty carriage, would rush for it.

“Here you are, Maria; come along, plenty of room.”

“All right, Tom; we’ll get in here,” they would shout.

And they would run along, carrying heavy bags, and fight round the door to get in first. They would all come and have a sniff, and then go out and squeeze into other carriages.

From Euston, I took the cheeses down to my friend’s house. When his wife came into the room she smelt round for a moment. Then she said:

“What is it? Tell me the worst.”

I said: “It’s cheeses. Tom bought them in Liverpool, and asked me to bring them up with me.”

And I added that I hoped she understood that it had nothing to do with me; and she said she was sure of that, but that she would speak to Tom about it when he came back.

The Dinner Party

Nickolas Monsarrat

Thirty years ago I was fifteen. My uncle Octavian was then (in 1925) a very rich man. He was a charming host whose villa on the Cote d’Azur was a meeting place of the rich, and he was a very hospitable man – until January 3, 1925.

There was nothing special about that day, in the life of my uncle Octavian, except that it was his fifty-fifth birthday. As usual on such a day, he was giving a dinner-party, a party for twelve people. All of them were old friends; two of them, indeed, were what they called then “old flames”.

I, myself, aged fifteen, was deeply privileged. I was staying with my uncle at his beautiful villa and my uncle allowed me to come down to dinner. It was exciting to me to be in such company, which included besides the two “old flames”, and their husbands, a newspaper proprietor and his American wife; a recent prime-minister of France and a well-known statesman of post-war Germany, and a Habsburg prince and princess. At that age, on holiday from school, you will understand that I was excited. The company was remarkable! But I should also stress that they were all old and close friends of my uncle Octavian.

Towards the end of a wonderful dinner when the servants had left, my uncle leaned forward to have a look at a beautiful diamond ring on the princess's hand. She turned her hand gracefully towards my uncle.

Across the table, the newspaper proprietor leant across and said: "May I also have a look, Therese?" She smiled and nodded. Then she took off the ring and held it out to him. "It was my grandmother's," she said. "I have not worn it for many years. It is said to have once belonged to Genghis Khan."

There were exclamations of surprise. The ring was passed from hand to hand. For a moment it was in my hand. Then I passed it on to my next-door neighbour. As I turned away again, I thought I saw her pass it on. At least I was almost sure I saw her. It was some twenty minutes later when the princess stood up, giving the signal for the ladies to leave the table. She looked round us with a pleasant smile. Then she said: "Before we leave you, may I have my ring back?"

I remember my uncle said, "Ah yes – that wonderful ring!" I remember the newspaper proprietor said: "Of course! Mustn't forget that!" and one of the women laughed.

Then there was a pause, while each of us looked expectantly at his neighbour. Then there was silence.

The princess was still smiling, though less easily. "If you please," she said again. "Then we can leave the gentlemen to their port."

When no one answered her, and the silence continued, I still thought it could only be a joke, and that one of us – probably the prince himself – would produce the ring with a laugh. But when nothing happened at all, I knew that the rest of the night would be awful.

I am sure you know what followed. There was the awkwardness of the guests – all of them old friends. There was the fact that no one would meet anyone else's eye. The guests overturned the chairs, examined the carpet and then the whole room. All these things happened, but they did not bring the princess's ring back. It had vanished – a diamond ring worth possibly two hundred thousand pounds – in a roomful twelve people, all old friends.

No servants entered the room. No one had left it for a moment. The thief was one of us, one of my uncle Octavian's old friends.

I remember it was the French cabinet minister who wanted to be searched, indeed, he had already started turning out his pockets, before my uncle held up his hand and stopped him.

Uncle Octavian's face was pale when he said: "There will be no searching. Not in my house. You are all my friends. The ring can only be lost. If we do not find it" – he bowed towards the princess – "I will make amends myself."

The fruitless search began again.

But there was no ring anywhere, though the guests stayed nearly till morning – nobody wanted to be the first to leave.

My uncle Octavian remained true to his words that no one was to be searched. I myself went to England, and school, a few days later. I was very glad to leave the place. I could not bear the sight of my uncle's face and the knowledge of his overturned world. All that he was left with, among the ruins of his way of life, was a

question mark: which of his friends was the thief?

I do not know how my uncle Octavian “made amends”. I know that, to my family’s surprise, he was rather poor when he died. He died, in fact, a few weeks ago, and that is why I feel I can tell the story.

It would be wrong to say that he died a broken man, but he did die a very sad man who never gave a single lunch or dinner-party for the last thirty years of his life.

Notes:

- | | |
|--|--------------------------------------|
| 1. the Cote d’Azur – Лазурный берег | 6. leave the gentlemen to their port |
| 2. “old flames” – прежние– оставить мужчин, пока они пьют увлечения | портвейн |
| 3. a newspaper proprietor – владелец газеты | 7. worth – стоимостью |
| 4. leaned forward – наклонился | 8. make amends – компенсировать |
| 5. it is said to have once belonged – остался говорят, оно когда-то принадлежало | 9. he was left with – с чем он |

The Valentine Card

Helen only smiled and said nothing when her parents asked why she did not go out. Her mother often suggested that Helen (should) invite some of her friends home one evening.

“I can make some cakes and you can all dance and have a party. Your father and I can go out for the evening so you won’t have to worry about the noise you make,” she said.

Her father also tried to bring her out of her isolation and told her that when he was sixteen, he “knew a pretty face when he saw one.”

It was all useless. Helen stayed at home in the evening and read books or played records or watched television. Parents were nice. They tried to help. But they did not understand. To be popular with boys you had to be gay and pretty. Helen looked in her bedroom mirror. She saw a small, round face that usually became red whenever a boy even said “Hallo!” to her. No boy could ever like me, she said to herself.

Then, at breakfast on St Valentine’s Day, the card arrived by post. Helen looked at the envelope with her name and address written in bright blue ink. Her mother went into the kitchen and her father quietly read his morning paper and ate his toast. Helen opened the envelope and took out the card. There were the words on the card in bright blue ink: “To Helen – hope we meet soon.” Who was it from? Perhaps it was a joke?

“It’s a very nice card,” said her mother. “Who is it from?” she asked. “I’ve no idea,” said Helen. “There’s no name on the valentine card.”

Who was it from, Helen asked herself as she walked to school. She tried to think of the people she knew who used bright blue ink. There was Paul, of course. He lived in the street next to hers. He always used that colour ink. But how could the

card be from Paul? He was always going out and had a lot of friends. He was also the best tennis player and swimmer in the school and had lots of girl-friends.

Before going into her classroom at school, she saw Paul coming towards her. Was he smiling at her or only laughing at her? If he was the person who had sent the card, he must know that she had received it that morning. Probably he was going to tell the whole of the class about the joke.

“Hallo, Helen,” he said. “How are you?”

“I’m O.K.” said Helen.

If he sent me the card, thought Helen, I’m not going to let him know I’ve got it.

“You’re always doing your homework. You never seem to have time to come out in the evening,” said Paul. “Why not come out tonight? It’s February 14. You know what day that is, don’t you?”

“Of course,” replied Helen. “St Valentine’s Day.” She smiled carefully at Paul. He smiled back at her.

“We can go and see a film in town and then have some coffee. You will come, won’t you?”

“I’m sorry, I can’t come. I’ve got to – to go out with my mother and she...”

“Please come. I’ll call at your house at seven o’clock.”

The bell began to ring for the first class and he turned to go. “Don’t forget, will you? Seven o’clock.”

Helen arrived home at half past four and started to run up the stairs.

“Hallo, dear,” called her mother from the kitchen. “You’re in a hurry.”

Helen ran back down the stairs and into the kitchen.

“Where’s my green dress, mum? Do you know? I’ve got to go out tonight and I must get ready before dinner.”

“But it’s only half past four. You don’t have to get ready so early, do you?”

“Yes, yes, I must get ready now,” said Helen. She ran out of the kitchen and bumped into her father who was coming into the hall.

“What’s the hurry? Is there a fire or are you going out somewhere?”

“I’m going out tonight – I’m going to see a film – with Paul from school.”

“Oh, that’s nice,” said her father. “Lucky Paul!”

“Isn’t it nice of Paul to ask Helen to the pictures with him,” said Helen’s mother. “She’ll enjoy herself.”

Helen’s father smiled at her.

“Yes,” he said. “Must be the valentine card that did it.”

Then he went into the living-room and quietly put the bottle of bright blue ink inside his desk drawer.

Notes:

1. valentine card – открытка, которую посылают друг другу влюбленные в день св. Валентина
2. to be popular with boys – чтобы пользоваться успехом у мальчиков
3. St Valentine’s Day – день св. Валентина, 14 февраля
4. you never seem to have time – кажется, у тебя никогда нет времени
5. bumped into her father – столкнулась с отцом
6. desk drawer – ящик письменного стола

Part 5. Practice In Written Translation.

5.1. Texts for English-Russian translation.

LANGUAGE CONFUSION

Laura is at the airport. She waits for her flight. Her flight is to Berlin, and it is 4 hours away. Laura walks around the airport and looks at the shops. She has a nice time. After an hour she wants to visit the bathroom. She searches for it, but she doesn't find it.

"Where is the bathroom?" she asks herself.

She looks and looks but she can't find it. She starts asking people where it is.

Laura: "Excuse me sir, could you please tell me where is the bathroom?"

Man: "You mean the restroom, right?"

Laura: "No, I mean the bathroom."

Man: "Well, the restroom is over there." He says and walks away.

Laura doesn't understand. She asks a lady: "Excuse me madam, could you please tell me where is the bathroom?"

"The restroom is over there," the lady answers and walks away.

Laura is confused. "What's their problem? I need to use the bathroom and they send me to rest?! I don't need a restroom, I need the bathroom!"

After a while Laura gives up. She feels tired of all this walking and asking. She decides that maybe they are all right and she does need to rest. She walks to the restroom. Now she is surprised. She realizes the restroom is actually the name for a public bathroom!

ANNIVERSARY DAY

Chloe and Kevin enjoy going out to Italian restaurants. They love to eat pasta, share a dessert, and have espresso.

Chloe and Kevin's anniversary is coming up. Kevin wants to plan a night out at an Italian restaurant in town. He calls a restaurant to make a reservation but they have no tables available. He calls another restaurant, but they have no availability either.

Kevin thinks and paces around the house. He knows that Chloe loves Italian food more than anything else. He knows that nothing makes her happier. But the only two Italian places in town are too busy.

Kevin has an idea. What if he cooks Chloe a homemade Italian meal? Kevin pictures it: he puts down a fancy tablecloth, lights some candles, and plays romantic Italian music. Chloe loves when Kevin makes an effort.

There's only one thing. Kevin isn't a good cook.

In fact, Kevin is a terrible cook. When he tries to make breakfast he burns the eggs, when he tries to make lunch he screws up the salad, when he tries to make dinner even the neighbors smell how bad it is.

Kevin has another idea: if he calls up one of the restaurants before Chloe gets home and orders take-out, he can serve that food instead of his bad cooking!

The day arrives. Chloe is still at work while Kevin orders the food, picks it up, and brings it back home.

As he lays down the place settings, lights the candles and puts the music on, Chloe walks in.

"Happy Anniversary!" Kevin tells Chloe. He shows off their romantic dinner setting, smiling.

Chloe looks confused. "Our anniversary is tomorrow, Kevin."

Kevin pauses, looks at the calendar and realizes she's right. He looks back at her.

"I guess it's always good to practice!" he says.

LOVE IS IN THE AIR

Every summer, Penny travels to a family reunion barbeque. Penny is never excited, and this year is no different. She dreads the drive.

She does not like talking to her relatives. And she does not like the smell of hamburgers. (Penny is a vegetarian.)

When Penny arrives, she sees lots of familiar faces. It is July and Uncle Vernon is wearing a sweater. Uncle Vernon is always cold. It's very mysterious.

She sees her cousin Polly. Polly has six children. The youngest one screams. Then the oldest one screams. Polly's children are always screaming.

She sees many of her other cousins in the field playing softball. They play a softball game every year, and it always ends in a big argument. Penny wonders, again, why they never solve it.

Then Penny sees an incredibly handsome man. She stares at him. He catches her staring. He smiles and walks over to her. Penny is very nervous. She is nervous because a handsome man is walking up to her and she is nervous because this handsome man might be her cousin.

The man sticks out his hand and says, "Hi, I'm Paul."

"Hi, I'm Penny," Penny says. "Are we related?"

Paul laughs. "No, we are not related. I am Vernon's nurse. He is sick and needs to keep me close by. But he did not want to miss this barbeque!"

"Oh, thank goodness," Penny says and then blushes. Penny always blushes when she is nervous, embarrassed, or hot, and right now she is all three.

Handsome Paul laughs and says, "Would you like to go get a hamburger with me? They smell delicious."

Penny smiles, "Sure. I love hamburgers!"

ONLINE DATING

Amanda turns on her computer and opens her e-mail. She has a new message. She smiles. It is from Tall_and_Handsome34, a man Amanda met on FindNewLove.com, an online dating website. She really hopes to find a new love, and Tall_and_Handsome34 could be the right man for her!

Amanda reads the e-mail. Tall_and_Handsome34 asks Amanda if she would like to meet in person on Friday. He tells her his real name is Mike.

Amanda considers meeting Mike. She only chats with Mike on the computer, but she really likes him. He is smart and funny. They are the same age, share many interests, and live in the same city. She does not know what he looks like, but she enjoys the mystery of a blind date.

Amanda replies to Mike, "Hi Mike. My real name is Amanda."

They agree to meet at Amanda's favorite restaurant at 7:30 p.m. on Friday. They plan to meet beside the fountain in front of the restaurant.

On Friday, Amanda prepares for her date. She puts on a dress and curls her hair. She feels nervous and excited!

When Amanda arrives at the restaurant, she sees a tall man by the fountain. She cannot see his face.

"That must be Mike," Amanda thinks.

She walks toward the man.

"Mike?" Amanda asks as the tall man turns around. She sees Mike's face. She is surprised!

"Amanda Jones!" Mike exclaims. He realizes he knows her. Amanda Jones and Mike Miller dated in high school. "I cannot believe it is you!"

Amanda and Mike laugh and hug. "Well," Amanda thinks to herself, "sometimes you can find an old love too!"

LOST AND FOUND

Donna and her husband John go to the beach every Saturday in the summer. Today is no exception. Donna packs a picnic lunch. She packs the beach umbrella and sun lotion.

She cannot find their beach towels. Donna always loses things. The towels are not in the laundry basket or dryer. They are not in the closet, either. She finally looks in her beach bag. She sees the towels folded in the bottom. Of course, the beach towels are exactly where they should be.

Donna puts on her swimsuit and floppy sun hat. She is almost ready. She just needs her sunglasses. She thinks they are on the table by the door. Or maybe they are in the bathroom. They could also be in her purse. Donna sighs.

John puts the picnic basket, umbrella, and beach bag in the car. He checks his fishing poles and equipment. He places them in the car beside the picnic basket.. Daisy, their dog, jumps in the backseat. She loves the beach! John is ready to leave. Where is Donna? She knows he likes to arrive at the beach before the crowds.

John groans and shakes his head. Donna is always late!

Donna searches for her sunglasses. She cannot find them, and she knows John is waiting. He hates when she is late! She grabs her purse and locks the door.

"You are late," John says as Donna gets in the car. Donna tells John that she could not find her sunglasses.

John looks at her and laughs! He flips down the sun visor so Donna can see herself in the mirror. Donna looks in the mirror and laughs too. Her sunglasses are on top of her head. They were there the whole time!

"It is always in the last place that you look," Donna giggles!

A GOOD SANDWICH

Gordon was hungry. He opened the refrigerator. There must be something in here to eat, he thought. There was - a single hot dog.

He took it out of its package and put a small frying pan onto the stove's gas burner. He turned on the heat. Then he poured a little bit of vegetable oil into the pan. He sliced the hot dog in half lengthwise. When the oil got hot, he put the two halves in the pan. About a minute later, he flipped each half over. After another minute, he took the hot dog out of the pan.

Gordon put two slices of bread into the toaster. This was tasty and healthy bread. The first ingredient listed was organic sprouted wheat. The first ingredient in ordinary bread is usually unbleached flour.

When the toast popped up, he put mustard, mayonnaise, and ketchup on one slice. Then he added two slices of onion. On top of the onions, he placed the hot dog. On top of the hot dog, he put a couple of slices of apple. Then he added some bits of hot green chile, and then put the top piece of toast onto the chile bits.

Ahh, what a sandwich, he thought, as he sat down to eat.

PLEASE MARRY ME!

Jill answered the phone. It was Jack.

"Jill, will you marry me next week?"

"What?"

Jack repeated his question.

"Of course not," she replied. She wondered why he was asking her that question. They had already agreed that when people get married, they immediately start to take each other for granted. They don't do the "little things" like opening the car door or holding hands. They get too comfortable. They treat their partner like an old shoe. And eventually, they get bored with each other and get divorced.

"We already agreed that we don't want to get married because we don't want to get divorced."

Jack agreed. But he argued that they were special. They were different from other couples. They loved each other too much to end up in a divorce.

"Yes, that may be true. But still, why next week? Why can't we think about it for another year or two?"

"Because I had two dreams the last two nights. In both dreams, you left me for another man. In fact, you left me for two different men. I want to get married now so I don't have these dreams anymore."

"Hmm. What did these men look like?"

TEA LEAVES

There was a time when drinking tea was almost unknown in European countries; many people had never even heard of tea. This anecdote is about an old woman and her son, who lived before tea-drinking became popular in England.

He was a sea captain, and every time he returned from a far-away country, he brought his mother a gift. He tried to bring something unusual, that she could show to her friends.

Once the young man came back from India with a box of tea for his mother. She didn't know anything about tea, but she was proud of her son, and she invited all her friends to come and try what he had brought her. When her son came into the room, he saw cakes and fruit and jam on the table, and a big plate full of brown tea-leaves. His mother and her friends were sitting round the table, eating the leaves with butter and salt. Though they all smiled, it was clear that they didn't enjoy eating the leaves.

«Where is the tea, Mother?» the captain asked.

His mother showed him the plate in the middle of the table.

«We are having tea for lunch», she said.

«No, no, those are only the tea-leaves», said the captain. «Where is the water?»

«The water!» his mother said. «I threw the water away, of course!»

ECONOMY WASTED TRIP

An Englishman who was in France wanted to go back to England by sea. But he had very little money. He had so little money that he could pay only for the ticket. As he knew that the trip would last only two days, he decided not to eat during these days.

As he took a ticket and got on the ship the next morning he tried not to hear the bell for breakfast. When dinner time came, he was very hungry; but he didn't go to the dining-room. In the evening he was still more hungry, but when the waiter came to invite him to have supper, the Englishman said that he was ill.

The next day the Englishman was half-dead and couldn't stand the hunger any longer.

«I shall go and eat even if they kick me out into the sea», said he to himself.

So he went to the ship dining-room and had his dinner.

In the evening he had supper but was very much afraid of his future because he didn't pay for the meals.

At last he addressed the waiter and said: «Bring me the bill, please».

«What bill?» asked the waiter.

«For the supper and dinner I had in your dining-room».

«Don't trouble, Sir. You paid for your meals when you bought the ticket».

A GOOD LESSON

One day a well-known singer was invited to the house of a rich lady to sing to her guests at a dinner-party. But instead of inviting the singer to dine with her guests, the lady ordered dinner for him in the servants' room. The singer said nothing. He dined well and after dinner said to the servants: «Now, my good friends, I am going to sing to you».

The servants were very much surprised but said they were awfully glad to have a chance to hear the great singer. He sang a good many beautiful songs and the servants enjoyed listening to him.

Later the lady sent one of her servants to bring the singer up to the drawing-room, where all her guests were waiting for him.

«But I cannot sing twice in one evening, Madam», said the singer to the lady when she met him at the door leading into the drawing-room.

«What do you mean?» asked the lady.

«I mean I have already sung for about an hour to your servants, Madam», answered the singer, «it was a pity you were not there, for I always sing to the people with whom I dine». And with these words he left the house.

ABOUT CONAN DOYLE

There is probably no one among book-lovers who has not heard of Sherlock Holmes, the skillful and clever detective in the stories by Arthur Conan Doyle. Sherlock Holmes's method of analyzing the most difficult problems was to notice the smallest facts, even if they seemed unimportant. His method never failed; the criminal always had to give up, and to become the prisoner of the great detective.

Conan Doyle once arrived in Paris, after spending a month in the south of France. There was a long row of cabs outside the gate of the railway station. Conan Doyle got into the first cab and ordered the driver to take him to a good hotel. The driver was silent all the way to the hotel, but when Conan Doyle paid him, he said, «Thank you, Sir Arthur Conan Doyle».

«How do you know who I am?» Conan Doyle asked in the greatest surprise. «I have never seen you before», the man answered, «so I can't pretend that I recognized you. But I read in the newspapers that you were expected in Paris after your vacation in the south of France. The train you arrived on came from the south of France.

I could tell from your clothes, especially your hat, and also from the strange way you pronounce French words that you were English. These facts helped me to guess that you were probably Sir Arthur Conan Doyle».

«Fine work! Wonderful!» Conan Doyle cried. «You analyzed the facts quite correctly. It's a pity you aren't a detective!»

«Of course», the driver added, «your name is on both your travelling bags. I can't pretend that that fact didn't help».

A BROKEN VASE

The young man was going to marry a beautiful girl.

One day the girl said to him that the next day she would celebrate her birthday and invited him to her birthday party. The young man was eager to make her a present, so he went to a gift shop. There he saw many beautiful things. Of all the things he particularly liked the vases. But they were very expensive, and as he had very little money he had to leave the shop without buying anything.

Walking to the door he suddenly heard a noise: one of the vases fell on the floor and broke two pieces. A brilliant idea came to his mind. He came up to the counter and asked the salesman to wrap up the broken vase he wanted to buy.

The salesman got a little surprised but did what the young man had asked him to do.

The young man took the parcel and went straight to the girl's place. By the time he entered the room the guests had already gathered. Everybody was enjoying the party.

Some of the people were dancing, others were talking, joking and laughing. Saying «Many happy returns of the day», the young man told the girl that he had bought a small present for her. With these words he began to unwrap the parcel.

Suddenly he got pale and said. «I am afraid, I have broken it. There were so many people in the bus...» But when he unwrapped the parcel, he saw that the salesman had wrapped up each piece of the vase separately.

ROBIN HOOD AND THE GOLDEN ARROW

Robin Hood was a legendary hero who was well known and loved by the poor people of England. He lived in a forest far from the towns, and when the poor were oppressed by the rich, he helped them by giving them food and shelter. The sheriffs tried to arrest him but they did not succeed in doing so.

Once the sheriff of N. decided to organize a shooting contest in order to catch him because he knew Robin Hood to be a very good shot and was sure that he would take part in the contest by all means. The prize was a golden arrow.

On learning about the forthcoming contest Robin Hood gathered his men and discussed whether they should take part in it. Finally it was decided that although the risk of participating in the contest was great, they should all go, Robin Hood among them.

The day of the contest was fine and clear. The town was decorated with flags, and field for the contest was full of people. The sheriff looked for Robin Hood and his men everywhere. He knew that they were always dressed in green. To his disappointment, however, he could not find anybody who looked like them. The contest was won by a fellow dressed in red, who had come from a village with a whole company of young men.

After receiving the prize the fellow left the town, and nobody ever thought that it was Robin Hood. While leaving the town Robin Hood shot an arrow through the sheriff's open window. There was a paper attached to it with the following words: «Robin Hood thanks the sheriff for the Golden Arrow.»

A Funny Story

Once a man went to a shop and bought a pair of trousers. When he came home, he put the trousers on. Then he saw that they were too long for him.

So he went to his wife and said: «Please make my trousers shorter, they are too long for me, I cannot put them on.»

But the wife said: «I have no time now. I must wash the plates. It is late now, I shall do it tomorrow.»

The man went to his daughter and asked her: «Can you make my trousers shorter? I cannot put them on.»

«No, I cannot,» said the daughter. «I must do my lessons now. I shall do it tomorrow».

The man went to his sister, but she could not help him. She said: «I must make my dress now. I shall do it tomorrow».

So the man went to bed and left his new trousers on a chair near his bed.

His wife washed all the plates, came into the room, took the trousers, made them shorter and put them back on the chair. When his daughter did her lessons, she came into his room, took the trousers and made them shorter. Late in the evening his sister came too and made the trousers shorter.

The man got up at 7 o'clock in the morning. His wife told him, «I have made your trousers shorter; you can put them on». But when the man put them on, he saw that they were too short for him and he could not wear them.

Advertisements want to persuade us to buy particular products. How do they do it?

Let's imagine ... You're watching TV. It's a hot evening: You feel thirsty. You see an advert for a refreshing drink. You see people looking cool and relaxed. You notice the name of the refreshing drink because you think it could be useful for you to satisfy your thirst.

Advertisers study how people learn so that they can 'teach' them to respond to their advertising. They want us to be interested, to try something, and then to do it again. These are the elements of learning: interest, experience and repetition. If an advert can achieve this, it is successful. If an advert works well, the same technique can be used to advertise different things. So, for example, in winter if the weather is cold and you see a family having a warming cup of tea and feeling cosy, you may be interested and note the name of the tea ... Here the same technique is being used as with the cool, refreshing drink.

If advertisements are to be learned, there is a need for lots of repetition. But advertisers have to be careful because too much repetition can result in consumer tiredness and the message may fall on 'deaf ears'.

Consumers learn to generalize from what they have learned. So advertisers sometimes copy a highly successful idea that has been well learned by consumers. For example, the highly successful 'Weston Tea Country' advertising for different tea has led to 'DAEWOO Country' for automobile dealers and 'Cadbury Country' for

chocolate bars.

Education in England and Wales

There are four types of schools in the English and Welsh education system - nursery, primary, secondary and private schools. Scotland has its own education system, which is different.

Children start school at the age of five, but there is some free nursery-school education before that age. The state nursery schools are not for all. They are for some families, for example for families with only one parent. In most areas there are private nursery schools. Parents who want their children to go to nursery school pay for their children under 5 years old to go to these private nursery schools.

Primary school is divided into infant school (pupils from 5 to 7 years old) and junior school (from 8 to 11 years old). In some areas there are middle schools instead of junior schools, which take pupils from 9 to 12 years old. Primary schools have from 50-200 pupils.

Secondary schools are usually much larger than primary schools and most children - over 80 percent - go to a comprehensive school at the age of 11. These schools are for all. Pupils do not need to pass an exam to go to these schools. These schools are large. They have from 1.200 - 2.500 pupils. School lasts all day in the UK, so there is only one shift. In some areas there are grammar schools. Pupils must pass special exams to go to these schools.

Some parents prefer private education. In England and Wales, private schools are called public schools. They are very expensive. Only 5 per cent of the school population goes to public schools. Public schools are for pupils from 5 or 7 to 18 years old. Some public schools are day schools, but many public schools are boarding schools. Pupils live in the school and go home in the holidays.

Education in the USA

There are five types of schools in the US educational system. They are: kindergarten, elementary school, middle school, high school and private school. Children go to kindergarten when they are 5 years old. They go to elementary school from ages 6 through 11 (1-5 grades), middle school from ages 12 through 14 (6-8 grades) and high school from ages 15 through 19 (9-12 grades).

About 90 percent of all children attend public school, which is free. The other 10 percent go to private schools, which often include religious education. They are similar to the public schools but parents must pay for their children to go to these schools. About half of all private schools are run by Catholics.

In the United States, education is mainly the responsibility of state and local governments, not the national government. The amount of money spent on education differs from state to state. The subjects studied also differ a little. The school year usually runs from September to June. At the high school level, there are some specialized schools. They include schools that emphasize vocational subjects like business or auto mechanics. Most high schools are general schools. High school students are often involved in the non-academic activities that their school offers -for

example, in drama clubs, sports teams, or the school newspaper.

Industry in Britain

Britain is one of the most highly industrialised countries in the world: for every person employed in agriculture 12 are employed in industry. The original base of British industry was coal-mining, iron and steel and textiles. Today the most productive sectors include high-tech industries, chemicals, finance and the service sectors, especially banking, insurance and tourism.

Birmingham developed engineering, chemicals, electronics and car manufacture. Cambridge is famous for software engineering (making programs for computers) and bio-chemical and bio-genetic products. Cattle-farming is the speciality of the west of England, Northern Ireland and Scotland. Wheat and fruit are widely grown in the south-east of England. Near the east and north-east coast of England and Scotland there are vast reserves of oil and gas. The UK is a member of OPEC - the Oil Producers and Exporters Cartel.

New promotion techniques

Techniques which are used to win customers include coupons, samples, money back, competitions etc. Many of these techniques are over a hundred years old. New promotion techniques are not often developed and, even when they are, there is always a risk that they will not please customers. So why do companies still try to develop new promotion techniques? The answer is because companies which do develop a successful new promotion can win many customers because they are the first to use the technique.

The oil company Shell invented a new 'matching-half' promotion called 'Make Money*'. Each time people bought a Shell product they were given half of a bank note. If they got the other half of the note they could get the money for the two halves. So for example, if they got two halves of a 500 soum note, they could get 500 soum in cash in the Shell shop. The competition was very successful because it was simple, it was easy to win and people liked getting cash immediately. Shell liked it because it could control the amount of money it had to pay. It printed a limited number of matching halves. 'Make Money' was a very successful promotion and paid for itself many times over. It helped Shell to increase its sales by 50% over a ten week period. When the promotion was over, sales remained high for several This was because some motorists who had changed to buy Shell products during the promotion continued to buy them after the promotion ended.

Queen Elizabeth II

Since 1066 there have been forty monarchs in England, thirty-five kings, five queens and seven dynasties. Only fourteen monarchs have stayed on the throne for more than twenty-five years, one of them is Queen Elizabeth II.

Every royal house or 'dynasty' has a surname. In Britain's case that name is

Windsor Queen Elizabeth II is the fourth Windsor monarch. She is also the head of a very large family. She has three sons, one daughter, and many grandsons and granddaughters.

The most famous British royal home is Buckingham Palace. But it is not the only one. The Queen and her family have several other castles, official residences and country houses too. Today Buckingham Palace is the best known palace in the world. It stands at the end of a long boulevard called The Mall and it has 600 rooms on three floors, 400 staff, and 300 clocks.

After Queen Elizabeth II, Britain's next monarch will probably be Prince Charles, the Prince of Wales. He will be King Charles III. Even further in the future his son, Prince William, will become king too. His title will be King William V. The National Anthem is called 'God save the Queen'. But if Prince Charles becomes King, it will be 'God save the King'.

The Internet

The Internet was invented in the late 1960s by the US Defense Department's Advanced Research Projects Agency. In 1969, there was a network of just four mainframe computers. A mainframe computer is a large, powerful computer, shared by many users. The idea of the electronic mailbox was born when users looked for a way to talk to each other electronically. By 1984, the Internet had begun to develop into the form we know today. Electronic mail is much faster than traditional mail, because once the message is typed out, it arrives in the electronic mail box of the recipient within minutes. It's better to use e-mail to contact friends rather than phone them, because e-mail is cheaper for long distances than the phone. People can share their interests through the Internet and it makes it very easy to exchange ideas and information.

The fax machine is a very convenient aid to contact companies and friends because messages are transmitted immediately. Fax machines work like photocopiers. They make a copy of a document and then send it down a telephone line to another fax machine. In this way they can send and receive information from each other. You can send any kind of things by fax, but it is more expensive than e-mail.

The Titanic And The Temple of Doom.

Apart from wars and natural catastrophes, one of the greatest disasters of the 20th century was the sinking of the great liner Titanic, in 1912. The "unsinkable" ship sank on a voyage from Liverpool to New York after striking an iceberg off the coast of Labrador. "How did it happen? How could it happen ?" people asked . Yet it happened ! Inexplicable, or was it? Is it possible that the sinking of the Titanic was caused by a ghost? A lot of this story is true... but did it really happen quite like this ?

As the Titanic sank, was the priestess of Amon-Ra looking on?

We need to leave the icy cold waters of the North Atlantic, and go thousands of miles back to the dry heat of the Nile Valley in Egypt. It is here, perhaps, that we can find the start of the mystery of the Titanic, here in the year 1910, in the great city of

Cairo.

One day, a British Egyptologist, called Douglas Murray, was staying in Cairo, when he was contacted by a man he did not know, a strange American adventurer.

The American had something unusual to offer the British archaeologist, something that was certain to thrill him : a beautiful ancient Egyptian mummy-case, containing the mummy of the high-priestess from the temple of the god Amon-Ra. The object was over 3000 years old, but in beautiful condition – gold, with bright paintings on it, and a "portrait" of the priestess. The American did not want a lot of money for it, and Murray was delighted. He gave the man a cheque.

The cheque was never cashed. That evening the American who had sold the case died. For his part, Murray arranged to have the treasure sent back to Britain. However, it was not long before he learnt more about the beautiful mummy: apparently it had been discovered in a funeral chamber in a dry part of the Nile Valley. On the walls of the chamber, there were inscriptions which warned of terrible consequences to anyone who broke into the tomb. Murray was pretty sceptical about this warning until a few days later, when a gun he was holding exploded in his hand, shattering his arm. The arm had to be amputated.

Murray decided to come back to England. On the return journey, two of his companions died from mysterious causes, two servants who had handled the mummy died soon afterwards. By this time, Murray had decided that there really was a spell on the mummy, and he decided to get rid of it. A lady he knew said she would like it, so he gave it to her. Shortly afterwards, the lady's mother died, and her fiancé left her: she herself caught a strange disease. She tried to give the mummy case back to Douglas Murray, but naturally Murray did not want to have anything more to do with the cursed object. In the end, it was presented to the British Museum.

It was presumed that that would be the end of the story, but it was not. Even in the museum, the mummy continued to cause strange events. A museum photographer died shortly after taking pictures of the new exhibit; and a curator also died for no apparent reason. In the end, the governors of the British Museum, not usually considered to be frivolous people, decided to get rid of the mummy. They decided to give it to a museum in New York.

At the start of April 1912, arrangements for the transfer were complete, and the mummy began its journey to its new home. Unfortunately ... or was it fortunately? ... the New York museum never received its new exhibit. For when it sank, one of the objects in the strong-room of the Titanic was the mummy case of the priestess of the temple of Amon-Ra. Or so they say.

5.2. Texts for Russian-English Literary Translation.

Жизнь прекрасна

Жизнь пренеприятная штука, но сделать ее прекрасной очень нетрудно. Для того, чтобы ощущать в себе счастье без перерыва, даже в минуты скорби и печали, нужно: уметь довольствоваться настоящим и радоваться сознанию, что “могло бы быть и хуже”. А это нетрудно:

Когда у тебя в кармане загораятся спички, то радуйся и благодари небо, что у тебя в кармане не пороховой погреб.

Когда в твой палец попадает заноза, радуйся: “Хорошо, что не в глаз”!

Если твоя жена... играет гаммы, то не выходи из себя, а не находи себе место от радости, что ты слушаешь игру, а не вой шакалов...

Радуйся, что ты не лошадь, не свинья, не осел, не медведь, которого водят цыгане, не клоп...

Радуйся, что ты не хромой, не слепой, не глухой, не немой, не холерный...

Если у тебя болит один зуб, то ликуй, что у тебя болят не все зубы.

Если жена тебе изменила, то радуйся, что она изменила тебе, а не отечеству.

И так далее...

(По А.П.Чехову)

Станционный смотритель

Двери были заперты; он позвонил, прошло несколько минут в тягостном для него ожидании. Ключ загремел, ему отворили.

«Здесь живёт Авдотья Самсоновна?» спросил он.

«Здесь, - отвечала молодая служанка; - зачем тебе её надобно?»

Смотритель, не отвечая, вошёл в залу.

«Нельзя, нельзя! – закричала вслед ему служанка, - у Авдотьи Самсоновны гости».

Но смотритель, не слушая, шел далее. Две первые комнаты были темны, в третьей был огонь. Он подошёл к растворенной двери и остановился. В комнате, прекрасно убранной, Минский сидел в задумчивости. Дуня, одетая со всею роскошью моды, сидела на ручке его кресел, как наездница на своём английском седле. Она с нежностью смотрела на Минского. Бедный смотритель! Никогда дочь его не казалась ему столь прекрасной; он поневоле ею любовался.

«Кто там?» - спросила она, не подымая головы.

Он всё молчал. Не получая ответа, Дуня подняла голову ...и с криком упала на ковёр. Испуганный Минский кинулся её подымать и, вдруг увидев в дверях старого смотрителя, оставил Дуню, и подошёл к нему, дрожа от гнева.

«Чего тебе надобно? – сказал он ему, стиснув зубы, что ты за мною всюду крадёшься, как разбойник, или хочешь меня зарезать? Пошёл вон!» - и, сильной рукой схватив старика за ворот, вытолкнул его на лестницу.

(А.С. Пушкин)

Пиковая дама

Она села за письменный столик, взяла перо бумагу – и задумалась. Несколько раз начинала она свое письмо – рвала его; то выражения ей казались слишком снисходительными, то слишком жестокими. Наконец ей удалось написать несколько строк, которыми она осталась довольна.

“Я уверена, писала она, - что вы имеете честные намерения и что вы не хотели оскорбить меня необдуманном поступком; но знакомство наше не должно бы начаться таким образом. Возвращаю Вам письмо ваше и надеюсь, что не буду впредь иметь причины жаловаться на незаслуженное неуважение.”

На другой день, увидя идущего Германа, Лизавета Ивановна встала из-за пяльцев, вышла в залу, отворила форточку и бросила письмо на улицу, надеясь на проворство молодого офицера

(А.С. Пушкин)

Рудин

Он остановился. Взор Натальи, прямо на него устремленный, смущал его.

- Вы стараетесь мне доказать, что вы честный человек, Дмитрий Николаевич, - промолвила она, - я в этом не сомневаюсь. Вы не в состоянии действовать из расчета; но разве в этом я желала убедиться, разве для этого я пришла сюда...

- Я не ожидал, Наталья Алексеевна...

- А! Вот когда вы проговорились! Да, вы не ожидали всего этого - вы меня не знали. Не беспокойтесь... вы не любите меня, а я никому не навязываюсь.

- Я вас люблю! – воскликнул Рудин.

Наталья выпрямилась.

- Может быть; но как вы меня любите? Я помню все ваши слова, Дмитрий Николаевич. Помните, вы мне говорили, без полного равенства нет любви... Вы для меня слишком высоки, вы не мне чета... Я поделом наказана. Вам предстоят занятия, более достойные вас. Я не забуду нынешнего дня... Прощайте...

- Наталья Алексеевна, вы уходите? Неужели мы так расстанемся?

Он протянул к ней руки. Она остановилась. Его умоляющий голос, казалось, поколебал ее.

(И.С. Тургенев)

Нежданный гость

Несколько лет спустя после своего приезда молодой Дубровский хотел заняться делами, но отец его был не в состоянии дать ему нужные объяснения.

Разбирая его бумаги, нашел он только первое письмо заседателя и черновой ответ на него. Между тем здоровье Андрея Гавриловича час от часу становилось хуже. Положенный срок прошел, и апелляция не была подана. Кистеневка принадлежала Троекурову. Шабашкин явился к нему с поклонами и поздравлениями. Кирила Петрович смутился. От природы не был он корыстолюбив, желание мести завлекло его слишком далеко, совесть его роптала. Он знал, в каком состоянии находился его противник, старый товарищ по молодости, и победа не радовала его сердце. Он грозно взглянул на Шабашкина, ища к чему привязаться, чтоб его выбранить, но не нашел достаточно к тому предлога и сказал ему сердито: «Пошел вон, не до тебя».

Шабашкин, видя, что он не в духе, поклонился и поспешил удалиться. А Кирила Петрович, оставшись наедине, стал расхаживать взад и вперед, насвистывая: «Гром победы раздавайся», что всегда означало в нем необыкновенное волнение мыслей.

Наконец он велел запречь себе беговые дрожки, оделся потеплее (это было уже в конце сентября) и, сам правя, выехал со двора.

Вскоре завидел он домик Андрея Гавриловича, и противоположные чувства наполнили его душу. Он решил помириться со старым своим соседом, уничтожить следы ссоры, возвратив ему его достояние. Облегчив душу благим намерением, Кирила Петрович пустился рысью к усадьбе и въехал прямо на двор.

В это время больной сидел в спальне у окна. Он узнал Кирила Петровича, и ужасное смятение изобразилось на его лице: багровый румянец заступил место обыкновенной бледности, глаза засверкали, он произносил невнятные звуки. Сын его, сидевший тут же за хозяйственными книгами, поднял голову и был поражен его состоянием: больной указывал пальцем на двор с видом ужаса и гнева. Он торопливо подбирал полы своего халата, собираясь встать с кресел, приподнялся и упал. Сын бросился к нему, старик лежал без чувств и без дыхания, паралич его ударил. «Скорей, скорей в город за лекарем!» - кричал Владимир. «Кирила Петрович спрашивает вас», - сказал вошедший слуга. Владимир бросил на него ужасный взгляд.

- Скажи Кирилу Петровичу, чтоб он скорее убирался, пока я не велел его выгнать со двора.... Пошел! – Слуга радостно побежал исполнять приказание своего барина.

(А. Пушкин)

Герасим

Утопив бедную Муму, Герасим прибежал в свою каморку, уложил кой-какие пожитки в старую попону, взвалил на плечо, да и был таков. Дорогу он хорошо заметил еще тогда, когда его везли в Москву; деревня, из которой барыня его взяла, лежала всего в двадцати пяти верстах от шоссе. Он шел; широко распахнулась его грудь; глаза жадно и прямо устремились вперед. Он торопился, как будто мать-старушка ждала его на родине, как будто она звала

его к себе после долгого странствования на чужой стороне, в чужих людях...

Только что наступившая летняя ночь была тиха и тепла; с одной стороны, там, где солнце закатилось, край неба еще белел, с другой стороны уже вздымался синий, седой сумрак. Ночь шла оттуда. Перепела сотнями гремели кругом, перекликались коростели... Герасим не мог их слышать. Не мог слышать также чуткого ночного шушуканья деревьев, мимо которых проносили сильные его ноги, но он чувствовал знакомый запах поспевающей ржи, которым так и веяло с темных полей, чувствовал, как ветер, летевший ему навстречу, ласково ударял его в лицо. Он видел перед собой белеющую дорогу – дорогу домой, прямую, как стрела; видел в небе бессчетные звезды, светившие ему в пути, и, как лев, выступал сильно и бодро, так что, когда восходящее солнце озарило своими влажно-красными лучами месяц, между Москвой и им легло уже тридцать пять верст...

Через два дня он был уже дома, в своей избенке, к великому изумлению солдатки, которую туда поселили. Помолясь перед образами, тотчас же отправился к старосте. Староста сначала было удивился, но сенокос только что начинался: Герасиму, как отличному работнику, тут же дали косу в руки – и пошел косить он по-старинному, косить так, что мужиков только пробирало...

А в Москве, на другой день после побега Герасима, хватились его. Доложили барыне. Она разгневалась, расплакалась, велела отыскать его во что бы то ни стало, уверяла, что никогда не приказывала утопить собаку, и, наконец, дала нагоняй Гавриле.

Наконец из деревни пришло известие о прибытии Герасима, и барыня несколько успокоилась; сперва было отдала приказание немедленно вытребовать его в Москву, потом, однако, объяснила, что такой неблагодарный человек ей вовсе не нужен.

(По И. Тургеневу)

Милостыня

Вблизи большого города, по широкой проезжей дороге шел старый, больной человек. Он шатался на ходу; его исхудалые ноги, путаясь, волочась и спотыкаясь, ступали тяжело и слабо, словно чужие; одежда на нем висела лохмотьями; непокрытая голова падала на грудь... Он изнемогал.

Он присел на придорожный камень, наклонился вперед, облокотился, закрыл лицо обеими руками, и сквозь искривленные пальцы закапали слезы на сухую седую пыль. Он вспоминал...

Вспоминал он, как и он был некогда здоров и богат и как он здоровье истратил, а богатство роздал другим, друзьям и недругам... И вот теперь у него нет куска хлеба, и все его покинули, друзья еще раньше врагов... Неужели ж ему унизиться для того, чтобы просить милостыню? И горько ему было на сердце и стыдно.

А слезы все капали да капали, орошая седую пыль.

Вдруг он услышал, что кто-то зовет его по имени; он поднял усталую

голову и увидел перед собою незнакомца.

Лицо спокойное и важное, но не строгое; глаза не лучистые, а светлые; взор пронзительный, но не злой.

- Ты все свое богатство роздал, - слышался ровный голос... - Но ведь ты не жалеешь о том, что добро делал?

- Не жалею, - отвечал со вздохом старик, - только вот умираю я теперь.

- И не было бы на свете нищих, которые к тебе протягивали руку, - продолжал незнакомец, - не над кем было бы тебе показать свою добродетель, не мог бы ты упражняться в ней?

Старик ничего не отвечал – и задумался.

- Так и ты теперь не гордись, бедняк, - заговорил опять незнакомец, - ступай, протягивай руку, доставь и ты другим добрым людям возможность показать на деле, что они добры.

Старик встрепенулся, вскинул глазами...но незнакомец уже исчез; а вдали на дороге показался прохожий.

Старик подошел к нему и протянул руку. Этот прохожий отвернулся с суровым видом и не дал ничего.

Но за ним шел другой, и тот подал старику малую милостыню.

И старик купил себе на данные гроши хлеба, и сладок показался ему выпрошенный кусок. И не было стыда у него на сердце, а напротив: его осенила тихая радость.

(И. Тургенев)

Соперник

У меня был товарищ – соперник; не по занятиям, не по службе или любви; но наши воззрения ни в чем не сходились, и всякий раз, когда мы встречались, между нами возникали нескончаемые споры.

Мы спорили обо всем: об искусстве, о религии, о науке, о земной и загробной – особенно о загробной жизни.

Он был человек верующий и восторженный. Однажды он сказал мне:

- Ты надо всем смеешься; но если я умру прежде тебя, то я явлюсь к тебе с того света... Увидим, засмеешься ли ты тогда?

И он, точно, умер прежде меня, в молодых годах еще будучи; но прошли года – и я позабыл об его обещании – об его угрозе.

Раз, ночью, я лежал в постели и не мог, да и не хотел заснуть. В комнате не было ни темно, ни светло; я принялся глядеть в седой полумрак. И вдруг мне почудилось, что между двух окон стоит мой соперник и тихо и печально качает сверху вниз головою.

Я не испугался, даже не удивился...но, приподнявшись слегка и опершись на локоть, стал еще пристальнее глядеть на неожиданно появившуюся фигуру. Тот продолжал качать головою.

- Что? – промолвил я, наконец. – Ты торжествуешь? Или жалеешь? Что это: предостережение или упрек?.. Или ты мне хочешь дать понять, что ты был

не прав, что мы оба не правы? Что ты испытываешь? Муки ли ада? Блаженство ли рая? Промолви хоть слово!

Но мой соперник не издал ни единого звука и только по-прежнему печально и покорно качал головою, сверху вниз.

Я засмеялся...он исчез.

(И. Тургенев)

Прощание

Ну, не скучай, смотри, - говорил отец, когда, наконец, меня снова снаряжали в город. – Теперь и не увидишь, как наступит весна. Каких-нибудь два месяца, а там и святая, и лето....До свидания!

Мне было грустно покидать родной дом, но я вполне соглашался с отцом: теперь уже скоро весна!

- А ведь правда, папа, совсем весной пахнет! – говорил и я, когда утром мы садились в сани, переваливались в воротах через высокий сугроб и глубоко вздыхали свежим ветром с запахом молодого снега.

- А ты любишь весну, Ваня? – спрашивал отец с улыбкой.

- Люблю, папа! Очень люблю!

- А деревню любишь?

- Конечно, люблю...

- Это хорошо, - прибавлял отец. – Когда ты вырастешь, ты поймешь, что человек должен жить поближе к природе, любить родные поля, воздух, солнце, небо.... Это неправда, будто в деревне скучно. Нет! Бедности в деревне много, вот это правда, и, значит, надо делать так, чтобы было поменьше этой бедности, - помогать деревенским людям, трудиться с ними и для них....И, поверь, я тебе это сам говорю – хорошо можно жить в деревне!

«Правда, правда! – думаю я. – В городе даже весной не пахнет. А вот тут пахнет. И проруби вон уже почернели, гляди, и оттаивать станут...»

Мужик, который нас провожает, стоит на крыльце в шапке, но в одной рубахе, смотрит на меня и, улыбаясь, говорит:

- Что ж, барчук, теперь, значит, до весны в город?

- Да, да, до весны, - говорю я, - да ведь весна скоро!

- Ну да, скоро, скоро, - соглашается мужик. – Прощайте, до весны!

(По И. Бунину)

Человек должен быть интеллигентен

Человек должен быть интеллигентен! А если у него профессия не требует интеллигентности? А если он не смог получить образования: так сложились обстоятельства? А если интеллигентность сделает его “белой вороной”* среди его сослуживцев, друзей, родных?

Нет, нет и нет! Интеллигентность нужна при всех обстоятельствах. Она

нужна и для окружающих, и для самого человека.

Многие думают: интеллигентный человек - это тот, который много читал, получил хорошее образование, много путешествовал, знает много языков.

А между тем можно иметь все это и быть неинтеллигентным, и можно ничем этим не обладать в большой степени, а быть все-таки внутренне интеллигентным человеком.

Образованность нельзя смешивать с интеллигентностью. Интеллигентность не только в знаниях, а в способностях к пониманию другого. Она проявляется в тысяче и тысяче мелочей: в умении уважительно спорить, вести себя скромно за столом, в умении незаметно (именно незаметно) помочь другому, беречь природу, не мусорить вокруг себя - не мусорить окурками или руганью, дурными идеями (это тоже мусор, и ещё какой).

Интеллигентность надо в себе развивать, тренировать, тренировать душевные силы, как тренируют и физические. А тренировка возможна и необходима в любых условиях.

Злобная и злая реакция, грубость и непонимание других - это признак душевной и духовной слабости, человеческой неспособности жить... Толкается в переполненном автобусе слабый и нервный человек... Ссорится с соседями - тоже человек, не умеющий жить... Не умеющий понять другого человека, вечно обижающийся на других - это тоже человек, обедняющий свою жизнь и мешающий жить другим.

Приветливость и доброта делают человека не только физически здоровым, но и красивым. Да, именно красивым.

Лицо человека, искажающееся злобой, становится безобразным. Долг человека - быть интеллигентным перед людьми и перед самим собой.

*"белая ворона" - человек, который резко отличается чем-либо от других.

(По Д.С.Лихачеву)

Пурпурное платье

Мэйда, девушка с большими карими глазами и длинными волосами, обратилась к Грейс – девушке с брошкой из искусственных бриллиантов с такими словами:

- У меня будет пурпурное платье ко Дню Благодарения. Старый Шлегель обещал сшить за восемь долларов. Это будет прелесть что такое – платье, украшенное серебряным галуном.

- Ты думаешь, что пурпурный цвет нравится мистеру Рэмси? А я вчера слышала, он говорил, что самый роскошный цвет – красный.

- Ну и пусть, - сказала Мэйда. – Я предпочитаю пурпурный. За восемь месяцев Мэйда скопила восемнадцать долларов. Этих денег ей хватило, чтобы купить все необходимое для платья и дать Шлегелю четыре доллара вперед. Накануне Дня Благодарения у нее наберется как раз достаточно, чтобы заплатить ему остальные четыре доллара.

Ежегодно в День Благодарения хозяин галантерейного магазина «Улей» давал своим служащим обед. Во все остальные триста шестьдесят четыре дня, если не брать в расчет воскресений, он каждый день напоминал о последнем банкете и об удовольствиях предстоящего.

«Улей» не был фешенебельным магазином со множеством отделов, лифтов и манекенов. Он был настолько мал, что мог называться просто большим магазином: туда вы могли спокойно пойти купить все, что надо, и благополучно выйти.

Мистер Рэмси был управляющим магазином. Он был настоящим джентльменом и отличался необычными качествами. Каждая из десяти молоденьких продавщиц каждый вечер, прежде, чем заснуть, мечтала о том, что она станет миссис Рэмси.

Подошел вечер накануне Дня Благодарения. Мэйда торопилась домой, радостно думая о завтрашнем дне. Она мечтала о своем пурпурном платье и была уверена, что ей пойдет пурпурный цвет. Кроме того, она пыталась себя уверить, что мистеру Рэмси нравится именно пурпурный, а не красный. Она решила зайти домой, взять оставшиеся четыре доллара, заплатить Шлегелю и самой принести платье.

Грейс тоже накопила денег. Она хотела купить готовое платье. «Если у тебя хорошая фигура, всегда легко найти что-нибудь подходящее, не рыская по магазинам», - считала Грейс.

(О'Генри)

Актриса

Восемь часов утра. Мисс Ада Мосс лежит на железной кровати и глядит в потолок. В ее мансарде окном во двор пахнет копотью, пудрой и жареным картофелем, который она вчера принесла в бумажном кульке на ужин.

Какой адский холод! – думает мисс Мосс. – Почему это теперь, когда я просыпаюсь по утрам, мне всегда холодно? Колени, ступни и поясница - особенно поясница – ну прямо как лед. А прежде мне всегда было тепло. Это все потому, что я не могу позволить горячего сытного обеда...»

Она сняла со спинки кровати сумку и порылась в ней.

«Выпью-ка я большую чашку чаю в «Эй-Би-Си», - решила она. – У меня тут шиллинг и три пенса».

Через десять минут полная дама в синем костюме с букетиком искусственных фиалок на груди, в черной шляпе с пурпурными анютиными глазками, в белых перчатках, в ботинках с белой оторочкой и с сумочкой, в которой лежали шиллинг и три пенса, вышла на улицу. Серые существа плескали воду на серые ступеньки лестниц. Мальчишка-молочник пролил молоко. Мгновенно неведомо откуда появилась старая рыжая бесхвостая кошка и стала жадно лакать. Глядя на нее, мисс Мосс почувствовала себя как-то странно, словно внутри у нее все сжалось в комок.

Подойдя к кафе «Эй-Би-Си», она увидела, что дверь открыта настежь. В

дверях она столкнулась с человеком, который нес поднос с булочками. В кафе никого не было, только официантка поправляла волосы перед зеркалом, да за перегородкой отпирала шкатулку с вырубкой кассирша. Мисс Мосс остановилась посреди кафе, но ни одна из женщин не обратила на нее внимания.

«Нельзя ли мне чашку чаю, мисс», - спросила она, обращаясь к официантке. Но та продолжала поправлять волосы.

«У нас еще не открыто», - ответила она.

Мисс Мосс вышла на улицу.

«Пойду на Чаринг-кросс, - решила она. – Но чаю пить не буду. Возьму кофе, он гораздо питательнее».

Она стала переходить улицу.

«Эй, берегись! Нечего спать на ходу!» - заорал на нее шофер такси.

Но она сделала вид, что не слышит.

«Нет, не пойду на Чаринг-кросс, - передумала она. – Пойду прямо в контору «Киг и Кеджит»: они открывают в девять. Если я приду рано, может быть, у мистера Кеджита что-нибудь и окажется для меня...»

«Я очень рад, что вы так рано пришли, мисс Мосс... Я только что узнал, что одному антрепренеру нужна актриса... Думаю, вы вполне подойдете. Сейчас я вам дам записку к нему. Три фунта стерлингов в неделю. Будь я на вашем месте, я полетел бы туда на крыльях. Очень хорошо, что вы пришли так рано...»

Но в конторе «Киг и Кеджит» никого еще не было, кроме уборщицы, вытиравшей влажной щеткой пол в коридоре.

(К. Мэнсфилд)

Луиза

Я знал Луизу еще до замужества. Она была хрупкой и нежной девушкой с большими печальными глазами. Её отец и мать обожали и оберегали её, так как у неё было слабое сердце.

Когда Том Мейтленд сделал ей предложение, они были в отчаянии, так как она была слишком слаба, чтобы быть хозяйкой дома. Но Том был богат и обещал делать для Луизы все на свете. Наконец, они доверили ему свое сокровище.

Он обожал ее и был готов сделать счастливым каждый день ее жизни, ведь она могла оборваться в любой момент. Он отказался от всего, что так любил: от охоты, игры в гольф, скачки на лошадях, потому что, по чистой случайности, когда он собирался уезжать, у Луизы случался сердечный приступ. Они вынуждены были вести тихую и спокойную жизнь. Но если вечеринка была веселой, Луиза могла танцевать всю ночь, или проделать очень далекое путешествие, если это было ей интересно.

Луиза пережила своего мужа. Он умер от простуды, которую получил во время морского путешествия на яхте, укутав ее всеми имеющимися на борту

одеялами. Он оставил Луизе значительное состояние и дочь Айрис.

Друзья поспешили удвоить свои усилия, оберегая Луизу от ужасного шока. Они боялись, что она может последовать за дорогим Томом.

Луиза очень волновалась, что ее дочь Айрис может остаться сиротой. И хотя ее здоровье было очень слабо, нашлось много желающих рискнуть стать мужем Луизы. Через год она вновь вышла замуж за молодого и красивого военного. Он ушел в отставку, так как из-за слабого здоровья Луиза должна была проводить зиму в Монте-Карло, а лето в Довиле.

«Теперь уже недолго», - часто говорила она своим тихим голосом.

Несмотря на это, в течение последующих лет она была самой модной и очаровательной женщиной в Монте-Карло. И хотя ей было за сорок, выглядела она на 25.

Второй муж Луизы не выдержал своей трудной жизни «мужа Луизы» и запил. К счастью, разразилась война, он ушел на фронт и был убит в бою. Друзья боялись даже сообщить Луизе эту страшную весть.

Горе сделало ее совсем больной, но она должна была жить для дочери. Айрис с детства впитала, что здоровье матери требует особой заботы, и говорила, что для нее особой счастье ухаживать за больной матерью.

Но пришла любовь, которую Айрис не удалось скрыть от нежного взгляда Луизы. И хотя она слабым голосом умоляла оставить ее и быть счастливой, Айрис отказалась.

Зная Луизу 25 лет, я был уверен, что все это было игрой, что Луиза была самой большой эгоисткой на свете. Больное сердце мешало ей делать только то, что было ей скучно, неудобно, неинтересно.

Я просил Луизу дать возможность Айрис быть счастливой. Началась подготовка самой великолепной свадьбы в Лондоне.

Через месяц в день свадьбы в 10 часов утра Луиза умерла от сердечного приступа. Она умерла тихо, простив Айрис за то, что она убила ее.

(С.Мозм)

Мир таков, каков он есть

Мир таков, каков он есть. Трудно предположить, чтобы мир был создан единственно для удовлетворения наших потребностей. Это было бы чудом из чудес. Мир нейтрален. Он не дружелюбен и не враждебен человеку. Вам внушили, что человек рождается для того, чтобы умереть, и что вы должны всю жизнь терзаться этой мыслью. Чего ради? Смерть - не факт сознания.

“Смысл раздумий о смерти в том, что они лишены смысла”, - писал Монтерлан. Смерть близких потрясает нас. А наша собственная? Бояться ее - значит представлять себе и мир, где мы есть, и мир, где нас нет. Эти два образа несовместимы.

Вам внушили, что мы живем на краю пропасти..., но даже если мы идем по краю пропасти, ничто не толкает нас вниз.

Вам внушили, что старые моральные ценности канули в прошлое*. Это

ложь... Я напомню вам для начала несколько древних как мир истин...

...Нельзя жить для себя. Думая только о себе, человек всегда найдет тысячу причин чувствовать себя несчастным. Никогда он не делал всего того, что хотел и должен был делать, никогда не получал всего того, чего, по его мнению, заслуживал, редко был любим так, как мечтал быть любимым. Без конца пережёвывая свое прошлое, он будет испытывать одни сожаления... Зачеркнуть прошлое все равно невозможно, попытайтесь лучше создать настоящее, которым вы... сможете гордиться. Всякий, кто живет ради других - ради своей страны, ради женщины, ради творчества, ради голодающих или гонимых, - словно по волшебству забывает свою тоску...

Второе правило - надо действовать. Вместо того, чтобы жаловаться на абсурдность мира, постараемся преобразить тот уголок, куда забросила нас судьба. Мы не в силах изменить вселенную, да и не стремимся к этому. Наши цели ближе и проще: заниматься своим делом - правильно выбрать его, глубоко изучить и достичь в нем мастерства... Если человек в совершенстве овладел каким-нибудь ремеслом, работа приносит ему счастье.

Третье правило - надо верить в силу воли... Безусловно, никто из нас не всемогущ. Не в моей власти помешать войне, но мои призывы, помноженные на призывы миллионов других людей, ослабят угрозу войны. Я не в силах выиграть битву, но я в силах быть храбрым солдатом, исполнить свой долг. "Возможности наши зависят от того, на что мы дерзнем," поэтому надо быть всегда в форме. Усилием воли человек заставляет себя трудиться на совесть и совершать геройские поступки. Быть может, воля и есть царица добродетелей.

Важно и четвертое правило - надо хранить верность. Верность слову, обязательствам, другим, самому себе.

**канули в прошлое - исчезли.*

(По А.Моруа)

...Так сказал Конфуций

- Учёный человек мягок в обращении; он вежливо встает и уважительно садится. Его слова всегда искренни и внушают доверие, его поступки всегда правильны. В дороге он не ищет для себя более удобного пути. Он не торопится умирать, ожидая для себя достойной смерти. Он совершенствует себя, чтобы действовать.

Учёный человек не считает ценными золото и яшму*, но ценит преданность и правдивость. Он не стремится завладеть землями, но считает своими владениями человечность и долг. Он думает прежде о работе, а потом о награде. Если государь поступает несправедливо, он не приближается к нему. Расширяя свои знания, он не останавливается ни на мгновение, не знает усталости.

Я слышал, что только человек, который много учился, может целый день быть в обществе людей, не надоедая им.

- Благодородный муж** в своей жизни должен беспокоиться о трёх вещах:

если он не будет учиться в юности, он окажется ни к чему не способным в зрелом возрасте; если он никого не учит в зрелости, никто не будет вспоминать о нём после смерти; если он не будет помогать другим, никто не придёт к нему на помощь, когда он будет нуждаться сам.

- Не враждуй с низким человеком, ведь он имеет врагов только среди ему подобных.

- В часы безделья ум тупеет. В часы поглощения делами ум теряется.

- Когда поднимаешься в гору, имей мужество пройти по узкой тропе. Когда идёшь по снегу, имей мужество пройти по скользкому мосту. В слове “мужество” - глубочайший смысл. Если на опасных поворотах жизни тебе не хватает мужества, ты обязательно застрянешь в какой-нибудь яме.

- Народ нуждается в человечности больше, чем в огне и воде; я видел людей, умирающих от огня и воды, но не видел умиравших от того, что они были человечны.

- Далеко ли от нас человечность? Когда мы хотим её, то она у нас под руками.

- От слов требуется только, чтобы они были понятны.

- Не поговорить с человеком, с которым можно говорить - значит потерять человека; поговорить с человеком, с которым нельзя говорить - значит потерять слова. Умный человек не теряет ни человека, ни слов.

- Почитай за главное преданность и искренность, не дружи с неподобными себе; ошибся - не бойся исправиться.

- Искренно веруй и люби учиться, храни до смерти твои убеждения и сделай совершенным свой путь.

**яшма* - полудрагоценный камень, из которого делают вазы, чаши.

***муж* - мужчина; здесь: человек.

Appendix Grammar Test

1. <test>

Put the correct form of *have* in the gap: I often ... terrible headaches.

- a) have
- b) am having
- c) has got
- d) had
- e) have had

2. <test>

Write in the correct verb form: Our baby Jack now. He is just twelve months old.

- a) walks
- b) is walking
- c) have walked
- d) will walk
- e) walked

3. <test> Complete the sentence using the correct question tag: You haven't been to China,?

- a) do you
- b) haven't you
- c) doesn't you
- d) have you
- e) don't you

4. <test> He have much money.

- a) isn't
- b) hasn't
- c) haven't
- d) don't
- e) doesn't

5. <test>

That hotel expensive.

- a) doesn't
- b) don't
- c) isn't
- d) aren't
- e) hasn't

6. <test> Complete the sentence with the correct word: My new computer is a lot more powerful ... my old one.

- a) as
- b) than
- c) to
- d) most
- e) more

7. <test>

Choose the correct answer to complete each sentence: My luggage was heavy that I had to take a taxi to the station.

- a) such
- b) so
- c) many
- d) too
- e) much

8. <test>

Open the brackets: I (*not / understand*) that man because I (*not / know*) English.

- a) not understand, don't know
- b) don't understand, not know
- c) don't understand, don't know
- d) doesn't understand, doesn't know
- e) haven't understood, don't know

9. <test>

Fill the gap with the correct word: The children are playing in the garden.....

- a) often
- b) usually
- c) till
- d) at the moment
- e) this week

10. <test>

Complete the sentence with the correct form of the verb in brackets: We... (*catch*) a taxi outside the restaurant, and it took us to our hotel.

- a) catches
- b) had caught
- c) has caught
- d) catch
- e) caught

11. <test>

Complete the sentence with the correct adjectives.

Is anyone in the class..... in starting a drama club? Yes. I think it's an..... idea.

- a) interesting, interested
- b) interesting, shocked

- c) interested, interesting
- d) interesting, confusing
- e) interesting, confused

12. <test>

Complete the sentence using the correct verb form: Itoften rain in summer.

- a) don't
- b) doesn't
- c) isn't
- d) aren't
- e) hasn't

13. <test>

Complete the sentence using the correct verb form: Mary and her sister..... live in Rome.

- a) aren't
- b) doesn't
- c) don't
- d) hasn't
- e) isn't

14. <test>

Fill the gap using the correct verb form: They can't go out now because they rain-coats and umbrellas.

- a) has got not
- b) doesn't have
- c) aren't have
- d) don't have
- e) didn't have

15. <test>

Open the brackets: Jack lives not far from us, but we (*not / see*) him often.

- a) don't see
- b) not see
- c) not seeing
- d) haven't seen
- e) doesn't

16. <test>

..... bottles of lemonade have you got at home?

- a) How often
- b) How much
- c) How long
- d) How many
- e) What

17. <test>

Complete the sentence using the correct question tag: He never uses his car except when it is necessary,.....?

- a) did he?
- b) doesn't he?
- c) isn't it?
- d) is he?
- e) does he?

18. <test>

Open the brackets: Can you phone a bit later, please? Jane (*to have a bath*) now.

- a) has a bath
- b) to have a bath
- c) had a bath
- d) is having a bath
- e) have had a bath

19. <test>

Make a sentence of these words, pay attention to the right word order.

Doing – men – what – those – are?

- a) What are doing those men?
- b) What are those men doing?
- c) What those men are doing?
- d) Those men are doing what?
- e) What men those are doing?

20. <test>

Make a sentence of these words, pay attention to the right word order.

Tell – didn't – me – you – the truth – why?

- a) Why you didn't tell me the truth?
- b) Why didn't you tell the truth me?
- c) Why didn't you tell me the truth?
- d) Why you didn't tell the truth me?
- e) Why didn't you me tell the truth?

21. <test> How much this sweater cost?

- a) is
- b) does
- c) do
- d) are
- e) am

22. <test>

Open the brackets: John (*still / work*) in the garden.

- a) still works
- b) worked
- c) is still working
- d) have worked
- e) will work

23. <test>

Open the brackets: The population of our city (*to reach* - достигать) one million by 2010.

- a) is reaching
- b) reaches
- c) will reach
- d) reached
- e) has reached

24. <test>

He can play golf well,?

- a) doesn't he?
- b) can he?
- c) isn't he?
- d) can't he?
- e) is he?

25. <test>

You are the new secretary,?

- a) are you?
- b) doesn't you?
- c) isn't you?
- d) aren't you?
- e) do you?

26. <test>

It's a nice day,?

- a) does it?
- b) doesn't it?
- c) is it?
- d) hasn't it?
- e) isn't it?

27. <test> They sent a letter the day before yesterday,?

- a) didn't they?
- b) hadn't they?
- c) did they?
- d) haven't they?
- e) aren't they?

28. <test>

Neither your parents nor mine can lend us some money,?

- a) can't they?
- b) will they?
- c) can they?
- d) do they?
- e) don't they?

29. <test> Open the brackets: I met my (*good*) friend yesterday.

- a) goodest
- b) better
- c) gooder
- d) a better
- e) best

30. <test> Open the brackets: Your friend looked upset yesterday. I'm glad he looks (*happy*) today.

- a) happier
- b) more happily
- c) happy as
- d) as happy
- e) much happily

31. <test>

Open the brackets: My room is (*comfortable*) ...one in our flat.

- a) the comfortablest
- b) more comfortable
- c) the most comfortable
- d) most comfortably
- e) the more comfortable

32. <test>

Use reported speech in the following sentence: John says, "I'm sorry to disturb you, Eliza."

- a) John is telling that he is sorry to disturb Eliza.
- b) John says to Eliza that he has been sorry to disturb her.
- c) John asks Eliza not to be sorry for disturbing him.
- d) John tells Eliza that he is sorry to disturb her.
- e) John tells Eliza that he is not sorry to disturb her.

33. <test>

Use reported speech in the following sentence: John *asks* him, "Does Mary know my address"?

- a) John asks him does Mary know his address.
- b) John asks him if she had known my address.

- c) John asks him if Mary know my address.
- d) John asks Mary if she knew his address.
- e) John asks him if Mary knows his address.

34. <test>

Use the correct form of the verb "to be": The hour was late, there ... no taxis.

- a) was
- b) are
- c) were
- d) is
- e) weren't

35. <test>

Open the brackets: Henry is not (*strong*) his elder brother Bob.

- a) so strong as
- b) stronger as
- c) stronger
- d) the strongest
- e) more strong

36. <test>

Open the brackets: The problem was (*serious*) we expected.

- a) seriouiser than
- b) more serious than
- c) as serious
- d) most serious
- e) the seriousest than

37. <test>

К началу этого года они закончат строительство школы.

- a) They will had finished the building of the school by the beginning of the year.
- b) They will have finished the building of the school at the beginning of the year.
- c) They will have finished the building of the school for the beginning of the year.
- d) They had finished the building of the school to the beginning of the year.
- e) They will have finished the building of the school by the beginning of the year.

38. <test>

Я надеюсь, что к концу собрания мы решим этот вопрос.

- a) I hope by the end of the meeting we discussed this question.
- b) I hope by the end of the meeting we will had discussed this question.
- c) I hope by the end of the meeting we will have discussed this question.
- d) I hope by the end of the meeting we will discuss this question.
- e) I hope by the end of the meeting we will discussed this question.

39. <test>

Завтра к этому времени он пересечет канал и будет в Англии.

- a) By this time tomorrow he will have crossed the channel and will be in England.
- b) By this time tomorrow he would have crossed through the channel and will be in England.
- c) By this time tomorrow he'll cross in the channel and will be in England.
- d) By this time tomorrow he crossed at the channel and will be in England.
- e) By this time tomorrow he'll had crossed on the channel and will be in England.

40. <test>

Вчера к трем часам он приготовил все для путешествия.

- a) By 3 o'clock yesterday he arranged everything for the trip.
- b) At 3 o'clock he had arranged everything for the trip.
- c) By 3 o'clock yesterday he did arrange everything for the trip.
- d) By 3 o'clock yesterday he arranges everything for the trip.
- e) By 3 o'clock yesterday he had arranged everything for the trip.

41. <test>

Я не видел его на этой неделе.

- a) I have not saw him this week.
- b) I have not seen him at the end of the week.
- c) I have not seen him this week.
- d) I did not see him on this week.
- e) I did not saw him this week.

42. <test>

Денег ему хватит до конца месяца.

- a) The money will last him till the end of the month.
- b) The money will be him till the end of the month.
- c) The money will last for him till the end of the month.
- d) The money will be enough for him at the end of the month.
- e) The money will enough him till the end of the month.

43. <test>

Что он за человек?

- a) Which kind of a man is he?
- b) What man was he?
- c) Who a man he is?
- d) What kind of man is he?
- e) What kind of man he is?

44. <test>

He phoned to say he ... his bag on the plane.

- a) left
- b) has left
- c) had left

- d) have left
- e) leaves

45. <test>

He decided to save some money and put ... in the bank.

- a) it
- b) their
- c) them
- d) its
- e) it's

46. <test>

... Mississippi is one of the longest rivers in the world.

- a) A
- b) The
- c) An
- d) –
- e) Any

47. <test>

He (*владеет*) the house since 1997.

- a) has owned
- b) have been owning
- c) owns
- d) owned
- e) will own

48. <test>

Have you ever been ... Scotland?

- a) in
- b) at
- c) to
- d) into
- e) for

49. <test>

Can you explain why you (*сделал*) this mistake again?

- a) do
- b) has
- c) make
- d) have made
- e) did

50. <test>

She thinks Tom is ... man in the world.

- a) a smart
- b) a smarter
- c) smartest
- d) the smartest
- e) more smart

51. <test>

Nobody knows when it last (*шел снег*) in Sri-Lanka.

- a) has snowed
- b) snowed
- c) is snowing
- d) will snow
- e) would snow

52. <test>

You must have as ... sugar as possible. It's bad for you.

- a) few
- b) a little
- c) little
- d) a few
- e) fewer

53. <test>

Would you like ... apple?

- a) other
- b) another
- c) others
- d) the others
- e) others

54. <test>

Where is ... bag? It is disappeared.

- a) a
- b) an
- c) –
- d) the
- e) no

55. <test>

Look at ... flowers! Do you like them?

- a) a
- b) an
- c) –
- d) the
- e) no

56. <test>

You can make progress only if you ... all the exercises.

- a) do
- b) does
- c) is doing
- d) will do
- e) would do

57. <test>

They understand The task is very difficult.

- a) anything
- b) nothing
- c) anybody
- d) something
- e) some

58. <test>

It is so dark here! I can't see

- a) something
- b) nothing
- c) anything
- d) everything
- e) some

59. <test>

How ... eggs are there on the table, Mary?

- a) much
- b) a few
- c) little
- d) many
- e) any

60. <test>

The coffee will be ready soon, ...?

- a) will it
- b) won't it
- c) would it
- d) is it
- e) isn't it

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Учебное пособие

ОСНОВНОЙ ИНОСТРАННЫЙ ЯЗЫК (A1A2)

Английский язык

для студентов высших учебных
заведений, обучающихся по специальности
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